

(Calculate Actual Risk Rating by using the formula given at the end of the main document)

RISK ASSESSMENT FOR: Phased return to school during Coronavirus Pandemic – Summer 2 2020

Documentation, Guidance and activities supporting this risk assessment:

- **Government guidance is evolving and is received daily in school via email to the SMT.**
- **The DfE has a collection of guidance to schools at: <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>**
- **Particular government guidance docs: [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#), [Preparing for the wider opening of schools from 1 June](#), [Safe working in education, childcare and children’s social care](#), [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)**
- LB Hounslow produces guidance daily and it is circulated daily to SMT via email. Key LB Hounslow officers also send emails direct to the Headteacher – which are then disseminated to the SMT
- LB Hounslow particular guidance – Email from Vicky Taylor – Re: Planning for Schools – 15/05/20 & Attachments – included in Appendix
- LDBS Covid bulletins – received weekly by Headteacher via email and disseminated by email to SMT
- Union guidance and advice – NAHT website – FAQ’s – Direct union communications to HT
- SMT members participate in professional networks with other local school leaders and advisors – Hounslow Education Partnership East Partnership meetings, LDBS weekly church heads meeting.

Version Number 1.3 – updated Appendix 1

Version Number 1.4 – Addition of Appendix 3 & 4

Version Number 1.5 – compressed pictures to send by email

Version Number 1.6 – Addition of Appendix 5

Version Number 1.7 – Addition of RA measure

Version Number 1.8 – Addition of Appendix 6

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Section 1 – Risk Assessment

List Hazards Here	List Groups Of People Who Are Especially At Risk From The Hazards	List Existing Controls - Or Note Where the information is Kept Note Any Action You Will Take to Control Additional Risks, Where It Is Practicable	ACTUAL RISK RATING (calculate by using formula given in Risk Rating Table following)
Premises – Recommissioning	Staff, Pupils, Visitors	<p>-The school has a servicing and maintenance schedule, which was up-to-date at the point of school closures on 20/03/20</p> <p>-The St Paul’s Site has remained in continuous use and is therefore able to continue in operation without a need for recommissioning. Usual daily/weekly checks and tests will be sufficient to ensure site is safe to reopen during phased reopening.</p> <p>-Alex House site has had much lower usage during closure. Premises manager will undertake the necessary tests and checks to support safe reopening, using DfE ‘<i>Managing school premises during the coronavirus outbreak</i>’ guidance.</p>	3x3= 9 medium
Premises – zoning – social distance/mixing	Staff, Pupils, Visitors	<p>-Prior to reopening, the SMT has made an assessment of room capacity for each room in the school.</p> <p>-‘Household Bubbles’ will be formed to reduce class sizes and to reduce mixing.</p> <p>-Each bubble has been allocated a classroom space, toilet and handwashing/sanitising facilities. This allocation has been mapped on school layout plans and will be supported with signage around the school.</p> <p>-External space has been similarly zoned to ensure that ‘household bubbles’ do not mix. This allocation has been mapped on school layout plans (appendix 3), and where appropriate signage will support.</p> <p>-Timetables will be devised to ensure that ‘household bubbles’ do not mix during necessary movement around the school and during break and recreation times.</p>	4x3= 12 medium
Premises – Signage	Staff, Pupils, Visitors	<p>-New, distinctive signage has been created and will be displayed around the school to support the new procedures and plans needed to run the school safely:</p> <p>Signage on all school perimeter gates – to forbid entry to anyone experiencing COVID 19 symptoms, advising them to return home, seek medical advice and isolate until condition confirmed.</p> <p>Signage on gates used for entry and exit to remind families which gate to use, to maintain social distance and to avoid congregation – to leave promptly.</p> <p>Signage on school office gate – instructing that the office is closed to all but essential school visitors, giving contact details for visitors.</p> <p>Signage at photocopiers – to instruct staff to use sanitiser/ immediately wash hands after use.</p> <p>Signage to support allocation and usage of rooms and toilets by identified bubbles.</p> <p>Signage and markings to support effective queuing at the end of the school day.</p>	4x3= 12 medium

		<p>Signage and markings around the school to encourage one way system in corridors.</p> <p>Signage in each classroom to encourage handwashing/not touching face, catch it bin it kill it</p> <p>Signage in each classroom with additional school rules on.</p> <p>Signage around the school to encourage handwashing/effective personal hygiene, social distancing</p> <p>Signage on welfare room doors & in office to support staff in working with possible COVID community members</p> <p>Signage in staff rooms to encourage social distancing, to remind of relevant messages to staff</p> <p>Signage in classrooms, offices and staffrooms to encourage ventilation</p> <p>Signage by hand sanitiser dispensers to encourage use of the sanitiser.</p> <p>Signage for the welfare COVID boxes to display 'NO ENTRY' on welfare doors, when supporting a community member displaying COVID symptoms.</p>	
Premises – Ventilation & minimising contact with shared surfaces	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -The vast majority of doors in the school have alarm operated door retainers on them, so can be safely propped open. -Classrooms, offices and staffrooms should be well ventilated to reduce risk of virus spreading. Most doors will be kept open, to create through ventilation and to prevent the need for the community to use the door handles to pass through the space. Clearly not toilets. -Windows will also be opened to provide ventilation. -Not all windows need to be opened, if the day is cold or there is much external noise. Most classrooms have window configurations or mechanisms to allow for small openings for ventilation. Some ventilation needs to be provided even on cold days. -Isolated external doors: the door to the SPS playground, the white door on the SPS hall should not be left propped open when the playground is empty, as this presents a possible security risk. -Internal & external classroom doors should be open to a degree at all times to allow ventilation – where possible they should be held back on a retainer to prevent the handles from being used by multiple people as they move between the spaces. 	4x3= 12 medium
Premises – marking and signage to support social PHE messages	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -Signage will be provided – see above – to support social distancing measures. -Corridors will be marked out with masking tape lines to provide a 'keep left' one way system throughout the school. -Tape, ribbon, marking spray will be used to mark up queueing patterns for parents waiting to collect children at the end of the school day. 	4x2= 8 medium
Premises – hand washing/hand sanitising facilities/tissues/stock	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -Many classrooms have their own sinks – all of these have soap and handtowels with them. -The school also has multiple toilet locations – all with soap, hot water and handtowels/hand driers. -All classrooms and offices are supplied with boxes of tissues. -All classrooms, toilets, staffrooms and offices have bins – these are lined to allow waste to be removed without contact. 	4x3= 12 medium

		<ul style="list-style-type: none"> -The school has multiple hand sanitiser points – some may be relocated to reflect the changed volumes in different parts of the school during the phased return – the SMT will assess this prior to opening. -The school also has multiple ‘portable’ sanitiser units, which will be located by SMT – e.g. at visitors’ entrance to the school, by the photocopier. -Pupils and staff will be permitted to bring their own sanitisers, hand cream and soap (for those with allergens etc.), which will be kept in their trays. -The school ordered a significant quantity of soap, hand towels, toilet rolls and some sanitiser refills shortly before lockdown and currently has sufficient stock. The Premises Manager will audit and seek to maintain stock at high levels weekly. -Should our usual suppliers be unable to fulfil orders the school will call on contingency stock through the Local Authority. -Replenishment of soap, towels, toilet rolls and hand towels is part of the daily cleaning schedule and is a priority for the daily cleaner. -Staff can report any low stock to the Premises Manager using the usual reporting system, or if stock runs out, directly to the school office. 	
<p>Premises – COVID cleaning specification</p> <ul style="list-style-type: none"> -Classrooms -Toilets -Communal Areas -Staff Areas -Offices 	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -The school has established cleaning specifications for daily/weekly and longer-term cleaning across the school estate. We also have established routines for infection control (non-Covid). -The school employs its cleaners directly and has an established team who know the school well. -The SMT & Premises manager will develop a COVID 19 cleaning specification for the preparation of rooms and communal spaces for reopening – with a comprehensive focus on cleaning shared hard surfaces. This will be devised alongside: COVID-19: cleaning in non-healthcare settings guidance. -The Premises Manager will provide a copy of: COVID-19: cleaning in non-healthcare settings to cleaners and provide verbal guidance to ensure most effective cleaning practices are in place. -The school uses industry wide colour coding system to ensure that cleaning equipment is used safely and to avoid cross contamination. The school has an established system and timescale for the replacement of cleaning cloths, mop heads and other consumables, which the premises manager oversees. -Cleaners already use PPE, but will be reminded to use gloves and clothing protection whilst cleaning. 	4x3= 12 medium
Premises – Cleaning spaces used for welfare care of COVID suspected community members	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -The Welfare Officer/admin team will inform the Premises Manager & SBM if a member of the community has been given welfare assistance after developing COVID symptoms in school. -These cases should ordinarily be supported in the welfare rooms on each site – following the procedures for supporting members of the community who develop symptoms during the day in: Coronavirus (COVID-19): implementing protective measures in education and childcare settings, DfE, 12/05/20 	4x3= 12 medium

		-The space used to provide welfare will be closed/cordoned off and a full clean will be undertaken as a matter of priority following the guidance in: Coronavirus (COVID-19): implementing protective measures in education and childcare settings, DfE, 12/05/20	
Premises – Whole day cleaning	Staff, Pupils, Visitors	-In the middle of March 2020, the school increased the cleaning provision, employing a cleaner throughout the school day to make multiple tours of the school cleaning down communal shared hard surfaces, emptying bins, replenishing hygiene stocks. This role will continue for the duration of the phased reopening. This will ensure that frequent cleaning of communal resources takes place throughout the day.	4x3= 12 medium
Premises – Cleaning product stock	Staff, Pupils, Visitors	-The school has good stocks of cleaning products, these are regularly checked and reordered by the Premises Manager. -The Premises Manager will continue to do this and seek to retain high levels of stock at all times. -Should our usual suppliers be unable to fulfil orders the school will call on contingency stock through the Local Authority. -Replenishment of soap, towels, toilet rolls and hand towels is part of the daily cleaning schedule and is a priority for the daily cleaner. -Staff can report any low stock to the Premises Manager using the usual reporting system, or if stock runs out, directly to the school office.	4x3= 12 medium
Premises – dispersed entry points for arrival, distance marking and queuing for collection	Staff, Pupils, Visitors	-To reduce mixing and promote social distancing the school will make use of the multiple entry gates into the playground and the separate external classroom doors. -Signage will be fixed to the gates to provide direction to families and to remind them of social distancing and to avoid congregation. -Details of entry and departures times and locations will be shared with staff and families in advance of the school opening. -Parents will be advised that ideally only one adult should collect each child. -Only household adults should collect children, the school will suspend the usual arrangement for friends/wider relatives to collect. This will be communicated to parents in advance of the phased reopening. -The school will mark out social distanced queues for parents to use when waiting to collect their children at the end of the school day. -Staggered times will reduce queuing, however staff will need to dismiss the youngest children individually to the correct adult, in these cases there will need to be some queuing. -These measures have been marked up on a layout plan (appendix 3) of each site.	4x2= 8 medium
Premises – fire evacuation	Staff, Pupils, Visitors	-The school has clear fire evacuation notices, identifying the primary route for evacuation in every room. -The SMT & Premises Manager will evaluate the primary routes in light of the new distribution of the school community and will re-devise evacuation where cross over/mixing could occur. Revised signage will be provided in areas where an amendment is needed.	4x2= 8 medium

		<p>-Priority will be to leave the building by the nearest external door. This will necessitate the use of the old front door on Alexandra House.</p> <p>-The SMT & Premises Manager will identify a plan to open locked gates to facilitate access to the muster point on Alexandra House.</p> <p>-Muster points will be evaluated and marked out for socially distant mustering.</p> <p>-Staff will share new evacuation plans within their bubble in the first week of the phased return occurring and will revisit this every fortnight, as/if the school population increases.</p> <p>-The school will hold a fire drill within a fortnight of the phased opening and will repeat fire drills every fortnight as the school population grows.</p>	
Premises – Site security with new entry points and school bubble isolation	Staff, Pupils, Visitors	<p>-All external gates are secured either by a card operated maglock or a fire brigade key. At least one member of staff, not timetabled to work with a bubble, will be allocated to each playground to open and supervise entry to the school playground for entry and exit.</p> <p>-In the first few days multiple members of staff will be present to support and oversee this process.</p> <p>-The school has the established practice of parents leaving their child at the school gate for all but nursery and Reception classes. This practice will be extended to all parents, to reduce unnecessary contact and mixing.</p> <p>-At the end of the school day, parents will need to enter the school site to collect their children. Gates will be opened and supervised by school staff.</p> <p>-The staff members allocated to the gates at entry and dismissal will be responsible for the safe opening and locking of gates.</p>	4x2= 8 medium
Premises – Staff – Travel to school – distancing and safety	Staff	<p>-Guidance on travel to school: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers will be shared with staff prior to the phased reopening of the school.</p> <p>-The school has sought support from the local authority to provide additional parking within the CPZ.</p> <p>-Should this not come to fruition, staff will be advised to take care when leaving and getting into their car to stagger it with other staff – in order to maintain social distance.</p>	4x2= 8 medium
Community – safe travel to/from school	Pupils & Families	<p>-As part of the communications with families on the phased return to school, they will be advised to walk, cycle or drive rather than taking public transport.</p> <p>-For these families who need to take public transport, we shall share: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p>	4x2=8 medium
Social distancing – bubbles/concentric circles	Staff, Pupils, Visitors	<p>-In Actions for education and childcare settings to prepare for wider opening from 1 June 2020, DfE, 12/05/20 it states:</p> <p><i>We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account.</i></p> <p>Taking this into account, they propose working on a hierarchy for mitigating risk:</p> <ul style="list-style-type: none"> • avoiding contact with anyone with symptoms 	4x3= 12 medium

