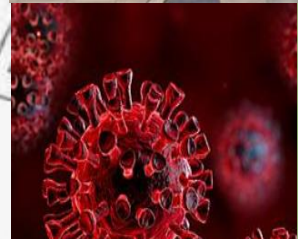
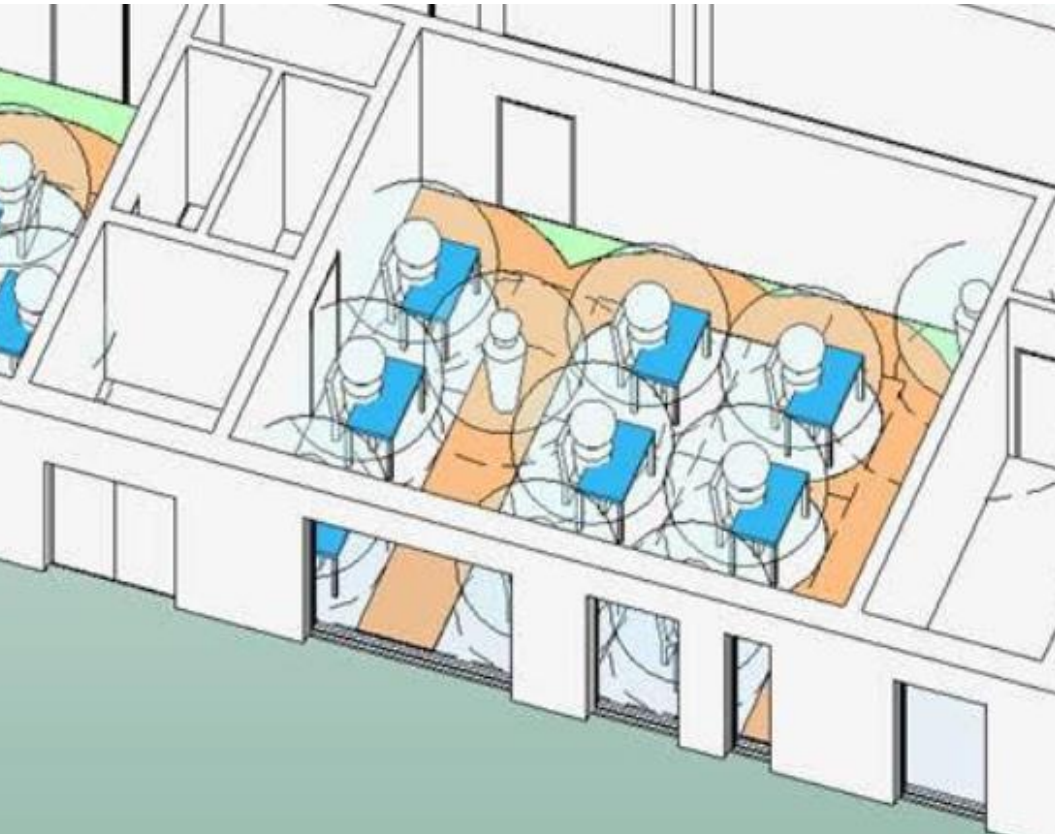




# Danson Primary School Return to School Risk Assessment



September 2020

### **Guidance for schools from September 2020:**

The following 10 control measures must all be met, more details of which are explained below in Activities from page 7:

- 1) Minimise contact with individuals who are unwell by ensuring those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) Where recommended, use of face coverings in schools
- 3) Clean hands thoroughly more often than usual by washing with soap and water for a minimum of 20 seconds or use of alcohol hand gel when soap and water are not available.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard household products such as detergents and bleach
- 6) Minimise contact between individuals and maintain social distancing wherever possible
- 7) Where necessary, wear appropriate personal protective equipment (PPE)
- 8) Engage with the NHS Test and Trace process
- 9) Manage cases/outbreaks in a school setting and promptly report confirmed cases of coronavirus (COVID-19) amongst the school community
- 10) Contain any outbreak by following local health protection team advice

Safeguarding	Actions needed	Actioned to
How has the safeguarding policy been reviewed and amended in light of the current situation?	DfE Addendum for COVID19 has been added to Safeguarding and CP Policy.	HT/SLT/GOVs
Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?	Yes as above.	HT/SLT/GOVs

<p>How are you ensuring that someone is responsible for ensuring the policy actions are completed?</p>	<p>DSL and Deputy DSL are ensuring policy is adhered to. All staff are aware of and have access to the amendments made to the policy. New policy from September 2020 includes the changes outlined in the updated KSIE September 2020. During SLT briefings/staff meetings and via emails.</p>	<p>HT/SLT/GOVS</p>
<p>Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?</p>	<p>DfE Comms sent to quorate members of GB. Discussed during GB meeting.</p>	<p>HT/GOVS</p>
<p>How are you making sure that someone is responsible for continuity in safeguarding leadership?</p>	<p>All safeguarding details are uploaded onto electronic system. All DSLs receive updates. Weekly SLT meetings.</p>	<p>HT/SLT/GOVS</p>
<p>Is there a nominated senior leader to be the onsite safeguarding lead?</p>	<p>There is a nominated DSL onsite at all times.</p>	<p>HT/SLT/YGLS</p>
<p>Do all who need to know, know which children should be in school and follow up where they do not attend?</p>	<p>Yes.</p>	<p>HT/SLT/ OM</p>
<p>Who is ensuring emergency numbers and alternatives are kept up to date?</p>	<p>Office staff. All staff have remote access to Arbor and so can use contact details if needed.</p>	<p>OM</p>
<p>How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?</p>	<p>All documents are online and can be emailed to any new staff. Discussions are then had with new staff to address any questions.</p>	<p>DHT/OM</p>

<p>How have you ensured that any volunteers have been individually risk-assessed?</p>	<p>At present we will not be inviting volunteers into the school. A risk assessment is completed prior to any volunteer commencing working at the school to consider whether the person working as a volunteer at the school should be asked to apply for an enhanced DBS certificate.</p>	<p>DHT/AHT/OM</p>
<p>How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head?</p>	<p>Edukey. CPOMs. Electronic transfer documents created by SENCO.</p>	<p>SLT</p>
<p>How are you keeping track and recording which staff are onsite daily?</p>	<p>Signing in system.</p>	<p>HT/OM</p>
<p>Have you checked that the SCR is up to date with any relocated staff or volunteers and made sure that the appropriate checks have been made?</p>	<p>Office staff have updated Arbor for all details. SCR is up to date.</p>	<p>OM/COG</p>
<p>Have leaders ensured that the safer recruitment processes are clear and adhered to, for example, being aware of anyone unknown to the school offering themselves as a volunteer?</p>	<p>Yes. We have a clear and current safer recruitment policy in place.</p>	<p>HT/SLT/OM/ GOVs</p>
<p>How are you ensuring staff are aware and understand that there may be an impact on the mental health of pupils, parents and staff or volunteers; and therefore, have access to whatever support may be available?</p>	<p>The LA are sending links to local services which are forwarded on to staff/ parents. Learning Mentor Support. Draw and Talk, therapeutic work. We have provided information on support available through the wellbeing services provided by our staff absence insurance.</p>	<p>LA SLT Learning Mentor All staff</p>

	<p>Employee Assistance Programme is accessible for all staff.</p> <p>EP - supervision</p> <p>Staff wellbeing meetings.</p> <p>Bereavement team training.</p> <p>Mental Health awareness training for all staff.</p> <p>INSET training September 2020</p> <p>Mindfulness Calendar-All year groups.</p> <p>Creation and completion of separation and anxiety School Action Plan</p>	
<p>Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning?</p>	<p>AUP incorporates online expectations.</p> <p>School is accredited National Online Safety School</p> <p>Google Classroom rules explained and agreed by parents and children.</p> <p>Safeguarding policy has an addendum which includes a section on children and online safety away from school and supporting children not in school.</p>	<p>Computing Leads</p> <p>Online Safety Leads</p> <p>Year Group Leads</p> <p>Class Teachers</p>

