

Notes for reading this document:

Column 1 – Summary of information from Government guidance on full reopening of schools (where useful to understanding control measures)

Column 2 – Control measures or actions by school

Column 3 - probably for deletion

Norwich Steiner School – Covid-informed Risk Assessment for full reopening of School – September 2020

Based on guidance: SECTION 1 – Public health advice to minimise Covid-19 risks

1 – Minimise contact with individuals who are unwell by ensuring that those who have Covid-19 symptoms, or who have someone in their household who does, do not attend school

Item	Control measures	
Prevention	Ensure staff who are not well with coronavirus symptoms do not come into work	
<i>Keeping Covid19 out of school and minimising contact with those who become unwell in school</i>	Ensure parents are made aware they must not send children to school who are not well or displaying coronavirus symptoms	
	<ul style="list-style-type: none"> Inform parents & staff that if someone in their household is ill with coronavirus symptoms (new & persistent cough or high temperature or loss of or change to sense of smell) that they must not come into school, and must arrange to get tested straight away. Ensure all staff and parents aware of the symptoms via an instruction to be sent out before the start of term. 	
	<ul style="list-style-type: none"> Teachers at entrance greeting children each morning, to take each child's temperature and check that the child feels well. If not to ask further questions before allowing the child into school. If a child indicates they do not feel well and the parents are not with them, depending upon the circumstances, the child may be taken into the front office/sick bay and if needed the Covid process is followed. 	
	<ul style="list-style-type: none"> If a pupil develops symptoms of Covid-19 whilst in school, they will need to be collected as soon as possible and tested. 	

	<ul style="list-style-type: none"> • Ensure all parents are aware they will need to collect their child promptly and that they must get their child tested. 	
	<ul style="list-style-type: none"> • Whilst waiting to be collected, an ill pupil will be isolated in the sick room/front office with one member of staff, who must wear appropriate PPE. The door will be closed and the window opened to allow ventilation. A DO NOT ENTER sign to be put on the door. • Staff aware of appropriate PPE: apron, face mask, face shield, gloves. 	
	<ul style="list-style-type: none"> • If an unwell pupil needs to go the toilet whilst waiting to be collected, they must use the small upper school toilet room. The member of staff with them, must then put a DO NOT ENTER sign on the door and lock it from outside. 	
	<ul style="list-style-type: none"> • The bathroom must be cleaned and disinfected using standard cleaning products (with the cleaner wearing PPE) before the room is used by anyone else. • PPE for cleaning areas that may have been infected: face mask, face shield, gloves, apron. 	
	Any member of staff or pupil in contact with someone who is unwell must wash their hands thoroughly for 20 seconds with soap and running water, or use hand sanitiser.	
	The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.	
	Cleaning staff to read Covid-19 cleaning of non-healthcare settings guidance (to be shared with cleaning staff).	
	Pupils in school to understand that if a 'do not enter' sign is on either the office door or the designated toilet in the upper school block, that they must not enter as someone using that room may have Covid.	

2 – Where recommended, use of face coverings in schools

<p>Prevention</p> <p><i>Use of face coverings</i></p> <p><i>Government is giving discretion to schools for older pupils, allowing them to ask pupils, staff and visitors outside the classroom in communal areas to wear face coverings.</i></p> <p><i>Primary age children will not need to wear a face covering.</i></p> <p><i>If local lockdown or restrictions come into play, adults and pupils will be required to wear face coverings outside classrooms.</i></p>	<ul style="list-style-type: none"> • If crowding in corridors can be prevented in corridors through pupil education and staff management, pupils and staff will not need to wear face coverings in this small school. • Teachers in upper school and Maple class to educate pupils on how to move through the corridors and advise they may need to use face coverings if this is not taken on board. • Advise parents of pupils in Maple class and older that they may need to provide face coverings in corridors: a) if the school finds an issue with movement in corridors; b) local restrictions/lockdown 	
<p>Prevention:</p> <p><i>Safe wearing and removal of face coverings</i></p>	<ul style="list-style-type: none"> • Any pupil or member of staff arriving at school wearing a face mask, having travelled on public transport, must carefully remove and bag/bin the face mask (without touching the mask, by the strings) and wash or sanitise their hands before coming into the school, or before replacing with a clean facemask if required. 	
	<ul style="list-style-type: none"> • Teachers to educate pupils on how to put on, take off, store their face masks safely, and remind them they must sanitise their hands before putting on and after taking off their face masks. • 	

3 – Clean hands thoroughly more often than usual

<p>Prevention</p> <p><i>Promoting good hand hygiene</i></p>	<ul style="list-style-type: none"> • On entering school, all pupils and staff to sanitise hands. • Sanitiser in entrance. • Teachers supervising entrance at start of day to ensure this happens. 	
--	--	--

<p><i>Covid 19 is easy an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser.</i></p> <p><i>Schools must ensure pupils clean their hands regularly.</i></p> <p><i>Regular and thorough hand cleaning is going to be needed for the foreseeable future.</i></p>	<p>Any pupil or member of staff arriving at school wearing a face mask, having travelled on public transport, must carefully remove and bag/bin the face mask (without touching the mask, by the strings) and wash or sanitise their hands before coming into the school, or before replacing with a clean facemask if required.</p>	
	<p>All rooms to have hand sanitiser in and teachers to ensure pupils use this on entering the room, on leaving the room and before eating, unless they have just washed their hands thoroughly.</p> <p>Sufficient supplies of hand sanitiser already in school.</p>	
	<p>In Kindergarten and younger lower school classes, teachers must ensure that use of hand sanitiser is supervised and not left unattended.</p>	
	<ul style="list-style-type: none"> Outdoor handwashing facilities to be provided using water butts, handwash, paper towels and bins (deep bins for outside), at strategic locations for school and kindergarten. Currently four waterbutts. <ul style="list-style-type: none"> Two to be placed just outside courtyard entrance. One at garden entrance (labyrinth field) One in kindergarten area. 	
	<p>On leaving school, all children to sanitise hands as they exit the building.</p> <p>Teacher to squirt sanitiser into each child’s hand as they exit the front of the building at the end of the day</p>	

