

COVID19: Full Opening Risk Assessment and Action Plan

SCHOOL NAME: MOULSHAM INFANT SCHOOL

OWNER:

DATE: AUGUST 2020 **REVIEWED SEPTEMBER 2020** **Updated NOVEMBER 2020** **Updated DECEMBER 2020** **Updated JANUARY 2021** (Tier 4 partial opening for Key workers and vulnerable children)

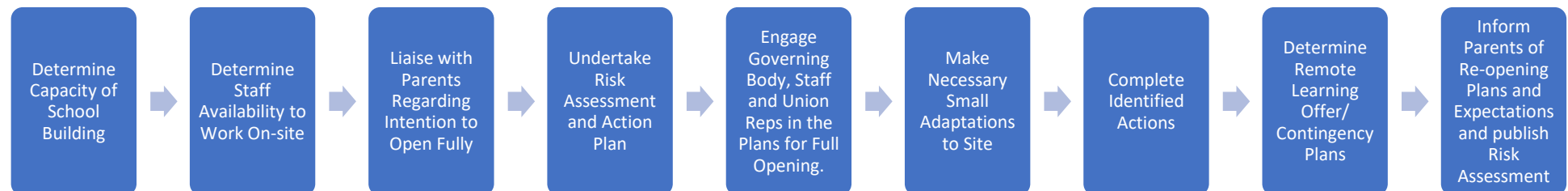
Purpose of this document:

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

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

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

Steps of Full Opening Preparation:



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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	Date	Risk Level Post-Action
Engagement in Risk Assessment and Planning	Risk assessment process fully engages staff, governing body and union representatives.					
Preparing Buildings and Facilities	Premises and utilities have been health and safety checked and building is compliant. <ul style="list-style-type: none"> • Water treatments • Fire alarm testing • Repairs • Grass cutting • PAT testing • Fridges and freezers • Boiler/ heating servicing • Internet services • Any other statutory inspections • Insurance covers reopening arrangements 	Caretaker is not available	<i>H</i>	Source alternative suitably trained person		<i>L</i>
			<i>M</i>	Carry out a formal / recorded full pre-opening premises inspection. Testing and flushing of water system Testing of fire alarms		<i>L</i>
			<i>M</i>	Make any necessary adaptations to site		<i>L</i>

	Office spaces re-designed to allow office-based staff to work safely.	<i>Office does not allow for adequate space between staff members, no windows for ventilation.</i>	M	Office staff desks positioned to enable staff to work safely. Screen fitted to the hatch so staff can talk to visitors without face to face contact. Limited people coming to hatch – box left in entrance hall for messages / letters etc – can be buzzed through so office know it is there. Windows to be opened and door to stay open at all times for ventilation. Office staff to work from home where possible as per guidance.		L
	Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.	<i>Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained.</i>	M	2-metre markers are present where necessary Entry and exit routes have been designated – 1 per year group One way system in place to enter and exit the school. Signage in place. 3 drop off and pick up points – staggered timings to collect children, drop offs will all be at 8.45 but through 3 different entrances due to year group bubbles. Within each year group drop off and pick up		L

				<p>areas there are now 3 designated areas for each class to wait. Parents advised to wear masks when dropping off and collecting their children. Parents are not to be allowed on-site. Messages are not to be given on the gate – parents been advised to either ring or email messages to school.</p>		
<p>Consideration given to premises lettings and approach in place.</p>		<p><i>Increased members of public entering the building</i></p>	<p>M</p>	<p>Forest Room being let for SCITT – entry via side gate, no entrance into main school building – no contact with school staff. Room has been set up to ensure social distancing for trainees and tutor. Toilets are in room so group will be self-contained. SCITT will clean the tables, chairs at the end of each session. Room will be cleaned daily as usual. Only time they would enter the main entrance to the school would be in the event of a fire –</p>		<p>L</p>

