

Update to St Anne's Catholic Primary School COVID-19 Risk Assessment



14th June 2021

Updated 21st June

Please note: This risk assessment is a live document which is reviewed and updated in line with changes to government guidance and public health advice. Staff and their health and safety representatives will be notified of any changes to this risk assessment.

<p>Face coverings</p>		<ul style="list-style-type: none"> • Face coverings are required to be worn by staff and visitors in communal areas where it is particularly difficult to maintain social distancing, e.g. corridors and staircases. • Pupils are not required to wear face coverings anywhere on the school premises. • The school does not require face coverings to be worn by those exempt from doing so. This includes (but is not limited to): <ul style="list-style-type: none"> - Pupils with SEND who may struggle to wear one correctly or have their education impaired by wearing one. - People who cannot put on, wear, or remove a face covering because of a physical or mental illness, impairment or disability. - Where putting on, wearing, or removing a face covering will cause severe distress. - Where speaking to, or providing assistance to, someone who relies on lip reading, clear sound or facial expression to communicate. - To avoid harm or injury, or the risk of harm or injury including if it would negatively impact on the ability to exercise or participate in a strenuous activity. • The school is sensitive to the fact that some people are less able to wear face coverings and that the reasons for this may not be visible to others. • Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expressions to communicate, are worn where appropriate. • Face visors or shields are not worn as an equivalent alternative to face coverings; however, they can be worn by those exempt from wearing face coverings. 				
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PPE		<ul style="list-style-type: none"> • PPE is distributed to staff who provide intimate care for pupils and for cases where a pupil becomes unwell with symptoms of coronavirus whilst in school and a distance of two metres cannot be maintained. • Additional risk assessments are conducted on a case-by-case basis to determine whether staff require PPE to carry out other tasks and duties. • When working with pupils who cough, spit or vomit but do not have coronavirus symptoms, staff only wear PPE that would routinely be worn. • Used PPE is disposed of properly using bins provided around the school. Staff and pupils are told not to use recycling bins for the disposing of PPE. • All PPE waste is put in a plastic rubbish bag which, once full, is tied and placed in a second tied bag and stored in a suitable and secure place, marked for storage for 72 hours. Following this period, it is put in the communal waste area. 				
Hand cleaning and respiratory hygiene		<ul style="list-style-type: none"> • Suitable handwashing facilities are provided for individuals to wash their hands regularly and at the following intervals: <ul style="list-style-type: none"> - Arrival at school - Return from breaks - A change in rooms - Before and after eating • The school considers how often pupils and staff need to wash their hands and time for this is incorporated into timetables and lesson plans, allowing for additional opportunities for some staff and pupils to wash their hands more frequently, e.g. pupils who use saliva as a sensory stimulant. • There is an adequate amount of handwashing stations, which are kept well-supplied with soap and running water or hand sanitiser. 				

		<ul style="list-style-type: none"> • Adequate amounts of tissues and bins are available in the relevant areas. Sanitiser is available, where appropriate. • Visual aids are displayed throughout the school reminding pupils to wash their hands regularly and follow the 'catch it, bin it, kill it' approach. • A plan is created to assimilate the hand-washing routine and 'catch it, bin it, kill it' approach into school culture, supplemented by behaviour expectations and communication around the importance of the measures. • Pupils are supervised, where appropriate, when using hand sanitiser to ensure they do not ingest any. • Pupils are instructed to cough or sneeze into their inner elbow and use a tissue to cover their mouths and noses where possible, disposing of the tissue in lidded bins. • Pupils wash their hands after they have coughed or sneezed. • Younger pupils and those with complex needs are supported to ensure they adopt good hand cleaning and respiratory hygiene practices. 				
Cleaning		<ul style="list-style-type: none"> • The site manager implements a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> - More frequent cleaning of rooms and shared areas (including classrooms, playgrounds and eating areas) that are used by different groups – extra cleaning from 11am – 1pm. - Frequently touched surfaces being cleaned more often than normal. - Provision for ensuring toilets are cleaned regularly. • Dining areas are cleaned • Where necessary, the number of rooms used by staff and volunteers is limited to avoid the spread of infection. • The necessary areas of the school are deep cleaned with suitable cleaning agents and in line with the COSHH Policy. • All areas that have been cleaned are checked to ensure they are safe to occupy, e.g. there are no slip hazards and any harmful substances have been removed. 				