4 – Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach

<p>Prevention</p> <p><i>Promoting good respiratory hygiene</i></p> <p><i>The ‘catch it, bin it, kill it’</i></p>	<p>Teachers to explain the importance of the ‘catch it, bin it, kill it’ process:</p> <ul style="list-style-type: none"> Use a tissue to catch your sneeze or cough Put your tissue straight in the bin Sanitise or wash your hands. <p>Class teachers and class guardians to make simple posters with class for use in classroom.</p>	
	<ul style="list-style-type: none"> In lower school, each desk to have a box of tissues for use by that pupil. 	

<p><i>approach continues to be very important, so schools must ensure they have enough tissues and bins available in school and that teachers and pupils follow this approach.</i></p>	<ul style="list-style-type: none"> • In upper school, due to lack of space on some desks, each pair of pupils to have their own box of tissues on the area between desks, to minimise sharing of boxes and so that there is easy access. • Each teachers desk to have own box of tissues • Admin staff to ensure good supplies available in school at all times. 	
	<ul style="list-style-type: none"> • Strategically placed bins to be available in each classroom, so that pupils can ‘bin’ any used tissues immediately and without having to squeeze past other pupils to one bin point. This will also help avoid pupils ‘hiding’ tissues behind radiators or dropping them on floors. • 30 additional bins ordered and in school 	
	<p>Bins for tissues to be open topped to avoid the need to touch bins and emptied frequently.</p>	
	<p>May need to have more than one hand sanitiser station in more crowded classrooms?</p>	
	<p>In staff rooms, a box on each work station/desk and hand sanitiser in each staff room.</p>	
<ul style="list-style-type: none"> • Teachers to ensure corridors do not become crowded, so as to avoid the need for transmission and face coverings becoming necessary. • Face coverings may need to be used in corridors or communal areas if locally the transmission rate increases. Generally this school should be able to avoid crowding in corridors. 		

5 – Introduced enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.

<p>Prevention</p> <p><i>Enhanced cleaning of frequently touched surfaces often, using standard products, such as detergents and bleach</i></p>	<p>‘Frequently touched surfaces’ list to be produced; these surfaces to be cleaned regularly with disinfectant throughout the day, for example, bannisters, door handles and surfaces, WC’s:</p> <ul style="list-style-type: none"> • After rhythmic time in main lesson • After first break • After lunch • End of day <p>Liz Cooker to draft original list of these FTS’s which may be adjusted and added to by others.</p>	
	<p>Doors that can be, to be propped open to reduce the amount of frequently touched surfaces and chance of infection spreading.</p> <p>Carry out fire practices to ensure staff know to make sure fire doors are closed as they evacuate.</p>	
	<p>Cleaning capacity to be enhanced through Liz and Carol supporting Suzy with cleaning. Liz to clean surfaces after rhythmic time and first break. Once Suzy arrives (late morning), she to take over the cleaning.</p> <p>Sandie to ensure all staff responsible for cleaning are aware of Covid cleaning regimes. Public health England guidance on cleaning non-healthcare settings.</p>	
	<p>End of day cleaning, Liz and Carol to support Suzy with ensuring a thorough end of day clean is carried out. This is expected to be more necessary as winter arrives and muddy shoes start appearing in school.</p>	
	<p>Shared surfaces must be cleaned between use:</p> <ul style="list-style-type: none"> • Hot desks in staff room (by the person who uses one) • Resource and music room used by pupils for individual or small group work (by cleaning staff) • Art room (by the teacher between groups) 	
	<ul style="list-style-type: none"> • Individual cubicles in the lower school girl and boy toilets to be allocated to each of Ash, Rowan, Maple and Sequoia classes. (circa 45 pupils using 9 WCs) • Toilets in upper school to be shared by Oak and Willow class due to the greater number of pupils, but to be cleaned regularly. (Circa 40 pupils using 4 WCs) • Pupils in lower school and Sequoia in particular to visit toilets one at a time to avoid crowding and queueing. • Oak and Willow pupils to be reminded not to queue and to maintain social distancing if waiting for toilets. 	

	<ul style="list-style-type: none"> All pupils to be reminded of the importance of cleaning their hands thoroughly after visiting the toilet. Teachers may be wise to ask pupils to use hand sanitiser when pupils return to the classroom if any uncertainty re: hand cleaning. 	