				<p>following evacuation guidelines – through main door. There will be no planned evacuations at present. Jan 21 – Forest room not being used at present.</p> <p>Dovedales breakfast and after sch provision – own risk assessment in place Jan 21 – Dovedales not in operation at present.</p>	
	<p>Consideration given to the arrangements for any deliveries.</p>		<i>M</i>	<p>Delivery people can buzz to office – if possible leave in entrance hall – if there is a need for a signature, office staff will allow them to enter – hand sanitiser available – any signature can be done at the hatch from behind the screen.</p>	<i>L</i>
<p>Emergency Evacuations</p>	<p>Evacuation routes are confirmed, and signage accurately reflects these.</p> <p><i>NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.</i></p> <p>Consideration given to PEEP – buddies are assigned or reassigned according to available persons.</p>	<p><i>Staff/ children mix with others not in their own classroom</i></p>	<i>M</i>	<p>Evacuation procedure will remain in place. Routes out of the building will have to stay same as they are as spaced out as possible. No whole school evacuation drill will take place. Individual classes will do a class evacuation each half term – initially from their classroom and then from other</p>	<i>L</i>

	<p>Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff.</p>			<p>locations in the school (normal practice). Year groups will do year group evacuations each term.</p> <p>New bubbles will have a fire drill practise in the first week / 2nd week back w/b 4.1.21/11.1.21</p> <p>There will be regular alarm tests so that staff and children are aware of the alarm. Staff and children will be aware of these.</p> <p>If there is a fire the school will be evacuated following the normal procedure.</p>	
<p>Cleaning and waste disposal</p>	<p>Enhanced cleaning regime is in place in line with COVID19: Cleaning in non healthcare settings guidance.</p>	<p>Increased likelihood of cases</p>	<p><i>M</i></p>	<p>Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, worksurfaces, door and window handles, taps, light switches etc. are all thoroughly cleaned and disinfected daily.</p> <p>Hand towels and handwash are to be checked and replaced as needed by class staff and cleaning staff</p>	<p><i>L</i></p>

				Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush.		
	Cleaning staff capacity is adequate to enable enhanced cleaning regime.			CT services will inform HT/office staff if they have reduced staff and are unable to carry out the required cleaning		
	Adequate cleaning supplies and facilities around the school are in place. Arrangements for longer-term continual supplies are also in place.	<i>No hand sanitiser for visitors to reception.</i> <i>Classrooms do not have tissues.</i> <i>Low supply of soap.</i>	<i>M</i>	Hand sanitiser available at the school entrances Towels – changed regularly for drying hands Disposable tissues in each classroom to implement the ‘catch it, bin it, kill it’ approach- Teachers to replenish from stock Stock check and ordering schedule reviewed and order made. Ensure inform office staff when supply is running low.		<i>L</i>
	Sufficient time is available for the enhanced cleaning regime to take place.		<i>M</i>	Cleaning to be undertaken in the morning prior to children entering.		<i>L</i>

				<p>If there is an increase in cases in area then there will be an increase in cleaning of tables, resources etc –</p> <p>Children and school staff clean tables/ resources at the end of the day</p>		
	Waste disposal process in place for potentially contaminated waste.		<i>M</i>	<p>Waste bags and containers - kept closed and stored separately from communal waste for 72 hours</p> <p>Waste collections made when the minimum number of persons are on site (i.e. before normal opening hours).</p>		<i>L</i>
	Process in place for safe removal and/or disposal of face masks.	<i>Cross contamination</i>	<i>M</i>	<p>No children coming to school on transport so no masks will be worn by children. If a child comes to gate wearing a mask adult will ask the parent to remove the child's mask and take it home. Adults in school may wear clear masks in the classroom for teaching if they wish to. Other masks can be worn in communal areas. In any of these cases the adult will be responsible for</p>		<i>L</i>

				removing the mask and disposing of it in a bag that is tied and thrown out appropriately. Kitchen staff will wear shields when operating the dishwasher.		
Classrooms	Classrooms have been re/arranged to allow as much space between individuals as practical.		<i>AA</i>	<p>KS 1 Children will have their own individual, forward facing table and resource tray containing pencils etc and books they need to work in.</p> <p>EYFS classrooms are arranged to ensure that the children are not sitting opposite each other or around a table.</p> <p>KS 1 classrooms are in rows or L shaped tables, with 2 children per table and at the same table/seat</p> <p>Classrooms will now be arranged with tables in small groups. There will be carpet areas and the resources can be shared. Staff will ensure that the chn continue to wash hands and take care when sharing resources.</p>		£