Vulnerable (FSM/SEND/Specific identified pupils/groups)	Actions needed	Actioned to
<p>What is the current level of knowledge leaders have about the vulnerable groups of pupils? How will this inform future planning for their provision?</p>	<p>SLT/SENCO/YGLs/CTs.</p>	<p>SENCO/SLT/YGL</p>
<p>How are pupils currently shielded being supported? What will this look like while working through the phases of re-opening?</p>	<p>All learning will continue on online platforms to ensure equality for all.</p>	<p>DHT/AHT/SLT/YGL</p>

<p>What support will families require as the school re-opens? Can this be from within, or are external agencies needing to be planned for and planned in for different phases of re-opening?</p>	<p>Support will be given on a case by case bases.  Learning Mentor Support  Bereavement Support  Support for COVID anxiety  EP time may be required.</p>	<p>SENCO/ Learning Mentor</p>
<p>What additional support measures will require consideration for pupils with SEND to understand social distancing?  (thinking about the younger pupils/varying independence levels)</p>	<p>Discussions with parents of EHCP pupils in July 2020 as per of transition for reopening.  Social Stories  Additional adult support with visual cues and PP presentation to discuss and encourage how social distancing works.  Risk assessments can be created for EHCP children who need support and encouragement with social distancing will be created if needed. Additional PPE (visors/Perspex screens) have been sourced.</p>	<p>SENCO HT</p>
<p>How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?</p>	<p>Discussions with parents of EHCP pupils in July 2020 as per of transition for reopening.  In EHCP RA SENCO has liaised with outside agency e.g. Autism Advisory Service where relevant.  New routines to be sent home prior to the child returning to school, to allow parents to go over it with their child.  Transition days to be completed for all</p>	<p>SENCO/DHT/OM</p>

	pupils in September-familiar face to support transition.	
How are resources being adapted for vulnerable pupils?	<p>Currently, there will be no need to adapt resources.</p> <p>SENCO and Class Teachers to meet the needs of our current children.</p> <p>All resources to be kept in pupils' individual zippy bags.</p> <p>Any fidget toys / sensory items, will be cleaned thoroughly, and the child will be shown and encourage independence in using this equipment.</p> <p>Sensory equipment will be specifically for that child, so not cross contamination will happen.</p> <p>Playdough will be provided to each child as necessary and not shared.</p>	SENCO Class Teachers

Premises	Actions needed	Actioned to
What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	<p>Signage has been ordered. Cones for Bubbles to wait by.</p> <p>Social distancing markers are within and on routes into the school building.</p> <p>Clear guidelines will be set for entry and exit via one way systems.</p>	OM/PM/SLT

	<p>Instructions with photos and clear labels will be used to guide parents and children.</p> <p>All of these will again be shown to children on the first week back as part of induction to new systems.</p> <p>Drop off and pick up system will be in place with clear markings to ensure social distancing and following an in and out flow of traffic</p> <p>Parents and visitors will not be able to enter the premises without an appointment.</p> <p>There will be staggered starts and end of day arrangements for all year groups to support protection of bubbles. Ref to staggered entry information.</p> <p>There will be staggered entry/exit, breaktimes and lunchtimes to support protection of bubbles.</p> <p>Shared spaces if large enough may be used by 2 bubbles as long as contact parameters can be comfortably adhered to and managed (playgrounds/canteen/assembly hall)</p>	
<p>How will the entry and exit be supervised and labelled/marked out including appropriate signage?</p>	<p>Signage, Harris fencing, safety chains, to provide support for social</p>	<p>OM/PM /SLT</p>



	distancing, hand washing reminders etc. Cones for Bubbles to stand by. SLT/OM/PM/YGLs to support entry and exit of site.	
Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?	Capacity and availability canvassed and new rotas agreed. Cleaning team available throughout the day for additional cleaning schedule. Premises staff to support with additional cleaning when needed. Rag rated heavy touch document being used by all staff. Teaching and support staff to ensure desks and other contact surfaces are cleaned regularly during the day.	HT/OM/PM
Have the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered – staff need to communicate the time scales for this to be in place.	Stock levels have been increased to enable additional cleaning and classroom specific resources.	OM/PM
How will leaders ensure it is checked that staff maintain higher than normal levels of essential supplies to prepare for more frequent cleaning or the possibility of a second outbreak of COVID-19/or cases of COVID-19 and additional ‘deeper’ cleaning needing to take place?	Office manager/Premises manager have created a supplies list and have been creating zoned and classroom supply containers. Rag rated heavy touch document being used by all staff.	OM/PM

<p>How will leaders ensure staff responsible arrange for extra cleaning of the school, especially for areas, furniture and equipment still in use by the children as part of the Full Opening?</p>	<p>Cleaning team available throughout the day for additional cleaning schedule. Staff to vacate rooms earlier after school day has finished to enable cleaning to occur.</p>	<p>HT/PM/OM</p>
<p>How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils adhering to social distancing recommendations?</p>	<p>Rota of outside spaces. Field and playgrounds divided up so as many children as social distancing allows can use. Staggered break and lunch times to facilitate this. Bubble staff in contact via phone to check children not being sent to the toilet at same time and to monitor social distancing, handwashing and cleanliness. Children will remain in their classroom or in their allocated outdoor area with their group of designated adults during the school day. Lunch will be eaten in classrooms (except Yr R) in the first instance with the option of additional bubbles being added based on staffing and adherence to social distancing parameters (October/hot food) Door stops used to prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit</p>	<p>HT/SLT/YGL</p>

	<p>use of door handles and aid ventilation.</p> <p>Nursery children will use their own toilets and remain within their classroom and garden at all times.</p> <p>Nursery staff to use their own toilet and kitchen facilities.</p> <p>Additional staff rooms have been created with additional cleaning being done.</p>	
<p>How will classes be set out to ensure all pupils can follow social distancing effectively?</p>	<p>Desks in KS2 will be forward facing in the first instance and may be reviewed.</p> <p>Desks in EYFS and KS1 will cannot consistently enable desks to be forward facing.</p> <p>Assemblies with be held virtually and watched within classrooms.</p> <p>Furniture removed from classes during EO, some of will continue to be kept out of classes during FO.</p> <p>Staggered lunchtimes will continue for bubbles with specific outside area as per normal practice.</p> <p>Lunches will be eaten in classrooms with the exception of Reception in the first instance who will use the</p>	<p>SLT/YGL Class Teachers</p>

	<p>canteen. This will enable them to continue their staggered transition programme into school. Parents were informed 21.7.2020.</p> <p>The option of additional bubbles may be added based on staffing and adherence to social distancing parameters (October/hot food)</p> <p>FSM/UIFSM/SD will be in packed lunch format in September and will be delivered to classrooms from allocated bubble group tables in the canteen. Menu has been emailed to parents and placed on school website.</p>	
<p>With social distancing in mind, how many pupils can be safely taught in the classroom areas?</p>	<p>In addition to above:</p> <p>Children will be sat at a designated table with a personal resources pack (seating will be more flexible for the younger children in Nursery).</p> <p>Classroom-based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly as part of the decontamination and deep clean process.</p> <p>Pupils will limit the amount of equipment they bring into school each</p>	<p>SLT/LA/YGL</p>

	day, to essentials such as lunch boxes, hats, coats.	
How will we communicate with staff and parents should there be a relockdown? –	In the event of a relockdown all staff will receive emails/text message/telephone call from HT/DHT/AHT/SLT (in the event that staff are not allowed back into school). Parents will be contacted via Arbor.	HT/DHT/SLT/OM
Have leaders considered a premises risk assessment if any cases of COVID-19 occur? What will happen and who will be responsible for overseeing this/doing this?	Yes. Covid RA has been created. Senior leaders will be in charge of coordinating closure and leasing with Site Manager to arrange deep clean of specific areas.	HT/OM/PM
Have leaders looked at premises use for lettings to make decisions about whether these will be stopped/some restarted/fully operational again? (May have financial implications for schools as well as in 'normal' times, care for pupils for working parents)	Future decisions about ASC/BC/Sports Clubs/ Gymnastics will be made at a later stage once the implications of the full opening have been assessed carefully and any risks this will impose.	