6 - Minimise contact between individuals and maintain social distancing wherever possible

<p>Prevention:</p> <p>Minimising contact & maintaining social distancing</p> <p><i>Minimising contacts and mixing between people reduces the transmission of Covid-19. Schools are expected to do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</i></p> <p><i>Government advice indicates that for younger children, the emphasis is likely to be on keeping groups separate (bubbles) and for older children, the emphasis will be on distancing.</i></p> <p><i>In practice, with this small school and the age range covered, a combination of measures is needed taking both these factors into account across the year.</i></p> <p><i>In order to provide the breadth of education and to be adequately staffed, teachers are needed across groups. The</i></p>	<p>Kindergarten bubble – Debora & Andy to work within kindergarten.</p> <ul style="list-style-type: none"> In Kindergarten, the numbers are small (eight children at start of term, but with a few trialling after the first week), and kindergarten will be outdoors-based for the first term, so initially distancing will not be problematic. <p>Debora – also to work with Sequoia teaching art. Art will be to one half of the class (8 pupils at one time) in a room that is well ventilated and where the teacher can keep largely 2-3 m from the pupils.</p> <p>The main class that teachers are with is considered their ‘bubble’ and therefore they need to be particularly careful with social distancing when teaching classes outside their bubble.</p> <p>Naomi Pratt (main class = Ash) Janice Mason (main class = Rowan) Steph Serazin (main class = Maple)</p> <p>For upper school classes, the main class a teacher is with, may change with main lesson blocks. At the start of the new term, the main teachers for older pupils stands as follows:</p> <p>Sandie Tolhurst (main class = Sequoia) Sarah Brocklehurst (main class = Willow) Graham Starling (main class = Oak)</p> <p>Teachers who work across the school equally with all classes, need to take care in all classes, cleaning hands when going between groups and aiming to maintain distancing as much as possible</p>	
---	---	--

<p><i>nature of the school also means that often family members are spread across classes, so that although physical separation of classes if largely feasible, both teachers and pupils transcend these boundaries.</i></p>		
<p>Prevention:</p> <p>Arranging desks</p>	<p>Desks arranged to allow the maximum spacing between pupils possible.</p> <ul style="list-style-type: none"> • In the smaller lower school classes, there is room for pupils to each have a double desk to themselves and for good space between desks to be provided; • In the upper school classes where pupil numbers are higher, pupils will have their own desk and there will be no less than 50 cm between adjacent desks. • All desks must be forward facing. 	
<p>Prevention:</p> <p>Use of classrooms & shared spaces</p>	<p>Throughout the school, each class has its own classroom and teachers should not swap groups into different classrooms.</p> <p>Across the School, pupils to be allocated a specific table to work at for the duration of the half term, to reduce opportunities for cross contamination.</p> <p>Apart from the gym (the largest room in the school), upper school classes are being allocated the three biggest of the available rooms as follows:</p> <ul style="list-style-type: none"> • Oak class – 17 pupils (possibly 19) – upstairs large room east of building • Willow class – 15 pupils (possibly 16/17) – downstairs classroom to the right of the entrance as you go in the school • Sequoia class – 15 pupils (with 4 on waiting list for trials) – downstairs classroom to the left of the entrance as you go in the school. <p>The laboratory is a shared space for art or for splitting classes. Teachers MUST disinfect tables before and after use.</p> <p>Workshop – surfaces need to be disinfected between use and any tools to be used by different groups also disinfected.</p>	

	<p>Gym – may be used by different classes. If equipment is used, the equipment (mats, benches etc) must be disinfected before and after use.</p> <p>The room should be well ventilated when in use.</p>	
<p>Prevention:</p> <p><i>Use of washrooms and WC's</i></p>	<ul style="list-style-type: none"> • The three lower school classes and Sequoia class to use lower school toilets, with one WC cubicle allocated per class, in both the boy and girl washrooms • Willow and Oak classes to share the four upper school WCs, one of which at any time may be taken out of use if someone with Covid symptoms needs to use a WC whilst waiting for collection. • The showers will be cleaned between use by different groups. • The shower cubicles will also serve as changing spaces for classes that have games lessons. The cubicles will need cleaning after use by each group and before another group uses it. • Kindergarten to use its own toilet and washrooms. • If needing to use the toilets, enter via rear door or direct into kindergarten room from side and to the toilets from there. 	
<p>Prevention:</p> <p>Teacher-pupil distance in classroom</p>	<p>The classrooms are to be arranged so that the area where the teacher works from the front of the classroom is a minimum of 2m from the nearest pupil, and wherever possible 3m or more.</p>	
	<p>Teachers should minimise the time where they are within 2m of pupils. When support is needed, it is preferable for the teacher to go to the pupils desk and be at the side of the pupil, rather than either face to face or at right angles to the pupil.</p> <p>All pupil desks must be forward facing.</p>	
<p>Prevention:</p> <p>Ventilation</p>	<p>Following the summer building work, both lower and upper sashes work in most classrooms. Teachers can improve ventilation by opening both sashes on a window; more effective ventilation is achieved by opening both sashes on one window than one sash on 2 windows.</p> <p>Rooms should be kept well ventilated.</p> <p>Parents will be reminded that their child needs to bring adequate clothing, as ventilation in colder weather may render the heating largely ineffective.</p>	

<p>Prevention:</p> <p>Moving around the building</p>	<ul style="list-style-type: none"> • Teachers should allow only one pupil at a time to leave the classroom to use WC's one at a time (or one boy, one girl) • ALL teachers, before ending the lesson at breaktimes, need to check the corridors before letting pupils out. • ALL staff need to be vigilant and ask pupils to move along and not congregate in the corridors • Older pupils must be briefed to stay in their classroom if there is another class passing, and only go out into the corridor when it is clear. • When the weather allows, Oak class to use red external fire escape to get to the WCs and outside areas, otherwise to use the internal staircase nearest them. • Stairs and corridors divided by hazard tape to show which side to walk on. • Willow class, if gym is not in use, to exit to the WCs and outside areas via the gym, otherwise through the usual door into the courtyard. 	
<p>Prevention</p> <p>Arriving and leaving – avoiding congestion</p>	<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> • For kindergarten, parents will drop their child off inside the labyrinth field, and leave through the security gates as soon as possible. Kindergarten staff will secure rear gates after 9.15am. • Kindergarten children leave at 1pm via the side security gates, unless staying for afternoon kindergarten. <p><u>School</u></p> <ul style="list-style-type: none"> • Two staff will take a register outside the front building, sending each school child in as they arrive, so that there is not a build up of pupils. • At the end of the day, whichever teacher is with a class – including guardians, class teachers or subject teachers, MUST go out with the class and ensure each pupil gets a squirt of hand sanitiser on their way out. • Upper school classes should aim to finish and leave the building at 3.20-3.25pm. • Upper school pupils should leave through the front doors (which should be propped open). • Lower school pupils should leave via the rear. 	