	Classroom entry and exit routes have been determined and appropriate signage in place.			Staff to inform children if there are specific entry/exit places		
	Appropriate resources are available within all classrooms e.g. IT, age specific resources. NB: sharing of equipment should be limited to the year bubble . Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance].		M	All classrooms have adequate furniture of the correct size for the children. Any equipment that is not deemed necessary has been removed – any equipment that is in the room is washable/wipeable.		L
	Non-essential equipment or resources which are not easily washable or wipeable have been removed.		M	Teachers to ensure posters are evident around the school and in classrooms – reminders of hand washing, etc. Posters are visible at school entrances and in drop off/pick up points.		L
	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.	<i>Posters taken down during end of year tidy up</i>	L			L
	Furniture arranged to minimise contact as much as possible e.g. Individual desks, facing front, where age appropriate.			Bubbles classrooms will be arranged to ensure children are seated facing forwards and at individual tables.		

<p style="text-align: center;">Staffing</p>	<p>Staffing numbers required for entire eligible cohort have been determined including support staff such as facilities, IT, midday and office/admin staff.</p> <p>Including at least one of the following:</p> <ul style="list-style-type: none"> • Paediatric First aider (where children under 3yrs) • Designated Safeguarding Lead (DSL) • SENCO • Caretaker/site member • Office staff member 	<p style="text-align: center;"><i>Staff illness / absence</i></p>	<p style="text-align: center;"><i>H</i></p>	<p>All staff will return to work at the start of the Spring Term except office staff and clinically vulnerable staff members.</p> <p>Each bubble will have a teacher and LSA support (this may not be the child's own teacher).</p> <p>There will be an additional room that the bubble can use to prevent too many adults being in one room. MDAs will work outside in the playground to reduce number of adults in the school – only exception will be if there is wet play. MDAs have been allocated an area / role rather than a class. MDAs have been allocated a class that they will move areas with and will also take for wet play.</p> <p>All specified staff members are on site 5 days a week.</p> <p>Staff have been offered visors when working across bubbles.</p> <p>When making observations as part of</p>		<p style="text-align: center;"><i>L</i></p>
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				performance management staff to remain at the back of the class. Measures put in place to limit amount of individuals going into the office.		
	Approach to staff absence reporting and recording in place. All staff aware.			Staff to call HT following the usual absence procedure as stated in induction information and the staff handbook.		
	Risk assessments in place for those staff who were previously working from home due to shielding, (clinically vulnerable and/or living with someone in these groups), and appropriate arrangements for mitigating risk are identified.		H	Members of staff who fall into this category have been consulted about their return to work. If the need arises in the future for them to shield again – other arrangements will be made to ensure that this happens.		L
	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>Not sufficient staff</i>		Will follow normal procedures to cover sickness.		
	Consideration given to staff clothing expectations and information shared with staff.	<i>Clothing is inappropriate</i>		Staff are aware of the code of conduct and dress code		

	<p>Approaches for meetings and staff training in place.</p>	<p><i>Staff not comfortable to meet in a meeting venue</i></p>		<p>Meetings will be carried out only when necessary and in a large enough room – eg hall so that there is adequate SD (masks to be worn, or via Zoom.</p>		
	<p>Staffing roles and responsibilities with regards to the contingency of remote provision alongside in-school provision agreed and communicated.</p>	<p><i>Staff unaware of roles/responsibilities</i></p>		<p>Google classroom to be used for home learning across the whole school (apart from key worker children in school for face to face) from 5.1.21.</p>		
	<p>Consideration given to the options for redeployment of staff to support the effective working of the school.</p> <p>If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with.</p>	<p><i>Not enough teachers on site to cover numbers.</i></p>		<p>Teaching assistants can supervise children and deliver lessons if not enough teachers – under supervision from another year group teacher</p>		
	<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>Increased likelihood of mental health issues</i></p>		<p>Staff are aware of available support and advice for schools and pupils available from ECC, including the Educational Psychology service https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx</p> <p>The Bereavement Policy has been reviewed to</p>		

				ensure it reflects current circumstances and arrangements		
	<p>Arrangements for accessing testing, if and when necessary, are in place. Staff are clear on returning to work guidance.</p> <p>Process in place for use of the limited number of self-testing kits.</p>			Guidelines on accessing testing will be available from the school office.		
	The approach for inducting new starters has been reviewed and updated in line with current situation.			Induction has been carried out for all new staff.		
	Return to school procedures are clear for all staff.					
	Arrangements to return any furloughed staff in place.			N/A		
	Any staff contracts that need to be issued, extended or amended considering the current situation have been.			All contracts are in place		
	Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.					
	Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.			Check with the contractor any requirements their employer has specified		

	NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.			before visit. Share school protocols.		
	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.			No clubs or external music lessons will take place in the Autumn term. CP will deliver class bubble music appreciation lessons in a cleaned area (Hawthorn class). CP to wear a visor. CP – will not be in school – she will provide recorded singing sessions for bubbles		
Group Sizes	All children are included in distinct groups/ 'bubbles' that do not mix. They will be in Year group bubbles for playtimes and lunchtimes and for specific small group interventions.	<i>Lunchtime, playtimes, drop off and pick up</i>	<i>M</i>	Children will be in group bubbles of no more than 15. They will stay in these bubbles and not mix with other bubbles. There will be 3 drop off and pick up points so that year groups will be in different areas with staggered times		<i>L</i>
	Staffing allocations to groups determined, minimising contact with multiple groups as much as possible.	Staff crossing over different bubbles		Teachers to be in same bubble. LSAs to be in mainly same bubble as much as possible.		

				<p>(CW and DC will work across different bubbles in Year 2)</p> <p>HLTAs will have to go across bubbles to be able to cover PPA, SL release time and any staff absence.</p>		
Social Distancing	<p>Arrangements for social distancing in place to consider:</p> <ul style="list-style-type: none"> • Staggered school drop off/pick up times and locations (if possible) without reducing teaching time • Staggered or limited amounts of moving around the school/ corridors • Classroom design • Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches • Toilet arrangements 			<p>3 different drop off/ pick up points.</p> <p>Not sure about this bit?? Staggered times across the 3 locations/ year groups for collections. Year group bubbles will stay in their classes. Exit through designated doors for playtime, hometime etc. Walked to lunch hall and library as a bubble.</p> <p>Year group times for playtime – in designated areas. Year group lunch times that will not mean there are overlaps in timings outside. EYFS – all classes have toilets in class rooms. Yr 1 – Chestnut - toilets in classrooms. Sycamore to use toilets next to Hawthorn room.</p>		

				Y2 Hazel to use toilets in year 2 corridor (girls and boys)		
	Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.			Children enter via their entry point and go straight to classroom. EYFS will enter room via the classroom door. Year 1 – straight down the main corridor to the classroom doors. Year 2 – across the playground to their external classroom door..		
	Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.			Handwashing and cleaning (if needed) Conversations with parents Risks assessments and individualised approach in place for students who might struggle to follow expectations		
	Approach to assemblies – if still occurring, plan in place to manage social distancing.	<i>Currently assemblies are cancelled. Bringing all children together for assembly would breach the bubble arrangements.</i>		Assemblies are within class bubbles		

	Social distancing plans communicated with parents, including approach to breaches.			Letter to parents and regular updates		
	Arrangements in place for the use of the playground, including equipment.			Playground can be used by year group bubbles. Play equipment to be sanitised at the end of the week. Gym equipment – to be used at lunchtime – sanitised after individual use		
Transport	Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible.			Parents asked to walk children to school as much as possible.		
	Dedicated school transport follows the grouping/ bubble arrangement in line with the protocols in school, as much as possible.			N/A		
	Support in place for CYP who have no alternative, to access public transport safely, adhering to social distancing protocols where possible.			N/A		
	Arrangements in place with transport providers to support any staggered start/end times.			N/A		
Catering	Arrangements in place to provide food to CYP on site, including the requirement of universal free school meals.		M	Catering team will provide hot meals for children.		L

	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.			EYFS sitting between 11.30-12.00 Year 1 12.00-12.30 Year 2 12.30 – 1.00		
PPE	PPE requirements understood and appropriate supplies in place. Long term approach to obtaining adequate PPE supplies in place.			Supplies are purchased by office and kept in office. Staff to be mindful of when supplies are running low. Gloves, cloths and spray in each classroom. Masks required when attending a child with symptoms Staff have been offered visors when crossing bubbles.		
Response to suspected/ confirmed case of COVID19 in school	Approach to confirmed COVID19 cases in place: during school day <ul style="list-style-type: none"> Which staff member/s should be informed/ take action Area established to be used if an individual is 			HT and office staff to be informed – follow the procedure in place as to what to do – following County advice.		