		<ul style="list-style-type: none"> • frequent hand cleaning and good hygiene practices • regular cleaning of settings • and minimising contact and mixing <p>This risk assessment is based on this hierarchy.</p> <p>-In order to reduce social distancing, recognising the challenge of 2m set out above, we shall seek to reduce class sizes and minimize contact and mixing of these groups.</p> <p>-Classes will be split in half to create a 'household' bubble. These bubbles will be kept as isolated as possible from each other during the school day to reduce contact and mixing. Actions set out above and below respond to this aim.</p> <p>-We have a number of twins in the school – they are usually located in different classes, but we will suggest to parents that they be brought together into a single bubble as they live in the same household and are the same age. This will reduce mixing for the household.</p> <p>-Siblings of different ages will not be brought together as the curriculum offer will be different and will not be appropriate.</p> <p>-Similarly staff members with children in the school will not be placed in the same bubble if they teach and study in different age groups.</p> <p>-It will not be possible to prevent some level of contact with individuals outside the bubble, we will seek to minimize the number of contacts between bubbles.</p> <p>-Bubble will be formed according to parental response – working by class in the first instance. Later bubbles may have mixed class members, but will remain constant by year group.</p> <p>-Some adults, will work across a number of bubbles, for example mentors, HLTAs, TAs, cleaners. We will plan to reduce the number of bubbles that staff have contact with to a minimum – see staff structure (appendix 1).</p> <p>-The 'whole day' cleaner will work across the entire site, but will be transitory in most locations and will only clean tables etc in a classroom when the room is empty (break times etc).</p> <p>-Staff absence will likely disrupt this plan, as a result only essential leave of absence will be agreed during the phased reopening period.</p>	
Social distancing – curtailing/amendment of communal activities	Staff, Pupils, Visitors	-Communal school activities will not take place during the phased return, including: whole school worship, sports day, lunchtimes in lunch halls, trips, performances, parents' evenings and induction activities/transition, barbeques, PTFA summer events, curriculum enrichment days etc. This will reduce non-essential mixing. Worship will occur within bubbles.	4x3= 12 medium
Social distancing – staggered timetable for drop off/playtime/lunch service/collection	Staff, Pupils, Visitors	-To reduce social contact the SMT will devise and circulate staggered arrival times to moderate flow and use multiple gates to reduce crowding at the start of the school day. Pupils will enter the school either through the external door of the classroom they are allocated or a dedicated external door close to their classroom, to reduce social mixing. Signage and a marked up layout plan will help with this.	4x2= 8 medium

		<ul style="list-style-type: none"> -The SMT will create a staggered timetable for break and lunchtimes to reduce the number of bubbles in the playground at any one time. Where more than one bubble is on the playground, zones will be marked out to prevent mixing. -Children will eat their lunches in their classrooms to prevent mixing in the lunch hall. Lunches will be delivered to the corridor outside each classroom shortly before the start of the allocated lunch period. -The SMT will devise and circulate staggered departure times and make use of multiple entry points to reduce social mixing. Signage and marked layout plans will help with this. 	
Social Distancing - Reducing non-essential visits to school – Parents, community, professionals	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -The school office will be closed to casual visitors and the office gate will be kept locked during the school day. Signage will prompt visitors to make contact through email or by phone. -Essential visitors will usually be expected as they will usually have an appointment, they will be asked to ring on arrival to permit entry. -Physical visits by professional partners and governors will be restricted to essential visits only. -Where meetings can be held remotely on the phone or using IT conferencing tools this will be done to reduce the number of visitors to the school. -Where ad hoc face-to-face contact is necessary e.g. Police, medical services, social workers etc. They will be admitted to the school. -Visitors will be asked to clean their hands on arrival. Movement around the school will be restricted to essential areas only. 	4x2= 8 medium
Reducing non-essential visits to school – deliveries to the school	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -The school has established a postage box on the school gate, for the contact free deposit of post to the school. -Delivery drivers will need to ring the office in order to make a delivery. -Deliveries should be non-contact, without physical handover. Gates can be opened to permit delivery to be put down and then left. Staff can then retrieve the delivery and lock the gate – to maintain distance. -Where deliveries are heavy – delivered on a trolley or pallet, staff will escort at a safe social distance the delivery agent to a safe delivery point and escort them off site. This sort of delivery will not be permitted if staff/pupils are using a space through which the delivery will pass. In these cases another area of the school site may be selected or the delivery may need to be re-scheduled. 	4x2= 8 medium
Reducing non-essential visits to school – contractors, servicing, maintenance and development	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -The school has a duty to maintain statutory checks and servicing of plant and other equipment. -The premises manager and SBM will work with contractors to book and carry out visits at times when the school is not occupied. -Where emergency works are needed and operatives need to work on site during the school day, pupils and staff may need to be relocated before works start. The Premises manager, SBM and SMT will work together to facilitate this. -The movement of contractors around the site will be restricted to those areas strictly necessary to undertake repairs and works. 	4x2= 8 medium

		<ul style="list-style-type: none"> -Contractors will be expected to minimise their movement on-site. -The Premises manager will explain these expectations to contractors on arrival. 	
Community – Preventing access to symptomatic community members/visitors	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -All staff, parents and visitors will be informed that if they have COVID 19 symptoms, then they must not come to the school site, but stay at home and contact the NHS for advice – Before the phased reopening starts. -The school will display signage at every entry point to the school premises to reinforce the message. -Staff will stop any member of the community coming onto the site if they appear to be displaying symptoms and advise them to return home and seek advice. -Staff and members of the school community will be able to take a COVID 19 test locally, through arrangement with their GP/NHS 111. -Community members displaying symptoms consistent with/similar to COVID 19, but which are confirmed to be as a result of a different condition e.g. seasonal hayfever, will be admitted to site, provided the different condition is confirmed. 	4x2= 8 medium
Staff – Social Distancing – PPE, handwashing & other core hygiene	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -The school will use signage (see above) to remind all members of the school community to maintain social distancing as much as possible within the school. -The DfE advises that staff in school do not need to use PPE such as facemasks routinely. School staff already use PPE for their health and safety, for example catering, cleaning and welfare staff. For staff providing welfare, intimate care or caring for staff/pupils developing potential COVID symptoms, the school will provide additional PPE – facemasks and plastic disposable aprons will be available for possible COVID patients. Gloves are already readily available in welfare rooms. -The SBM/Welfare officer will stock three COVID kits in plastic boxes. These will include gloves, tissues, face masks, hand sanitiser, sick bags, disposable plastic aprons, signage and bin bags. On the outside of the box, the routines for supporting community members with COVID symptoms will be displayed. This information will be taken from: Coronavirus (COVID-19): implementing protective measures in education and childcare settings, DfE, 12/05/20. -In advance of the phased return commencing, all staff will be issued with guidance on effective COVID prevention measures, including frequent handwashing and other personal hygiene actions, advised to adapt their work methods to minimise contact and mixing, advised to leave school promptly and to avoid unnecessary social congregation as well as advised to maintain social distance as much as possible. The SMT will develop this advice starting with Annex B of: Guidance Planning guide for primary schools, DfE, 14/05/20. -The SMT will create a document drawing together all the new procedures, timetables, FAQ's and other documentation to provide to staff and parents in advance of the phased reopening. -This risk assessment will be shared with staff in advance of reopening. -The SMT will hold a series of remote meetings and briefings with staff as the school's planning evolves, to ensure consultation and understanding. 	4x3= 12 medium

Staff – social distancing in staff rooms, offices and other non-teaching spaces	Staff	<ul style="list-style-type: none"> -The school has two staffrooms, which will alleviate pressure to a degree – both have kitchens with sinks, soap and handtowels. -Additional tables and sufficient chairs to achieve social distancing will be provided in the staff rooms. -Timetabling will be staggered to reduce the pressure on staffrooms. -Office based staff will use their own designated telephones, computer keyboards, mice, desks and avoid using those of others. -Current desk configurations in offices provide sufficient distance for effective social distancing. -Staff working on projects together will be reminded to keep an appropriate distance – staff may use larger areas, outside space to meet in larger spaces – to provide social distance. -‘Hot desking’ will be minimized. -Hand sanitiser will be provided at the main office for visitors and office staff. 	4x3= 12 medium
Shared communal resources: photocopier, kettle, dishwasher, microwave	Staff	<ul style="list-style-type: none"> -Hand sanitiser will be provided at photocopiers, with signage to encourage staff to wash their hands or use the sanitiser immediately after using the photocopier. -Photocopiers, telephones, computer keyboards, mice, kettles, dishwashers will all be included in the full day cleaner’s hard surface sanitation round. 	4x3= 12 medium
Shared communal resources: teaching resources, stationery, tables, chairs	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -Non-essential shared classroom resources will be removed from classrooms in line with the guidance in: Guidance Planning guide for primary schools, DfE, 14/05/20. -Pencils, pens and other basic stationery and learning resources will be allocated to individuals, as appropriate to their age. The school will provide trays/pouches/boxes to support children in isolating and storing their equipment at their allocated table. -Pupils will be allocated a specific table to work at in the classroom. Group & pair work will not occur to reduce contact. -Junior pupils will not come together on the carpet to reduce contact. -EY/Infant staff will be mindful of the need for distance when working with young children in groups/whole bubble – perhaps using mats/cards to allocate distanced seating spaces. -Staff may use outdoor spaces for small group/whole bubble activities, where greater distance can be achieved – although they will be reminded to be mindful of other bubbles on the site and take care when moving around the site, keeping movement to a minimum. -Some small learning resources used during the school day may need to be shared within the bubble. Staff will remind children not to put them in their mouths. Such resources will be cleaned at the end of the school day, in readiness for the next time they are used. -Where possible, teachers will work to reduce the distribution of resources such as worksheets – children will not be asked to hand out worksheets – staff will endeavour to place worksheets on tables/in trays before the lesson start. -Where a lesson requires specific equipment e.g. protractors, this equipment will be distributed during the lesson and the children will keep it in their trays until the unit of work is complete – in this way they will have ownership of the resource. 	4x3= 12 medium

		-Ipads/laptops will be cleaned before the phased reopening of the school. They will be cleaned at the end of the day using a sanitiser spray and cloth and returned to the charging trolleys. Pupils iPads will be allocated to each pupil – so that they use the same iPad each day.	
Shared communal resources: outdoor learning resources and playground equipment	Staff, Pupils	-Each bubble will be allocated a limited number of play items, which they will use within the bubble. At the end of the day, these resources will be cleaned in readiness for the next time they are used. -The school does not have any fixed play equipment. -The learning resource in the EY external areas will be treated as above – limited to the essential and cleaned at the end of the day.	4x3= 12 medium
Shared resources: reducing exchange between home and school	Staff, Pupils, Visitors, families	-Homework, reading books and reading record books will not be taken home in the first phase of the return to school, by pupils or staff, to reduce transmission within and beyond the school. -During the period of phased return, pupils will be advised not to bring things in from home to share in school. Fruit snacks and drinking water will be permitted, for consumption by the pupil who brought it in only. -Party bags will not be permitted during the phased return.	4x3= 12 medium
Pupils – social distancing	Staff, Pupils, Visitors	-The DfE acknowledges that social distancing will be challenging for primary aged pupils, however the routines and procedures underpinned by this risk assessment, will seek to encourage as much distance as possible, alongside the reduction in mixing and contact. -Staff will include social distancing messages in their teaching and will remind children to do so as much as possible. -Signage in the school will encourage social distancing.	4x3= 12 medium
Pupils – PPE	Staff, Pupils, Visitors	-DfE guidance sets out that: <i>Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</i> Coronavirus (COVID-19): implementing protective measures in education and childcare settings, DfE, 12/05/20 -Pupils should not therefore wear PPE in school. This information will be shared with parents prior to the school reopening. -Frequent and effective handwashing as well as following effective personal hygiene (catch it, bin it) are key to keeping children safe – alongside the reduction in mixing and contact. The school has good provision of soap, towels, tissues, water, sanitiser etc. to provide for this. -These health messages will be promoted through routines, direct teaching and signage around the school.	4x3= 12 medium
Community – Shielding & vulnerable staff	Staff, families	-In advance of a phased return the SMT will complete an audit of all staff – evaluating known information about their health and the health of those in their households. The SMT will seek to determine whether a member of staff is clinically extremely vulnerable or clinically vulnerable. It will also seek to determine whether a member of staff lives in a household with	4x3= 12 medium

		<p>a family member in either category. Staff may also have a care role due to the national lockdown. Where none of these apply and staff are fit and well they will be assessed as available to work.</p> <ul style="list-style-type: none"> -This audit will be used to determine numbers of available staff for the phased return. -Once the SMT have completed the audit – all staff will be contacted confidentially. The outcome of the SMT audit will be shared, alongside definitions of the government’s health categories: Clinically extremely vulnerable & clinically vulnerable. Staff will be asked to check and confirm whether the SMT assessment is accurate. Staff will be asked to consult any NHS communications they have received directly or to contact their GP/111 to discuss their particular case and to take advice. Where there are possible concerns, the school will offer an Occupational Health referral. This will ensure that the SMT are accurate in determining staff availability for a phased return. -The increasing provision of COVID testing in the locality will make it easier for staff to determine whether or not symptoms are indeed COVID 19 and will make the process of determining fitness to work quicker. -The usual illness procedures, as set out in the staff handbook, remain in place for all non-COVID illnesses – staff should not come into work if they are ill. -The school will work with its HR advisory service to identify appropriate working arrangements/leave etc. for staff who may not be able to return to work. This will be done in line with HM government advice to employers on staff who are absent through COVID 19. 	
Community – Shielding & vulnerable staff	Staff, families	<ul style="list-style-type: none"> -Staff whose household includes somebody who is clinically extremely vulnerable will have been notified that they should shield by the NHS. -This notification will advise on how to shield – this includes the person who is clinically extremely vulnerable and members of the household. -Staff in this situation will not be expected to come to school. -The school will follow guidance in: Coronavirus (COVID-19): implementing protective measures in education and childcare settings, DfE, 12/05/20 -Work may be possible remotely, dependent upon the role of the staff member. -The school will work with its HR advisory service to explore the possible options in terms of work from home or absence from work. -The DfE guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings, DfE, 12/05/20 States that staff living in the same household as a person who is extremely clinically vulnerable should not attend work, if stringent social distancing cannot be achieved. Work may be possible remotely, dependent upon the role of the staff member. -The school will work with its HR advisory service to explore the possible options in terms of work from home or absence from work. -The decision to shield rests with the individual concerned. The school would expect an affected individual to heed the advice and shield. Should the individual decide not to follow 	4x3= 12 medium

		shielding advice and present themselves for work a meeting will be held with a member of the SMT to ensure that the staff member understands the risks – advice will be taken from the school’s HR advisor in such cases.	
Community – Shielding & vulnerable families	Staff, families	<ul style="list-style-type: none"> -Where a member of staff is clinically vulnerable they will be advised by their GP or if they have not been contacted and believe they fit the category, we shall advise them to seek advice from their GP before presenting at work. -Clinically vulnerable members of staff should only attend school where stringent social distancing can be achieved. This is unlikely in a primary school, however working solely in a quiet office space may be possible. -Where social distancing cannot be stringently applied, work may be possible remotely, dependent upon the role of the staff member. -The school will work with its HR advisory service to explore the possible options in terms of work at school, from home or absence from work. -The DfE guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings, DfE, 12/05/20 States that staff living in the same household as a person who is clinically vulnerable can continue to attend work. 	4x3= 12 medium
Community – community members developing symptoms during school day	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -The school has a welfare room on both school sites, equipped with telephones, that can be used to communicate with the school office and parents/carers/emergency services. -The Welfare officer, first aiders, office staff, Premises Manager and SBM will be given a copy of Coronavirus (COVID-19): implementing protective measures in education and childcare settings, DfE, 12/05/20, which sets out procedures for supporting a member of the school community who develops COVID symptoms, in advance of the phased reopening. -Members of the school community will be told not to come to school if they have symptoms of Coronavirus at the start of the day. -Where a member of the school community begins to exhibit Coronavirus symptoms: becoming unwell with a new, continuous cough or a high temperature in an education or childcare setting, they will be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. -Where a child needs to await collection, they will, where possible, be moved to the welfare room. Where they cannot, they will be moved at least 2 meters away from everyone else – or the space will be vacated by others to allow this. -The welfare rooms and school office will have a COVID 19 box with PPE and prompts on the correct action to take. They will use this to provide welfare safely. -The window will be opened to provide ventilation. -Ideally the child will be left in that room with the member of staff supporting them at the other side of the door to provide reassurance. Where a child is very distressed the staff member may wait with the child. 	4x3= 12 medium