	<ul style="list-style-type: none"> • Parents may come onto the playground, and encouraged to leave as soon as their child is there. • Parents and children encouraged not to congregate or remain in the school grounds. <p><u>Upper school lunchtimes</u></p> <ul style="list-style-type: none"> • Oak class pupils are ordinarily allowed to leave the building at first break and lunchtimes. However, the signing in and out process usually means a flood of students into and out of reception, and multiple touching of signing out board/pen and front door. In order to reduce the amount of signing in and out of pupils and touching of doors etc, pupils are to be restricted to a time slot at lunchtime when they may leave the school, (eg. 1.05pm-1.15pm) and signed out by a member of staff at that time. • When pupils return, they sanitise hands, are let in and signed in by admin staff again. 	
<p>Prevention</p> <p>Visitors</p>	<ul style="list-style-type: none"> • Inform parents that they may only enter the school if they have a pre-booked meeting. • Any parent needing to drop something off must phone the school and wait for a member of staff to come out to collect. Parents to be discouraged from doing this as much as possible. • Health visitors and other educational professionals should notify the school by phone when they have arrived and wait to be shown into the building. • Visits/meetings should happen outside of school hours as much as possible. 	
<p>Prevention</p> <p>Contractors</p>	<ul style="list-style-type: none"> • Building works are ongoing, including windows, brick work and flint wall repair. The school and the lead contractors, Gooch, are developing a process for safe working once term commences. • All Gooch personnel on site regularly work on school sites, are DBS checked and long standing employees of Gooch. • School to agree with Gooch, a signing in process to avoid the need for contractors to come into the building unnecessarily. • Gooch have own facilities at front of building. <ul style="list-style-type: none"> • Any other contractor needing to come into school (e.g. blocked drains) is accompanied if in the building when pupils are also present. 	

<p>Prevention</p> <p>Shared resources</p>	<ul style="list-style-type: none"> • Within bubbles, pupils should have their own for frequently used equipment, such as pencils, pens etc. However, they may share books, games or other resources as needed, making sure they clean hands in between and that the equipment is cleaned between use. • Pupils in bubbles, playing games, eg. Board games may do so, but should avoid sitting face to face, or should sit right back and move forward only for their turn. • Equipment used by different groups/classes, must be cleaned between use – whether sports equipment, musical instruments (percussion) etc. • Upper school computers – These will need to be regularly used by Oak and Willow classes, both of which are studying for the NZCSE. The school has purchased additional computers and each pupil will be allocated a computer to use. However, as Sequoia pupils will be also occasionally using computers, Willow class computers will be sanitised before being used by Oak pupils. • All computers to continue to be returned to the office at the end of the day. • In Upper school classes, pupils ordinarily have use of a kettle. Teachers to review whether this will still be possible. For example, if pupils able to agree one person to pour drinks to avoid multiple handling of the kettle, then this may be possible. 	
<p>Prevention</p> <p>Breaktime</p>	<ul style="list-style-type: none"> • Pupils, as always, must eat at their own desk. Before eating, teachers must remind pupils to go wash their hands thoroughly and to sanitise them on returning to the classroom. • Normal tradition of gathering round desks to eat is no longer possible as pupils must avoid facing one another in this way. Therefore, teachers must require children to eat sitting forward facing at their own desk. • Balls, hoops and any other play equipment should be disinfected after use, so that the next breaktime a group of children taking a ball to play with, are taking an already-disinfected ball to play with. • Equipment at breaktime should ideally not be shared between different classes. If it is shared, pupils must wash hands after use and before the end of breaktime if they stop playing with them before the end. 	

	<ul style="list-style-type: none"> • Classes should play separately at breaktime. Areas will not initially be cordoned off, but if it proves difficult to keep groups separately, this will be reviewed and changed. • The school has sufficient space that all pupils can go outside at the same time and still maintain very adequate social distancing, both within their own group and with other groups. • However, teachers will ensure that pupils go into the building one at a time, and when they leave the classroom, pupils will leave one after the other and not as a group, in order to avoid pinch points. 	
--	---	--

7 – Where necessary, wear appropriate Personal Protective Equipment (PPE)

<p>Prevention</p> <p>USE OF PPE</p>	<ul style="list-style-type: none"> • Kindergarten staff should use disposable aprons and gloves when changing or helping with close personal care, a young child. No other PPE is currently recommended, although any staff with health issues may wish to use a face shield. • If a child develops covid symptoms, the member of staff looking after that child and the person cleaning the room will need to wear the following PPE: apron, gloves, mask, faceshield. • Faceshields can be cleaned, disinfected and reused. • Other PPE should be disposed, along with any cleaning cloths, in a black bin liner for 72 hours and then put in the normal waste. 	
--	---	--