		<ul style="list-style-type: none"> • All areas that remain temporarily closed, or partially closed for cleaning or infection control purposes, are clearly signposted. • Adequate amounts of suitable cleaning agents are available. • PPE is available to members of staff who require it to carry out cleaning safely. • Signs are placed in relevant areas to instruct staff and pupils to always flush toilets with the lids down. 				
Social distancing		<ul style="list-style-type: none"> • <u>Social Distancing adherence</u> is shared with all relevant members of the school community and adhered to as far as possible. • Pupils are given regular reminders of why social distancing is important and the opportunity to speak to staff about how they are finding adhering to the social distancing measures. • Pupils are separated into bubbles. • Most bubbles are the <u>size of a full class</u> since 17 5 21 larger bubbles have been formed in Key Stages (LKS2, UKS2, KS1, EYFS) when outside only. Change to bubbles staying separate from 14/6/21 • Staff can move between bubbles, but minimise close contact with others whilst doing so. • Staff maintain a two-metre distance from each other and from pupils, where possible. Where maintaining a two-metre distance is not possible, staff avoid close face-to-face contact and minimise the time spent within one metre of anyone. • The school implements other social distancing measures where necessary, one-way systems • Pupils' EHC plans are provided as normal. • Classrooms are adapted to support social distancing, including seating pupils side-by-side and facing forwards, and moving furniture out of classrooms to make more space. • Visual aids are used to display social distancing measures. • Pupils take breaktimes and lunchtimes in their wider bubbles, and these breaks are staggered throughout the day (17/5/21) • Assemblies are streamed through zoom or prerecorded • Start and finish times for the school day are staggered (changed 17/5/21). 				

		<ul style="list-style-type: none"> • Pick-up and drop-off times are staggered to reduce the number of parents on or near the school premises at once (changed 17/5/21). • Parents are briefed on provision for the drop-off and collection of their children. • The use of communal areas, e.g. the staff room, is limited to avoid unnecessary group gatherings – with other rooms utilised. • Where first aid must be administered in close proximity, those administering it undertake infection control measures immediately afterwards, in line with HSE <u>guidance</u>. • Arrangements are made to enable specialists, therapists, clinicians, and other support staff for pupils with SEND to continue to provide interventions as usual. • Pupils whose behaviour is purposefully contrary to the social distancing measures in place are managed in line with our Relationships and <u>Behavioural Policy</u>. • Parents are informed of the social distancing rules they must follow on or near the school premises, e.g. not congregating outside the school when waiting to pick up their children. • When timetabling, the school aims to keep bubbles apart in corridors and movement around the school to a minimum for all pupils, where possible. 				
Ventilation and heating		<ul style="list-style-type: none"> • The site manager checks that all ventilation systems, including fume extraction systems, are in working order in accordance with manufacturer's recommendations, and that there are no blockages present in external or internal vents. • All ventilation systems remain energised in normal operating mode. • Where possible, the windows of occupied rooms are open. In cold weather, where this causes issues with thermal comfort, the following mitigations are put in place where possible: <ul style="list-style-type: none"> - Classrooms are rearranged to minimise the discomfort caused by draughts from open windows, e.g. by moving desks and chairs - High level windows are opened in preference to low level to reduce draughts 				