Health and Safety	Actions needed	Actioned to
How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?	Addendum has been added to H and S Policy, COVID-19 RA to be added electronically to the Danson Risk Assessment folder and all staff to have read and acknowledged.	H&S Lead /OM/PM/HT/ GOV/LA

<p>How will the health and safety policy and other associated policies (it may be across a number of policies or all in one policy document) be reviewed?</p>	<p>All policies will need to be reviewed in light of the current guidance.</p>	<p>H&amp;S Lead /OM/PM/HT/ GOV/LA</p>
<p>What procedures will be in place for staff to safely return to school and prepare classrooms for Full Opening return of pupils?</p>	<p>Designated spaces for lunch for staff allocated to reduce contact and allow for social distancing. Designated toilets allocated to staff. All staff provided with individual hand sanitizers. PPE available for staff if they require. Masks available and down to individual choice. Lidded bins with coloured bin liners added to every classroom and shared area. Individual cleaning buckets with resources proved to all classes. Time to be in school before school opens to prepare for compliance with regard to classrooms. Specific doors to enter and leave the building to the car parks. Increased supply of disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom and enough to top up regularly. Classrooms will ensure doors (internal and external) are open as well as windows when appropriate.</p>	<p>SLT/OM/PM/GOV/ LA</p>

Designated outdoor spaces within school grounds will be utilised for lessons and use of accessing rooms directly from outside used where possible.

Any play equipment will be appropriately cleaned between groups of children using it, and we will ensure that multiple groups do not use it simultaneously.

Children will be asked to wash/sanitize their hands on arrival and regularly throughout the day (hand washing to be more thorough – at least 20 seconds).

All hand dryers will be switched off.

Shared staff materials and surfaces, such as files, photocopier keypads and entry buttons, will be cleaned and disinfected more frequently.

Singing and playing wind instruments and physical activity where breathing expels more air will be socially distanced and only take place outside.

No choir or individual music lessons will take place from September until further notice.

Physical activity will take place outdoors as much as possible. If the

	<p>hall needs to be used then the facilities manager will clean the hall between sessions. Each class bubble will have their own P.E equipment which will be cleaned thoroughly after a session.</p> <p>P.E sessions will be non-contact</p>	
<p>What are the PPE needs for the staff at school? Consider contact and risk assess?</p>	<p>See above.</p> <p>PPE and visors available for all staff should they request it.</p> <p>Gloves, face masks and aprons provided but school will need to decide and advise if the wearing of any item in school is compulsory or personal choice and make this clear to staff.</p> <p>Lidded bins lined with bags at points of entry so that staff who have used public transport/ or chosen to wear PPE for journey outside of school can dispose of this safely and then use school PPE once on site. This needs to be sealed and can be disposed of once the recommended time has elapsed in normal waste.</p>	<p>LA/HT/SLT/OM/GO</p> <p>Vs</p>
<p>What will happen if a child comes to school wearing PPE?</p>	<p>Pupils wearing face coverings must be told not to touch the front of their face covering when removing it and wash their hands upon arrival.</p>	<p>ALL STAFF</p>



	Covered bins are provided for disposable face coverings and pupils reminded to put their re-usable face coverings in plastic bags to take home to wash every evening	
Have leaders explored how PPE equipment will be obtained and the timing for this as this will impact upon the pupils entering the school and staff attending? Risk assess and gain support where required.	PPE currently available in school.	OM/PM
What assurance is gained about continual supply of PPE to sustain a phased re-opening safely? Especially for schools where intimate care and physical care is required on a regular basis?	Stocks need to be checked daily/weekly and reordered when running low to take into the consideration of time it takes between ordering and arrival. A variety of sizes in gloves needs to be considered to suit all staff needs. School has access to list of suppliers from LA that stock PPE. In cases of shortage we can access the LA's emergency stock	LA/HT/OM/PM
Has consideration been given for cases of COVID-19 and what will happen following this? For example, deep clean, temporary halt to re-opening process.	Advice for PHE/LEA will be followed  We understand the NHS Test and Trace process and how to SLT Facilities Manager OM contact our local Public Health England health protection team.	HT/DHT/AHT/COG LA

If someone develops symptoms at school they must be isolated in a separate room and sent home immediately to begin self-isolation and get tested within 3 days of symptoms appearing, and no later than 5 days following onset of symptoms. The person with symptoms must follow the [stay at home guidance](#). Arrangements must be in place for how and where those with symptoms will be isolated from the rest of the school whilst awaiting the transport/lift home. The isolation room should have good ventilation, a closing door and minimal furnishings to allow for ease of cleaning. If the child needs to go to the toilet there should be a separate toilet if possible, which must be cleaned and disinfected using standard cleaning products. The area where the symptomatic person was sitting must be cleaned with normal household bleach. PPE must be worn by staff caring for the child whilst they await collection if a distance of 2 meters cannot be maintained.

Staff who closely help the person with symptoms must wear a face mask, gloves and apron if breaking social distancing of 2 meters but they do not need to self-isolate unless they develop symptoms themselves. They must wash their hands thoroughly for 20 seconds after contact with the unwell person and follow [decontamination cleaning](#) advice for the room.

#### Test and Trace

Schools should actively engage with the government's [Test and Trace system](#) and contact LBB's [Public Health Response Cell](#) for assistance or if urgent, call 0300 303 0450.

To support Test and Trace, the school should hold records of visitors or parents who actually enter buildings for pick ups/drop offs, for 21 days. This reflects the incubation period for COVID-19 and allows time for testing and tracing. After 21 days, this information should be securely disposed of or deleted.

Schools must ensure that staff members, pupils and parents/carers understand that they will need to be ready and willing to [book a test](#) if they are displaying symptoms and not attend school and let the school know the result of the test when known

immediately. The school should not ask for proof of a negative test. Actions from test results are explained below.

By the autumn term, all schools will be provided with a number of home testing kits for anyone who has developed symptoms.

Any action to prevent further infection will be guided by the health protection team who advise who needs to self-isolate from the school by number of confirmed cases in the school. The school must protect the confidentiality of those tested positive. In some cases, a larger number of other children may be asked to self-isolate as a precaution. Anyone showing symptoms should request to be tested under the NHS Test and Trace scheme ([test guidance](#)).

**A negative test** to the 1<sup>st</sup> person to show symptoms (known as the 'index case') means that they can return to school if they feel well enough. Other members of the household can stop self-isolating unless they develop symptoms themselves. Class group members/bubbles will only be required to isolate for 14 days if the

index case tests positive. The household members of the self-isolating class group or bubble do not need to self-isolate themselves unless the person sent home to self-isolate develops symptoms or tests positive. **A positive test** ensures rapid action to protect others. Those who are positive must inform the school and follow the [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than a cough or loss of sense of smell/taste. This is because a cough or loss of smell can last for several weeks once the infection has passed.