8 – Engage with the NHS Test & Trace process

<p>Response</p> <p><i>Engagement in Test & Trace</i></p>	<ul style="list-style-type: none"> • Ensure we inform parents/staff and pursue engagement with the NHS test and trace process. • Make clear to parents and staff that they must be ready and willing to: <ul style="list-style-type: none"> a) book a test if their child has symptoms and keep them away from school until the test results come back; 	
---	---	--

<p><i>Schools must ensure that staff members and parents understand they will need to be ready and willing to engage in the NHS test and trace process. Anyone who displays symptoms of Covid-19 can and should get a test. Test can be booked online or ordered by telephone.</i></p> <p><i>Essential workers, including those in education, have priority access to testing.</i></p>	<p>b) provide details of anyone they or their child has been in close contact with;</p> <p>c) Self isolate if they have been in close contact with someone who tests positive, or if anyone in their household develops symptoms of Covid-19.</p> <p>d) Inform the school of the results of the test as soon as they have them.</p> <ul style="list-style-type: none"> • Use tests provided to the school by LA/govt if we have reason to believe a family will not otherwise easily access a test 	
--	---	--

9 – Manage confirmed cases of Covid-19 amongst the school community

<p>Response</p> <p><i>Schools must take swift action if someone who has attended tests positive for Covid-19. The local health protection scheme will also contact the school if it becomes aware of a positive test attended the school.</i></p> <p><i>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious and ensure they are asked to self isolate.</i></p> <p><i>Based on advice from the health protection scheme, schools must send home people as advised. Even if someone sent home gets tested, and the result is negative, if they have been a close contact, they must stay away for the full 14 days.</i></p> <p><i>Household members of the person sent home to self isolate, do not need to self isolate themselves, unless the person self isolating develops symptoms.</i></p> <p><i>If the close contact sent home develops symptoms, they need to get a test and continue to self isolate for at least 10 days from the onset of symptoms (which could mean self isolation ends before or after the original 14 day isolation period).</i></p>	<ul style="list-style-type: none">• Contact our local health protection team, inform and work with them to identify individuals in the school who need to self isolate for 14 days.• Ensure any changes to each weeks timetable are documented so that it is easier to know who has been in closer contact with each class.• Provide appropriate information to parents at the start of the school year about what might happen?• If children are sent home due to being a close contact, inform parents appropriately, being sure to provide no personal information (c/f LA will supply a template letter if helpful)• Ensure that no staff or children who have been deemed to be in close contact with someone who tests positive, return to school within 14 days, regardless of if they themselves then test negative.	
---	--	--

10 – Contain any outbreak by following local health protection team advice

<p>Response</p> <p><i>If schools have two or more confirmed cases within 14 days or an overall rise in sickness absence where Covid-19 is suspected, they may have an outbreak and must continue to work with their local health protection team.</i></p> <p><i>A larger number of pupils may need to self isolate, including potentially the whole site.</i></p>	<ul style="list-style-type: none"> • Continue to work with Local health protection team 	
--	--	--

SECTION 2 – SCHOOL OPERATIONS

PUBLIC TRANSPORT

<p>Public transport</p> <p><i>Pupils should keep use of public transport to an absolute minimum, particularly at peak times. Schools should consider staggered start times so journeys can take place outside of peak hours.</i></p> <p><i>Schools should encourage parents, staff and pupils to walk or cycle to school if possible.</i></p>	<ul style="list-style-type: none"> • Refer parents to the safer travel guidance for passengers: www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers • Identify which and how many pupils will be travelling to and from school on public transport • Consider whether school should start and finish earlier or later? – review after first half term • Inform parents that we may review start and finish times so that pupils travelling on public transport are avoiding peak times 	
--	---	--

ATTENDANCE

<p>Attendance expectations</p>	<ul style="list-style-type: none"> • With sensitivity, school to inform parents that all children now expected to attend. 	
---------------------------------------	--	--

<p><i>Usual rules on school attendance will apply, including the need for parents to ensure their child regularly attends school, the school's responsibility for recording attendance and following up absence.</i></p>	<ul style="list-style-type: none"> • School to reinstate school attendance procedures. • Morning registration of pupils will be on one sheet as children enter the building – the school secretary will then transfer the information into the paper registers. 	
<p>Pupils who are shielding or self-isolating</p> <p><i>As much more is known about Covid-19 now, in future far fewer children will be advised to shield when community transmission rates are high. Note that:</i></p> <ul style="list-style-type: none"> • <i>Some pupils will not be able to attend because they have been told to self isolate, or have symptoms, or are a close contact of someone who has had a positive test;</i> • <i>Shielding has paused, so children who are shielding can return to school; as can those who have family members who are shielding;</i> • <i>If rates of Covid-19 rise in local areas, pupils who are shielding may be advised to shield again.</i> • <i>Some pupils do not need to shield but need specialist health professional advice before returning to school.</i> <p><i>If a pupil is unable to attend school because they are complying with public health advice, schools are expected immediately to be able to offer them access to remote education. Schools should monitor engagement with this activity.</i></p>	<ul style="list-style-type: none"> • Follow up with any families who are concerned about their need to shield. • Advise staff to keep in mind that they may need, at very short notice, to provide work to any pupils who are required to self-isolate or stay at home. • Note advice in guidance for parents of pupils with significant risk factors. 	