		<ul style="list-style-type: none"> - Ventilation is increased while the space is unoccupied, e.g. during break- and lunchtimes 				
Fire safety		<ul style="list-style-type: none"> • A suitably trained individual ensures that all fire detection, alarm system, fire extinguisher and sprinkler checks are up-to-date. • The <u>fire safety officer</u> and <u>headteacher</u> ensure that the fire management plan and fire safety risk assessment are up-to-date and applicable to any changes in people movement or access, e.g. if parts of the school remain temporarily closed. • The <u>headteacher</u> identifies how social distancing measures are to be observed at evacuation points and communicates this to all staff, volunteers, pupils, parents and contractors. 				
Opening after reduced occupancy		<ul style="list-style-type: none"> • The <u>site manager</u> ensures all usual building checks are undertaken to make the school building safe. • Where buildings have been closed or had reduced occupancy, water systems are checked. 				
Testing		<ul style="list-style-type: none"> • All testing is carried out in line with the <u>Coronavirus (COVID-19): Asymptomatic Testing Policy</u>. • Testing is voluntary. Individuals not undergoing testing attend school in line with normal school arrangements. • Individuals who receive a positive result from an LFD test complete a 10-day period of self-isolation and are asked to arrange a confirmatory PCR test. • PCR tests are arranged in the event of a positive LFD test within 2 days of the positive result. All positive results from LFD tests, whether conducted at home or at school, need to be confirmed with a PCR test. • Negative results from confirmatory PCR tests taken within 2 days of LFD tests override positive results from LFD tests; therefore, individuals who receive negative PCR test results can return to school, provided they do not have symptoms. • Individuals do not take an LFD test if they have tested positive for coronavirus within the last 90 days. • Individuals are informed that LFD tests are not to be used if they begin to develop symptoms of coronavirus; they instead begin self-isolating immediately and book a PCR test. 				

		<ul style="list-style-type: none"> • Testing kits are stored indoors between a temperature of 2 to 30°C, in an environment which allows enough space for social distancing. • Individuals are instructed to collect test kits from the designated collection point (DHT Room). • A test kit log is in use and kept up to date with the relevant information required. • A test result log is in use and kept up-to-date with the relevant information required. • The data held in the test kit log and test result log is stored in line with the school's <u>Data Protection Policy</u> at all times. 				
NHS Test and trace		<ul style="list-style-type: none"> • Staff members and parents are informed that they may need to engage with the NHS Test and Trace programme, meaning they need to be ready and willing to: <ul style="list-style-type: none"> - Book a PCR test if they (or their child) display symptoms. - Provide details of anyone they (or their child) have been in close contact with if they were to test positive for coronavirus or are asked by NHS Test and Trace. - Self-isolate if they have been in close contact with someone who develops coronavirus symptoms or someone who tests positive. • Anyone in school who displays symptoms is encouraged to get a PCR test. • If the school believes a symptomatic individual may face barriers to accessing a PCR test elsewhere, the school provides them with a PCR test. • PCR tests stored on the school site are stored securely at ambient room temperature (5 to 22°C). • The school will consider offering a symptomatic staff member a PCR test if they cannot otherwise access testing quickly and if the individual is vital to the running of the school. • PCR tests are delivered safely and with due regard for transmission risk. • Individuals are asked to inform the school immediately of test results. 				

		<ul style="list-style-type: none"> • If an individual tests negative, they feel well and no longer have coronavirus symptoms, they, and the members of their household, can stop self-isolating as long as: <ul style="list-style-type: none"> - Everyone they live with who has symptoms tests negative. - Everyone in their support or childcare bubble who has symptoms tests negative. - They were not told to self-isolate for 10 days from the day after contact with the individual who tested positive by NHS Test and Trace. - They feel well. • If an individual tests positive, they are required to self-isolate for at least 10 days from the onset of symptoms and then return to school only if they do not have symptoms other than a cough, or loss of or change in their sense of smell or taste. Other members of their household are required to continue self-isolating for the full 10-day period. • Staff and pupils aged 16 and over are encouraged to download the NHS Test and Trace app – rules on mobile phones in school are relaxed to accommodate this. • Individuals are informed that, if they receive notification via the NHS Test and Trace app that they have been in close contact with a positive case, they must inform the school immediately. • Individuals who test positive are encouraged to report the result on the NHS Test and Trace app. • If a pupil receives notification, the school ensures appropriate arrangements are in place for the pupil to self-isolate and begin remote learning. • If a member of staff receives notification that they need to self-isolate, the school will consider the action that needs to be taken to ensure continuity of education. 				
Confirmed cases of coronavirus		<ul style="list-style-type: none"> • Parents are informed, via letter, of how the school responds to confirmed cases of coronavirus. • Where an individual in the school community tests positive for coronavirus, the headteacher contacts the LA link officer or DfE's dedicated advice service immediately. 				