		<p>-If a member of the community with COVID symptoms needs to use the toilet, that toilet will be closed and not be reopened until cleaning has taken place. The Premises Manager/SBM will coordinate this.</p> <p>-If a member of the community with COVID symptoms has a rapid deterioration in their condition or presents with very serious symptoms, the school will call 999 and seek an emergency response.</p> <p>-Once the child has been collected, the welfare room will be closed for cleaning. The Premises Manager/SBM will coordinate this.</p> <p>-Once the member of the school community with possible COVID symptoms has gone home, they will be encouraged to contact 111/GP to take further advice. This is likely to involve isolation and then testing. No member of the school community should return to school until they have been advised that it is safe to do so by a medical professional. If the school is not satisfied that this process has been followed, we may request evidence in advance of allowing a return.</p> <p>-If the COVID symptoms are confirmed, the school will follow PHE advice and the guidance in Coronavirus (COVID-19): implementing protective measures in education and childcare settings, DfE, 12/05/20, the rest of the class and staff directly associated with the patient will be sent home and advised to self isolate for 14 days, contacting 111/GP if they develop symptoms.</p>	
Community – providing intimate care/first aid/Medication etc.	Staff, Pupils	<p>-All children in school may at times need more intimate care, where direct contact is needed. This may be needed for first aid or where a child has had wet themselves, been sick or excreted.</p> <p>-The school has 6 staff trained in paediatric first aid and the greater majority of staff completed a day's first aid training in February 2019.</p> <p>-The school has established systems for administering first aid and welfare in school. These systems are included in staff induction and set out in the staff handbook, which all staff receive in September or on induction.</p> <p>-The school encourages as much independence as possible amongst the pupils in changing after wetting/excreting.</p> <p>-The school will ask all families in EY bubbles returning to school in the first phase of the return to provide a clean set of spare clothes. These will be used if pupils have an accident and need to change during the school day – in place of spare clothes that are currently held in school. This clean set of clothes will be stored on the child's coat peg.</p> <p>-Clean school spare clothes will only be used where a family may not have sufficient clothes to provide a spare.</p> <p>-The school's welfare rooms, office and nursery setting all have first aid kits and PPE gloves.</p> <p>-The school has multiple hand sanitiser points throughout the site (see Appendix 3).</p>	4x3= 12 medium

		<p>-In addition to the standard PPE, the school will provide disposable plastic aprons and facemasks and in the welfare rooms and in the school office for staff to use when supporting first aid and intimate care.</p> <p>-There will be cleaning cloths, cleaning spray, aprons, gloves and sanitiser provided in each bubble classroom to support with cleaning.</p> <p>-Where close contact/intimate care can be avoided, staff will avoid doing so – for example suggesting, where capable of doing so, that a child wets and applies their own cold compress.</p> <p>-All intimate care/first aid which has required contact will be recorded in the school accident book – with the duplicate copy being sent home.</p> <p>-Blankets, cushions, pillows, ice pack sleeves and any other communal first aid resources will be washed in advance of the phased return and stored away. They will only be used where necessary.</p> <p>-We have some children with healthcare plans who often need close supervision/support to manage their health needs. One of the children requires an additional attached adult. These children will be admitted in a phased manner to ensure that adequate staff who are familiar with the new school routines and the needs of these pupils are available to support them. These pupils may be in the clinically vulnerable category. The Inclusion Coordinator is making contact with the families and their healthcare teams to liaise and develop plans for a safe and effective phased return.</p> <p>-Where prescription medicine needs to be administered, staff will measure the dosage into a medicine cap dispenser, leave the dose for the child to pick up and take independently, where possible. Staff will have access to gloves, plastic disposable aprons and face masks to support them when administering medication.</p> <p>-The Inclusion Coordinator will assess medication plans for HCP pupils with the welfare staff concerned to identify where risks may lie and to modify procedures for example through encouraged independence or additional PPE.</p>	
<p>Community – welfare – social and emotional wellbeing of community impacted by lockdown, COVID and phased return</p>	<p>Staff, Pupils, Families</p>	<p>-The school will seek details of any family who have been very directly affected by bereavement or very serious illness of close family members.</p> <p>-The school has two mentors. The mentors have experience of supporting primary pupils with issues such as illness and death. The school has some stories and other resources to use to introduce and discuss these subjects.</p> <p>-The Inclusion Coordinator will provide a pack of supporting resources for those working with the children in the first and subsequent phases of return.</p> <p>-The Inclusion Coordinator can access additional specialist support through London Borough of Hounslow Children’s Services.</p> <p>-All teachers and staff will prioritise welfare and emotional wellbeing in their lessons and activities for each phase of return. Staff will use resources provided by the Inclusion Coordinator, PSHE and collective worship resources to introduce these themes in an age appropriate manner – in order that pupils can voice their concerns and fears. Time will be</p>	<p>4x3= 12 medium</p>

		<p>given for thought and reflection. Staff will help pupils to recognise that feelings of worry, anxiety, fear and concern are natural and share facts in an age appropriate manner to provide factual basis to their discussions. Staff will also focus on messages of hope and inspiration.</p> <ul style="list-style-type: none"> -Staff will work closely with parents, seeking wider family support where necessary to provide support for the whole family. -The school's clergy may also be able to provide pastoral support for families and the wider school community. 	
Community – Management of suspected/confirmed COVID case emerging in school community outside the school day	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -The school will share the symptoms of COVID 19 with staff and families in advance of the phased return and advise all members of the school's community to remain at home and seek advice/guidance form GP/111. They will be explicitly told not to come to the school site if they have concerns – instead to notify us by telephone/email at the earliest possible time. -Signage will be displayed on the school gate to make clear that those experiencing COVID symptoms should not enter the site, but should return home. - No member of the school community should return to school until they have been advised that it is safe to do so by a medical professional. If the school is not satisfied that this process has been followed, we may request evidence in advance of allowing a return. 	4x3= 12 medium
Community – reducing staff contact and mixing for those in cross school roles	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -Some school roles require staff to work across the whole school: e.g. administrative staff, school leaders, mentors, cleaners, Inclusion Coordinator, DSL, ADSL. -All unnecessary work across the school will be reduced. Staff will use non-direct contact where possible. E.g. staff will use the school's telephone extensions to contact the DSL for all but the most serious concerns. The concerns can then be evaluated in terms of the need to have direct contact. -Staff roles will alter slightly as a result – for example, senior leaders may not make as many drop in visits or distribute sticker rewards as they normally do. -Physical message carrying will be reduced, with staff using email, telephone and walkie talkie to communicate as much as possible. -Where staff need to tour the site, they will stand at the door, rather than entering the classroom to collect whatever information they need or to pass on. -Transit between the two school sites will be kept to a minimum, with staff using telephones/emails/walkie talkies between sites. SMT will keep mobile phones on, so that they are contactable without direct contact. -The SMT have allocated bubbles to staff with wider school responsibilities to reduce the need for full school contact. E.g. mentors will be allocated a group of bubbles each, rather than working across the whole site. (Appendix 1) 	4x3= 12 medium
Community – safe staffing ratios -Staff in bubbles, concentric circles	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -The SMT have devised a staffing structure that restricts the number of bubbles that staff work with. This will reduce mixing. For example, PPA cover may be provided by one member of staff to all Year 1 bubbles. -Where possible, staff absence will be covered by staff already associated with the bubble from which the staff member is absent. 	4x3= 12 medium

		-Where the school experiences large numbers of staff absent amongst academic staff, we may need to close bubbles until staff recover from illness. Every attempt will be made to provide appropriate cover; however bubble sizes cannot increase beyond 15.	
Community – safe room capacity	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -In advance of the phased opening the SMT have audited the classrooms, toilets, corridors playgrounds and other external spaces allocated for use by bubbles attending the school. -The SMT will rearrange classroom furniture to provide age-appropriate socially distanced places in the classroom. This will determine a capacity for each classroom. -In EY classes places will be spread across the tables and floor areas, in keeping with the age and curriculum delivery model. -Children in junior bubbles will not use sit on the carpet. -Where the carpet is used in EY and Infant classes, staff will use spots, name cards or other markers to encourage distancing. 	4x3= 12 medium
Community – safeguarding provision (DSL)	Staff, Pupils, Visitors	<ul style="list-style-type: none"> -Once the phased return begins, the SMT will plan to have a DSL on site every day. -We anticipate a rise in concerns as the reopening continues. We shall continue to use a deputy ADSL, identified after the closure in March 2020. -The school will seek online possibilities to deliver DSL refresher training to staff who have previously held the ADSL/DSL role. -The new socially distant routines for sharing safeguarding concerns will be shared with staff in advance of the phased return commencing. 	3x3= 9 medium
Community – safeguarding - Attendance	Staff, Pupils	<ul style="list-style-type: none"> -In advance of the phased reopening and once parents have been given details of the provision on offer they will be asked to make an informed decision on whether or not they intend to bring their child to school in line with the phasing that the school determines through this risk assessment and planning process. Once they commit, the school will expect regular attendance. We recognise that the usual legal duty on parents regarding statutory school attendance has been lifted during the phased return. -On taking up a place in the phased return, the school will communicate its expectation that pupils attend school daily and that parents contact us on the morning of any absence in line with our usual procedures. -Erratic attendance presents a risk to the smooth running of the phased return – making it challenging to establish new ‘norms’. -The school will reopen the attendance registration system, track attendance and absence as well as completing the daily attendance return to DfE and LA in line with DfE guidance: Actions for education and childcare settings to prepare for wider opening from 1 June 2020, DfE, 12/05/20 -Entry to school will be staggered. Pupils and families will be expected to arrive promptly at the time allocated in order to manage flow and reduce mixing and contact. In advance of the phased reopening, the school will communicate the importance of effective punctuality. -Regular lateness cannot be accepted, as taking late children to class creates unnecessary mixing and puts strain on staffing allocations across the school. Where there is regular 	3x3=9 medium

		lateness the school will work with parents and external agencies (where appropriate) to address this.	
Community – updated school rules	Staff, Pupils, Visitors	<p>-In advance of the phased reopening, the SMT will revise and update the school’s behaviour policy to incorporate new rules, expectations, sanctions and rewards that reflect the routines and procedures necessary to keep the school and its community a safe place to be, mitigating risks:</p> <ul style="list-style-type: none"> • securing social distancing as much as possible • avoiding contact with anyone with symptoms • frequent hand cleaning and good hygiene practices • regular cleaning of settings • and minimising contact and mixing <p>-These new elements will be shared in advance of reopening with parents, for them to discuss and share with their children in advance of return.</p> <p>-These new elements will be shared with staff in advance of reopening.</p> <p>-New rules will be displayed in each classroom.</p>	4x3= 12 medium
Community – no children sent out of class, sent to another class or running errands.	Pupils	<p>-Staff will be advised in briefing notes and meetings that in order to reduce mixing and contact, pupils should not be sent between classes, to the office or elsewhere on errands.</p> <p>-Where there is an immediate emergency staff will seek to communicate verbally with colleagues, using the emergency red card only as a last resort and reminding children to go to the doorway of the nearest classroom to seek assistance, rather than entering the classroom.</p> <p>-Similarly children who have misbehaved will not be sent out to another class or to a senior leader, except where their behaviour presents a risk to health and safety. Staff should follow the school’s behaviour policy, making use of ‘time out’ spaces within the classroom. Onward assistance/notification to senior leadership can be done through telephone or email.</p>	4x2 = 8 medium
Staff – handwashing after handling pupils’ books	Staff, pupils	<p>-To reduce the risk of infection transmission, staff should minimise the degree of contact they have with pupils in lessons and with pupil books.</p> <p>-Where possible, pupils should be facilitated to mark their own work.</p> <p>-This will not always be possible, for example with written pieces. Teachers will be expected to mark books, but should do so in school to avoid taking books between school and home.</p> <p>-Teachers will be advised to wash/sanitise their hands immediately after marking books.</p> <p>-Marking may be briefer than is our normal practice, in recognition of these restrictions. Senior staff will be able to give advice where needed.</p>	4x2 = 8 medium
Community – unfamiliarity with new procedures, rules and routines.	Staff, pupils, families, stakeholders	<p>-The new routines and procedures necessary to minimise the risk of infection transmission and illness will be a very significant departure from normal school life and will involve greater restrictions than in normal school life. These restrictions have the potential to cause frustration and disquiet, however they have been designed around DfE guidance, keeping the hierarchy of measures identified in section 3 of Guidance: Planning guide for primary schools, DfE, 14/05/20.</p>	4x3= 12 medium