SCHOOL WORKFORCE

<p>School workforce</p> <p><i>Public health England (PHE) and Department for Health and Social Care (DHSC) developed guidance for schools and on current evidence do not consider schools as high risk settings compared to other workplace environments. Rates of community transmission of Covid-19 are below levels seen when shielding was introduced, with the exception of areas of local lockdown. Government expects staff who need to, to attend school.</i></p>	<ul style="list-style-type: none"> • All staff concerned about returning to school have been spoken to. • Continue to monitor how staff are managing at weekly management meetings • Remind staff of the importance of following all hygiene guidelines themselves, as well as supporting pupils to do so. • Explain to staff at inset and any meetings, measures that are in place for their safety. 	
--	---	--

<p><i>Some administrative roles could be carried out from home.</i></p>	<ul style="list-style-type: none"> • Additional staff facilities created to provide space for staff to spread out and rest/work. 	
<p>Staff who are clinically extremely vulnerable</p>	<p>Currently no staff are known to be in this category.</p>	
<p>Staff who are clinically vulnerable</p> <p><i>These staff can return to school in September and should follow sector-specific measures in the guidance to minimise the risks of transmission, including:</i></p> <ul style="list-style-type: none"> • <i>Good hand and respiratory hygiene</i> • <i>Minimising contact</i> • <i>Maintaining social distancing – adults maintain 2m from others, and where not possible, avoid face to face contact and minimise time spent within 1m of others.</i> <p><i>Those who live with clinically or extremely clinically vulnerable can return to work.</i></p>	<ul style="list-style-type: none"> • Confidential info 	
<p>Staff who are pregnant</p>	<p>Currently no staff are known to be pregnant.</p>	
<p>Staff who may otherwise be at increased risk from Covid-19</p> <p><i>Include factors such as age, sex, where people live, deprivation, ethnicity.</i></p> <p><i>These staff can attend the workplace.</i></p>	<p>No further risk assessment required.</p>	
<p>Employer health and safety and equalities duties</p>	<p>No further risk assessment required.</p>	
<p>Supporting staff</p> <p><i>Trustees/governors should have regard to staff wellbeing. Schools should explain measures in place for their care. The duty of care extends to mental health and wellbeing. Some staff may be particularly anxious about returning to school. The DfE is providing additional support. See</i></p>	<ul style="list-style-type: none"> • Ask JA to look at support available at gov website • Inform staff of free helpline re: support for mental health and wellbeing www.educationsupport.org.uk • Review at MT and trustee meetings wellbeing of staff. 	

<p>information at www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</p>		
<p>Staff deployment</p> <p><i>May need to be altered with existing staff being used more flexibly. Any changes to staff roles must be discussed and agreed with individuals. Planning should avoid unmanageable workload burdens.</i></p> <p><i>Some resources and case studies about this in the guidance.</i></p> <p><i>No redeployment of staff should be at the expense of pupils with SEND.</i></p>	<ul style="list-style-type: none"> • Changes to staff deployment have been discussed with staff, but changes are quite limited. • Redeployment of LC is for the benefit of pupils with SEND and in order to keep the school clean. • No further risk assessment required. 	
<p>Recruitment</p> <p><i>Government expect recruitment to continue as usual with all safeguarding checks. Remote recruitment encouraged.</i></p>	<ul style="list-style-type: none"> • All recruitment to be done in the usual way, in person, with same health/Covid safeguards in place as for regular staff. 	
<p>Supply and temporary or peripatetic teachers</p> <p><i>Can still move between schools, but should minimise number of visitors to school where possible. If staff work at other schools, should take particular care to maintain distance from other staff, and ideally use longer assignments.</i></p>	<ul style="list-style-type: none"> • Visiting staff at this school tend to stay for blocks and whilst here are only in this school. This can continue as usual. • School has (temporarily) replaced overseas visiting teachers with UK based, due to quarantine and safety difficulties. 	
<p>Staff leave</p> <p><i>There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors beyond their control in relation to Covid-19 due to potential for reinstatement of lockdown measures in the place they are visiting.</i></p> <p><i>Schools should discuss leave arrangements to inform planning. Where it's not possible to avoid quarantine during term time, school should consider if it is possible to temporarily enable them to work from home.</i></p>	<ul style="list-style-type: none"> • MT to raise issue with staff in respect of half term holiday and Christmas. • With just one exception, no staff are expected to be in quarantine at the start of autumn term. 	
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Capacity is being increased through appointment of Naomi as an additional DSL. 	

<p><i>Schools should consider revising policy to reflect return of more pupils. All statutory safeguarding guidance must be adhered to. DSLs should be given more time in the first weeks of term, to help provide support to staff and children regarding any new concerns etc.</i></p>	<ul style="list-style-type: none"> • JA main role is safeguarding and is being relocated to quiet office for health reasons, but this will also support more efficient working. 	
<p>Estates</p> <p><i>Schools should optimise use of space. All pre-term building checks should be carried out, including Legionella checks. Good ventilation once operating, should be optimised. Additional hand washing facilities provided if needed.</i></p>	<ul style="list-style-type: none"> • Water butts to be used to provide outdoor handwashing facilities. • Windows in nearly every room now have one or more sash windows that operate properly • Doors will be propped open where necessary 	
<p>Premises – checks</p>	<p>The following checks to services are due or not:</p> <ul style="list-style-type: none"> • Fire extinguishers – due – awaiting engineer • Fire alarm system – new – fully operational • Legionella – completed mid-August • Electrical – not due • Gas – not due 	
<p>Educational visits</p> <p><i>Advise against overnight educational visits, whether UK or overseas. Day trips can resume in line with Covid measures – such as keeping children in consistent groups. Schools should make use of outdoor space in the local area to support the curriculum.</i></p> <p><i>Full and thorough risk assessments as usual should take place, additionally taking account of covid arrangements at any venue.</i></p>	<ul style="list-style-type: none"> • Local educational trips risk assessment to be reviewed and updated for 2020-21 academic year. 	