		<ul style="list-style-type: none"> • The school works with the DfE’s dedicated coronavirus advice service (or local HPT if the case is escalated) to carry out a rapid risk assessment and identify appropriate next steps. • Individuals at school who have been in close contact with someone who has tested positive, or developed symptoms, are sent home immediately to self-isolate for 10 days. Close contact is defined as follows: <ul style="list-style-type: none"> - Direct close contacts: face-to-face contact with an infected individual for any length of time, within one metre, including being coughed on, a face-to-face conversation, or unprotected physical contact (skin-to-skin) - Proximity contacts: extended close contact (within one to two metres for more than 15 minutes) with an infected individual - Travelling in a small vehicle, like a car, with an infected person • Household members of individuals who develop symptoms or test positive also begin self-isolating, starting from the day the individual’s symptoms started, or the day of their positive test result if asymptomatic, and continue to self-isolate for the next full 10 days. • Household members of close contacts of positive or symptomatic individuals do not self-isolate unless they, or the close contact, develop symptoms or test positive. • A record is kept of pupils and staff in each bubble and of any close contact between individuals at school. • Where required, all parents and staff are informed of the confirmed case; however, the name of the individual is not shared. • The school does not request evidence of negative test results or other medical evidence before admitting individuals back to school after a period of self-isolation. • If the school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, the school continues to work with the DfE’s dedicated coronavirus advice service (or local HPT if the case is escalated). • The individual who tested positive can stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to only have a residual cough or anosmia. 				
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Attendance		<ul style="list-style-type: none"> • Parents are informed that the usual rules on school attendance apply – this means parents have a duty to ensure that their child attends regularly. • The attendance register is taken as normal and absences are followed up, in line with the Attendance Policy. • Where a pupil is unable to attend the site because they are complying with clinical and/or public health advice, they are offered access to remote education immediately. • Any concerns from staff, parents and pupils about being on the school site are discussed between appropriate individuals. • Pupils who are reluctant or anxious to attend school are identified and relevant staff members develop plans to reengage these pupils. • The school uses the additional catch-up funding, as well as existing pastoral and support services, resources and funding, to put in place measures for those families who need additional support to secure pupils' regular attendance. • Staff and pupils who have returned to the UK from foreign countries within the last month complete the necessary quarantine period, as outlined in the government's <u>guidance</u>, before attending school. • The school works with the LA to engage with families who are abroad to understand the pupils' circumstances and their plans to return. The school will encourage families to return where they are able to, emphasising the benefits of regular school attendance and reminding them that school attendance is mandatory. • Where possible, remote education will be provided for pupils who are abroad, and facing challenges to return due to coronavirus-related travel restrictions, for the period they are abroad. 				
Protecting clinically vulnerable individuals		<ul style="list-style-type: none"> • Clinically vulnerable and clinically extremely vulnerable (CEV) pupils are supported to attend on-site provision. • Pupils who live with someone who is CEV continue to attend school as normal. • All CEV pupils attend the school unless they have been advised by their GP or clinician not to attend. 				