Where a pupil or staff member tests **positive**, the rest of the class or bubble group should self-isolate and stay at home for 14 days from when the first person in contact with them was symptomatic or tests positive. The other household members (including siblings) of the first person who tests **positive** must also self isolate for 14 days even if symptoms were not

apparent in the first person in the household. If any household member or class/bubble group develops symptoms within any part of the 14 day period, they are advised to get a test and follow the isolation guidance for a further 10 days from the onset of their symptoms. Advice can be sought from the [health protection team](#) who will work with the school to find out who has had close contact i.e. face to face with an infected individual for any length of time within 1 metre, including being coughed on or skin to skin contact and other proximity contacts for more than 15 minutes. Also, they will identify anyone in shared transport. Follow the [COVID-19: cleaning of non-healthcare settings guidance](#) There must be enhanced cleaning of frequently touched surfaces such as doors, hand rails, toilet handles, chairs etc. and shared rooms used by different groups. Where possible, different groups use different toilet blocks. Ensure the school has extra cleaning regimes and appropriate cleaning products. Minimum twice daily. Normal detergents and bleach will remove traces of Covid-19 virus but check manufacturers' instructions so that furniture is not ruined by the products. Ensure sufficient supplies

	<p>kept in locked cleaners cupboards. Ensure sufficient handwashing facilities are available in toilet blocks. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments.</p> <p>Those staff asked to clean must be provided with training to do so and appropriate PPE if not a skin-friendly product.</p>	
<p>What risk assessments will be needed or how are leaders adjusting their risk assessments to meet the current needs of the school?</p>	<p>Current Risk Assessment will be updated based on Local and National Guidance.</p> <p>Risk Assessment for contagious diseases been updated to include COVID-19.</p> <p>Addendum to First Aid Risk Assessment has been created.</p> <p>Staff trained in how to use and remove PPE to ensure their safety.</p>	<p>LA/SENCO/H&amp;S LEAD/OM/HT</p>
<p>How are leaders ensuring that a named person has responsibility for reviewing and adapting the risk assessments as the school re-opening moves through the phases and pupil attendance increases?</p>	<p>HT/SLT/HSM will have ongoing reviews and dynamic risk assessments going on continually during the initial Full Opening that will then inform the risk assessments that are written or reviewed and updated and what happens/changes needed.</p> <p>Building use will also form part of this and how the numbers of pupils can</p>	<p>HT/SLT/GOVS</p>

	be accommodated to still ensure their safety and well-being alongside that of staff as far as is possible and within the Government/LEA current guidance at the time.	
How will parents drop off and collect pupils at the beginning and end of the school day? What will this look like in your school and how will the social distancing be implemented visually and supervised if necessary?	Parents will follow one way system via specific playground entrances. Signage and staff will support parents in maintaining social distancing.	HT/DHT/AHT
Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check if the boiler and heating, utilities, and internet services are working? (especially if the school building has been closed for a period of time)	Yes Safety checks have been completed as normal by Site Manager. All other premises related tasks have been completed as normal for the whole duration of the school closure Facilities team Fire safety. Continuation of to carry out weekly checks of fire alarms, call points and emergency lighting. Check fire doors are operational. Changes in fire assembly points need to be communicated - Brief the children on how to evacuate and where to assemble, whilst maintaining social distancing at the assembly point.	PM/OM/H&S LEAD
What additional checks need carrying out to ensure all aspects associated with COVID-19 are thought about and actions taken?	This Risk Assessment prior to opening will cover this alongside Risk Assessments and Health and Safety systems that are already in place and	HT/SLT/PM



	any changes will be made if necessary once open as ongoing risk assessment and risk management will be taking place rigorously.	
Have leaders considered the sharing of resources to think about cost and resource especially amongst smaller schools and within cluster working groups?	Named individual resources pack / zip wallets will be provided for each child to avoid cross contamination.	SLT YGL

COVID-19 considerations/social distancing measures	Actions needed	Actioned to
How are transport arrangements being managed and maintained for pupils? How will this look as increased number of pupils attend school at different times/days?	Parents have been and we be resent government guidance detailing travel advice e.g. walk/cycle/drive to school if you can. Try to avoid public transport.	HT/OM
How will a school day be managed to ensure social distancing for example, breaks, lunchtime?	All classrooms (exception of N+R) will be set up so that pupils are seated side by side and facing forwards, rather than face-to-face or side-on. Movement around school will be restricted with the corridors only being used for visits to the toilet (staff will ensure that numbers to the toilets, social distancing and hand washing is monitored.	SLT/YGL/CT/PM

Children would eat lunch in their classroom in the first instance with exception of Year R. Other bubbles may be added to the canteen based staffing and hot meal provision at the end of October/Aut 2.

The field and playgrounds will be sectioned off.

Teachers and TAs will be vigilant regarding the use of sanitisers and ensure that children, especially in early years are safe from ingestion.

Staggered break times using different playgrounds.

Before school there will be staff and signs on playground entrances to ensure that appropriate social distancing is maintained.

Children will be sat at a designated table with a personal resources pack in zippy wallets.

Each year group will have a specific outside playground space for break and lunch.

Large gatherings, such as assemblies or collective worship, with more than one group will be avoided.

Small children and some children with complex needs will be supported to

	<p>wash their hands or skin friendly wipes may be used as an alternative in specific situations.</p> <p>Teachers will limit the amount of time they are within a two-metre radius of children as much as possible.</p> <p>Perspex screens are available for teachers to use to discuss work with children to prevent face to face contact.</p>	
How will leaders manage the different perspectives of parents – sending pupils into school or deciding not to?	SLT have created a FAQ document for address any parental questions. To be sent out before children return.	SLT
What learning has there been about COVID-19 at home to prepare pupils for return? How can this be supplemented by school information?	Social Story about this was sent home so parents could talk to their children about it, weblinks also provided.	SENCO/DHT/AHT
Following risk assessment, what PPE is required to ensure staff safety? (see health and safety)	<p>As per government guidelines, staff will not be required to wear a face covering or face mask in All staff schools as they are not recommended.</p> <p>The HT and GOVS will not stop any staff from wearing PPE if they chose to do so.</p> <p>PPE will be available for staff to use when administering first aid, medication or when supporting an individual who is suspected as showing symptoms of Coronavirus</p>	HT/SLT/LA/GOVs

	and who subsequently has to be isolated in school prior to being picked up by their parents/carers.	
Has the emotional impact upon staff and pupils been evaluated considering what they may have endured through 'lockdown' and 'isolation' for example, loss, neglect, loneliness. What additional resources can be given to support all staff and pupils to manage and deal with personal circumstances while supporting them through to a form of normality following the trauma?	<p>SLT have considered the emotional impact on staff and will support any staff as much as possible and offer help using any local services which are available.</p> <p>Using support available through the wellbeing services provided by our staff absence insurance.</p> <p>Regular video meetings upon return to Full Opening with staff to keep them up to date with any changes and offer reassurance.</p> <p>Educare training offers well-being courses.</p> <p>INSET in September linked to staff and pupil wellbeing.</p>	HT/SLT/YGLs
How will the curriculum offered change to meet the personal, social and emotional needs of pupils giving them a chance to talk, share and 'off load' their worries in a way that will support them to move on to a place of feeling more secure and emotionally stable?	<p>A greater emphasis will be placed on PSHE lessons upon children's return with a focus on children's wellbeing and mental health.</p> <p>Mindfulness calendar activities being completed in class.</p> <p>Separation and Anxiety Action plan being utilised.</p>	HT/SLT/YGLs

	<p>As per government guidelines there will be a rich, broad and balanced curriculum being taught.</p> <p>Additional circle time is being offered to support children and give them opportunities to discuss their worries. Class teachers check in with pupils who are anxious about returning.</p>	
<p>Can parents be consulted about how to alleviate their fears about sending their children to school? Have leaders considered online forums to discuss their ideas?</p>	<p>FAQ sheet has been created.</p> <p>Virtual meetings for new reception parents in July/September.</p> <p>Letter to parents to explain how the school structure and organisation will occur.</p>	HT/SLT

HR	Actions needed	Actioned to
<p>When looking at staffing and the changes being made, are there staff that could potentially be redeployed to support the school working effectively?</p>	<p>Any alterations in the way in which we deploy staff to use existing staff more flexibly will be in place before we start in September and will form their bubble going forwards.</p>	HT/DHT/OM

	Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments will not be at the expense of supporting pupils with SEND.	
Is there a clear system of support through the bereavement policy that ensures staff are clear about the support and systems in place?	Policy written in collaboration with Cruse Bereavement and training had previously been provided. Learning Mentor will also be available to support. Bexley Crisis leaflet- A guide for staff. Sent out to all staff as support.	SENCO/LM/SLT/YG Ls
Are staff aware of the bereavement policy and what this may require following the impact of COVID-19? How are staff supported to follow this within their own situations and that of pupils and colleagues?	See above. Bereavement Team being put in place for children-if needed.	SENCO/LM/SLT/YG Ls
What support is offered to staff through the local authority/trust to help staff who are anxious and/or concerned?	See above. School pays for the EAP and wellbeing support.	HT/LA

How are leaders inducting new staff during this period of time? Are the appropriate checks being made and overseen including the SCR checks and records?	Yes. Safer recruitment being adhered to. Robust system in place prior to COVID-19 so these are continuing.	HT/DHT/OM
How will recruitment be managed?	As previously. Remote interviews. All other checks being carried out as normal procedure. Robust system in place prior to COVID-19 so these are continuing.	HT/DHT/OM
Check any staff contracts that need to be issued, extended or amended in light of the current situation and for the future.	Reviews and checks completed.	HT/DHT/OM
Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?	This process continues as normal and will be reviewed according to advice provided by LA.	HT/DHT/SLT

Governance	Actions needed	Actioned to
How are governors involved in the discussion and planning for the school re-opening?	COG and VCOG has been included and consulted throughout the planning for reopening period.  Information and communication sent via email to all Governors regarding previous, current, and future position.  Regular Governors' meetings.	HT/COG/GB

<p>What are governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make?</p>	<p>GOVS will continue to keep themselves updated with DfE updates and will continue to seek clarity via the HT from the LA in terms of processes/systems/liability/insurance /HR support/buildings support/consistency of approach for all maintained schools.</p> <p>COG/VCOG will complete socially distant walk with HT prior to opening. Virtual tour will be provided for all other GB members. PPE will be provided.</p> <p>Governors will observe and review social distancing and additional measures the school has put into place. (Classroom layout/signage/flow of traffic/cleaning stations/resources/PPE)</p> <p>Governors have been made aware by the HT that 2m social distancing cannot be guaranteed by the school at all times.</p> <p>A shared letter to parents will be sent out from Head teacher and Governors regarding full opening in September.</p>	<p>COG/VCOG/GB</p>
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<p>How will leaders evaluate what is feasible to do and how will they effectively communicate to reassure parents/other stakeholders and communicate with LA/trust authorities?</p>	<p>Robust RA of building/ staff availability /capacity and capability. Full staff briefings provided in summer holidays to share full opening RA and provide staff with siltation opportunity. Virtual staff briefings/meetings to be held each week upon return in September. All staff will continue to have been consulted and given opportunities to discuss/feedback about plan for full opening.</p> <p>Leaders have used the advice from government, contextual information about the school and the site as well as information from the LA and governors to evaluate what we can do to reintroduce children as safely as we can in September.</p>	<p>HT/SLT/COG/ VCOG/GB</p>
<p>What are leaders doing to ensure governors are aware of what is happening and what input are governors having in the decision-making process?</p>	<p>Governors' meetings have been held remotely and plan of re-opening shared/ discussed and deliberated.</p>	<p>HT/SLT/COG/ VCOG/GB</p>
<p>How do leaders decide what governors need to know and how frequently they receive information? How might this be being determined?</p>	<p>See above.</p> <p>Governors kept updated regarding progress/any changes required via email or meetings (when necessary).</p> <p>Discussions with SLT during leadership meetings.</p>	<p>HT/COG/GB</p>

<p>How involved are governors in communicating with parents and the school's community?</p>	<p>Parent Governors are available in WhatsApp chats with their children's year groups which can be shared.</p> <p>Shared HT and Governors letter will be send to parents regarding proposed opening 8.6.2020.</p> <p>When necessary Governors can add to the HT's newsletter.</p>	<p>GB</p>
<p>Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?</p>	<p>Yes. Regular quorate/Governors' meetings-fortnightly updates (COG?VCOG-phone call-HT)</p>	<p>HT/SLT/COG/ VCOG/GB</p>
<p>How will governors know that the plans they have participated in are being followed and adhered to?</p>	<p>GB to review and add to RA has been undertaken and checklist that has been created. Any queries/issues or concerns raised with GB for collective decision making process. Emails are regularly sent to Governors. HT report at GB meetings.</p>	<p>GB</p>
<p>How will governors evaluate the impact of their work to re-open the school? What ways can this be achieved that would not cause additional work?</p>	<p>Feedback from SLT. SLT to consult with COG/VGOG and convene meetings with other governors when necessary.</p>	<p>HT/SLT/COG/ VCOG/GB</p>
<p>What agencies are governors working with to ensure they are aware of the staffing situation? What can be planned? And how are staff used effectively as the school moves through the phases of re-opening fully?</p>	<p>Governors are kept updated with DfE Updates/Governing Body Forum/LA Governor Services/LA updates and HT/SLT updates- regarding building/staffing/finance/H&amp;S/Curriculum/Staff Wellbeing. Any pressing</p>	<p>GB</p>

	matters to be discussed in Teams or over the phone.	
How are governors ensuring they are providing support to leaders in this current situation?	COG/VCOG and or, other governors are contactable every day in order to support SLT when needed. Full participation in Governors meetings where advice and potential solutions have been offered.	

Staff / Wellbeing	Actions needed	Actioned to
How are leaders going to communicate and consult over the re-opening plan for their school?	<p>Collaboration with SLT and COG wk beginning 17.8.2020, staff and Governors Wk beginning 24.8.2020 to try and ensure any governmental changes and additions during the summer break have been included.</p> <p>17.8.2020-Meeting with HT/OM/PM to discuss FO.</p> <p>19.8.2020-Meeting with OM+PM to discuss cleaning expectations. Wk beg 24.8.2020 Meeting with cleaning staff to consult and discuss cleaning expectations for FO.</p> <p>21.8.2020-RA V3 shared with LA 24.8.2020 AP V4 shared with LA</p>	SLT/GOV

COVID response and action plan (decontamination and deep clean) to remain in place with addendums from PH/DfE.

Daily briefing with staff for the initial two weeks to then move to weekly. (Reviewed based on Gov guidance/LA information.

Specific google hangout groups that were created to disseminate information and provide connection for staff in the summer term will continue to be used.

Staff given the opportunity to contact any member of SLT with their thoughts/ questions.

YGLs checking in with their year group daily.

Staff meeting given opportunity for staff to ask questions and attempt to redesign their room in preparation for return

Governors meeting provided appropriate communication with all governors.

Letter to parents to explain the strategy.

	Weekly SLT meetings to discuss progress and make amendments to the strategy as appropriate.	
How will staff keep themselves safe and be kept safe?	<p>PPE available for all staff to use.</p> <p>Staff will organise classrooms to ensure social distancing Only one member of staff to be able to enter the staff toilets at any one time Separate staff rooms according to phase groups.</p> <p>Strict social distancing when moving around school ensuring that staff and children are safe.</p> <p>Sanitiser, hot water and soap available to all classrooms.</p> <p>Staff shown videos/ leaflets on advice regarding clothes/jewellery etc in school and washing of clothes.</p> <p>Teachers provided with the updated safeguarding policy which includes the addendum.</p>	SLT/OM/PM/GOVS
How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?	Staff well-being is a high priority us and all Leaders are being vigilant and if we suspect there is any member of staff we need to support will have an	HT/DHT/AHT/ SENCO

in-depth discussion about the causes for concern and establish the specific reasons . We will subsequently attempt to suggest anything we can do to address these concerns as a school or refer to the wellbeing services provided by our staff absence insurance.

School invests into the EAP for all staff and has signposted staff to this facility.

EP time has been assigned for staff if required.

School has emailed out SMEH information from LA (PB)

All staff have been sent compliments and thanks emails that have been received from stakeholders.

All students and staff will need some form holistic recovery-*Reset for safety/ recover for wellbeing/ rebuild for learning.*

SLT have engaged with NCfCaF-Ten steps towards school staff wellbeing.