	<p>displaying symptoms during the school day and needs to be isolated</p> <ul style="list-style-type: none"> • Cleaning procedure in place • Arrangements for informing parent community in place 			<p>Small office next to the Forest Room to be used as an isolation room. Deep clean of class where child/ person has been in. Parents to be informed via email</p>		
	<p>Approach to confirmed COVID19 cases in place: outside of school hours</p> <ul style="list-style-type: none"> • Approach to relocating CYP away from certain parts of the school to clean, if possible • Cleaning procedure in place • Arrangements for informing parent community in place 			<p>HT/DHT to be informed ASAP so that measures can be put into place to deal with the situation and the implications of it</p>		
	<p>Process in place to engage with the Test and Trace and contract tracing process.</p> <p><i>Refer to ECC and public health guidance for more information.</i></p>					
	<p>Approach and expectations around school uniform determined and communicated with parents.</p>			<p>Children to be in school uniform – communication with</p>		

Pupil Re-orientation				parents at the end of Summer term		
	Changes to the school day/timetables shared with parents.			Information shared with parents at the end of Summer term —as the plan is but with the proviso that there may have to be amendments		
	All students instructed to bring a water bottle each day. Water fountain cleaning arrangements in place.			Water fountains will not be in use. All children instructed to bring water bottles to school.		
	<p>Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff.</p> <p>This includes bringing together pupils who have remained in school during closure and those at home and celebrating non-academic achievements of pupils whilst at home/ during school closure.</p>			<p>Curriculum for Autumn 1 will take into account the children that have not been in school since March – there will be plenty of time given to SEMH.</p> <p>Year1 and 2– 4 classes are with teachers they were with last year.</p> <p>EYFS- all children are new to the school</p>		
	Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.			This is always a strong focus in our curriculum. School councillor / FSW will be available to work with individuals as and when required		
	Consideration of the impact of COVID19 on families and whether any additional support may be required:			Liaison with outside agencies. Work of FSW. Open door policy for parents- staff to be		

	<ul style="list-style-type: none"> Financial Increased FSM eligibility Referrals to social care and other support PPG/ vulnerable groups 			available if and when needed. Despite not being able to invite parents into school we will offer support as and when we can		
Remote Education Contingency Plan	All students have access to technology and remote learning offer is available to be switched on as a contingency when needed.	<i>Bubble needs to self-isolate because of a positive case of COVID19.</i>		Home learning contingency (Google Classrooms) ready for use when needed. Google classroom up and running. Staff to ensure all chn have access to it etc by the end of the 1st week back.		
Safeguarding	Consideration given to any CYP who may need support with their return to school and consultation has been undertaken with the family and other agencies involved.	<i>CYP previously deemed to be safer at home and family are anxious about returning to school.</i>	M	Review the CYP's risk assessment to identify any support or arrangements needed for their return to school.		
	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.			Staff refresher training session on processes and procedures and the revised wellbeing material- to be done via emailed PP		
	Updated Child Protection Policy in place.			Adopted most recent Child Protection Policy		

	Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable CYP to return to school.					
	Where physical contact is required in the context of managing behaviour, ensure appropriate hygiene measures are in place to mitigate any risk of transmission.			Reviewed individual consistent management plans to ensure they include protective measures.		
Curriculum / learning environment	Current learning plans, revised expectations and required adjustments have been considered.			Year groups and individual teachers will put plans into place to suit the needs of their class / year group		
	<p>Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?</p> <p>Each activity should be risk assessed and should not be run unless the risks can be mitigated</p> <ul style="list-style-type: none"> • PE – including no contact sport • Practical science lessons • DT/ FT • Computing 			<p>PE – will only take place outdoors at present.</p> <p>Outdoor learning- can be done in Year group areas.</p> <p>Music- SH will be done in Hawthorn class. Chime bars to be cleaned after each class has used them. No singing.</p> <p>Computing-Only half the class to access the computing suite at a time. Allows one child per computer – children should not work on a computer with another child. The keyboard, mouse and screen will</p>		