		<ul style="list-style-type: none"> • The relevant staff liaise with the parents of pupils who are deemed more vulnerable to infection and discuss their concerns and the infection control measures in place at the school. • The school collaborates with the LA to ensure that alternative arrangements for CEV pupils are in place to prepare for the event that the school site is required to close. • If CEV pupils are self-isolating or shielding and cannot attend on-site provision, procedures are put in place to maintain contact and make sure their parents know that the decision not to attend can be revisited at any time. • CEV staff continue to work from home where possible. If this is not possible, they are supported to attend the school site. • Clinically vulnerable staff continue to attend school provided they follow the system of controls to minimise the risks of transmission. • Staff who live with those who are CEV attend the workplace but ensure they maintain good prevention practice in the workplace and at home. • Line managers hold discussions with staff who are deemed more vulnerable to infection and discuss their concerns and the infection control measures in place at the school. • The SLT considers requests made by staff who wish to make changes to their working environment or working hours in the interest of health and safety. • If required, staff can adjust their working hours, as agreed by the SLT. • The <u>headteacher</u> ensures that the school can be adequately and safely staffed. • A separate risk assessment is carried out for pregnant staff. The school follows the relevant specific guidance for pregnant employees. • Pregnant staff of any gestation are not required to continue working on site if this is not supported by the separate risk assessment. • Staff who are 28 weeks pregnant and beyond, or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from coronavirus at any gestation, are supported to take a more precautionary approach. 				
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Workforce		<ul style="list-style-type: none"> The headteacher and other relevant members of staff discuss how staffing deployment arrangements may need to be altered to allow for the attendance of all pupils. Appropriate support for pupils with SEND remains in place. Line managers discuss and agree any proposed changes in role or responsibility with members of staff. The headteacher ensures safe staffing ratios are met and that all staff have the relevant training to undertake their roles. If there are concerns about staffing capacity, the headteacher talks to the LA. Supply teachers, peripatetic teachers and other temporary staff members can attend the school site and move between schools. They minimise their contact with other staff members and maintain as much distance as possible from other individuals. Arrangements are made to enable specialists, therapists, clinicians and other support staff for pupils with SEND to continue to provide interventions as usual. The school continues its recruitment processes, but offers alternatives to face-to-face interviews where possible. 				
Transport		<ul style="list-style-type: none"> The headteacher speaks to the school's LA or transport provider to assess the approach to dedicated school transport they are adopting. Pupils do not board home to school transport if they, or a member of their household, has a positive test result or symptoms of coronavirus. The school liaises with the LA and other transport providers to ensure they are adopting COVID-secure protocols, and requests a copy of their risk assessment, where relevant. Social distancing is maximised within vehicles All pupils are advised to either sit with their bubble on school transport, or with the same constant group of pupils each day, and organised queuing and boarding is encouraged. Pupils are advised to clean their hands before boarding transport and again on disembarking. 				

		<ul style="list-style-type: none"> • Additional cleaning of vehicles is carried out regularly. • Fresh air through ventilation is be maximised, particularly through opening windows and ceiling vents. • The use of public transport to and from school is minimised as far as possible. Where it is necessary, pupils are encouraged not to travel during peak times, and staggered start and end times to the school day are implemented to ensure this is possible. • Pupils are given clear messages about minimising the use of public transport and how to reduce the risks of transmission outside school. 				
Catering		<ul style="list-style-type: none"> • The school's kitchen is fully open and operates within usual legal requirements. • The SBM liaises with catering providers to ensure the kitchens can remain fully open and food is prepared and delivered in line with government's '<u>Guidance for food businesses on coronavirus (COVID-19)</u>'. • FSM or food parcels are provided for eligible pupils who are not attending school during term time where they: <ul style="list-style-type: none"> - Are self-isolating. - Have symptoms or a positive test result. - Are a close contact of someone who has had coronavirus. - Are not attending as a result of local restrictions advised by the government. 				
Remote learning		<ul style="list-style-type: none"> • While attendance is mandatory, remote learning is provided for pupils who are following clinical or government guidance to stay at home, e.g. where they are self-isolating. All such pupils not physically unwell are given access to remote education as soon as reasonably practicable. • The <u>headteacher</u> ensures that pupils taught remotely in KS1 are set work that as a minimum covers three hours a day on average, and ensures that pupils taught remotely in KS2 are set work that as a minimum covers four hours a day. • The <u>headteacher</u> ensures that all teaching staff understand these expectations and know how to seek help if they feel unable to meet them. 				

		<ul style="list-style-type: none"> The school informs parents that they should raise any concerns about the quality of the school's remote education offer with the <u>headteacher</u> in the first instance. 				
Uniform		<ul style="list-style-type: none"> The usual rules on school uniform apply; however, the school takes a mindful and considerate approach to non-compliance. Expectations of uniform are communicated to pupils and parents. To mitigate thermal discomfort caused by increased ventilation, pupils are able to wear additional, suitable indoor items of clothing in addition to their usual uniform – where this occurs, no additional financial pressure is placed on parents. 				
Educational visits		<ul style="list-style-type: none"> Educational visits will be conducted in line with the government's roadmap. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. A full and thorough risk assessment is made in relation to all educational visits to ensure they can be undertaken safely. The school is able to carry out domestic day trips and residential trips, but international travel is not planned or carried out. Bubbles for residential school trips: <ul style="list-style-type: none"> Are formed from existing school bubbles. Are no larger than around 45 pupils, or less where possible. Are accompanied by staff who are already part of the established bubble. Are not accompanied by volunteers. Groups of children are allowed on trips to outdoor public places and do not need to be restricted to limits on gatherings, provided: <ul style="list-style-type: none"> It is for the purpose of childcare. The EYFS staff:child ratios are maintained. A risk assessment is conducted in advance. The risk assessment demonstrates that the group can remain socially distant (two metres) from other people and groups, wherever possible. Good hygiene is maintained throughout. Thorough handwashing happens before and after the trip. The trip is carried out in line with relevant local or national coronavirus guidance. 				

		<ul style="list-style-type: none"> - Appropriate insurance arrangements are in place. • The school ensures that it has adequate travel insurance, and discusses any questions about cover with its insurance provider. • The school follows the guidelines relevant to trips to indoor spaces. Once inside: <ul style="list-style-type: none"> - Staff are to remain with the children in the group. - The group should socially distance from other individuals and groups. - Pupils and staff should wash hands thoroughly on arrival and before leaving. - Adults and pupils over 11 will be required to follow the face covering policy for the indoor space. 				
Extracurricular activities and wraparound provision		<ul style="list-style-type: none"> • The school works to provide all before- and after-school educational activities and wraparound childcare for all pupils. • Parents are advised of the provision available and that they should limit the use of multiple out-of-school settings providers where appropriate. • The <u>headteacher</u> makes sure external providers of wraparound care who use the school premises have considered the relevant government guidance for their sector and have put in place the appropriate protective measures. • Clubs are run in line with protective measures, e.g. keeping pupils in their bubbles where possible. • Parents are able to access wraparound and extracurricular provision for their children, without any restrictions on the reasons for which they may attend. 				
Curriculum		<ul style="list-style-type: none"> • All pupils are given the support required to make good progress. • Relevant staff members discuss how the government's curriculum expectations can be met and ensure this is communicated across the school. • The government's catch-up funding is utilised to ensure pupils receive the support they need to catch-up on learning lost due to the coronavirus pandemic. • The music lead ensures staff and pupils are aware that there is evidence to suggest that singing and playing wind and brass 				

		<p>instruments increases the risk of coronavirus transmission due to the cumulative aerosol transmission.</p> <ul style="list-style-type: none"> • The school only permits team sports on the list in the Department for Digital, Culture, Media & Sport's (DCMS) team sport guidance. • Additional measures are implemented for sports provision as appropriate, e.g. no physical contact, appropriate social distancing, smaller groups. • Pupils are kept in consistent groups • Outdoor sports are prioritised where possible. • Large indoor spaces with maximised natural ventilation flows, e.g. through opening windows and doors, are used where outdoor sports are not possible. • Indoor sports maximise distance between pupils and pay scrupulous attention to cleaning and hygiene. • Measures are in place to minimise the risk of transmission in changing rooms, in line with DCMS guidance. • External facilities can be used in line with government guidance for the use of, and travel to and from, those facilities. • The school works with external coaches, clubs and organisations for curricular and extracurricular activities and considers how such arrangements operate within the school's wider protective measures. • Competitions between different schools, whether indoor or outdoor, can take place. 				
Behaviour expectations		<ul style="list-style-type: none"> • The school's Relationship and Behavioural Policy sets out behaviour expectations for pupils and is updated in line with new rules and measures. • Expectations are communicated clearly to staff, pupils and parents. • Pupils who are struggling to reengage with school are supported appropriately. 				
Wellbeing		<ul style="list-style-type: none"> • The SLT nominated our DHT as lead member of staff to receive training as part of the Wellbeing for Education Return programme, who can then disseminate the learning and practice to staff and pupils within the school. • Staff are vigilant in discerning pupil mental health and report any concerns to the <u>learning mentor or wellbeing team.</u> 				

		<ul style="list-style-type: none"> • The school provides opportunities for pupils to talk about their mental health and experiences during the pandemic. • Pupils have access to pastoral support and activities, e.g. opportunities to renew and develop friendships. • Pupil and parent surveys are sent out to assess how they feel about being on the school site and to enable staff to act on any concerns pupils and parents may have. • Staff and volunteer surveys are sent out to assess how they feel about being on the school site and enable the SLT to act on any concerns staff and volunteers may have. • The SLT discusses the implications on staff and pupil workload and puts a plan in place to minimise the risk of stress. • The headteacher and the learning mentor/Senco liaise with the LA to determine what additional support is available for pupils who are suffering with their mental health. • The headteacher and the SENCO identify pupils with additional needs and put provision in place to ensure their needs are adequately and safely met, e.g. the relevant staff are available. • Teachers and the SENCO work together to ensure pupils with SEND are prepared for changes to their routine. • The headteacher and Deputy Headteacher ensure provision is in place to help protect wellbeing and mental health, and ensure all staff, volunteers and pupils have access to psychological support. • The DSL ensures that adequate pastoral care is in place to support pupils and staff who require it. • The school engages with local immunisation providers to ensure immunisations programmes can be provided on site in line with the relevant protective control measures. • Safeguarding issues are managed in line with the <u>Child Protection and Safeguarding Policy</u>. 				
Safeguarding		<ul style="list-style-type: none"> • The DSL liaises with the necessary personnel and parents to manage and address any new and ongoing safeguarding concerns, e.g. ongoing bullying. • The DSL ensures that adequate pastoral care is in place to support pupils and staff who require it. 				

		<ul style="list-style-type: none"> • The DSL ensures the relevant staff have the appropriate training to support pupils and staff who require pastoral care. • The DSL and their deputies are provided with time to help them support staff and pupils in relation to any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies. • If a parent elects to educate their child at home, the school considers whether this decision gives greater cause for concern compared to the pupil remaining in school. If there is cause for concern, the DSL considers making a referral to the LA. 				
Contingency planning		<ul style="list-style-type: none"> • Remote education plans are in place for pupils who are self-isolating or shielding. • The school has a <u>Coronavirus (COVID-19): Contingency Plan</u> that can be implemented if restrictions need to be implemented due to coronavirus. 				
Communication		<ul style="list-style-type: none"> • The <u>headteacher</u> contacts the LA/DfE’s advice helpline for specific recommendations for their school. • The <u>headteacher</u> puts into place any actions or precautions advised by the DfE’s helpline or local HPT if necessary. • The <u>headteacher</u> liaises with the LA where necessary and includes any local guidance in the <u>Coronavirus (COVID-19): Staff Handbook</u>, where required. • The school’s website is kept up to date with any important information regarding the running of the school during the pandemic, e.g. local arrangements. • Parents are informed via <u>letter</u> about the relevant information regarding the running of the school during the pandemic, including any pick-up and drop-off arrangements. • Parents and their children are encouraged, where possible, to walk or cycle to school. • Staff and volunteers are informed via <u>email</u> about the relevant information regarding the running of the school during the pandemic, including any changes to the workday, e.g. staggered lunchtimes and social distancing. 				

		<ul style="list-style-type: none"> • Staff are informed of who they can turn to for support and there are several avenues they can follow, e.g. line manager, other senior staff or colleagues. • All staff, pupils, parents and volunteers are made aware of the symptoms of coronavirus, what to do if they display symptoms, and if others display symptoms. • The <u>headteacher</u> liaises with the <u>governing board</u> about possible arrangements for running the school during the pandemic, where necessary. • Parents and pupils are informed via <u>letter</u> about the relevant information regarding the running of the school during the pandemic, e.g. social distancing measures and how lessons will be delivered. • The <u>SLT</u> is actively present around the school to provide additional support, advice and reassurance. • The <u>SBM</u> communicates with suppliers and contractors regarding the running of the school during the pandemic and reinstating or suspending the supply of any required goods or services. • The <u>headteacher</u> informs staff, volunteers and the <u>governing board</u> about the arrangements for meetings that would ordinarily take place in person, e.g. interviews, and how these will be carried out in line with social distancing guidance. • Social distancing and infection control measures are explained to all contractors and visitors upon their arrival. • A record is kept of all visitors and contractors that come to the school site. 				
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