	<p>Staff will complete wellbeing questionnaire Wk beginning 1.9.2020.</p> <p>Staff teams have the opportunity to voice concerns with YGL/SLT/HT.</p> <p>Bereavement team in school.</p> <p>Reminder to staff support systems available.</p> <p>Our planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. And we will draw on the DfE's workload reduction toolkit as needed.</p>	
<p>What models of staffing are required for the school to be able to operate feasibly?</p>	<p>Children will be grouped in year bubbles. They will mainly stay within their class bubbles and will only come into contact with the larger bubbles at playtime and lunchtime in specified playground space and for bubble interventions if needed/necessary.</p> <p>Social distancing expectations should be adhered to during this.</p> <p>Specific MDM supervisors will be allocated to bubbles.</p> <p>PSAs will be assigned to EYFS and KS1 classes and Year Group phases.</p> <p>Specific staffrooms and toilets have been assigned along with specific</p>	<p>SLT/GOVS</p>

	routes in and out of the school building for staff.	
What are the variables that will need to be considered to staff the school and what are the options if this changes from day-to-day?	Staff illness . Staff childcare issues . COVID-19 case arises in school. Staff shielding.	SLT/OM/PM
What support will staff require to effectively manage the return of pupils to school?	Staff need clear guidelines as to how the school will operate and the school's clear expectations as to how the school day will look. Staff need opportunity for consultation and discussions about new systems. Staff will need to have chance to prepare their classrooms. Teachers will need a copy of this risk assessment Staff will need to have support from SLT in terms of emotional support as necessary. Emotional support from colleagues.	SLT/OM/GOVS/HR
How will the return be managed with staff changing regularly? How will staff be informed of this information?	Staff will not be changed regularly in each 'bubble' these will remain consistent. If anyone tests positive or shows signs of COVID-19, the group will then be advised current Government guidance in regards of self-isolation/testing.	SLT/LA-HR
What cover plans have been thought of should leaders/teachers have significant absence? (all staff)	Additional teaching staff/SLT will be deployed.	SLT/OM/Supply agency/HR



	<p>Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments should not be at the expense of supporting pupils with SEND.</p> <p>If there is a significant number of staff absent which will affect the ratios and therefore safety of the children, then the school will liaise closely with Bexley LA.</p>	
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Curriculum	Actions needed	Actioned to
How will the curriculum be adapted to enable key learning from previous year to be taught?	<p>Language that <b><u>will not</u></b> be used at Danson include:</p> <ul style="list-style-type: none"> <li>• Catch up</li> <li>• Learning gaps</li> <li>• Lost learning</li> <li>• Repair learning</li> <li>• Damage to learning</li> </ul>	

- Time lost
- Behind
- Cover ground
- Speed up
- Cram in
- Won't fit it all in
- Impossible to fit it all in.

Language that will be used at Danson include:

- Map where we are currently at**
- Move forward**
- Master our prior learning**
- Consolidate / strengthen prior learning**
- Enhance our subject knowledge**
- Deepen the knowledge**
- Revisit to strengthen**
- Next sequence**
- Build upon**
- Enhance**
- Desirable difficulties (during retrieval)**
- Develop the learning**
- Challenge ourselves**
- Misconceptions (this is a valid term for when there are mistakes in learning)**

We are going to:

- Map (where the learning is at)
- Master the learning (use the map to know what and where needs mastering and do this)
- Move forward (new content, next sequence of learning)

All students and staff will complete 2 week reintegration/ holistic recovery learning sessions-***Reset for safety/ recover for wellbeing/ rebuild for learning.***

'Here we are' whole school topic upon return.

Pupils and staff will complete 'Mindfulness calendar-daily five minute activities for the first two weeks.

**Quality First Teaching** – once a baseline has been established lessons will be differentiated accordingly to ensure that teaching is address the gaps in learning and provide U+A and challenge opportunities.

Structure to be established so that pupils know and have ownership on what they are doing 'now' and what will come 'next'. This will help to

limit any worry/anxiety and support concentration levels.

Maths teaching to include White Rose Hub recovery schemes that highlight teaching points and recap essential content that children may have forgotten. They will also 'highlight any content/concepts/skills/knowledge that might not have been covered during school closures.

Reception and Year 1 will complete Maths Mastery teaching sequence units.

Interleaved curriculum – this will revisit concepts but these concepts need to have been taught in the first place. The practice will ensure that concepts/skills/knowledge are embedded.

Flexible timetables & differentiation will be class focused so that tasks/subjects are relevant to the specific needs of the children.

'Sticky lessons'/neuroplasticity based KPI lessons to be interleaved into curriculum to revisit/return to something taught previously where needed. This should include

	<p>repetition of information they are being taught over a number of short sessions and spaced out over time during the term.</p> <p>Assemblies will continue as virtual meetings in class. Daily PSHE/Well-being lessons will be planned for and delivered during this time.</p> <p>Quality First Teaching – once a baseline has been established lessons will be differentiated accordingly to ensure that teaching is closing the gaps and challenging all children.</p> <p>Flexibility- Planning will need to be bespoke according to the needs of the class not the year group.</p> <p>White Rose Hub Recovery Curriculum will be utilised so that maths planning addresses gaps and introduces extra steps to learning mathematical concepts.</p> <p>Timetables will be flexible and clear and enable opportunities for mindfulness/active minutes and outdoor learning opportunities.</p>	
<p>How will homework enhance the curriculum and support recovery curriculum?</p>	<p>Google Classroom will continue to be used to reinforce Reception homework activities alongside the more concrete activities such as</p>	<p>YGL/CTY/PSAs</p>

	<p>fine motor skills and letter formation.</p> <p>All EYFS children will return to using physical books and home learning journals as soon as we are able.</p> <p>Google Classroom will be used going forwards for delivery of homework (each class will their own GC).</p> <p>A selection of optional support/recovery task/assignments will be available via blended learning in the classroom and in GC.</p> <p>Home learning tasks will be tracked alongside those who are not accessing GC in the autumn term.</p> <p>School parent information PPs will be sent home to support parents in what their child will be learning this term/throughout the year. This is to replace information assemblies usually held in September.</p> <p>Maths explanation (Oak Academy) videos will be available on GC to support and consolidate operational and conceptual understanding.</p>	
<p>How will assessment be used to support the curriculum and identify any gaps in the curriculum?</p>	<p>Current 2020 EYFS to complete NFER and internal baseline assessments, to inform planning and tapestry input. EAL (Bell foundation baseline available if</p>	

necessary) Blast and Language link to be completed as normal practice. Maths Mastery to be introduced into R and 1 as part of Phase 1.

Yrs 1-6-Recovery curriculum alongside gap analysis for the beginning of autumn term. SLT/EYFS moderator to oversee Year 1 transition curriculum to ensure ELG statements are incorporated into Autumn 1 teaching.

Gap analysis will identify and then inform future planning/teaching needs of individuals/groups/ whole class.

Yr1+2- Blast and Language link to be redone to support and inform autumn intervention.

The Standards and Testing Agency is reviewing requirements for the phonics screening check in Year 2 (following the cancellation of the 2020 assessment) and also arrangements for implementation of the engagement model (for the assessment of pupils working below the national curriculum and not engaged in subject specific study) and will provide an update to schools before the end of the summer term. School will follow guidance when received.

	<p>Regular half-termly updates on Tapestry and Arbor to monitor progress and gaps to inform planning.</p> <p>SEN provisions have been set and discussed in July 2020 with previous and new class teachers as part of transition.</p> <p>SEN interventions from February/March 2020 will be restarted in September 2020.</p> <p>Children assessed at the start of the autumn term in September 2020 using the recovery curriculum checklists (White Rose hub/ Scofield and Sims/Collins/NTS.</p> <p>Phonics screening assessments (past papers) to be used to assess gaps in phonic knowledge.</p> <p>Arbor to be updated in October after the initial assessments are completed and backdated to 'gap fill' statements that were not covered off in the previous year.</p> <p>Gap analysis will identify and then inform future planning/teaching needs of individuals/groups/ whole class.</p>	
<p>How will pupils' behaviour be managed – break with school routines and expectations – how is this being re-addressed while home schooling so impact upon return is minimised?</p>	<p>Behaviour Policy addendum from Lockdown and EO remains in place for FO.</p> <p>A letter has been sent to parents asking them to speak to their children prior to returning to</p>	<p>SLT/DHT/HT</p>



	<p>discuss the importance of hygiene and social distancing to keep them safe and the expectation of school upon their return.</p> <p>Parents encouraged to discuss rules on social distancing and new protocols with children before phased return.</p> <p>Pupils not complying and posing risk to themselves or others may be sent home - parents to collect.</p>	
<p>How will the curriculum address the impact upon learning for pupils linked to well-being – loss/stress/concern?</p>	<p>All students and staff will complete 2 week reintegration/ holistic recovery learning sessions-<b><i>Reset for safety/ recover for wellbeing/ rebuild for learning.</i></b></p> <p>‘Here we are’ whole school topic upon return.</p> <p>Pupils and staff will complete ‘Mindfulness calendar-daily five minute activities for the first two weeks and to continue if each class/year group feels it needed/necessary</p> <p>Upon return there will be an emphasis on PSHE lessons and a focus in the afternoon sessions to address children emotional well-being and address any issues they</p>	<p>SLT/YGL/PSAs</p>

	<p>may have experienced since lockdown began.</p> <p>There will be a focus when planning lessons on:</p> <ul style="list-style-type: none"> <li>-Support the rebuilding of friendships and social engagement.</li> <li>-Support pupils with approaches to improving their physical and mental wellbeing.</li> <li>-Support resilience, mental health and wellbeing, including over anxiety, bereavement and sleep issues.</li> <li>-Address and equip pupils to respond to issues linked to the coronavirus.</li> </ul> <p>Virtual assemblies will begin to discuss above and support pupils. Circle time and class assemblies to have above themes to support children's recovery and reintegration into school.</p>	
<p>How will leaders work towards meeting pupils' entitlement to a curriculum through the phases so pupils are prepared and emotionally 'ready' to learn again?</p>	<p>As above. Revisiting the current year group curriculum and ensuring PSHE and circle time to support children's well-being during this transition for pupils online and in school.</p>	<p>SLT/ML/YGLs</p>
<p>How will pupils' learning be balanced appropriately with their personal experiences and well-being? How will this inform their curriculum?</p>	<p>There will still be a focus on core subjects but still ensuring that all children have the opportunity for a</p>	<p>DHT/AHT/SL/YGLs</p>

	<p>broad, balanced and creative curriculum within current Covid restrictions. Interleaving and retrieval techniques will be used to incorporate the previous years learning that has been identified as a gap/needs addressing. Pupils personal experiences and emotional well-being must also be as equal to the forefront as the core subjects. Subjects must include opportunities to improve children's physical and mental well-being.</p>	
<p>How will the curriculum be adapted and communicated to parents to meet the needs of pupils – emotionally and personally following long periods of time not in school, gaps in being able to access home schooling and differing attitudes between being at home and at school?</p>	<p>Explained in parent letters/comms sent home. Well-being and PSHE activities to ease the transition back in to school, familiarity of Google Classrooms to link with home. EYFS Curriculum until after half term in Year 1, Year 1 in Year 2 etc possibly to allow for time out of formal schooling. Importance placed on skills needed in all areas for transition.</p>	<p>SLT/ML/YGLs</p>
<p>In the event of a local outbreak, the Public Health England health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. What is the contingency plan for children to continue their learning remotely?</p>	<p>Children's access on school online platforms was tracked during lockdown and EO. This will continue should another lockdown occur.</p>	<p>DHT/AHT/YGLs</p>

Google Classroom will continue to be used. Teaching will continue to focus on planning a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

GC will provide frequent, clear explanations of new content, delivered by a teacher in school or through high-quality curriculum resources and/or videos. (Oak Academy)

Google Meet will be used to teach focused interventions to individuals or small groups to enhance the teaching and attempt to close any learning gaps.

We will use the recovery curriculum, jigsaw maps and continuity plan to provide us support when developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation.

Communication - Pupils	Actions needed	Actioned to
<p>How are leaders/staff evaluating pupils' preparation and response to return to school – what will happen if that is not positive? What will be in place to support and give additional home support to alleviate this?</p>	<p>Letters sent home to whole school and to specific year groups to share information on September full opening.</p> <p>Social Stories and weblinks also sent home to support parents preparing pupils for return.</p> <p>Learning mentor and team on hand for additional support.</p> <p>PSHE/Circle time focus for return to school.</p>	<p>DHT/AHT/YGL</p>
<p>What contact will staff have with pupils to share expectations for return to school?</p>	<p>This will be set out in communication to parents which detail pupil expectations. Parents are expected to discuss these points with their children before returning. Preparation for transition was completed on Google Classrooms in July and transition days to be held with classes upon their return in September.</p>	<p>SLT</p>
<p>Are there additional ways to communicate with pupils to prepare them, perhaps integrating this into their learning as groups of pupils have school-based learning extended?</p>	<p>As above.</p>	<p>SLT</p>

How are staff going to gauge how pupils are feeling about returning to school and link this to their learning throughout the transition through the phases of the re-opening of the school?	As above. Circle times, parent communication PSHE sessions in the afternoon to transition when returning. With any cases where children needed support we would liaise with parents and see if there was anything we could do to support families.	AHT/SENCO/YGLs
How will leaders communicate with pupils returning to school?	Communication will be through parents and through class teachers of each 'bubble' to pupils to ensure consistency.	
What opportunities will pupils have to be able to share the experiences they have had with COVID-19 sensitively and how will this shape how staff support pupils to communicate and provide alternative ways for pupils to share and express their thoughts?	As above, we will continue with circle time and PSHE sessions. Initial weeks upon return; <b><i>Reset for safety/ recover for wellbeing/ rebuild for learning.</i></b>	
How will pupils be included in the consultation process at their level so they understand the expectations and the reasons for the differences in their daily school life?	Integration days in the first week back to settle children back in. All children spoken to and issues discussed.	

Communication - Parents	Actions needed	Actioned to
How will leaders communicate with parents during the various phases of re-opening? Could this be through video link/email/school social media/newsletter?	Regular newsletters have been sent out. Clear school letters outlining plans at every stage.	HT/DHT/OM/COG

	Parent's FAQ created and sent out via Arbor.	
How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind?	Head Teacher newsletters sharing structure and organisational information to alleviate concerns. 'Learning together at school' document to be continued to share with all parents how the children have been getting on and the learning they have completed. Learning Mentor Support. SENCO communication to parents SLT communication to parents. Absence will be monitored closely. Parents of children not attending will be contacted and informed that attendance at school from September will be compulsory. EWO support for families.	HT/SLT/YGLs
What will leaders do to effectively communicate the balance of thought between pupils' learning and their well-being and safety with parents so parents' views are considered and a phased approach with an emphasis on safety and well-being is established based on trusting leaders to keep their children safe?	See above.	HT/SLT/YGLs
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?	Whole School newsletters and YG newsletters to continue upon return.	HT/SLT/YGLs
How could a parent group support the school's work with communication?	Parent Governors could provide communication support.	GOVS

<p>Have leaders considered their current means of communication and the strengths of these to use as the school plans and implements re-opening over phases?</p>	<p>Clear letters have been sent out to parents to keep them informed of any changes to opening. These letters will continue to keep parents up to date.</p>	<p>HT/SLT</p>
<p>Have leaders considered reasonable expectations of parents sending their children to school?</p>	<p>These have been communicated in letters to parents from HT. Parents have been reassured that they will not receive fines if they choose not to send their children to school.</p>	<p>HT/SLT/GOVS</p>
<p>How will leaders communicate the messages about safety for children and manage the anxiety parents will have?</p>	<p>See above. Parents FAQ also answered and sent back with further information of school openings.</p>	<p>HT/SLT/GOVS</p>
<p>How will communication alleviate the anxiety parents have?</p>	<p>Communication is regular, clear and informative. It also addresses questions and concerns parents may have.</p>	<p>HT/SLT</p>
<p>How will leaders manage attendance with parents considering the various phases of attendance as the re-opening extends further and more pupils are regularly attending school? How can the attendance of pupils be supported during the early stages to alleviate parental anxiety and still share expectations for the future?</p>		<p>HT/SLT/LM</p>
<p>How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic, doable and can be transferred seamlessly when pupils attend school more regularly?</p>	<p>Learning will continue in the same fashion on GC to ensure that there are no sudden changes to expectations for parents and children. This will ensure routines</p>	<p>HT/SLT/YGLS</p>



	that have been established continue.	
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LA	Actions needed	Actioned to
Who are the key contacts in the Appropriate Bodies	Education System Leader Deputy Director of Children Services Schools HR Education Welfare Officer	HT
Have leaders accessed all the information relevant during this time from Appropriate Bodies?	Yes. Regular LA comms updates have been shared and accessed.	HT/SLT/GOVS
What support will leaders require from LA/Trust throughout each phase?	HT is in contact with ESL and EWO services.	HT/LA
What additional support can be brokered – working together – for example, clusters of school, within federations or trusts etc.?	Collaborative working with 8 maintained schools alongside partnership working extended school clusters.	HT
Where applicable, do you have consistency with neighbouring/cluster/local schools in terms of your offer/systems? Would it be helpful to do this within trust and/or cluster groups?	Discussions are taking place in the HT weekly meeting and where possible schools adopt similar strategies.	HT Collaborative Group Local Primary schools
How will leaders take account and implement the agreed guidance from Appropriate Bodies while sustaining a considered, do-able re-opening of the school to meet DfE statutory guidance?	Plans and information to be shared with all staff for consultation. Plans will also be dependent on consistent message from DfE and LA with greater assurances of systems and processes for schools to follow to	HT/SLT/All staff/Gov LA

	ensure the safety and wellbeing of staff and pupils.	
How will leaders share and communicate their planning for re-opening with the Appropriate Body? Is the rationale clear and demonstrates leaders secure oversight and planning for their school?	Plan has been shared and discussed. Rationale clear and thorough. Plans and information to be shared with all staff for consultation. Measures will be dependant on staffing and pupil numbers. Plans will also be dependent on consistent message from DfE and LA with greater assurances of systems and processes for schools to follow.	HT/SLT/All staff/Gov LA
Are leaders ensuring they are communicating with the Appropriate Body about their planning so appropriate support is allocated?	Governing Body Education Systems Leads Local Authority Building liaison HR H&S Bexley/HSE PH Bexley/England	HT/LA

Transition	Actions needed	Actioned to
How will leaders contact and support transition of new early years children for September 2020 - will leaders consider changing induction arrangements or completing this process online?	Additional school welcome letter sent to families on confirmation of place by the LA, to explain why there will be a different induction procedure this year.  Induction packs distributed and changes to system updated and explained.	EYFS TEAM/SENCO/ SLT

	<p>Virtual meetings held for Reception parents in July and September to explain changes to induction process. Video messages of class teachers shared with parents during virtual meetings. PP presentation sent to parents in July 2020.</p> <p>Returned parental paperwork will be left untouched for a safe period before using</p> <p>Small colour group sessions held as part of children's induction into the environment.</p> <p>Phone calls from EYFS team to parents before allocation of class groups. Transition communication from school to pre-schools via telephone conversations/electronic paperwork returned to school.</p>	
<p>Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated with the appropriate settings?</p>	<p>Transition meetings held in July between current and September's teacher.</p> <p>Transition days to be held for all year groups where they go back to their previous classroom and are met on</p>	<p>DHT/AHT/YGL/ SENCO</p>

	<p>their first day by their previous teacher.</p> <p>SEND meetings in July to discuss intervention provisions upon return in September.</p> <p>All SEND children discussed by SENCO with all secondary schools.</p>	
<p>Are there any thoughts about how secondary schools contact/communicate with primary schools to ensure effective transition?</p>	<p>A Borough approved transition form for every Year 6 child has been completed. Year 7 teachers have been welcomed to discuss any supportive needs of previous year 6 pupils upon their start to secondary school in September.</p>	<p>AHT/YGL/SENCO</p>
<p>Have leaders considered what will happen following any guidance about how pupils will move on or transition to their next academic year? Do leaders have an 'ideal' that would meet the needs of their own pupils? What might this look like and what are the possible implications and considerations for the future?</p> <p>How are leaders thinking about the needs of pupils with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members?</p>	<p>SLT will follow any guidance provided by DfE on process and expectations relating to transition of pupil to their next year. Virtual Meet the teacher videos-Will liaise with secondary schools for their plans.</p> <p>Transition days to be held for all year groups where they go back to their previous classroom and are met on their first day by their previous teacher.</p> <p>Children to be in GC's with their new teachers to have an online lesson-could be a show and tell for all including the teacher so that children</p>	<p>YGLS/SENCO</p>

	<p>learn about their new teacher and feel more comfortable.</p> <p>As every year, SEND pupils especially those with individual EHC's will have transition packs and details.</p> <p>Transition meetings held in July between current and September's teacher.</p> <p>Transition days to be held for all year groups where they go back to their previous classroom and are met on their first day by their previous teacher.</p> <p>SEND meetings in July to discuss intervention provisions upon return in September.</p> <p>All SEND children discussed by SENCO with all secondary schools.</p>	
<p>How will staff be supported to transition between home/school planning and teaching?</p>	<p>Staff have adapted to working online therefore this will be continued.</p> <p>Regular staff 'Google Meets' will take place to support the transition. Staff can plan with year groups virtually if government guidance states.</p>	<p>DHT/AHT/YGLS</p>

Finance	Actions needed	Actioned to
Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening?	Yes.	OM/SLT/GOVs
What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can these be reclaimed from government for example, increased premises related costs; additional cleaning; support for FSM?	Costs of external deep cleans. Cost of signage. Cost of additional technology required e.g. Chromebooks. Cost of additional cleaning hours and products. Cost of PPE. Loss of ASC/BC as revenue. SLT are working late evening/holidays and weekends on top of normal working hours.	OM/HT
How will leaders of finance ensure invoices etc continue to be paid and authorised when working remotely?	Two tier system for authorisation of invoice payment.	OM/HT/DHT
Are leaders aware of the delays and cancellations of some financial returns?	Yes-Overseen by Office Manager	OM
Have the reintroduction of contracts been considered? Cleaning; IT support; catering; financial support services etc	All services have continued, new contracts were not necessary.	HT/GOVS
Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?	There will be no lettings for the foreseeable future	HT/GOVs
Are there financial implications for transport to ensure social distancing arrangements are upheld?	N/A	
Are there visits/trips booked previously, for example, residentials whereby monies can be claimed off insurance or refunds applied?	Year 6 school Journey monies have been refunded.	AHT/EYFS LEAD/OA

<p>Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?</p>	<p>LBB have continued working revising RAMS to keep on track. School repairs/works have continued - contractors asked procedures for requesting staff information re Covid and social distancing before being allowed on site during the summer break.</p>	<p>OM/PM/HT/LA</p>
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<p><b>Useful additional documents and links for reference:</b></p>
<ul style="list-style-type: none"> <li>● Public health England <a href="https://www.gov.uk/government/organisations/public-health-england">https://www.gov.uk/government/organisations/public-health-england</a></li> <li>● NHS: <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/">https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/</a></li> <li>● Government advice: <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></li> <li>● DfE <a href="https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19">https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</a></li> <li>● A detailed checklist and key guidance for action for health and safety is available at: <a href="http://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak">www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</a></li> <li>● Information re testing: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> </ul>