				<p>be wiped down at the end of each session.</p> <p>Intervention groups can only be run from a year group bubble.</p> <p>Acorn group will now run for a year group in the mornings (Year One)</p> <p>PE to take place at same times as last term – outside only.</p> <p>No Stave House or CP music lessons.</p> <p>Acorn room not in use.</p> <p>Computer room not in use at present.</p> <p>Outdoor learning in bubble area.</p>		
	<p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> • Wellbeing curriculum • recognising ‘non-curriculum’ learning that has been done • capturing pupil achievements/ outcomes • utilising the DFE ‘catch-up’ funding and programmes 			<p>Staff know that wellbeing and SEMH has to be the main focus on return to school in Sept.</p> <p>Adaptations to the curriculum to be made to suit the needs of classes and individuals.</p>		
	<p>Student behaviour policy reviewed and reflects the current circumstances.</p>			<p>Current policy reflects the current situation</p>		

CYP with SEND	Approach to provision of the elements of the EHCP including health/therapies in place.			EHCP provision is in place to support children as required – see separate risk assessments		
	Annual reviews.			Reviews will be done in an appropriate way, depending on the situation at the time		
	Requests for assessment considered.			Any requests have been made.		
	Consider any CYP who may need support with their return to school and consult with the family and other agencies involved. <i>Including any support required for CYP to understand new rules i.e. social distancing.</i>			Ongoing communication with children during lockdown has been made – some children were in school so have not had time away. Support at the start of new school year will be given in normal way.		
Attendance	Approach to promoting and supporting attendance for all pupils determined, including those who may be anxious.			Support for vulnerable children will be given in the normal way.		
	Approach to support for parents where rates of persistent absence were high before closure.			Support for vulnerable children parents will be given in the normal way.		
Communication	Information shared with staff around the full opening plan, returning to site, amendments to usual working patterns/practices and groups.			Done		

	Governors consulted on full opening plans.			Done		
	Union representatives consulted on full opening plans.			Done		
	Risk Assessment published on website, where more than 50 staff.			Reviewed plan to be put on website when updated.		
	<p>Communications with parents on the:</p> <ul style="list-style-type: none"> • Plan for full opening • Social distancing plan • Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning • Attendance • Uniform • Transport • Behaviour • Test and trace • Staggered start and end times • Expectations when in school and at home (if self-isolating is necessary) 			<p>Information circulated at end of year –reminder to be sent out in final week of the summer holiday.</p> <p>Updates communicated via Parentmail when needed.</p>		
	<p>Pupil communications around:</p> <ul style="list-style-type: none"> • Changes to timetable • Social distancing arrangements • Staggered start times • Expectations when in school and at home (if self-isolating is necessary) 			Teachers will communicate this with children when back in school. Information PP sent out at the end of year re induction into next year group.		

	<ul style="list-style-type: none"> Travelling to and from school safely 					
	On-going regular communication plans determined to ensure parents are kept well-informed			Letters, website updates, social media		
Governors/ Governance	Meetings and decisions that need to be taken are prioritised.			Meetings will take place as required and if necessary on zoom		
	Governors are clear on their role in the planning and full opening of the school, including support to leaders. Approach to communication between Leaders and governors is clear and understood.			Governors have been in regular contact about details or September		
	Governors prepared for start of school year (clerking, etc).			Yes		
School events, including trips	The school's annual calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the immediate term, including school trips.			No trips scheduled for Autumn term External visitors – eg dinosaur day has been cancelled. No after school clubs Termly diary not confirmed – dates can be added as restriction are lifted. Parents eve will be done over zoom if parents still not allowed		

				in school due to restrictions. Parent's eve- Nov done over phone		
Finance	Additional costs incurred due to COVID19 are understood and clearly documented.			Not eligible		
	Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM			Not eligible		
	Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.			Loss of income noted		
	Insurance claims, including visits/trips booked previously.					
	Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> • Cleaning • IT support • Catering 					
	Consideration given to any support that may be brokered through working together, for example, partnerships, trusts etc.					
Before and after school clubs	Approach in place for before/after school clubs implements the necessary protective measures.			No Yr 2 pupil after school clubs for the Autumn Term.		

				Dovedales – breakfast and afterschool provision to re-start in Sept - own risk assessment to cover them done. Shared with school.		
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