SECTION 3 – CURRICULUM, BEHAVIOUR & PASTORAL SUPPORT

CURRICULUM

<p>Curriculum principles</p> <ul style="list-style-type: none"> • All pupils to receive a high quality education 	<p>Remote learning</p> <ul style="list-style-type: none"> • Teachers of older classes should continue to use Google classroom to upload resources 	
--	---	--

<ul style="list-style-type: none"> • Curriculum broad and ambitious • Remote education, where needed, of high quality and aligned to in-school provision. <p><i>Curriculum planning should be informed by an assessment of pupils starting points and addressing the gaps – make use of formative assessment – quizzes, observation of pupils and work – to avoid introducing unnecessary tracking systems.</i></p> <p><i>Plan to integrate remote education, as some or all pupils at some point may need to learn remotely for periods of time.</i></p> <p><i>Relationships and health education (RHE) for primary pupils and RHSE (+Sex) for secondary pupils is compulsory from Sept 2020, and teaching of this should begin by summer term 2021 at the latest.</i></p>	<ul style="list-style-type: none"> • Teachers of older classes should be prepared to teach with live zoom whilst teaching the class where appropriate and helpful to supporting the education of any pupil who is learning remotely. • Lower school teachers should prepare lessons so that they have work aligned with what is being done in the classroom that can be sent home. If whole classes are in quarantine, the class teacher should coordinate resources among teachers for the class and send out a pack by post at the beginning of the week. 	
<p>Specific points for early years foundation stage (EYFS) to key stage 3</p> <p><i>Teachers should focus on the prime areas of learning: communication and language, persona, social and emotional development and physical development. Consider how all groups of children can be given equal opportunities for outdoor learning.</i></p>	<ul style="list-style-type: none"> • Kindergarten – outdoors based curriculum as much as possible, with small group activities in tent or inside. • Kindergarten staff aware and adjusting plans accordingly. • New class 1 teacher (when appointed) will be starting numeracy and literacy and can assess, with support from the SENDCo, any difficulties which may be arising from the child's time out of education during lockdown. • Class teachers will do formative assessment on return to school, although most children in lower school came back before summer. 	
<p>Specific points for key stages 4 and 5</p> <p>Much of this guidance is based on an exam system that this school doesn't participate in. However the principle is to identify gaps and fill them by adjusting the curriculum.</p>	<ul style="list-style-type: none"> • Upper school teachers to assess (formative methods) how upper school pupils are managing and to support their learning to fill gaps. • No other risk assessment needed here at this stage. 	
<p>Music</p> <p><i>There may be an additional risk of infection where others are singing, chanting, playing wind or brass instruments or shouting. This applies even when individuals are at a distance.</i></p>	<ul style="list-style-type: none"> • Music – Where feasible, pupils to sing or play flutes outside. Otherwise, room must have windows open and pupils spaced out and not facing one another. 	

<p><i>Schools should consider how to reduce the risk – e.g. small groups, physical distancing, playing outside, pupils back to back or side to side, no sharing of instruments, good ventilation. If have to be face-to-face – minimum 2m.</i></p> <p><i>Singing, wind and brass playing should not take place in larger groups such as school choirs or assemblies.</i></p>	<ul style="list-style-type: none"> • Music – in upper school – in larger classes, practical music may only be possible in smaller groups, outside or in the gym if well ventilated. • Encourage use of microphones or singing quietly where possible. • Limit handling of scores 	
<p>Drama</p>	<ul style="list-style-type: none"> • Drama – to continue but teachers need to be inventive regarding alternative types of play – e.g. mime. Very small audiences, or recorded and uploaded to private youtube channel are also options. • Limit handling of scripts • Teachers should not provide physical redirection (ie maintain social distancing). • 	
<p>Physical activity in schools</p> <p><i>Schools have flexibility to decide how physical education and activity should take place, whilst following the measures in their system of controls.</i></p> <p><i>Pupils in consistent groups; equipment cleaned between use by different groups; contact sports avoided.</i></p> <p><i>Outdoor whenever possible. Maximising distancing and ventilation when inside.</i></p> <p><i>External facilities can also be used in line with guidance for travel to and from these facilities.</i></p>	<ul style="list-style-type: none"> • Pupils to attend school dressed in games kit on days when they have a games lesson. Pupils MUST bring a change of clothes if games lesson is not at the end of the day and can change in the upper school shower rooms, which will need to be cleaned between use by each bubble/group. • Games – to be outside as much as possible. Contact to be avoided; with equipment – e.g. batons, balls, bats, frisbees – to be used within class groups and then hands washed and equipment cleaned between use. • Games – when inside – gym to be well ventilated. Hands to be sanitised before and after going into the gym. Equipment to be cleaned between use. • For larger class sizes, classes split where possible for indoor activities. 	