		<p>-In order to ensure that the whole school community has a clear understanding of how and why things will be different the SMT has created information handbooks/videos for parents, governors and other stakeholders. This will be produced before seeking a binding commitment to return pupils to school, to that parents are able to make an informed decision and understand the very many changes to 'business as usual'.</p> <p>-The SMT have planned a series of meeting and briefing sessions for staff to help communicate the new systems and rationale that lies behind them. These sessions provide opportunities for staff to ask questions and raise any concerns. SMT have also delegated some preparation tasks and information requests to help raise staff awareness to the new routines and the rationale behind them.</p> <p>-The SMT will also create an information leaflet for staff and share the parent handbook which will be circulated to staff in advance of a phased reopening.</p> <p>-The SMT will organise a staff briefing once all the plans have been finalised in order to share the new plans, structures and routines and to provide staff the opportunity to discuss them, ask questions and share any concerns.</p>	
Pupils & Staff – Use of outdoor space	Staff,Pupils	<p>-SMT has created zones in playground spaces which are currently shared. Each household 'bubble' has been allocated a zone. The SMT will devise staggered timetabling which will mean that each playground zone will only be used one bubble at a time.</p> <p>-Each 'bubble' will bring a trug of basic playground toys – which they will play with at playtime. These resources will not be shared between bubbles. For EY classes the resources will be put together by EY staff from classroom resources, before the lunchtime. These resources will be returned at the end of the lunchtime break.</p> <p>-Resources in the trug will be cleaned daily with sanitiser.</p> <p>-During playtimes the children will have some physical contact, although we will discourage high contact games.</p> <p>-At lunchtime breaks, staff will lead physical activities to keep physical contact to a minimum.</p> <p>-After playtimes and lunchtimes, pupils will wash/sanitise their hands on their return to the classroom.</p> <p>-For some games and PE sessions, some resources will need to be shared – balls in ball games. Contact will be kept to a minimum and staff will ensure</p>	4x2 = 8 medium
Aftercare/Breakfast club, Afterschool clubs	Staff, pupils	<p>-Government guidance recognises that breakfast clubs, aftercare clubs and afterschool clubs will not be able to take place during the phased return.</p> <p>-It will not be possible to maintain the isolation of bubbles planned for in the rest of the school day with these clubs – they therefore present too great a risk of contact and mixing.</p> <p>-In the first phase of the return we will not run breakfast club, aftercare or any after school clubs.</p> <p>-The school has been providing limited before school support for key worker and vulnerable families in the childcare provision since the school closed in March – we will continue this only for pupils in this category in the first phase of school return.</p>	1x1=1 low

Pupils – supporting pupils with complex health needs (Healthcare Plans)	Staff, Pupils	<p>-The school has a number of pupils on health care plans (HCPs), many with significant health and care needs.</p> <p>-Some families with HCPs may also fall within the ‘extremely clinically vulnerable’ category. These families will likely remain off school, due to their need to shield.</p> <p>-The Inclusion coordinator will liaise with medical teams and families of children with HCPs to discuss whether it is appropriate for them to return. In consultation with medical professionals and parents the Inclusion Coordinator will amend the HCPs. This may mean that a child in this category may need to return at a later date, where there is a need for revision and restructuring.</p> <p>-Some pupils have quite complex care plans requiring trained staff to deliver them safely. Not all staff who previously undertook these roles were employed by the school. Where this is the case and a family wish to return their child, the school will work to secure effectively trained support staff. If previous agency staff are not available to support pupils, the school will work to secure new staff through an agency. This may mean that a child in this category may need to return at a later date if the school doesn’t have the necessary staffing capacity.</p> <p>-The school will use its best endeavours to expedite this process, with the safety and wellbeing of all pupils and staff as a guiding principle of this process.</p>	4x3= 12 medium
Community – contact – staff/parent meetings	Staff, Pupils, Parents	<p>-The school’s usual practice of ‘drop in’ meetings for parents and teachers at the end of the school day will be suspended during the phased return to reduce the risk of contact and mixing.</p> <p>-Any parental concerns/queries should be directed to the school office by email or telephone.</p> <p>-Staff will respond using email or telephone – however response times and the extent of the response may be more limited than usual, given the additional workload that school staff will be under. Staff workload will need to be carefully managed.</p>	4x3= 12 medium
Community – Lateness to school	Staff, Pupils	<p>-Punctuality will be even more important than usual to ensure that staggered arrivals and departures achieve their aim of moderating flow and reducing congregation/crowding.</p> <p>-Taking a late pupil through the school office to their classroom also reduced the impact of all the measures in this risk assessment.</p> <p>-Parents will be reminded of the importance of punctuality as a protective measure and their support to bring children to school for their allocated time will be sought.</p> <p>-The school is aware that journeys may be different for some families and will encourage walking and cycling as much as possible, as many families are local.</p> <p>-The SMT will develop a new school timetable that they will share with staff in advance of the phased reopening. All staff will be expected to work to the timetable – following the times punctually to reduce mixing and contact.</p>	4x3= 12 medium
Community – Managing fluctuations in pupil numbers	Staff, Pupils, Visitors	<p>-Fluctuating numbers across school days presents a risk to the mixing and contact reduction measures in this risk assessment and undermines the familiarisation with new routines.</p> <p>-The SMT will work up detailed plans for staffing, catering, cleaning and group capacity – these will be undermined by day-to-day fluctuation.</p>	4x3= 12 medium

		<p>-The school sought an indicative response from parents in eligible year groups as to whether they intend to send their child back to school during the first phase of the return plan. This information has been used to work up this risk assessment and our plans and routines.</p> <p>-The school has circulated detailed information for parents of pupils in eligible year groups about the school's new procedures, timetables and routines, in good time before the phased reopening. We are seeking a binding commitment from parents as to whether they intend to return their child to school on the date we set for the phased return. Parents who do not commit to return on that date will then not be able to return their child to the school until a fortnight later. They will be required to give notice. This has been communicated to parents. This notice period will enable the school to re-visit the risk assessment process and scale up teaching, cleaning, catering and other services in the school to provide the safest return for new pupils whilst protecting pupils and staff already in school.</p> <p>-The school anticipates creating year group based 'bubbles', with year group class teachers taking the first bubble. New bubble will be created as demand grows – in line with our notice system.</p> <p>-Each fortnight there may be some limited movement between bubbles, where absolutely necessary due to staffing, physical constraints, social/emotional, SEN or health need – movement will be kept to a minimum.</p> <p>-The school anticipate 'bubbles' remaining in place until government guidance/direction changes in regard to class sizes, distancing, mixing and contact advice.</p>	
Pupils – Practising frequent hand cleaning and good respiratory hygiene	Staff, pupils, families	<p>-The school has implemented 'hand washing' times into the school timetable – with handwashing directed on arrival at school, after playtime, before eating, after using the toilet, after lunchtime by the teacher (as a minimum). Staff will use discretion to include more hand washing where necessary, particularly in the younger classes.</p> <p>-School staff will include handwashing in the direct curriculum, showing children teaching resources and demonstrating how to wash and dry your hands. These messages will be repeated throughout the phased reopening.</p> <p>-Signage will remind pupils to wash their hands frequently – as well as how to wash their hands.</p> <p>-The school has hand sanitisers across the site which staff, pupils and visitors can use in addition to the hand washing facilities.</p> <p>-Teachers will also teach and promote the catch it, bin it message. This too will be supported by signage.</p>	4x3= 12 medium
Physical and staff capacity for a safe operating environment	Staff, Pupils	<p>-The SMT have made a physical capacity assessment of the school. The school has sufficient physical capacity to support the return of R, Y1, Y6 during the second half of the summer term. External space would need to be staggered, but this can be accommodated.</p> <p>-The SMT have conducted a staff availability assessment. We believe that accommodating R, Y1, Y6 during the summer term, with the measures developed above will only be possible with no non-COVID staff absence.</p>	4x3= 12 medium

		<p>-The SMT have developed a staffing model, which identifies a staffing capacity (appendix A). The model could accommodate R, Y1, Y6. The model would require some minor adjustments to working hours for some staff in recognition of the changed school timetable and ways of working. The SMT will consult the staff concerned regarding these adjustments. In some areas, where the workload has altered significantly, for example premises and cleaning, overtime may be necessary, the school has already consulted the staff concerned.</p> <p>-The split site nature of the school, the need for zoned external space, staggering of playtimes and breaks, the higher staffing ratios for EYFS pupils and the need to continue with the childcare for key workers and vulnerable pupils and FSM food all place strains on the staffing capacity of the school.</p> <p>-Staff availability for work is the greatest risk to the staffing model. The school therefore intends to stagger the returning year groups, as well as developing a 'notice period' for families seeking to join after the initial start date. This will help to manage these risks.</p> <p>-Without a change to the infection protection measures in government guidance, the school recognises that we do not have any capacity to extend provision beyond Reception, Year 1 and Year 6.</p>	
<p>Community – support for pupils remaining off school, FSM, Curriculum</p>	<p>Staff, Pupils, Families</p>	<p>-Since the school's closure to the vast majority of pupils on 20/03/20, the school has maintained regular communication with the majority of families off school via email, the school website and the school's Facebook page. These communications have included updates on the school's ongoing provision, details of FSM, offers of support and a range of curriculum resources (both bespoke to the school and signposting on to third party provision) and video messages from the headteacher and class teachers.</p> <p>-Families have sent feedback and pupil work etc. via the school office to class teachers – who then reply through the school office email.</p> <p>-The school has prepared paper packs of work for families with limited/no IT capacity.</p> <p>-The school has increased the range of resources shared with families – recently including Hounslow Music Service distance learning resources.</p> <p>-The school has delivered a limited number of FSM food parcels to families in need, without the capacity to collect the parcels.</p> <p>-The school has prioritised phone and where necessary face-to-face contact to vulnerable children and families.</p> <p>-The Inclusion coordinator maintains regular contact with these families, including during FSM meal parcel collections and liaises with other professionals to engage support and ensure that families are safe and well.</p> <p>-The school has prepared and will distribute a further set of learning resources to the families of children remaining at home in the first phase of a staggered return. These resources will be distributed on a weekly basis in the second half of the summer term.</p>	<p>3x3=9 medium</p>

		<p>-The curriculum delivered in school will mirror the longterm curriculum plan, with homework and accompanying answers shared online. The homework resources will also be available to families working at home.</p> <p>-Once the phased return starts, the school will continue to maintain regular communications with families.</p> <p>-The phased return will only be available to eligible children. The school will not expand capacity unless there is a change in government guidance/direction in regards to the distancing, class size and mixing/contact advice.</p>	

Section 2 – Risk Rating

RISK ASSESSMENT FOR: Phased return to school during Coronavirus Pandemic – Summer 2 2020

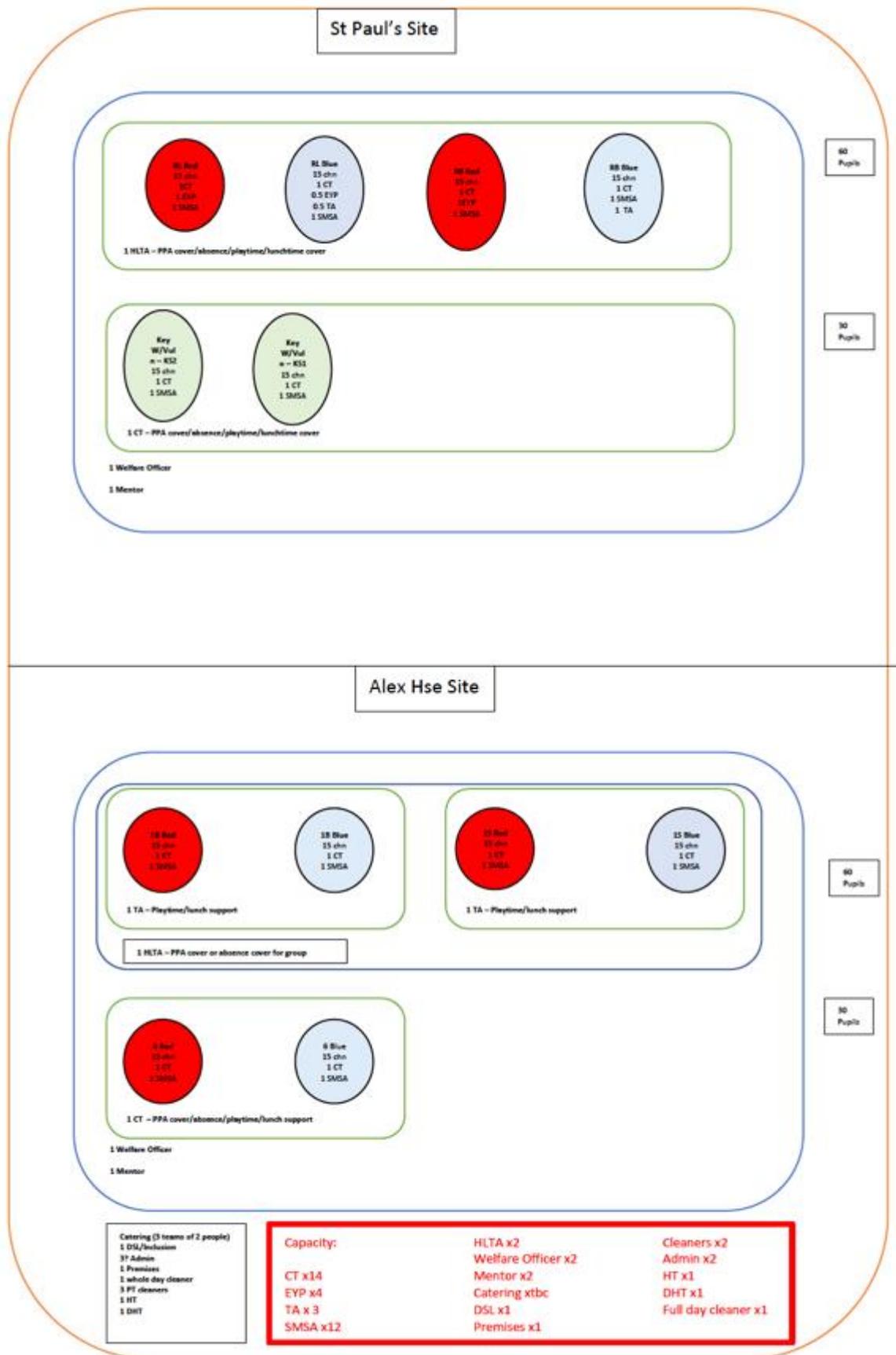
SEVERITY	LIKELIHOOD	RISK RATING (S X L)
1 = no injury or illness	1 = very remote	High 14+ Medium 5 – 13 Low 1- 4
2 = first aid injury/illness	2 = improbable	
3= minor injury/illness – up to 3 days away	3 = possible	
4= 3(+) days injury/illness	4 = probable	
5 = major injury / illness	5 = likely	
6 = fatal or disabling injury/illness	6 = certainty	

ASSESSMENT UNDERTAKEN BY: John Wright – Headteacher 20.05.20
continual review, with a monthly review at a minimum – 20.06.20

REVIEW DATE: This document is dynamic and will be under

Appendices follow

Appendix 1 - Household Bubble & Concentric Circle – staff and pupil structure



Appendix 2 – Email and Attachments from Vicky Taylor, LBH, 15/05/20

Dear Colleagues

I am sure you will have read all the guidance issued by DfE and are still coming to terms with the implications of it in real and practical terms. The responsibility is immense, and we all need to work together.

The Government have published new guidance regarding opening of schools as of June 1st:

Planning guide for primary schools

Published 14 May 2020

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

Opening schools for more children and young people: initial planning framework for schools in England

Updated 12 May 2020

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>

To help school leaders and trusts to prepare and decide arrangements for more children returning to school. It's a starting point from which schools and trusts may choose to develop their own plans. This planning guide builds on that – it gives school leaders the 'next-level down' of detail from the planning framework.

In line with the Government guidance, the LA's expectation is that a school's decision, with regards to the number of children that can be accommodated and the organisation for doing so, will be based on risk assessments. Prior to completing these risk assessments, schools will be assessing take-up from families. Please find attached the following:

- Letter to Headteachers
- HR Advice to Headteachers & School Business Managers
- Risk Assessment Planning Tool – Corporate Health and Safety Adviser (We are aware that you have accessed a format from HEP.)
- Template letter for parents (edit as required)
- Template response form for parents (edit as required)
- School Effectiveness Overview Form of schools opening

Once you have finalised plans in terms of what you will be doing as of June 1st please can you inform the Local Authority by completing the attached School Effectiveness Overview Form and return to schooleffectiveness@hounslow.gov.uk by 22nd May 2020.

If you have any questions, queries or concerns please do not hesitate to contact us on schooleffectiveness@hounslow.gov.uk, we will compile the FAQs.

Best wishes

Vicki

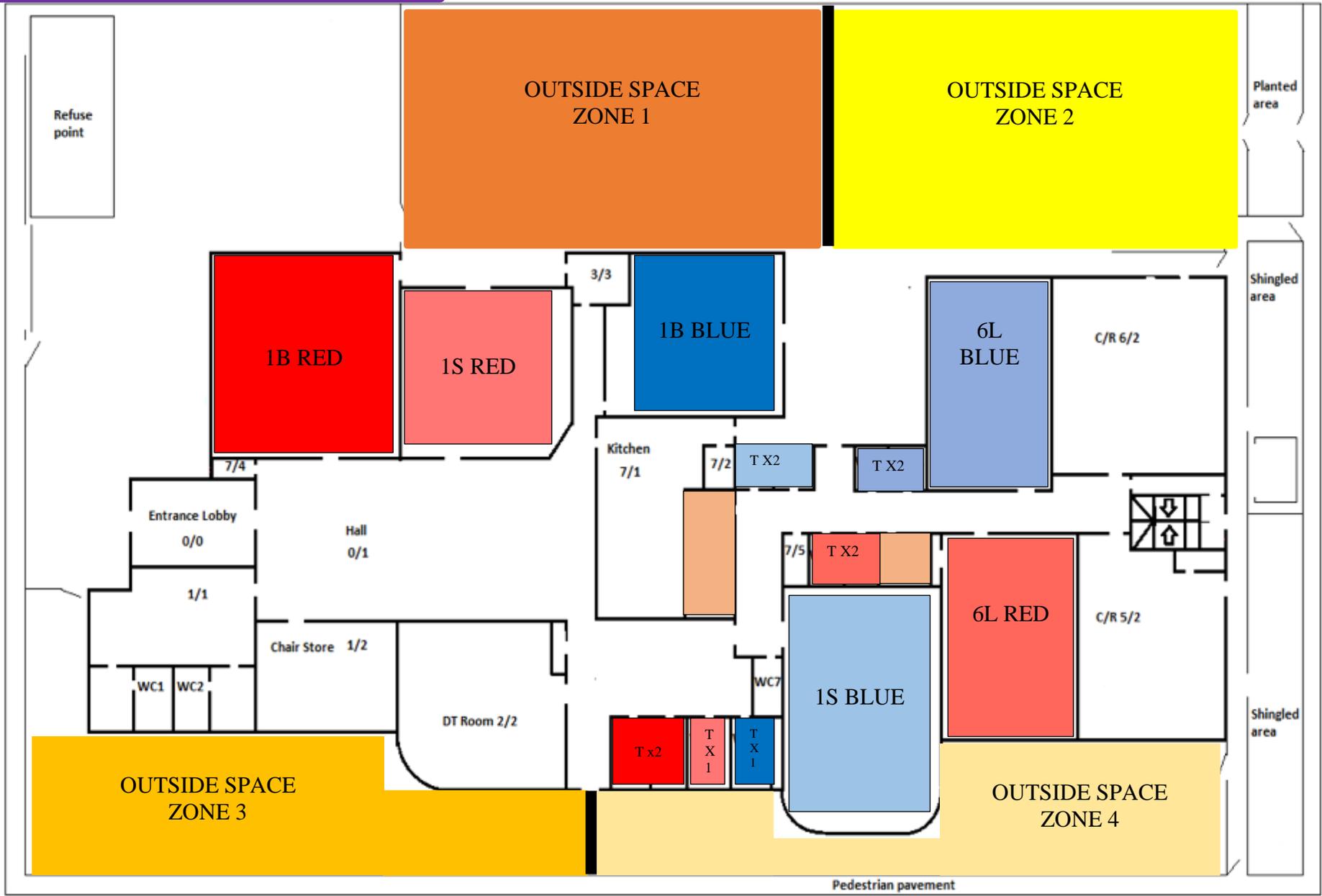
Vicki Taylor

Assistant Director (Interim) Education & Skills
London Borough of Hounslow
4th Floor, Hounslow House, Hounslow
Office: 020 8583 6093
07816070802
www.hounslow.gov.uk

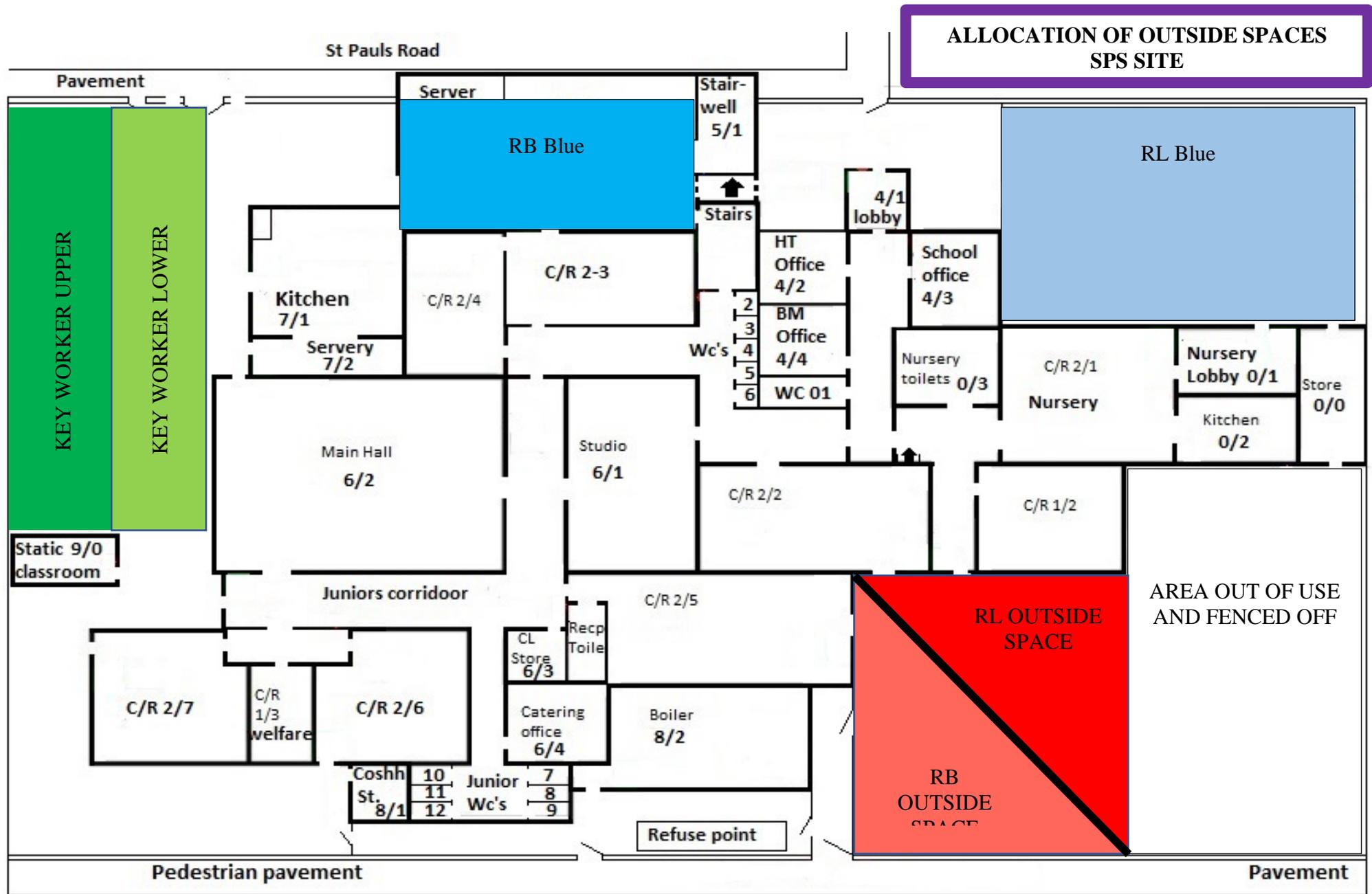
Attachments available on request.

Appendix 3 – Layout Plans

ALLOCATION OF ROOMS, TOILETS AND OUTSIDE SPACE - AHS SITE

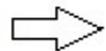


**ALLOCATION OF OUTSIDE SPACES
SPS SITE**

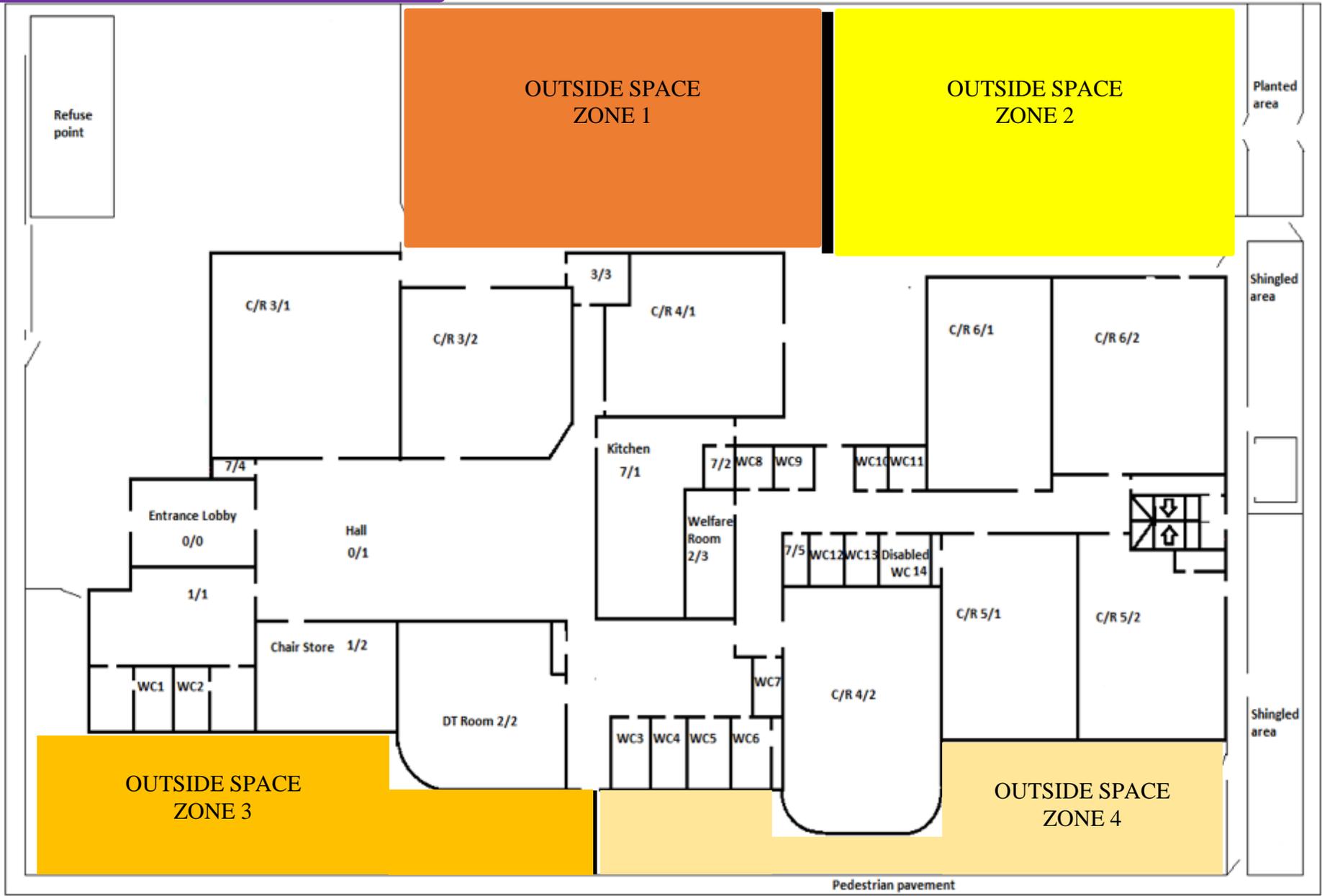


Back lane

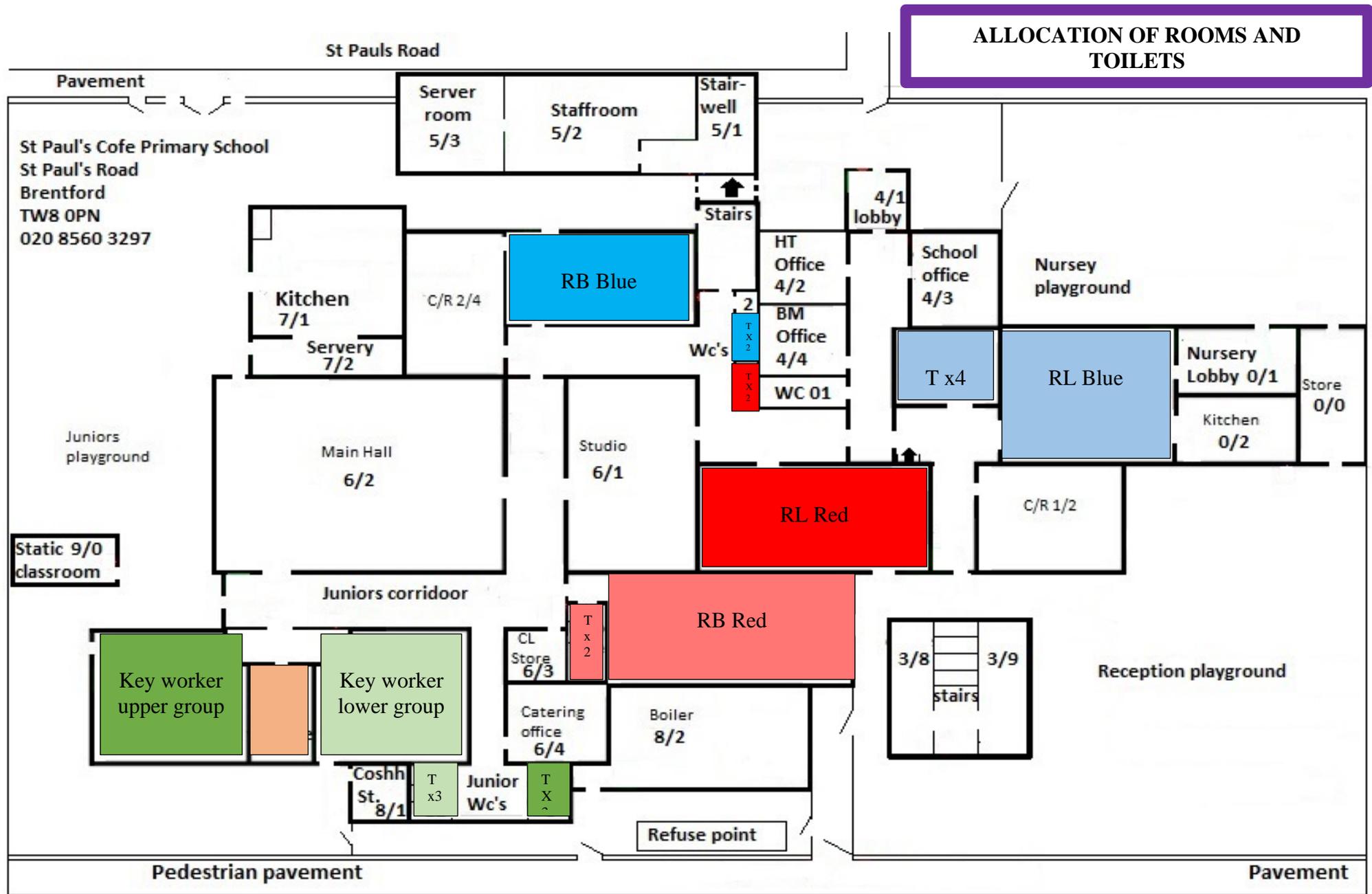
To Alexandra House site



**ALLOCATION OF OUTSIDE SPACES
AHS SITE**



ALLOCATION OF ROOMS AND TOILETS



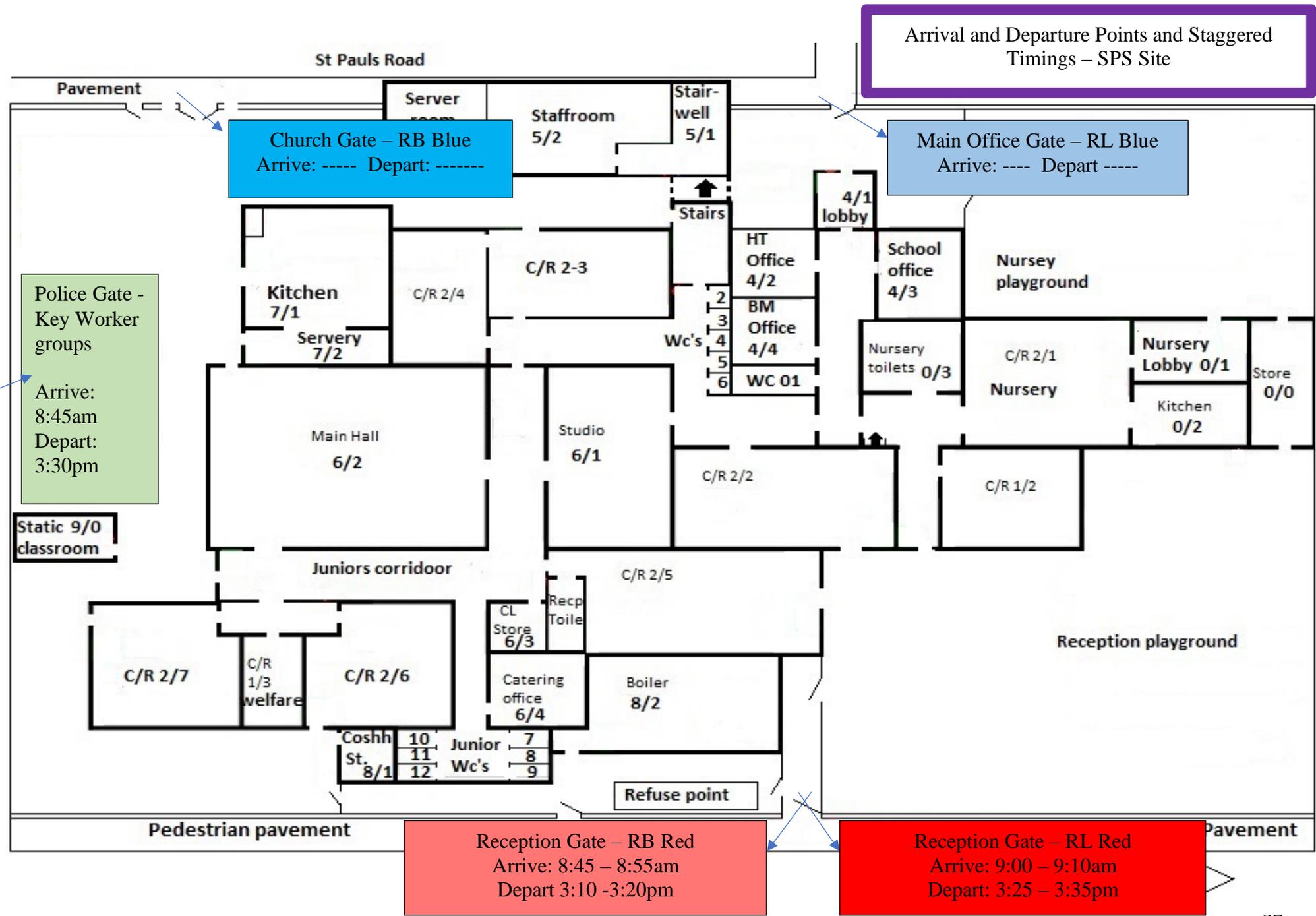
To Alexandra House site →

WELFA

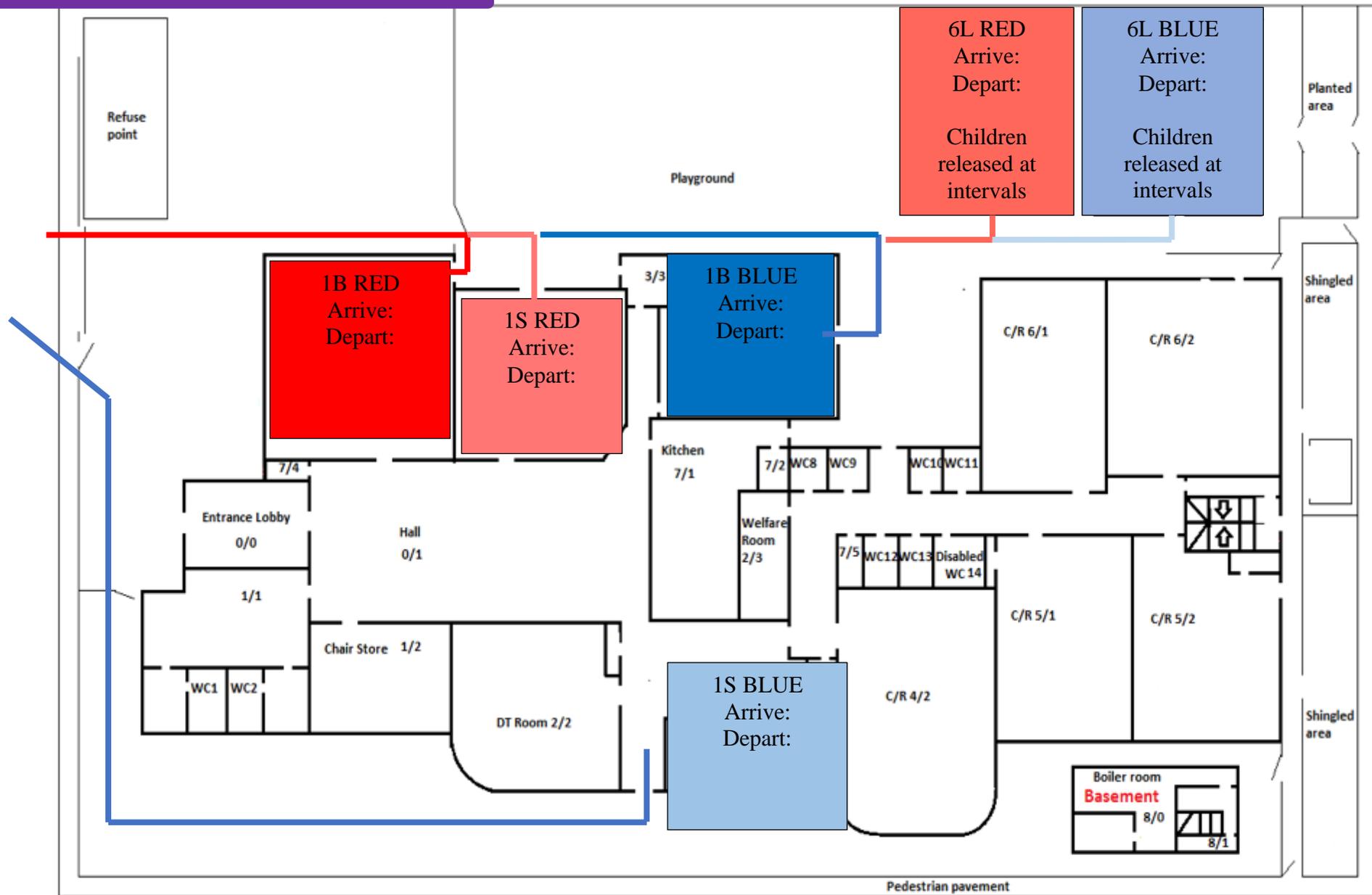
Back lane

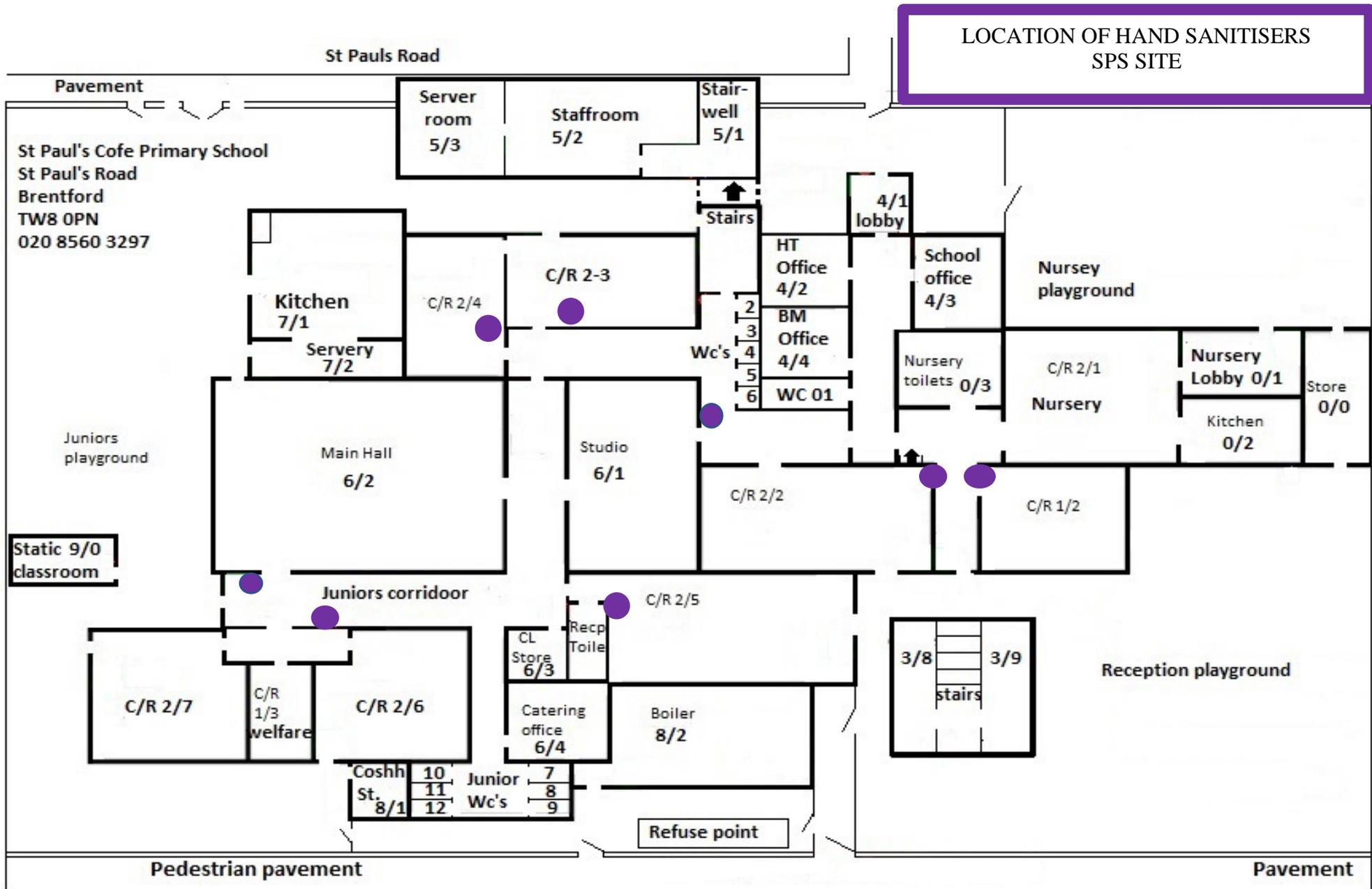
ALLOCATION OF ROOMS AND TOILETS





Arrival and Departure Points and Staggered Timings – AHS Site

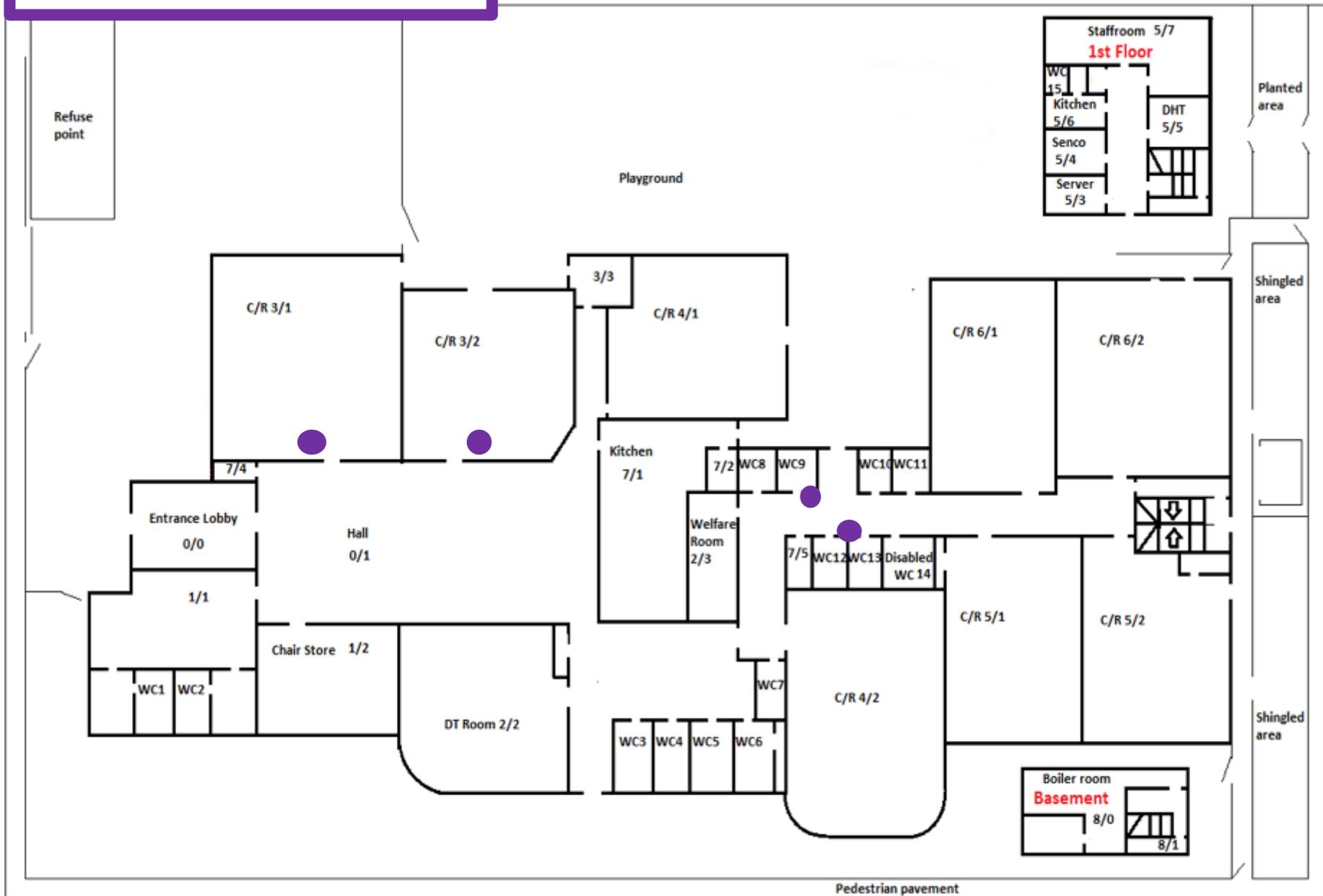




Back lane

To Alexandra House site →

LOCATION OF HAND SANITISERS
AHS SITE



1B Group Red



shutterstock.com • 175204295

Toilet

- Minimising contact and mixing
- Frequent hand cleaning and good hygiene

1B Group Red



shutterstock.com • 175204295

Please do not enter unless you
are allocated to work with this
group.

- Minimising contact and mixing

1S Group Red



Toilet

- Minimising contact and mixing
- Frequent hand cleaning and good hygiene

1S Group Red



Please do not enter unless you
are allocated to work with this
group.

- Minimising contact and mixing

6L Group Red



Toilet

- Minimising contact and mixing
- Frequent hand cleaning and good hygiene

6L Group Red



Please do not enter unless you are allocated to work with this group.

- Minimising contact and mixing

RB Group Red



Toilet

- Minimising contact and mixing
- Frequent hand cleaning and good hygiene

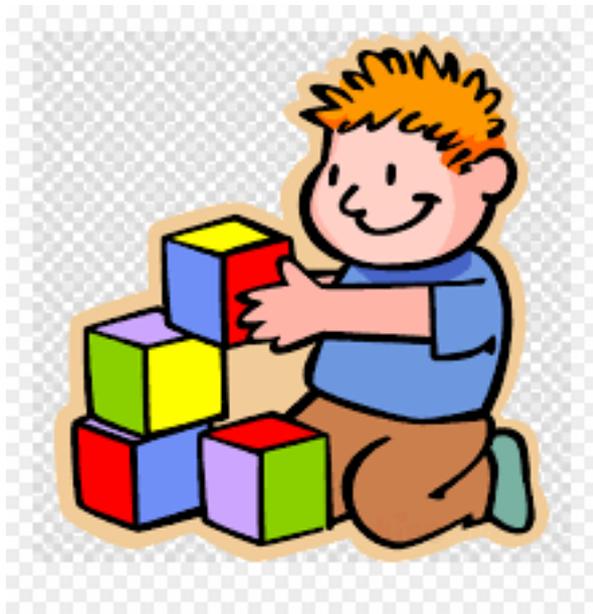
RB Group Red



Please do not enter unless you are allocated to work with this group.

- Minimising contact and mixing

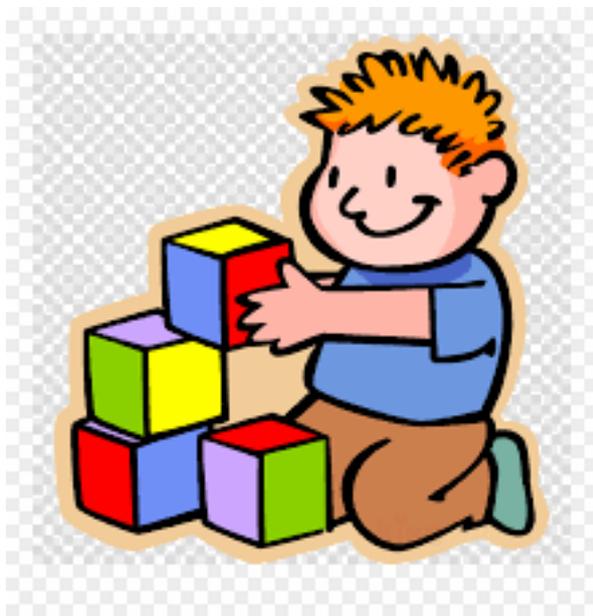
Reception Group Blue



Toilet

- Minimising contact and mixing
- Frequent hand cleaning and good hygiene

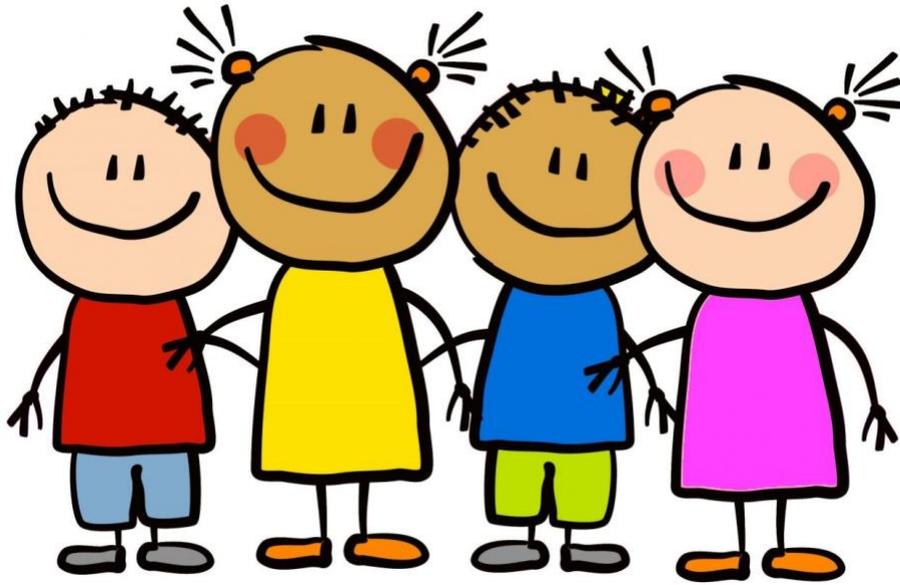
Reception Group Blue



Please do not enter unless you
are allocated to work with this
group.

- Minimising contact and mixing

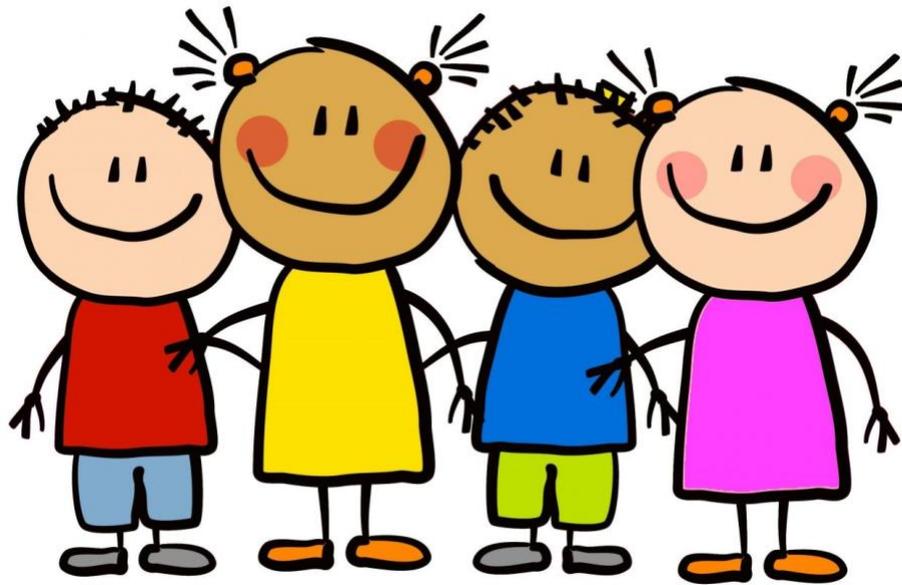
RL Group Red



Toilet

- Minimising contact and mixing
- Frequent hand cleaning and good hygiene

RL Group Red

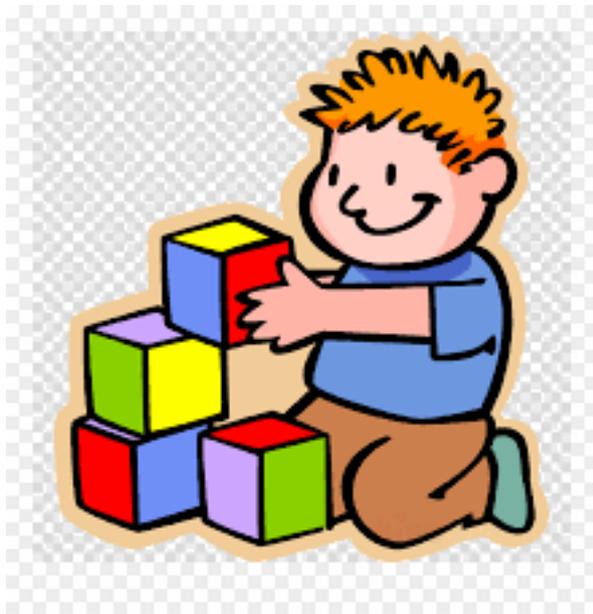


Please do not enter unless you
are allocated to work with this
group.

- Minimising contact and mixing

Year 1 Group

Blue

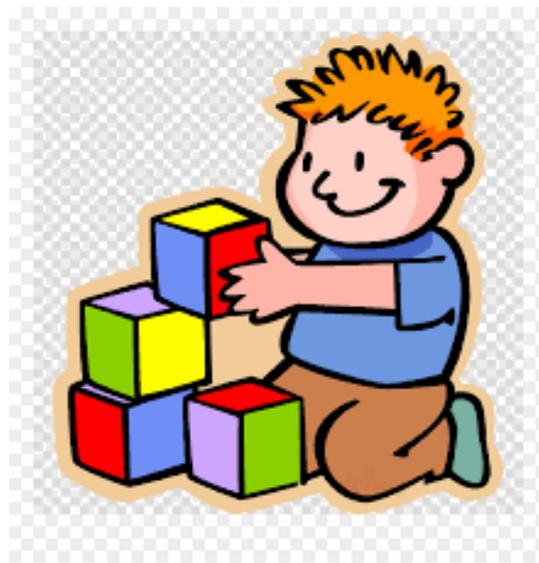


Toilet

- Minimising contact and mixing
- Frequent hand cleaning and good hygiene

Year 1 Group

Blue



Please do not enter unless you are allocated to work with this group.

- Minimising contact and mixing

6L Group Blue



Toilet

- Minimising contact and mixing
- Frequent hand cleaning and good hygiene

6L Group Blue



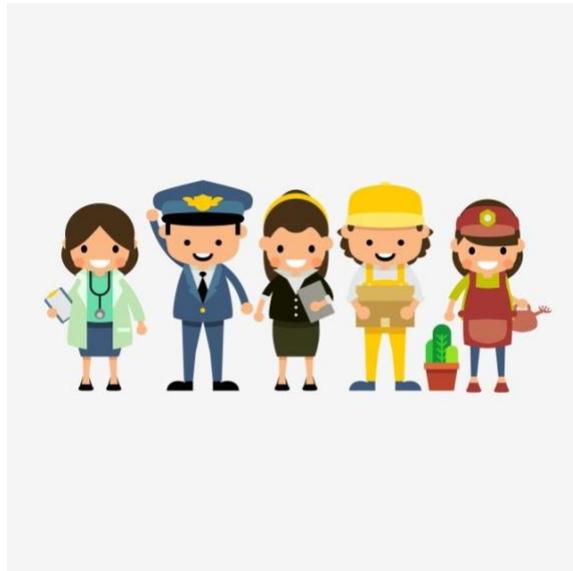
Please do not enter unless you are allocated to work with this group.

- Minimising contact and mixing

This room has
been Covid
cleaned and is
locked.

Please speak to
premises if you need
access.

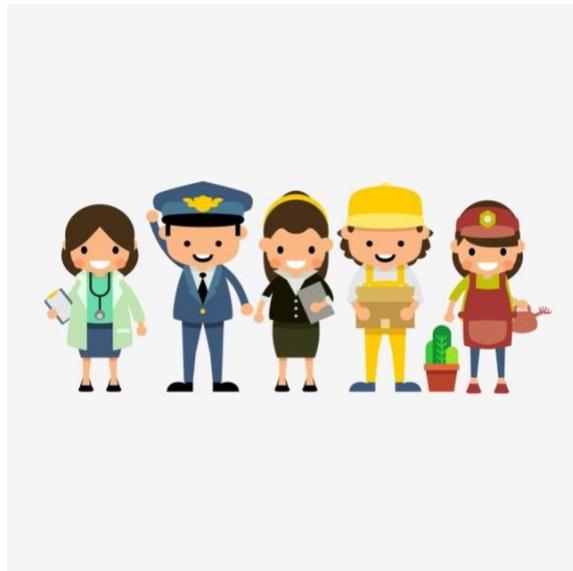
Key Worker Lower Group



Toilet

- Minimising contact and mixing
- Frequent hand cleaning and good hygiene

Key Worker Lower Group



Please do not enter unless you
are allocated to work with this
group.

- Minimising contact and mixing

Key Worker Upper Group



Toilet

- Minimising contact and mixing
- Frequent hand cleaning and good hygiene

Key Worker Upper Group



Please do not enter unless you
are allocated to work with this
group.

- Minimising contact and mixing

You are now
entering the
Office Area.

Is your visit necessary?
Can it be emailed or
messages passed by
telephone?

Key Worker Group Gate

Parents please:

- Wait in the designated spaces, ensuring a 2 meter distance
- No hugs or handshakes with others outside of your household
- Return home as soon as you have collected your child
- Wash your hands upon arrival home
 - Minimising contact and mixing
 - Frequent hand washing and good hygiene

RECEPTION GATE

Parents please:

- Wait in the designated spaces, ensuring a 2 meter distance
- No hugs or handshakes with others outside of your household
- Return home as soon as you have collected your child
- Wash your hands upon arrival home
 - Minimising contact and mixing
 - Frequent hand washing and good hygiene

ALEXANDER HOUSE GATE

Parents please:

- Wait in the designated spaces, ensuring a 2 meter distance
- No hugs or handshakes with others outside of your household
- Return home as soon as you have collected your child
- Wash your hands upon arrival home
 - Minimising contact and mixing
 - Frequent hand washing and good hygiene

RECEPTION BLUE GATE

Parents please:

- Wait in the designated spaces, ensuring a 2 meter distance
- No hugs or handshakes with others outside of your household
- Return home as soon as you have collected your child
- Wash your hands upon arrival home
 - Minimising contact and mixing
 - Frequent hand washing and good hygiene

YEAR 1 BLUE GATE

Parents please:

- Wait in the designated spaces, ensuring a 2 meter distance
- No hugs or handshakes with others outside of your household
- Return home as soon as you have collected your child
- Wash your hands upon arrival home
 - Minimising contact and mixing
 - Frequent hand washing and good hygiene

RECEPTION BLUE GATE

Parents please:

- Wait in the designated spaces, ensuring a 2 meter distance
- No hugs or handshakes with others outside of your household
- Return home as soon as you have collected your child
- Wash your hands upon arrival home
 - Minimising contact and mixing
 - Frequent hand washing and good hygiene

Parents please:

- Wait in the designated spaces, ensuring a 2 meter distance
- No hugs or handshakes with others outside of your household
- Return home as soon as you have collected your child
- Wash your hands upon arrival home
 - Minimising contact and mixing
 - Frequent hand washing and good hygiene

The school office and this entrance is closed to all non-essential visitors.

To contact the office,
please call 020 8560 3297

or email:

office@stpauls.hounslow.sch.uk

- Minimising contact and mixing
- Social distancing

STOP!

Do not enter if:

1. You have signs of a fever or a high temperature
2. You have a persistent cough or a shortness of breath
3. You have had contact with any possible source of the virus

If you have met any of the above criteria please return home and call NHS 111 for advice.

- Avoiding contact with anyone with symptoms
- Minimising contact and mixing

Please use this hand sanitiser



- Frequent hand washing and good personal hygiene

Keep left in the corridors



- Minimising contact and mixing



Access for welfare staff
only

ALL USERS OF THE PHOTOCOPIER



Please wash or sanitise
your hands after use.

- Frequent hand cleaning and good hygiene practice
- Regular cleaning of setting

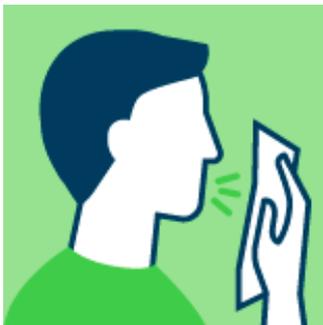
Prevent the spread



Frequently wash your hands for 20 seconds using soap and water.



Try not to touch your eyes, mouth or nose.



Catch a cough or sneeze in a tissue and throw it away.

- Frequent hand washing and good hygiene

All users of the staff room

Please ensure you:

- Maintain personal hygiene by washing your hands.
 - Observe social distancing and space out around the room.
 - Clean surfaces before and after you have used them.
-
- Frequent hand cleaning and good hygiene practices
 - Regular cleaning of settings
 - Minimising contact and mixing

Please keep this door open for ventilation.



- Frequent hand washing and good hygiene practices
- Regular cleaning of settings

Please keep this window open for ventilation.



- Frequent hand washing and good hygiene practices
- Regular cleaning of settings

Wash your hands



- Use soap and water.
 - Wash your hands for at least 20 seconds.
 - Dry your hands fully.
- Frequent hand washing and good hygiene

In the event that someone becomes unwell with Covid symptoms:

- Move them to a room where they can be isolated behind a closed door, with appropriate adult supervision.
- Open a window for ventilation.
- PPE including an apron, gloves, mouth covering and full-face mask should be worn.
- If they need to go to the bathroom while waiting to be collected, use a separate bathroom if possible. The bathroom should be cleaned and disinfected before being used by anyone else.
- In the event of an emergency call 999.
 - Avoiding contact with anyone with symptoms
 - Good hygiene practices & regular cleaning of settings
 - Minimising contact and mixing

Appendix 5 – Curriculum Adaptation

GUIDANCE FOR PLANNING – YEAR 6

DfE STATEMENT

14.5.20 – Planning guide for primary schools

In year 6 it is unlikely that many of the end of term traditions will be able to take place, for example, whole year or class assemblies with parents, school journeys and trips. Schools should provide opportunities for children to discuss this as it may be a source of anxiety or sadness. Though visits to secondary schools for induction will not take place this year, some secondary schools may have capacity to undertake remote induction briefings or other types of sessions for pupils, for example to meet form tutors, heads of year, or other key staff, or have a tour of the school virtually. You should discuss the options with your secondary schools.

Primary schools should, if not already in hand, ensure that information is transferred to destination secondary schools as soon as possible, and if practical in the absence of SATs results ensure that secondary schools are briefed in as much detail as possible about the attainment profile of transferring pupils, along with other information normally transferred.

*Year 6 teaching during this time should focus on **readiness for secondary school (Transition)**, including academic readiness, which could involve additional teaching in any subject, but in particular **Mathematics** and **English** to make up for any losses to learning incurred while at home.*

***Physical Education** lessons may continue to take place providing they are strictly non-contact and do not involve more than any one temporary group.*

RATIONALE

It light of the above statement it is planned that Year 6 follow the following rationale.

A focus on Maths, English and Topic, RE and PE, following the existing timetable.

Extra sessions for PHSCE focusing on transition to Secondary School.

Abandonment of short morning sessions due to changes in timetable.

Creation of Curriculum Focus sessions to accommodate lessons that have been curtailed by other changes. (This would include Grammar, Science, Music, Computing and French)

DAILY SESSIONS

Maths

Use Summer 1 2019 plans as starting point

TEXT BOOKS – Put TJ books 5 and 6 in their trays AND RECORD ON PLANNING

eg PUT TJ BOOKS IN TRAY FOR THE WHOLE TERM

PHOTOCOPYING – Ensure resources are prepared in advance AND RECORD ON PLANNING

eg PHOTOCOPY TIMETABLE FROM TEST BASE FOR NEXT DAY

IPADS – RECORD ON PLANNING when you will use ipads, and also on planning that will clean them at the end of the day

eg USE IPADS TO SHARE WORKSEETS. CLEAN IPADS BEFORE RETURNING TO CHARGE

Children will need WB, pens and wipes in their drawers in plastic wallets

T/P/S – will need to be managed statically on existing table spaces AND RECORD ON PLANNING

eg Discuss pattern and **T/P/S observing social distancing**

English

Use Summer 1 2019 plans as starting point

TEXT BOOKS – Put Power of Reading books in their trays AND RECORD ON PLANNING

eg PUT POWER OF READING BOOKS IN TRAY FOR THE WHOLE TERM

PHOTOCOPYING – Ensure resources are prepared in advance AND RECORD ON PLANNING

eg PHOTOCOPY DIARY BOOKLET FOR FOLLOWING DAY

IPADS – RECORD ON PLANNING when you will use ipads, and also on planning that will clean them at the end of the day

eg USE IPADS TO SHARE WORKSEETS. CLEAN IPADS BEFORE RETURNING TO CHARGE

T/P/S – will need to be managed statically on existing table spaces AND RECORD ON PLANNING

eg Discuss feelings of Bradley and **T/P/S observing social distancing**

Change all working in pairs and groups to individual (but role play activities, especially hot seating can still happen with distancing, especially if they stay in their seats)

Highlighting text could be problematic because there would be too much photocopying. Children to transcribe examples instead

WEEKLY SESSIONS

Topic

Use Summer 2 2020 plans

PHOTOCOPYING – Ensure resources are prepared in advance AND RECORD ON PLANNING

eg PHOTOCOPY UK MAP RESOURCE PREVIOUS DAY

IPADS – RECORD ON PLANNING when you will use ipads, and also on planning that will clean them at the end of the day

eg USE IPADS TO FIND RAILWAY POSTERS. CLEAN IPADS BEFORE RETURNING TO CHARGE

T/P/S – will need to be managed statically on existing table spaces AND RECORD ON PLANNING

eg Discuss pictures and **T/P/S observing social distancing** on what it might be like to visit these places

RE

Use Summer 2 LDBS Scheme

T/P/S – will need to be managed statically on existing table spaces AND RECORD ON PLANNING

eg Discuss feelings and **T/P/S observing social distancing**

PE

Use Summer 2 Athletics – Field Events

Throwing Javelin, Shot Put and Discus ONLY if one each

Running events

Generic Social Distancing games such as Cricket and Rounders

CHANGING FOR PE – Children to come to school already changed on PE days

PHSCE

Use Folens CPSHE Book 4

TEXT BOOKS – Put CPSHE Book 4 in their trays AND RECORD ON PLANNING

eg PUT FOLENS CPSHE BOOKS IN TRAY FOR THE WHOLE TERM

T/P/S – will need to be managed statically on existing table spaces AND RECORD ON PLANNING

eg Discuss feelings and **T/P/S observing social distancing**

TALK TIME

Use old pictures from last year that you have discussed with previous classes

Use sessions to also discuss issues surrounding Transition

CURRICULUM FOCUS SESSIONS

These elements may be subject to major timetable change (no time for morning 30 minute sessions) and will need to occur only occasionally in the timetabled slot

Grammar

Use Nelson Grammar Book 6

TEXT BOOKS – Put Nelson Grammar Book 6 in their trays AND RECORD ON PLANNING

eg PUT NELSON GRAMMAR BOOKS IN TRAY FOR THE WHOLE TERM

Science

Use Summer 1 Light

Music

Use HLS Charanga

Computing

Use J2Code

French

Use Unit 12: On va faire la fête!

Appendix 6 – Additions to School’s Behaviour Policy

The phased reopening of the school following the pandemic closure, requires an additional set of school rules in order to support the reopening process safely. These additional rules and other amendments to the policy are recorded below.

Additional School Rules

These rules will need to be explained in an age-appropriate manner to children in each bubble. Parents will be asked to explain them to their child before they return and staff will explain and discuss these additional rules in class.

Some of these rules relate to the start and end of the school day and children will need help from their families to meet them.

- We shall arrive promptly at school at the time set for our bubble.
- We shall wait at a distance from other household groups.
- We shall avoid the temptation to hug, cuddle or kiss our friends waving, speaking and using non-contact signs to show our happiness at seeing each other again.
- We shall wash and dry our hands with soap and water frequently during the school day – at the start of the day, after playtimes, after using the toilet, before lunch and at other times that adults direct us to.
- We shall use the hand sanitizer when directed to by adults.
- We shall mix and play only with children in the same bubble as us.
- We shall ‘keep left’ when walking along the school’s corridors and public spaces.
- We shall give way and hold back at a distance, if we see someone approaching at a narrow point in the corridor or other public space.
- We shall only use the toilet allocated to our bubble.
- We shall catch coughs and sneezes in tissues or the crook of our arm, rather than coughing and sneezing in the open.
- We shall throw our own used tissues in the bin, when it is convenient to do so.
- We shall try to avoid touching our mouth, nose and eyes as much as possible.
- We shall tell an adult straightaway if we feel we have a temperature, a new cough or feel unwell in any other way.
- We will avoid sharing our classroom resources as much as possible, using our own pencils etc.
- We shall avoid putting pencils, pens or other resources in our mouths.
- We shall follow adult instructions when moving around the school.
- We shall play in the allocated zone, not moving between zones.
- We shall play low/no contact games at playtime.
- We shall not spit, sneeze or cough deliberately at another person.
- We shall not share packed lunch food, snacks or drinks bottles.

Rewards and Sanctions

Rewards remain at the centre of our behaviour management approach. It is much more effective to reward as many children as possible for doing the right thing than to sanction large numbers of children.

Rewards and sanctions should always be proportionate and smart. Blanket sanctions should be used sparingly as they can be perceived as unfair.

We shall continue to use our existing reward systems, however be mindful of the mixing and contact restrictions. Pupils are often directed to collect their own reward stars – this should continue. In younger classes, staff may award stars directly to the child’s chart. There will not be a celebration assembly. Teachers can praise achievement within the class in their class worship sessions. Teachers can notify senior staff of children who have earned a DHT/HT sticker and these can then be distributed at a distance.

Our existing sanctions system will also remain in place, although children may have their ‘time out’ in the playground, rather than the classroom. Children should not be sent out of their bubble room into the corridor or to another classroom. Teachers should establish a ‘time out’ area within their classroom bubble. In instances of significant/repeated poor behaviour, where a senior leader may be called/involved, teachers should make remote contact with a senior leader first – using telephone/walkie talkie/email.

Senior leaders should only be called directly where behaviour incidents are extremely severe – where there is a risk to health and safety or the good order of the school.

Staff need to be aware of pupils with significant SEN social and emotional needs as well as pupils who may have suffered significantly during the COVID lockdown. Where children in this category present with unusually challenging behaviour as a result of the new procedures in place, they should contact the Inclusion Coordinator to discuss additional strategies or resources to support these pupils in complying successfully with the rules.

Sanctions for a deliberate breach of the new COVID rules will be dealt with extremely seriously, as they present a risk to the whole school community. The senior team will use all sanctions, including exclusion where necessary, to ensure that risky or dangerous behaviours are minimised.