	<ul style="list-style-type: none"> • Bothmer – as above – will generally be inside, but area ventilated. Very little equipment required. • Guidance on sport and physical education sent to teachers from government guidance recommended websites. 	
<p>Behaviour</p> <p><i>Schools should consider updating behaviour policies with any new rules/policies, and consider how to communicate with staff, parents, pupils. Consequences should be set out, especially in the light of restrictions on movements in school and new hygiene arrangements.</i></p> <p><i>Expect a possible deterioration in behaviour and engagement following long absence from school and broken routines. Schools should work to support pupils to overcome barriers to attendance and behaviour.</i></p>	<ul style="list-style-type: none"> • Review Behaviour policy, school rules and parent handbook as soon as possible, to ensure new rules re: Covid-19 are clearly stated. • Review use of current Behaviour Action Plans – possible ending of and then if needed create new ones to take account of Covid-19 situation. • Pay attention particularly to being clear with older pupils who may wish to break the class group boundary as a result of relationships in other classes. 	
<p>Pupil Wellbeing & Support</p> <p><i>DfE, Public Health England and NHS England hosted a Webinar in July re how to support wellbeing of returning pupils. A recording is available on youtube (see govt guidance for link).</i></p> <p><i>DfE has also published the first of the RSHE training modules for teachers to support them in preparing to deliver content on mental health and wellbeing. See links on gov website.</i></p> <p><i>Schools to consider provision of pastoral activities to:</i> <i>*support rebuilding of friendships/social engagement</i> <i>*address and equip pupils to respond to covid19 issues</i> <i>*support pupils with approaches to physical and mental wellbeing</i></p> <p><i>Schools should provide more focussed pastoral support for pupils where needed.</i></p>	<ul style="list-style-type: none"> • Class teachers and class guardians provided with guidance by DSL on resources for supporting wellbeing. • Pupils to be identified who may need more regular pastoral support • Confidential • Confidential • Class guardians to address issues in weekly sponsor meetings re: wellbeing and RSHE topics • Class teachers to create space in timetable for PHSE and RSE topics • Teachers encouraged and supported to feedback any concerns about individual pupils to DSLs, so that they can identify pupils who may need additional support. 	

--	--	--

SECTION 4 – ASSESSMENT & ACCOUNTABILITY

Inspection <i>Inspections remain suspended during Autumn term, except for non routine visits requested by DfE, eg. Following safeguarding concern or pre-registration visits. Inspections will restart in Spring 2021.</i>	<ul style="list-style-type: none"> No additional measures needed to be taken by school. 	
Primary assessments	<ul style="list-style-type: none"> Relates to SATS - Not applicable to this school. 	
Results day	<ul style="list-style-type: none"> Relates to collecting exam results - Not applicable to this school. 	
Accountability expectations	<ul style="list-style-type: none"> Relates to exam results and league tables – not applicable 	
Exams	<ul style="list-style-type: none"> Relates to GCSEs and A Levels in 2020 & 2021 – not applicable 	

SECTION 5 – CONTINGENCY PLANNING FOR OUTBREAKS

Process in the event of local outbreaks <i>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide and inform on measures.</i>	<ul style="list-style-type: none"> No further action from school at this stage 	
Contingency plans for outbreaks <i>For individuals or groups of self isolating pupils, remote education plans should be in place.</i> <i>In the event of a local outbreak...may advise schools to close temporarily. Schools need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and those of critical workers, providing remote education for all other pupils.</i>	<ul style="list-style-type: none"> As for section above on remote education. Contingency planning – in the first instance, the school could resort to plans and framework used to open after lockdown commenced. Plans to be reviewed once pupils return to school and education gaps/issues identified, which may require a review in methods of education delivery. 	

<p>Remote education support</p> <p><i>If a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to stay at home, schools are expected to have capacity to offer immediate remote education.</i></p> <p><i>Schools are expected to:</i></p> <ul style="list-style-type: none"> <i>* Set assignments that are meaningful and ambitious each day, and in a number of subjects;</i> <i>*Teach so that knowledge and skills are built incrementally;</i> <i>*Gauge pupil progress</i> <i>*Adjust pace or quality to suit pupils;</i> <i>*Provide a program equivalent to core teaching pupils would receive if in school, including daily contact.</i> <p><i>The above must be considered in relation to the pupils age, stage of development or SEN, for example, where this would place significant over-reliance on parents for support. Schools should avoid over-reliance on long term projects or internet research activities.</i></p>	<ul style="list-style-type: none"> • School to build on remote provision of last academic year, which was limited in part due to the furloughing of some staff. • Consider access to learning of pupils – ie there were pupils who had poor internet access – how could these pupils be prepared/supported so that they have better access? • Ensure work set is differentiated appropriately, so that pupils are challenged but not stressed by their work. • In Upper school – teachers to learn from lower school approach of sending out learning packs each week. • In Lower school, teachers to consider a proportionate/small amount of internet contact – e.g a short time on zoom with each pupil or class. 	
<p>Online education resources for home learning & video lessons</p> <p><i>Some free resources, based on the national curriculum.</i></p>	<ul style="list-style-type: none"> • Teachers encouraged to look at and where appropriate use, available resources, albeit for a different curriculum. 	
<p>SEND</p> <p><i>The Oak National Academy has produced some specialist resources.</i></p>	<ul style="list-style-type: none"> • Teachers of pupils with SEND to look at available resources. 	
<p>Digital Education platforms</p> <p><i>This refers to Microsoft and google educational platforms.</i></p>	<ul style="list-style-type: none"> • The school already has a google classroom. No action required other than to maintain and develop the education suite. 	
<p>Edtech Demonstrator program</p>	<ul style="list-style-type: none"> • Not currently applicable, but consider if remote learning becomes more frequent/likely 	
<p>Laptops, Tablets and 4G wireless routers</p>	<ul style="list-style-type: none"> • Not currently applicable to this school. 	
<p>Wifi hotspots</p>	<ul style="list-style-type: none"> • To investigate – DSL? 	

Assessor's Name: Sandie Tolhurst	Trustee's Name:
Position: School Administrator	Position:
Signature:	Signature: