

OPERATIONAL RISK ASSESSMENT FOR SCHOOL REOPENING

CHECKS AND BALANCES: RESPONDING TO COVID-19



PRIMROSE HILL PRIMARY SCHOOL : May 2020

Please note that this RA now contains a colour-coded reference to H, M and L risk rating for each section to highlight the perceived level of risk before and after the assessment was completed -, however it must be stated that the school's own external H&S consultant did not think that this was a purposeful use of time. She noted that

"The RA grading is outdated." Jackie Winn, BSc (Hons), CMIOSH, AIFSM (J W Safety Solutions Ltd

Our vice-chair of governors is the Associate Vice-President for External Relations and Reputation for The University of Manchester, Manchester M13 9PL. When this RA was shared with him, and I also informed all governors about Ms Winn's comments, he also agreed with her stance:

" I agree with Jackie on the colour risk coding. At the University, we tend to use this on high level summary risk registers, but not on detailed documents like this."

The colour coding and gradings have been included due to them being written into to the template provided by SCC and due to other parties claiming that the document was incomplete due to the lack of these colours.

Staying COVID Secure – Our Commitment

- ✓ We recognise the risk posed by Coronavirus (COVID-19) to our staff, pupils and their families. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment.
- ✓ We will put in place appropriate protective measures to ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and pupils.
- ✓ We will share this Risk Assessment and its findings with employees and consult on its contents.
- ✓ We will continue to comply with all relevant Health and Safety Legislation.
- ✓ We will have regard to statutory guidance in particular the guidance issued by the Department of Education regarding school reopening and implementing protective measures in education and childcare settings against COVID-19.
- ✓ We have regard to advice and guidance issued by Public Health England.

COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment was undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 11th May 2020 as follows: [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)
[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

Assessment conducted by:	LEE ASHTON	Job title:	HEADTEACHER	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
Date of INITIAL assessment:	18-21May 2020	Review interval:	WEEKLY (for the first 8 weeks); then fortnightly after this date.	Date of next review:	23.6.2020

Related documents

Trust/Local Authority documents:



Salford LA letter for parents carers guidance
Letter to parents from SCC re. the re-opening of schools

Union Checklist For The Re-Opening of Schools (completed 16.6.20):



Union Checklist
 FULLY COMPLETED 16.6.20

Government guidance:

[Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)
[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
[Coronavirus \(COVID-19\) Collection: guidance for schools and other educational settings](#)
[Actions for schools during the coronavirus outbreak](#)
[Coronavirus \(COVID-19\): implementing social distancing in education and childcare settings](#)
[Coronavirus \(COVID-19\): guidance for educational settings](#)
[COVID-19: cleaning in non-healthcare settings](#)



Working safely during the coronavirus

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	M
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Updated matrix
 Supplied by SCC
 1.6.20

Areas for concern	Risk rating prior to action (H/M/L)	Control measures we have here at Primrose Hill Primary School	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1. Establishing a systematic process of partial opening, including social distancing					
1.1 Net capacity					
<p>Available capacity of the school is reduced when social distancing guidelines are applied</p>	<p>H</p>	<ul style="list-style-type: none"> • Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules. • Agreed new timetable and arrangements confirmed for each year group. • Arrangements in place to support pupils when not at school with remote learning at home and regular welfare checks if necessary. 	<p>YES</p>	<ul style="list-style-type: none"> • Agreed limit of 15 pupils per classroom to help support distancing measures. Currently 12 spaces have been identified as suitable for this purpose – which means a maximum offer of 180 pupils on site at any one time. (40% of school roll) • Timetables show staggered arrival and leaving times for all classes; timetables also reflect different playtimes – children from each bubble will not be allowed to play out, or interact with, pupils in other bubbles.. • Number of welfare checks will be slightly reduced due to the increased number of children in school; however we will still have capacity to do this FOR ALL PUPILS AT HOME due to some staff self-shielding, some working from home and from capacity from the SLT/Safeguarding lead. • A careful rota has been devised to help ensure that some staff will be responsible for the teaching of children in school whilst others work remotely to support online learning; school will also continue to produce fortnightly printed work packs for all pupils who need/request this. Investigations as to how we can make better use of Oak Academy, BBC Bitesize and the recording of class lessons will continue in order to help bolster any remote learning arrangements. Rota ensure there is a work-life balance for all teaching/support staff; this even extends to office staff and caretaking staff. 	<p>M</p>
1.2 Organisation of teaching spaces					

Template operational risk assessment for school reopening

Areas for concern	Risk rating prior to action (H/M/L)	Control measures we have here at Primrose Hill Primary School	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<p>Classroom sizes will not allow adequate social distancing</p>	<p>H</p>	<ul style="list-style-type: none"> • Classroom size and numbers reviewed – max of 15 pupils initially; now reduced to 12 per bubble (from 22.6.20). • Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 15 pupils per class) • Classrooms re-modelled, with chairs and desks in place to allow for social distancing. • Spare chairs removed from desks so they cannot be used. • Clear signage displayed in classrooms promoting social distancing. • When in school, classes stay together with their teacher and do not mix with other pupils. 	<p>YES</p>	<ul style="list-style-type: none"> • Numbers are capped at 15. 2 staff will support this group and will be treated as an isolated bubble. Arrangements are in place to ensure that no bubble will mix with another bubble. • Staff provided with guidance on how each bubble works in the form of a diagram and face to face training. • '3C' classrooms have been created – CLINICAL, CLEAR and CLUTTER FREE. This means that all surfaces are free and easy to wipe down, tables are spaced out to allow an element of social distancing and circulation; all unnecessary items have been packed away and will not be used until the pandemic has ended or the threat of risk has greatly reduced. • A programme was in place to remove all unnecessary furniture and a model classroom plan was drawn up, detailing how each table will be positioned and what each table will contain. This has been replicated in all bubble spaces. Each classroom will contain only one chair per table to ensure that chairs cannot be swapped and changed. Once a child has been assigned a table and a chair, this will be their place for the duration of the RA. Normal classroom practice of having a time out table will be paused during this period as this involves children moving places and using a desk which has been sat at previously by another pupil. Behaviour policy has been adapted to reflect this. • Classrooms created allow as much social distancing as possible, however in order to accommodate up to 15 pupils into each bubble, the 2m rule cannot be enforced in most classroom spaces. There is however AT LEAST a space of 1.3m between tables and movement around the NC classroom year groups will be kept to a minimum due to all equipment needed already being on their own desk. 2m social distancing for all visiting adults will be enforced. After three weeks of working; classroom bubble sizes have been capped at 12 pupils; this means further tables can be 	<p>M</p>


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				<p>removed to give more space.</p> <ul style="list-style-type: none"> • Areas of the school have been identified for furniture storage; all items will be placed in here. Fabric chairs and soft furnishings have been removed from all classrooms. The number of people using the sofas contained in our communal staffroom has been reduced to allow safe, social distancing here. • Every desk contains signage to remind pupils of the rules; a COVID-19 sign will be placed in each teaching area detailing how to reduce the risk of spreading the virus. Extra handwashing signs are placed around the school, in toilet facilities and at busy touch points. Pop up banners and large outdoor banners have been purchased for use in and around school, helping promote social distancing rules. Marks on the floor indicate safe spacing distances. Freestanding signs are also placed around the school letting staff and pupils know which direction they can travel in, which toilet their bubble is allowed to use and which exit/entry is theirs. • Once assigned to a bubble, staff and pupils will remain constant and consistent. Where a bubble is small and is able to increase in capacity if at a later stage more parents want their child to return immediately (due for instance to a family crisis), a 'quarantine classroom' has been set aside to allow children to work in this room with a staff member for 3 days before being allowed into an existing bubble. Normally however, parents should follow the agreed protocol – which is to telephone school requesting a place; they will then be given a Monday start date; this will allow them to start a new week with the rest of the pupils or give school time to start a new bubble; during the time waiting to start their place, parents will be asked to carefully check them for signs of any illness. Staffing arrangements will have to be reviewed if more staff fall ill, self isolate or self-shield. Having 2 staff in each bubble however should reduce the 	


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				<p>risk of this happening.</p> <ul style="list-style-type: none"> Timetables have been drawn up to ensure that children do not mix outside of their bubble; they may be at times two classes outside on the yard at the same time, however barrier tape and our playground zones created by our existing fences will ensure that these are kept separate and cannot break any 2m social distancing rule. One way systems and school zones have been devised to further reduce the risk of children mixing with others. 	
<p>Large spaces need to be used as classrooms</p>	H	<ul style="list-style-type: none"> Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching. Large gatherings prohibited. Design layout and arrangements in place to enable social distancing Maximise use of external areas where practicable. 	YES	<ul style="list-style-type: none"> School will not be doing any whole school/class assemblies; plans will be made to hold 'collective' gatherings virtually using walkie talkies and pre-recorded videos in order for us to celebrate pupil achievement and interact with each other Originally, the hall could not be used for any other purpose than to house our Key Worker children; this was their assigned classroom. This large space enabled us to keep good social distancing measures as on some occasions these number reach 15 pupils, however there has been an increase in Key Worker place demand and from 22.6.20 the key worker groups will be split into 2 smaller bubbles and classrooms will be used – these have replicated the model provided in other bubbles. The resulting groups will be smaller in size. Younger pupils (YR, Y1) will have continuous access to their own outdoor space; this will be separate from any other bubble. Staff and children will be encouraged to use this space as much as possible, whilst also taking sun safety measures into account.–Parents will need to be asked to put sun cream on their child BEFORE coming to school as staff will not be able to do this. Sporting events and end of year parties etc will not take place. Collaborative and team sports games, such as football, will not be allowed to take place between bubbles and will be discouraged even in single bubbles; instead 	L

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				<p>new approaches to team games which use some form of distancing (eg throwing and catching, tennis, football target practice etc will be encouraged and promoted.</p> <ul style="list-style-type: none"> A map showing direction of travel, entry and exit points and toilet/staffroom facilities has been produced. During training, staff are talked about their spaces and moving around the school. 	
1.3 Availability of staff and class sizes					
<p>The number of staff who are available is lower than that required to teach classes in school and operate effective home learning</p>	H	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. Full use is made of testing to inform staff deployment. A blended model of home learning and attendance at school is utilised until staffing levels improve. Increased number of WELFARE CHECKS to ensure that ALL PUPILS are contacted EACH WEEK by identified staff teams; non-contact pupils are referred to DSL.SLT <p> Key Adult Instructions SAFEGU</p>	YES	<ul style="list-style-type: none"> Staff will be asked to initial a document each day to say that they are feeling well and have had no COVID-19 symptoms. Signage in classrooms informs both pupils and staff to let someone know IMMEDIATELY if they are feeling unwell. Staff will be sent home immediately. Childrens' parents will be contacted. A medical waiting room has been identified for this purpose. School assuming everybody is at a high risk from COVID19 and as a result, school applied the most stringent control measures in line with the Hierarchy of Risk Control guidelines and in liaison with own H&S consultant. EVERY member of staff who will be working in a year group bubble will receive small group training direct from a member of the SLT (minimum 3.5hrs) at least 24 hrs before working with a group and also provided with supporting documentation. ALL staff who will be returning to school will have their own individual staff risk assessment completed; this will be used routinely for all staff, not just those who are clinically vulnerable as there are other matters and risk factors (e.g BAME) that will need consideration; these staff RAs will be done with the member of staff and an outcome will be mutually agreed. 	L



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				 <p>Risk assessments for frontline staff in scho</p> <ul style="list-style-type: none"> Staff have been provided with Safer Working Guidance; this will be re-distributed as they start working in each bubble. This lets staff know to inform the HT via text/messaging if they are feeling unwell whilst they are home. Staff will be told to stay away if this is the case. Where possible, no new staff will be allowed to support any bubble, unless the safety or well-being of any person is at risk. Due to the range of symptoms for COVID-19, and the likelihood that other symptoms may be added to the list, ALL individuals who are feeling ill will be sent home. PPE will be used by staff supervising the children whilst they wait to be collected if they are coughing, sneezing or vomiting. Staff who are unable to work in school will be required to support remote learning and assist with welfare checks. They will be asked to create a printable workpack every 2 weeks which can be distributed to pupils. School already has in place a timetable showing all staff when they should be doing certain tasks each day (eg 9am upload maths work, 10am comment and respond to maths work questions etc). This will be maintained and monitored as more children come back to school. Wherever possible, each bubble will be led by one teacher and one TA. If this is not possible, by one HLTA/L3 TA and by one TA. ALL BUBBLES WILL BE SET UP WITH 2 STAFF WORKING IN THEM. An additional member of staff may be needed in some bubble depending on the physical or mental needs of a child with an EHCP. If staff become sick there will be an expectation that the other person in the bubble takes the lead and is supported remotely by SLT. If it is envisaged that this situation will last longer than 4 	

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				continuous school days, this situation will be reviewed. Having 2 staff members in one bubble will reduce the likelihood of ever needing to use other staff. If one member of staff does 'go down' another member of our team who is linked to remote learning or who is not linked to a bubble will be notified and placed on 'stand by' just in case the other team member also falls ill.	
1.4 Prioritising provision					
The continued prioritisation of vulnerable pupils and the children of critical workers will create 'artificial groups' within schools when they reopen	M	<ul style="list-style-type: none"> • Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school. • Pastoral and SEND support is deployed wherever possible to support prioritised pupils. • Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds is in place due to the work of the Learning Mentor and school SLT. • A plan is in place for the phasing in of the other cohorts. 	YES	<ul style="list-style-type: none"> • Over the last few weeks, school has provided a comprehensive set of learning activities and lessons to pupils of all ages. Lessons and tasks are updated three times EVERY DAY. In addition to this, to support those who find online learning difficult or have limited access to IT – or who just want more work for their child to do – school also publishes a 20 page workpack for every year group every two weeks. This ensures that children have 2 new pieces to complete each day. Alongside this, children were given project books to do as part of independent learning tasks. ALL pupils, irrespective of financial background, have been provided with a new stationery kit (pen, pencil, ruler, rubber, glue stick, sharpener) and also given blank exercise books to work in. New ones are provided if a request for this comes in. This approach will continue during the phased re-opening of school – however there is an acceptance that to ensure a correct work/life balance for staff, anyone who is leading a bubble is not expected to do remote learning too. This will be provided by those working from home. • Support for vulnerable pupils and those with SEND will continue. A comprehensive staff team monitor the welfare of ALL of our pupils every week. As the school closure has lengthened we have seen a gradual increase in the number of pupils attending who are classed as vulnerable; this is due to the relentless pursuit of them by our learning mentor. Our 	L


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				<p>SENDCo continues to risk assess every child with an EHCP to see whether school or home is the best setting for them; this is reviewed on a regular basis and contact with the SEN team at Salford takes place.</p> <ul style="list-style-type: none"> The school was successfully reopened to Y6 pupils from June 1st. After this success, YRec pupils were invited in from June 8th and a plan to invite Y1 pupils back into school from June 15th was set in place. This was suspended on 12.6.20 due to 2 emails received: <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>12.06.20 to Head Schools and risk Teachers and Chairsassessment - Cllr Me</p> <p>W/C 15.6.2020; after careful liaison with GB on 11th and 12th June, it was decided to do a COMPREHENSIVE Re-evaluation of the RA ALONGSIDE the full completion of the Trade Union RA checklist. These 2 documents will then be re-submitted to the LA to show compliance with this recommendation (completed Union checklist attached to the top of this document). Year 1 pupils will now return on June 23rd; Y1 staff will have a re-fresh training session on 1hr June 22nd.</p> <ul style="list-style-type: none"> After this time it is hoped that a limited number of places will be opened up to Nurs year groups if the rates of infection do not increase and the school has capacity to do so. (Max 8 per group/bubble). 	
1.5 The school day					


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<p>The start and end of the school day create risks of breaching social distancing guidelines</p>	<p>H</p>	<ul style="list-style-type: none"> • Start and departure times are staggered. • The number of entrances and exits to be used is maximised – all year groups have SEPARATE entrance gates and congregation points. • Different entrances/exits are used for different groups. • Staff, parents and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating – this is supervised by the SPT every morning. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. 	<p>YES</p>	<ul style="list-style-type: none"> • There will be four drop off and four pick up times for school. This gives ten minutes for pupils to be welcomed in and for others to disperse. A map has been drawn to show that AT MOST one entry and exit door will be shared by three bubbles. Bubbles on the ground floor will have their own direct entry and exit door which will not be shared by anyone else. Some bubbles will use gates at the front of the school, whilst others will be required to use the gates at the back and side of school. • The gradual re-opening of the school to one year group each week in the initial stages has allowed both parents and pupils to become familiar with routines before new children arrive; this has helped prevent chaos and confusion. Parents are briefed via social media platforms before their child comes to school. Clear ONE PARENT rules will be set, forbidding more than one adult to enter the school grounds in order to collect their child/children. Parents are asked to WALK to school if they are able. • If a child needs to line up in their section of the zoned playground, they will be asked to 'Make like a tree' and extend both arms full to ensure that they are a suitable distance away from their peers. • Our school office will be CLOSED during the arrival period (from 8.45am until 9.30am). This is to stop people congregating in a small space. Social distancing markers are provided on the path leading up to the school; parents will be asked to wait on these or telephone/message school with their questions/queries. • Visitor appointments will only be made between the hours of 10am and 2pm to ensure that not too many people are on site at any one time. All visitors must adhere to the 2m social distancing rule and must wash their hands on arrival. • Sneeze barriers and signage will help promote the safety of the office team. All visitors will be 	<p>M</p>

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				<p>asked to wash their hands or use the hand sanitiser provided as they enter the building.</p> <ul style="list-style-type: none"> Identified staff who are not directly responsible for a class/bubble to help supervise 4 zones to help ensure that parents and pupils are adhering to rules. A video of the school and how systems work will be produced and uploaded for all year groups prior to them starting school (Y6 posted 29.5.20 before their start date of 2.6.20, Rec posted 5.6.20 before their start date of 8.6.20 and Y1 video posted on 19.6.20 before their start date of 23.6.20) 	
1.6 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> Circulation plans have been reviewed and revised. One-way systems are in place where possible. School is clearly spilt up into Zones; only staff working directly in these areas are allowed into these spaces; clear signage shows this. To avoid staff moving into other zones, all bubbles have been provided with a walkie talkie. Training and information charts are given to staff on their use. Corridors are for the SINGLE USE of one year group bubble. Appropriate signage is in place to clarify circulation routes. Pinchpoints and bottle necks are identified and managed accordingly. Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. Pupils are regularly briefed regarding observing social distancing guidance. Appropriate duty rota and levels of supervision are in place. 	YES	<ul style="list-style-type: none"> Careful consideration has been made as to how adults and pupils will move around school. Once inside their bubble, further movement will be restricted to just leaving the room for breaks or to go to the toilet. A limit of one child to the toilet at any one time will further reduce the chance of a child interacting with a member of another bubble. Areas of the school are 'zoned' to ONLY allow three rooms/bubbles the use of that part of the corridor; no one else will have access to this corridor. Some staircases and areas of school will be closed off, and signage displayed. There will not be any need to provide a barrier down any corridor as a one way system will be in place and movement in any corridor will be kept to a minimum. Directional signs, along with NO ENTRY and RESTRICTED ACCESS signs have been purchased and are installed around school. The use of walkie talkies stops people moving around the school unnecessarily. <p> walkie talkie instructions 1.pub</p> <ul style="list-style-type: none"> Activities which require children to move 	L

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				<p>around school a lot (eg to go swimming or do PE at the local sports centre) WILL NOT TAKE PLACE and will be cancelled. Visiting teachers – eg MAPAS or EMTAS, will also similarly not be allowed in school.</p> <ul style="list-style-type: none"> One member of our school's welfare team will be assigned to one bubble, this person will not be changed; meals pre-booked each morning to help speed up the service and they will be eaten in classrooms and children will be supervised to ensure that they do not mix with others. Members of the SLT who do not have class-responsibility may have to support this once more pupils return. The zone approach/moving around school has been fully in place since June 1st; this has been HUGELY SUCCESSFUL and has not resulted in any level of compromise to the agreed plans; staff understand and respect the measure put in place. 	
1.7 Curriculum organisation					
<p>Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened</p>	M	<ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers' planning. Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. Plans for intervention are in place for those pupils who have fallen behind in their learning via the use of differentiated learning packs and invites to key children to come back to school.. 	YES	<ul style="list-style-type: none"> In the early week, school will not be implementing the national curriculum. Instead, Staff have been informed that the curriculum will be a 'Back to Basics' approach; with a focus on Reading, Handwriting, Spelling, Number and well-being. Lesson will have a weekly theme – just like the themes we have been doing for our current key worker children (eg Dinosaurs, Around the World, On the Farm etc) It is hoped that this will give all children a collective experience and that work on the themes can be shared to help celebrate the fact that although we are apart we are all looking in the same direction. Staff who are not used to working in different age groups will be supported by peers; planning will be shared on a shared staff drive to allow people to take ideas and work from lower or higher age groups to help support learners who are struggling or need further extension. At the end of April 2020 EVERY parent was 	L

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		<p>PRIMROSE HILL PRIMARY SCHOOL</p> <table border="1"> <thead> <tr> <th>MONDAY</th> <th>TUESDAY</th> <th>WEDNESDAY</th> <th>THURSDAY</th> <th>FRIDAY</th> </tr> </thead> <tbody> <tr> <td>English Spellings To be planned and uploaded by the teacher</td> <td>English Comprehension To be planned and uploaded by the teacher</td> <td>English Grammar To be planned and uploaded by the teacher</td> <td>English Punctuation To be planned and uploaded by the teacher</td> <td>English Writing To be planned and uploaded by the teacher</td> </tr> <tr> <td>Maths Times Tables To be planned and uploaded by the teacher</td> <td>Maths Number To be planned and uploaded by the teacher</td> <td>Maths Shapes, Space & Measures To be planned and uploaded by the teacher</td> <td>Maths Number To be planned and uploaded by the teacher</td> <td>Maths Word Problems/problem solving To be planned and uploaded by the teacher</td> </tr> <tr> <td>Other Art & Creative task/idea Let's get making, painting, drawing, singing, dancing, cooking, colouring, building... To be planned and uploaded by the LIA</td> <td>Other Project time LIA to ask questions about the projects being done: how are they doing, what have they done so far, can they show any interesting facts, can they share a photo of a page in their book etc etc. The aim is to help children focus on their project and share with you what they have been doing.</td> <td>Other Art & Creative task/idea Let's get making, painting, drawing, singing, dancing, cooking, colouring, building... To be planned and uploaded by the LIA</td> <td>Other Project time As Tuesday, perhaps consider re-posting some photos of the work children have been doing to help create some competition and to also celebrate what has been happening?</td> <td>Other Free-Choice Friday (PM) Children can choose to go back to activity they have not had chance to do or would like to do again. LIA to remind children about what has been covered in the week and encourage them to do something else. Children may also come up with their own ideas and do something which interests them; this should be commented on/celebrated.</td> </tr> </tbody> </table>	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	English Spellings To be planned and uploaded by the teacher	English Comprehension To be planned and uploaded by the teacher	English Grammar To be planned and uploaded by the teacher	English Punctuation To be planned and uploaded by the teacher	English Writing To be planned and uploaded by the teacher	Maths Times Tables To be planned and uploaded by the teacher	Maths Number To be planned and uploaded by the teacher	Maths Shapes, Space & Measures To be planned and uploaded by the teacher	Maths Number To be planned and uploaded by the teacher	Maths Word Problems/problem solving To be planned and uploaded by the teacher	Other Art & Creative task/idea Let's get making, painting, drawing, singing, dancing, cooking, colouring, building... To be planned and uploaded by the LIA	Other Project time LIA to ask questions about the projects being done: how are they doing, what have they done so far, can they show any interesting facts, can they share a photo of a page in their book etc etc. The aim is to help children focus on their project and share with you what they have been doing.	Other Art & Creative task/idea Let's get making, painting, drawing, singing, dancing, cooking, colouring, building... To be planned and uploaded by the LIA	Other Project time As Tuesday, perhaps consider re-posting some photos of the work children have been doing to help create some competition and to also celebrate what has been happening?	Other Free-Choice Friday (PM) Children can choose to go back to activity they have not had chance to do or would like to do again. LIA to remind children about what has been covered in the week and encourage them to do something else. Children may also come up with their own ideas and do something which interests them; this should be commented on/celebrated.		<p>sent a summary report of their child's achievement and effort in all curriculum areas. Within these reports, areas of focus were identified. These will be used to help support teachers plan accordingly for key children who may need more support or challenge.</p> <ul style="list-style-type: none"> Children who are on our SEND register will be sent a copy of their child's pupil passport that will be passed to their new teacher on transition to support closing of gaps. SENDCo continues to review SEN pupils and complete EHCP reviews. 	
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1.8 Staff workspaces																									
Staff rooms and offices do not allow for observation of social distancing guidelines	H	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms, and use is staggered School has now FIVE staffroom areas; this is three more than before the COVID-19 pandemic 	YES	<ul style="list-style-type: none"> New 'pop up' staffrooms have been identified and set up. Instead of two staffrooms, school will have five dedicated areas for staff to use; this will help reduce the risk of infection transmission. The number of seats in staffrooms has been reduced; furniture has been removed. Staff will be assigned staffrooms and told which teams will also be using these facilities, although these will not be used at the same time. Staff will be asked to use their own cups and cutlery and take these out of the room when they leave. They will be asked to spray door handles and chairs with a light disinfectant spray. Gloves and equipment will be provided for this use. 	L																				
1.9 Managing the school lifecycle																									

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<p>Limited progress with the school's summer term calendar and work plan because of COVID-19 measures</p>	<p>L</p>	<ul style="list-style-type: none"> School calendar for the summer term rationalised. Senior Leadership Team (SLT) and staff work plans to include short- and medium-term planning. Staff recruitment for September 2020 completed. Curriculum and timetable for September 2020 to be written and completed : delayed due to conflicting messages about September 2020 return. 	<p>NO (in part)</p>	<ul style="list-style-type: none"> Summer Term events have all been cancelled – eg sports day, end of year performances, Y6 prom – however a dressing up day may still take place as this will be a fun event for each bubble to take part in and share photos of themselves with the rest of the school – together, but apart. This needs further discussion. Overviews of themes have been drawn up; planning for timetables and curriculum has not taken place – nor is this likely to happen until July. This will not impact on our current arrangements Staff recruitment successfully completed in March 2020; new Y6 teacher in place from Sept 2020; no other recruitment needed, however some staff are going to be putting in reduced working hour requests and job share requests; these will be dealt with when they arrive. If this leaves school short-staffed we will engage one of our current supply teachers with a long-term position for Sept. 	<p>L</p>
<p>Pupils moving on to the next phase in their education do not feel prepared for the transition</p>	<p>H</p>	<ul style="list-style-type: none"> A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. Virtual tours of the school are available for parents and pupils. Online induction days for pupils and parents are planned. TO BE ARRANGED FOR JULY 2020 Staggered onsite induction days are planned for small groups TO BE ARRANGED ONLY IF DIRECTIVES AND ADVICE ALLOW 	<p>NO (in part)</p>	<ul style="list-style-type: none"> Y6 lead is AHT; already had conference calls with High schools and others are planned. SENCO is also in telephone contact with local high schools. Forms detailing pastoral needs completed and sent to local high school. AHT to complete the transition documents provided by the LA and do any work/projects requested. Learning Mentor will be available to help support children who are worrying about their move to high school, and also for parents who may also have anxieties over this. School to support suggestions by high schools to aid transition; eg telephone calls, virtual visits etc. However plans will be interrogated to ensure that this does not pose any risk to our arrangements. Children will not be allowed to compromise the security of their bubble. Second AHT is also EYFS lead; virtual tour and introductory video about our setting already on school website. EYFS lead completing all documents sent by M 	<p>M</p>

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				<p>Gunn and the LA.</p> <ul style="list-style-type: none"> • Front office staff contacting all parents of new pupils; this will also involve teaching staff later in the month of June. • School will be open MONDAY, TUESDAY, WEDNESDAY & THURSDAY to all non-key worker/vulnerable pupils. The four day week we are proposing to run for all pupils except the very vulnerable or those with key worker parents will give us opportunities to offer onsite induction days as there will not be any pupils in this area of school; however this needs further consideration and planning. Opportunities for further videos and virtual meetings with parents and children will be explored during June 2020. • SENDCO has carried out Zoom call with Oasis and Buile Hill with EP's present and handed over all important information. Childrens' files will be sent electronically rather than paper copies. • SENDCO is liaising with PIT to support children with behavioural needs to support their transitions. PIT are now contacting parents. • All high schools are being virtually invited to the annual reviews of children with EHCP's in Year 6. • SENDCO ensuring that transport is arranged for the appropriate children who require this assistance for their high school. 	
1.10 Governance and policy					
Governors are not fully informed or involved in making key decisions	M	<ul style="list-style-type: none"> • Meetings are held online with governors where key decisions need to be made. • Governing bodies are involved in key decisions on reopening. • Governors are briefed regularly on the latest government guidance and its implications for the school. 	YES	<ul style="list-style-type: none"> • Governors have been provided with a detailed document summarising all Government publications and the implications these have for school. Governors have provided responses and question to this document. • Governors are updated on a regular basis in regards to current plans, current thinking and the resubmission of the RA if <u>any changes</u> to the RA has taken place. Chair and vice chair are copied in to comprehensive staff email (Every Wednesday) and HT is in phone message contact with the Chair. 	L

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				<ul style="list-style-type: none"> An email just to governors summarising the work done that week and any updates/challenges is sent out EVERY WEEK. 'Reply All' approach to all governor emails means that all governors are able to see each others comments and support of query points together. It has been agreed that all governors be sent a copy of the plans for school and of this RA. They will continue to be encouraged to comment, challenge and support. <u>Governors will be provided with new versions of the RA when it is produced.</u> All governors have contacted the school over the last 8 weeks to acknowledge their support and gratitude; they are positive about the plans being made. In our Spring 2020 full GB meeting, it was agreed that virtual meetings via telephone or video call could happen if a member of the Board was unable to attend. This will help us now as we will be able to hold meetings in this way if they are needed. 	
1.11 Policy review					
<p>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</p>	M	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Policies updated include CP & Safeguarding, Fire Evacuation Routes, Staff Absence Policy, Behaviour & Attendance and First Aid/medical. Staff, pupils, parents and governors have been briefed accordingly. 	YES	<ul style="list-style-type: none"> All policies are 'fit for purpose' as they deal with other communicable disease. Similarly, the Fire Evacuation isn't changing s we have managed to place all children in the year group bubbles back into the classroom areas they are already familiar with. . The only major difference will be the need to maintain social distancing when evacuating and when waiting at assembly points; these will be added as temporary addendum which will be attached to our policies in order to cover these particular points. All staff will be briefed on these things as they return and BEFORE they are expected to take charge of a bubble. – EXCEPTION; new bubbles for Key Workers (implemented from June 22nd; these children may be in different classrooms due to the mixed age ranges; therefore they will be briefed on fire procedures and take part in a fire drill walk on 	L

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				<p>their first day in the new classroom)</p> <ul style="list-style-type: none"> • School has on display a range of procedures to help keep everyone safe. These are displayed in prominent places (eg front desk, staffroom) and are also emailed to staff. • Each day a member of the SLT who is on duty completes a school closure diary which is sent to all of the other members of the SLT and safeguarding team. This diary contains set areas of focus, including how the lessons and children were organised and comments of safeguarding and pupil welfare. • HT communicating with parents via Dojo and facebook on the decisions being made in school and what the plans are for re-opening since announcement made on May 11th. All parent questions are shared for all other parents to see in the hope that they will all have a clear understanding of what will be going on in school (eg already informed of bubbles, how movement will be restricted etc). A simplified fact sheet will be emailed to all parents during the w/c May 25th explaining what will be happening from June ist. • A 'phone the headteacher' session was been organised for parents to ask any further questions; took place w/c May 25th. • Staff asked to sign a form to say that they have read the guidelines in school and will adhere to these rules in order to help keep everyone safe and healthy, • Review PEEP's when relevant children are back in school • Safeguarding policy updated to reflect current situation and also to document details of welfare checks taking place 	
1.12Communication strategy					





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Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	M	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff Pupils Parents Governors/Trustees Local authority Regional Schools Commissioner Professional associations Other partners RA shared and sent directly to NEU, NASUWT, UNISON – responses to these were received by all parties between May 28th and May 29th. This RA now completed alongside Union checklist document. 	YES	<ul style="list-style-type: none"> Communication with parents is a strength of the school. Our last parent survey confirmed this – 97% of the 175 parents who responded said that they thought that the school engaged well with them and that they were kept fully updated. Currently we use Class Dojo as our main method of communicating with parents, however we also use text message and printed letter if we do not get a response. We will also telephone or visit the family house if we need to get in contact with someone. We have also recently launched a new school app as another way of getting in touch with our families. All of these approaches have been used during our school closure as part of our welfare check procedures Weekly email contact with Chair and Vice Chair; all other governors sent an email AT LEAST every 2 weeks. All staff are shared plans and thoughts on re-opening arrangements each Wednesday. These can be freely shared with union representatives. School has HR SLA with SCC School HT has been working with Cluster schools, helping them with their arrangements (many are now adopting the 4 day week approach for instance) and school acts on all information provided in daily SPA communications update. HT also takes part and responds to all surveys issued by the LA to help them plan and guide. From 15.6.2020, this RA will be completed in conjunction with the suggested RA template provided by NEU/NASUWT/UNISON 	L
1.13 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> A revised staff handbook containing key documents is issued to all staff prior to reopening. Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control including hand hygiene and enhanced cleaning regime 	YES	<ul style="list-style-type: none"> All staff will be issued with a simple series of documents detailing STAFF & PUPIL ROLES, BEHAVIOUR MANAGEMENT, FIRE PROCEDURES, WELFARE & SAFEGUARDING CONCERNS, ILLNESS REPORTING ARRANGEMENTS and HOW TO REDUCE THE SPREAD OF COVID-19 (inc 	L



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		<ul style="list-style-type: none"> • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Risk management 		<p>handwashing – safer working practice). Staff will also be sent a link to videos on youtube re. handwashing techniques before new groups of pupils arrive.</p> <ul style="list-style-type: none"> • Staff provided with diagrams showing how bubbles will work and arrangements for timetables, lunches, our front office and classrooms. These are also talked through during small group training. • In addition to this, school using Careskills Academy and Social Care TV to provide a certified handwashing and hand hygiene e-learning course for every member of staff. • All staff have been provided with copies of FAQ, flow chart showing how medical room will work and clear instructions/expectations for STAFF and for PUPILS • All staff who will responsible for working in a bubble will receive a 3.5hr morning training session direct from the HT going through all policies and scenarios. Questions will be encouraged throughout the training. Staff will be told that they are not expected to do anything they are not comfortable with and that they can opt to work from home – method of conveying this via simple text message • Pupils have clear handwashing instructions on table; this ensure that it is done 5 times each day; staff are also asked to wash their hands at these times too. • Staff and pupils will be instructed to use the newly-purchased lidded bins for used tissues and wet wipes. These will be emptied during the day be caretaking staff. They will use PPE for this purpose. • EYFS staff have received training from HT (3hrs) and from AHT in charge of Reception; they have their own additional training notes and instructions. 	

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				  FAQs for PARENTS School ReOpening AND CARERS about Instruction Summary   Re-opening Routines - Google Doc safer working notice June 2020.pd	
New staff are not aware of policies and procedures prior to starting at the school when it reopens	M	<ul style="list-style-type: none"> Induction programmes are in place for all new staff – either online or in-school – prior to them starting. The revised staff handbook is issued to all new staff prior to them starting. 	NO – N/A	<ul style="list-style-type: none"> Not applicable at this time; all of the staff who will be supporting the phased re-opening have already been involved in the provision of childcare for children of key workers and are more familiar to the procedures employed in school to help keep them and others safe. As a result of this, staff will be ‘further on’ in their understanding and will not need induction. Instead guidance and rules will be issued, explained, reviewed and implemented; all staff responsible for bubbles will take part in a face to face training session with the HT. The DHT will do the same for welfare staff. 	L
1.14 Free school meals					
Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school	L	<ul style="list-style-type: none"> A member of the school’s administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school. 	YES	<ul style="list-style-type: none"> Since the closure of the school, our Office Manager has dedicated time and effort in this area. She has also helped families access FSM- pushing our FSM number from 168 families before lockdown to 190 now. School has also been buying additional vouchers and has been donating money to those in real need. We believe that we have gone above and beyond expectation in this area; we will continue to provide this service throughout our phased re-opening and during the Summer holiday. 	L
1.15 Risk assessments					

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<p>Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.</p>	H	<ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school reopened and mitigation strategies / additional controls are put in place and communicated to staff covering: <ul style="list-style-type: none"> • Different areas of the school • When pupils enter and leave school • During movement around school • During break and lunchtimes • Delivering aspects of the curriculum, especially for practical subjects and especially where shared equipment is required to be used • Risk assessments are systematically revisited once school reopens 	YES	<ul style="list-style-type: none"> • Plans show when pupils are expected to wash hands; short sleeves will also be encouraged. • Plans show when tables and chairs should be cleaned (2 time day) • Disinfectant wipes, and a bin, will be placed at ear doorway; a sign will ask people to wipe the contact point before use or use their elbow if they are able to do this. • Bubble diagram shows how the isolated unit will work; similar diagrams for office arrangements and timetables have also been produced; this means that messages are communicated quickly, without the need for lengthy documents which staff may not read in whole, or may forget the content of. Diagrams can be displayed in class for easy reference. • It has been agreed that NO ITEMS will be shared by pupils. Each pupil will have what they need on their desk. School is in the process of checking stock levels and purchasing equipment to support this. Children will also be asked to bring their own water bottle or drink to school and take things home each day. • The ONLY exception here relates to Early Years where children may share toys. The EYFS lead has agreed that only hard, easily washable toys will be set out and that these will be washed/sanitised at regular points in the day. <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="text-align: center;">  Instructions for Orange - Google DcRoutines - Google D </div> <div style="text-align: center;">  Re-opening </div> </div> <ul style="list-style-type: none"> • SLT will communicate weekly on the effectiveness and suitability of RAs in place; staff will also be asked to email or message SLT with any concerns or information on RA procedures in order to respond at an appropriate speed and increase confidence. 	M
<p>1.16 School transport</p>					


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Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times	L	<ul style="list-style-type: none"> The details of how pupils will travel to and from school are known prior to opening. Effective liaison with bus companies is used as a basis for planning staggered start and departure times. Parents reminded of the need to ensure social distancing and changes to drop off and pick up routines, 	YES	<p>School completed its most recent travel survey in Feb 2020, The results were</p> <p>Number of children who walk to school : 264 (58%)</p> <p>Number of children who travel by car (inc taxi) - 155 (34%)</p> <p>Number of children who travel on a bike - 18 (4%)</p> <p>Number of children who travel by tram - 6 (1%)</p> <p>Number of children who travel by bus - 9 (2%)</p> <ul style="list-style-type: none"> Parents will be encouraged to walk to school; pupils will be incentivised to walk (extra dojo points etc) Those who travel by bus will be consulted to work out the best arrival and departure times for them to ensure that they are not hanging around for too long(very small number and we do know who these families are) Large banner signs have been ordered and will be displayed at both main gates; these emphasise social distancing. LATE ARRIVER PROCEDURE –school office will be closed to visitors and parents from 8.45am until 9.30am every morning; school gates have a buzzer system' late arrivers will have to buzz at the main gate, be asked via tannoy who they are, and then wait for someone to meet them half way. The gate will be remotely opening and the child will be invited in. NO ADULTS will be able to come with them. The child will then be taken into school, asked to wash their hands and then supervised to their bubble classroom.: 	L
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	M	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any environmental cleans) was agreed with contracting agency (CityWide) prior to opening. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all touch points and welfare areas. Working hours for cleaning staff are increased. 	YES	<ul style="list-style-type: none"> Cleaners have been working throughout the time schools have been closed; return to work plan not needed. During closedown ALL ROOMS have been deep cleaned in readiness for re-opening. Contact with CityWide manager made w/c May 11th; detailed hours required and additional 'deep clean day' every Friday. Confirmation from cleaning service of requirements and the likelihood of them being able to meet these 	L


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				<p>was received 15.5.20; implemented 22.5.2020 prior to bubbles returning.</p> <ul style="list-style-type: none"> Increased cleaning every Friday – Deep Clean Friday – possible due to no pupils (except key worker/vulnerable children) on site. Changes to opening times mean that cleaners can be in school for 2 hours each morning (6am to 8am) and after school. This is an hour extra work for each cleaner each day, Mon to Thursday. HT liaising with caretakers over requirements and procedures – extended hours Mon to Thursday, with an additional extra hour every Friday per cleaner ALL areas of school will be cleaned- even the rooms which are not being used as bubbles. Storage areas will be out of bounds to staff and doors will be closed. School's H&S consultant to provide posters outlining simple procedures on the wall in each class about how to safely clean up bodily fluids such as vomit or blood from a nosebleed in absence of trained cleaning staff. 	
2.2Hygiene and handwashing					
<p>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</p>	<p>H</p>	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers has been undertaken before the school reopened and additional supplies are purchased if necessary. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Handwashing is built in to the daily routine and is supervised by staff. <p><u>Each desk has key information stuck on them for pupils:</u></p>	<p>YES</p>	<ul style="list-style-type: none"> 70% alcohol hand sanitiser already in school; 5L bottles. This is in addition to the purchase of disposable anti-bac wipes and other items including disinfectant sprays and sterilising fluid. Two new large hand sanitiser dispensers installed in main office; hand sanitising stations set up at doors on downstairs corridor for use when moving from one zone into another.. Air hand driers are ISOLATED and NOT USED. Signs for staff clearly state that they MUST wash their hands before doing anything else – including signing in. There is a toilet at the front of the school, hence this can be done very easily. Staff are also asked to use the hand sanitiser after signing in. All this is looked at during their training. A handout summarising this is given to all staff. Liaising with office staff and caretaking staff on stock of things like paper towels, soap, tissues 	<p>L</p>

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		 <ul style="list-style-type: none"> Teachers should ensure they wash their hands and surfaces, before and after handling pupils' books; the use of books will be kept to an ABSOLUTE MINIMUM (eg only reading books – all work will be done on sheets of paper) 		<p>–staff have been told that money is not of concern here.</p> <ul style="list-style-type: none"> Staff guidance notes will state about handwashing after handling pupil books or other items someone has touched before touching face, mouth or ears. Art work produced will be taken home each day; staff will take photos of this work and create a virtual gallery celebrating their work. All work will be disposed of at the end of the day; nothing will be kept. Photos uploaded onto each child's portfolio page will record what they have done. Children have a handwashing card on their table to help remind them to clean their hands at least five times each day. 	
<p>Pupils forget to wash their hands regularly and frequently</p>	H	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently to include start of school day, after breaks and after using any shared equipment Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. Pupils should be encouraged where possible not to touch their faces or to put objects in their mouths. Every shared space has a pop up banner detailing key rules: 	YES	<ul style="list-style-type: none"> Online course currently being secured for staff; this will be CPD certified. ALL staff will be required to do this course. They will be asked to sign a document stating this and also provide a copy of their emailed certificate as proof. Extra handwashing signs have been placed around school; however more have been purchased and will be stuck into classrooms and other areas. School teacher to liaise with parents over children who may be adversely affected by the repeated handwashing e.g. anyone with eczema, psoriasis or other very dry skin condition? Ask them would it be possible to provide a hand moisturiser such as E45 for them, and only them – to use. Children have a laminated sheet on their desk with keeps a check on their handwashing – they are asked to wash their hands 5 times a day. It is likely that this will mean a child is always up at the sink washing their hands, however this will be a small distraction and the 	L

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				<p>discipline will be good for the children.</p> <ul style="list-style-type: none"> Children will be shown the handwashing song each day and reminded of the rules re. touching faces etc. 	
2.3 Clothing/fabric					
<p>Not wearing clean clothes each day may increase the risk of the virus spreading</p>	H	<ul style="list-style-type: none"> Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks which may include a 'bare below the elbow' approach Expectations and guidance have been communicated to parents. Uniform that cannot be machine washed should be avoided. Leeway given for any child who has grown out of any parts of their uniform since March but whose parents cannot currently replace it – uniform rules have been relaxed. 	YES	<ul style="list-style-type: none"> Parents have already been told that school uniforms do not have to be worn and that rules around this have been relaxed; they have been told that children must come to school in clean clothes each day. Parents have been told that where possible children should come to school in short-sleeved tops. Some families faith have questioned this and are being encouraged to get their children to roll their sleeves up over their elbows when handwashing if they are unable to fully support this. Further discussions and encouragement will take place. Staff have already been informed of relaxed dress code; during training they are told to wear short sleeves if possible. They are reminded to wear clean clothes each day. School will not continue to provide its FREE 	L

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				SCHOOL SHOP to help support families who may be struggling to get clothes washed or dried. Although school has a stock of freshly washed and ironed jumpers, shirts, skirts and dresses – all free and these can be pre-bagged before collection, the risk to supervise this is too high at present.	
The use of fabric chairs may increase the risk of the virus spreading	H	<ul style="list-style-type: none"> All fabric chairs out of use where possible. Where that is not possible then ensure chairs are limited to single person use. 		<ul style="list-style-type: none"> Fabric chairs have been removed from classes and offices. They will be stored until it is wise to use them again. They have been replaced with plastic chairs. Where storage is not possible, they have been turned around and covered in hazard tape to prevent people from using them. 	L
2.4 Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	H	<ul style="list-style-type: none"> Guidance on getting tested has been published. Staff have been told: <p>If you begin to feel unwell and start to develop any coronavirus-related symptoms, it is important that you arrange to have test for COVID-19.</p> <p>The symptoms are:</p> <p>A new, persistent cough; A high temperature/fever; The loss - or change to - your sense of taste or smell.</p> <p>Ideally, Salford would like anyone who has been attending - or working in - a school to attend the testing centre located at the AJ Bell Stadium. You need to visit this page to fill in your contact details: https://contactus.salford.gov.uk/?formtype=SWAB_CALL</p> <p>This is a CALL BACK SERVICE; someone will contact you via telephone to arrange for you to go to the stadium and get tested. Results are fast and typically received in around 36hrs from the time of your test.</p> <p>I have spoke to the team at Salford and explained that not all of you are able to drive and would not be able to get there. I have been told that you can arrange for a taxi to take you to the stadium - JUST MENTION THIS AT THE START OF YOUR TELEPHONE</p>	YES	<ul style="list-style-type: none"> All staff sent a detailed email on 27.5.20 detailing these testing arrangements. A reminder email detailing process for booking a test if they have symptoms was issued 10.6.2020. They have been told to visit https://contactus.salford.gov.uk/?formtype=SWAB_CALL Aditiobally-key worker can book a test themselves at short notice, there are several places in Manchester that are operating as test centres. It can be booked online either here https://www.gov.uk/apply-coronavirus-test-essential-workers or for non-key workers it's here https://www.nhs.uk/ask-for-a-coronavirus-test. A list of all the test centres can be found here https://www.manchestereveningnews.co.uk/news/uk-news/coronavirus-test-centres-near-me-18179700The new 'test and trace' system was due to start 28th May.. 	L

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		<p>CONVERSATION WITH THEM. The taxi is arranged along with the appointment, so the taxi arrives just in time to take you to the appointment. I am not sure how payment for this taxi is arranged; hence if you are charged for this, please do ask for a receipt and claim this back from school if you need to.</p> <ul style="list-style-type: none"> The guidance has been explained to staff as part of the induction process. Health and Wellbeing support is available through the LA https://myzone.salford.gov.uk/people-zone/health-and-wellbeing 			
<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>	<p>H</p>	<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms (no one with symptoms should attend a setting for any reason). This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. 	<p>YES</p>	<ul style="list-style-type: none"> School adheres to LA and DfE policy on recording attendance during school closures; this will continue. Any ill person will be sent home as a matter of caution – even if these are not typical COVID-19 symptoms – and asked to monitor themselves. If these individuals do show classic COVID-19 symptoms they will be asked to get tested. They will be asked to inform their line manager of the outcome of this. In the case of a pupil, parents will be asked to contact the HT or DHT directly. Rules regarding the 7 day isolation and 14 day isolation period will be reiterated on all school media accounts and children who have been sent home with any illness will be given a small leaflet explaining what they can do/look out for. Any incident of COVID-19 will be reported to the LA by our own on-site H&S advisor; she will also check guidance to see if it needs to be reported elsewhere. If it is a confirmed case, the affected individual's GP will report it to Public Health England in the same way other communicable diseases are reported. School will report it in line with SCC guidance/instruction and seek advice from the team in charge of this. If a child becomes ill and is confirmed with COVID-19, the whole pupils – and staff – in their bubble will be asked to stay at home and self isolate for 14 days. A letter explaining this 	<p>M</p>

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				will be given to everyone in the bubble to ensure that a clear, consistent message is received.	
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	H	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. This guidance has been explained to staff and pupils as part of the induction process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	YES	<ul style="list-style-type: none"> All social media accounts have screenshots of latest government guidance. Links to government publications have been sent out and promoted. Parents of cohorts being invited back in to school will be sent a personal message THE THURSDAY PRIOR to their Monday start date detailing actions to be taken should anyone display symptoms. If this message is not read within 24 hours (indicated by a blue tick) then these parents will be texted and telephoned, Online presence means we can update parents immediately. 	L
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	H	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. This guidance has been explained to staff and pupils as part of the induction process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	YES	<ul style="list-style-type: none"> See above; in addition to this, governors will be sent emails with any updates, news or confirmed cases 	L
2.5 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts	H	<ul style="list-style-type: none"> First Aid certificates for all staff in main office. A programme for training additional staff is in place if staff numbers begin to fall. Collaborative arrangements for sharing staff with other 	YES	<ul style="list-style-type: none"> School has a comprehensive number of first aid providers on site – many TAs, all office staff and all welfare staff have either got full first aid certificates, emergency first aid at work 	L

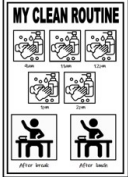


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children's safety at risk		<p>schools in the locality have been agreed and will be explored if needed.</p> <ul style="list-style-type: none"> All relevant staff are aware of all pupils in school with relevant health conditions All welfare staff trained in first aid; this helps ensure that each pupil in every bubble is able to receive first aid support without having to move through school zones or areas. Walkie Talkies allow welfare staff to quickly contact the office if there are greater pressures. 		<p>certificates or paediatric first aid certificates. Office staff have been collating these during school closures; these will be checked by our on-site H&S adviser. There is no anticipated need for further first aid training; PPE will be provided though to those giving first aid as a precautionary measure – along with those providing intimate care for children with specific needs in line with PHE's guidance file:///C:/Users/jacki/Dropbox/JWSS/Health%20Protection/COVID%2019/COVID-19%20personal%20protective%20equipment%20(PPE)%20-%20GOV.UK.html.</p> <ul style="list-style-type: none"> PHE has stated that "COVID19 is no longer categorised as a high consequence infectious disease and therefore enhanced PPE is not recommended." All first aiders will be made aware of the HSE's guidance https://www.gov.uk/government/publications/never-coronavirus-2019-ncov-interim-guidance-for-first-responders SENDCo to ensure that health issues are shared with staff if they have not previously worked with that pupil. Support via the cluster is available of needed; they also know that this is a reciprocal offer. 	
2.6 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control	H	<ul style="list-style-type: none"> Social distancing provisions and PPE where needed for personal care are in place for medical rooms. Staff who need PPE have been given a supply and told how to keep this supply maintained, Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. This is known as the 'medical room'. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	YES	<ul style="list-style-type: none"> See above A waiting room has been identified for pupils showing COVID-19 symptoms. This is a large, spacious room with direct access to outside. This will mean that the child can leave school without having to walk through the rest of the building – reducing risk of spreading any infection wider. 	L

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				<p style="text-align: center;">SICKNESS FLOWCHART</p> <p>I am feeling ill</p> <ul style="list-style-type: none"> Go HOME immediately DO NOT GO VIA OFFICE DO NOT PASS GO! DO NOT COLLECT £200! Message LeeA via WHATSAPP Explain symptoms Arrange to get tested If COVID-19 linked symptoms: <ul style="list-style-type: none"> If no COVID-19 symptoms, wait 48hrs Contact LeeA BEFORE returning A mutual agreement about your return will be made +ive COVID-19 test; 7 day isolation <p>A pupil is feeling ill</p> <ul style="list-style-type: none"> Calmly ask them to follow you to the medical room. Use the central staircase to minimise interaction with others. Please keep a sensible distance. Ask them about their symptoms. Sit them at one of the desks. Use the walkie talkie in the room to contact the office Ensure CHANNEL 3 is selected. Tell office staff the pupil's name and symptoms. Sit on the chair for staff and wait with the child. Ensure windows and doors are open. Talk to the child; if they need to use the toilet next the DHT office and the office notified of this via walkie talkie. Office staff will come and take over when parent/carer arrives. Please clean chair you have used and wipe walkie talkie with wipes provided Office staff to ask parent/carer and child to leave via external door. Table and chair to be wiped; room left ventilated. You will be asked to take some time out; you will be asked whether you want to go back to your bubble or go home. <p><small>*There should be two walkie talkies in the bubble; hence this will be OK - however if you are working alone you must use the walkie talkie your personal telephone to contact the office or SLT before leaving.</small></p> <p style="color: red; text-align: center;">IF SOMEONE IN YOUR BUBBLE IS TESTED POSITIVE FOR COVID-19, ALL MEMBERS OF THAT BUBBLE WILL BE ASKED TO STAY AT HOME AND SELF-ISOLATE FOR 14 DAYS.</p> <p style="text-align: right;"></p>	
2.7 Communication with parents					
<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>	H	<ul style="list-style-type: none"> As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. A COVID-19 section on the school website is created and updated. Parent and pupil handbooks created – not formally written yet; pupils have new rule summaries; FAQ on school website (COVID-19 page) has FAQ with all necessary information for pupils) 	NO (in process)	<ul style="list-style-type: none"> COVID-19 information page and 'back to school' arrangements are on the school website. The HOME PAGE shows this link very clearly. http://www.primrosehillprimary.co.uk/information/covid-19/ Computing lead is shielding at home and is liaising with website provider to keep COVID-19 info page updated. Updates to parents will be published on social media accounts every Friday by the HT. Detailed FAQ document issued to parents 	L

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		<p>My Clean Routine - 'SQUEAKY CLEAN BINGO'</p>  <p>Children in Y1 – Y6 have a special lotto card on their desks. Each time they wash their hands at, or just after, the times shown, they will be allowed to tick off this icon and collect 2 dojo points. Extra dojo point will also be awarded for other hand-washing times (eg after going to the toilet).</p> <p>In addition to this, <u>two times a day</u> children will also be asked to clean their own table and chair using one of the large anti-bacterial wipes purchased and stored in every classroom area.</p> <p>As we now have staggered break times, break time bells have been disarmed – however at 11am and 1pm a bell will sound to inform the whole school that it is time to clean tables and chairs. At this time staff will walk around with the bucket and children will be asked to take one wipe from the large bucket dispenser and use this to wipe over their table, and then their chair. (The wipes are large, hence only one should be needed for this.) Wipes will then be disposed of and hand washed. This should be fun and light-hearted. Songs such as https://www.youtube.com/watch?v=mlwa9PFTS or https://www.youtube.com/watch?v=aWl_kS5FAV0 could be played to help make enjoyable and to also ensure that it is done for a sustained amount of time. It is also recommended that staff clean their own desk and chair, or contact points, at the same time as the children do their cleaning; this makes it a communal effort and the children see this as something everyone knows is important. Once this has been completed, this can also be ticked off on their lotto card. Table and chair cleaning gives them 5 additional Dojo points. A child can collect an additional 20 dojo points each day for completing this card; dojo themes have been changed to include a cleaning reward.</p>  <p>RETURNING PUPILS Rules 4 School.pdf</p>		 <p>FAQs for PARENTS AND CARERS about t 26.5.20</p>	
<p>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</p>	H	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. 	YES	<ul style="list-style-type: none"> This is currently done on all social media accounts, school website now has dedicated COVID-19 information. Parents will be reminded regularly of COVID-19 symptoms via social media platforms; pupils will also be told to look out for signs of illness. 	L
<p>2.8 Personal Protective Equipment (PPE)</p>					


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<p>Provision of PPE for staff where required is not in line with government guidelines</p>	<p>H</p>	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. 	<p>YES</p>	<ul style="list-style-type: none"> Extra supplies of PPE – specifically full face shields- have been purchased in case of emergency. It must be noted however that the use of PPE additional to what is already being used is not recommended and will not be encouraged All Staff (even those not expected to use it) will be sent links to videos showing them how to properly donning and doffing PPE ; https://www.youtube.com/watch?v=cCzwH7d4Ags https://www.youtube.com/watch?v=kKz_vNGsNhc Our H&S consultant has also supplied us with simple to follow posters. Queries from parents and staff regarding the voluntary wearing of their own face mask have been received; following HR and LA advice FACE MASKS WILL NOT BE PERMITTED IN SCHOOL – this rule applies to both pupils and staff. SENCo to contact LA SEN team re. PPE for pupils who require intimate care. 	<p>L</p>
<p>3. Maximising social distancing measures</p>					
<p>3.1 Pupil behaviour</p>					

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<p>Pupils' behaviour on return to school does not comply with social distancing guidance</p>	<p>H</p>	<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are staggered and structured to support social distancing and are closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. • Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. • Consistently impose sanctions when rules are broken, in line with the behaviour policy, as well as positively reinforcing well-executed rules through encouragement and rewards. 	<p>YES</p>	<ul style="list-style-type: none"> • All of these points have been addressed at previous points in this RA. • Updated behaviour policy created by SLT; staff to be taken through this during training. Additionally; Incentives will be used to promote social distancing, handwashing, responsible actions, reporting unsafe practise etc. We find this more effective than sanctions. Our school behaviour policy will be amended to stop the use of time out tables. We will change the points system on Dojo to have rewards for hand washing etc. • Members of the SLT will continue to monitor this situation. 	<p>L</p>
<p>3.2 Classrooms and teaching spaces</p>					

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<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>	H	<ul style="list-style-type: none"> • Home base arrangements in place. • Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance (i.e. a maximum of 15 pupils per class). • EYFS has agreed smaller groupings housed in larger spaces – 6 per group; 12 per bubble in Reception; 8 per bubble for Nursery. • All furniture etc. not in use has been removed from classrooms and teaching spaces. • Arrangements are reviewed regularly. 	YES	<ul style="list-style-type: none"> • All zones and classrooms organised and ready for return of pupils in all key year groups; returning 1.6.20 areas/zones fully completed by 28.5.20; however there is additional flexibility if plans change for invited cohorts (eg change of year group due to Govt direction etc). A phased plan to get rooms and zones ready the week before each new cohort comes back over the period of June 1st to June 15th was agreed and fully implemented. • Furniture is stored in agreed places. These will not be used. • All arrangements will be reviewed informally every day and throughout the day; SLT will react quickly if any breaches are noted or any improvements can be identified. RAs will be formally reviewed each week for the first 8 weeks; then every fortnight. 	L

3.3 Movement in corridors

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Social distancing guidance is breached when pupils circulate in corridors	H	<ul style="list-style-type: none"> • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors identified for SINGLE YEAR GROUP USE. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and only staff move around. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. 	YES	<ul style="list-style-type: none"> • All of these points have been addressed at previous points in this RA. • All corridor movement will be supervised. Only a small number of bubbles will be allowed to use each corridor; areas of school are closed off and are not accessible to them. Large signs and barriers prevent free movement around the school. 	L
3.4 Break times					
Pupils may not observe social distancing at break times	H	<ul style="list-style-type: none"> • Break times are staggered. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas including all drop off and collection points. • Supervision levels have been enhanced, especially with younger pupils, to support social distancing. 	YES	<ul style="list-style-type: none"> • All of these points have been previously addressed in the RA; To confirm, the school will have 6 zoned outside areas; these will be created either with hazard tape and posts or by using our existing fences. Breaks will be staggered and staff will know which zoned area their bubble can play in. There will be a gap between each staggered break to ensure pupils do not cross on staircases or corridors; messaging systems will be used to enable staff to communicate with each bubble to notify them of going out onto the yard etc. Play equipment, if used, will not be shared by bubbles. Pupils will be reminded of all rules before going out to play. Break times are staggered and agreed to ensure that only 4 zones are being used at any one time and that these have one playground zone free in between. The use of walkie talkies in every bubble ensures that all bubbles and staff are able to contact everyone in school quickly and efficiently to help ensure that no one is out when they should not be. 	L

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3.5 Lunch times					
Pupils may not observe social distancing at lunch times	H	<ul style="list-style-type: none"> • Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • Dining area layouts have been configured to ensure social distancing. • Tables and chairs have been cordoned off where this is not possible. • Floor markings are used to manage queues and enable social distancing. • Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. • Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). • Eating areas are cleaned after lunch. 	YES	<ul style="list-style-type: none"> • Pupils will order their meal during the morning session; this will be promptly collected and taken back to their bubble classroom if they cannot be delivered or collected en-masse by one member of the bubble staff team or by the key welfare assistant (preferred model); all meals will be eaten in class and will be supervised by an assigned welfare assistant. • Table cleaning and handwashing timetables will ensure that rooms are safe and suitable. • The hall will not be used for eating dinners in. Up to w/e 19.6.20; Pupils using the hall will no longer leave the space each day at 11.15am and move into the community room/breakfast club area as this movement will no longer be possible due to other areas being used. Key Worker children will use the HALL, the toilet next to the DHT's office and have their own playground on the grassed area at the FRONT OF SCHOOL. This will ensure that they are completely separate from the rest of school; their fire assembly point will be the central staff car park. W/C 22.6.20 will see use of the hall STOP for key workers and they will be sent to two smaller key worker/family bubbles in a separate zoned area of the school. This will allow the hall to be used for the storage of any more furniture (if needed) • Parents will be told not to use lunch boxes. • Use of outside space will be staggered. All lunch times reduced to 45 mins. Welfare staff will use the bubble walkie talkie to ensure that outside space is used correctly and at the right times. 	L
3.6 Toilets					


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Queues for toilets and handwashing risk non-compliance with social distancing measures	H	<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • Pupils know that they can only use the toilet one at a time. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 		<ul style="list-style-type: none"> • Queuing for toilets will not be needed as there are enough toilet rooms to allow each bubble to be allocated one toilet block/room/facility (this will include disabled toilets) Toilets will be gender neutral as there will be no risk of children of different sexes using the room at the same time as the policy will be ONLY ONE CHILD TO LEAVE THE ROOM TO GO TO THE TOILET; cubicles will be closed off to ensure that only one toilet is useable – this will also speed up cleaning time - staff will observe the pupils leave the room and go into the allocated toilet space from the doorway of their bubble. • Handwashing will take place constantly throughout the day and will take place in classrooms; this will help ensure that it is done properly and regularly. • Toilets will be cleaned at the start and end of each school day by our contracted cleaners. One of our caretakers will also clean the toilet mid way through the day. • Children will not be allowed in to school to go to the toilet at breaktimes as this could lead to a breach in isolation rules; they will be asked to go frequently throughout the day and during their lessons. Further discussions and agreements over toilets during lunchtimes will need to be finalised with SLT and welfare staff. 	L
3.7 Medical Rooms					
The configuration of medical rooms may compromise social distancing measures	H	<ul style="list-style-type: none"> • Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	YES	<ul style="list-style-type: none"> • Old 'Rabbits' classroom identified as our medical room. Only 4 tables and 4 chairs to be housed here – this allows the tables to be <u>at least</u> 2m apart just in case more than one child falls ill at the same time. • PPE will be available outside this room, however it will only be used in emergencies. School does not foresee any need for this, CLEARLY MARKED spray bottles with cleaning items and a cleaning pack will be left in the room. The person who has been caring for/supervising the child will be asked to clean the area they have been in and ensure that the 	L


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				<ul style="list-style-type: none"> room is well ventilated. A walkie talkie contained in this room enables staff to communicate quickly with front office without having to go there. All staff responsible for class bubbles are given training on how to use the medical room; these instructions/flow charts are kept in the medical room for quick reference. School is currently investigating how much it would be to purchase a room sanitiser (machine which sprays out a disinfectant) and also how realistic the use of something like this would be. 	
3.8 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> Social distancing points are clearly set out, using floor markings, continuing outside where necessary. Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). Non-essential deliveries and visitors to school are minimised. Arrangements are in place for segregation of visitors. Any essential visitors asked to comply with all required control measures. Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable). 	YES	<ul style="list-style-type: none"> Social distancing spots are on the pathway to school; spaces are also marked out in the office area. This prohibits them from coming too close. The installation of a sneeze guard adds a further layer of protection if at first they do not follow the distancing guidance. Parents will be told that contact should only be by telephone; ideally they will need to book an appointment. Main school doors will mean that distancing is easy to enforce; doors will not be opening if there is already one person in the school office space; the new arrival will have to wait outside or in the lobby holding area. Meeting rooms have been reconfigured to stop visitors getting too close; our boardroom will now only house 2 people as opposed to 12; this room also has direct access to outside, hence there will not be any need for these people to walk back through school once the meeting has ended; the person who help the meeting will ensure that guests are signed out. 	L

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3.9 Arrival and departure from school					
<p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</p>	H	<ul style="list-style-type: none"> • Start and finish times are staggered. • The use of available entrances and exits is maximised. • Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. • Weekly messages to parents stress the need for social distancing at arrival and departure times. 	YES	<ul style="list-style-type: none"> • School portioned into 6 zones; each zone will have a staggered start/end time for the bubbles housed within that zone. Due to the space outside, it is highly unlikely that there will be a large congregation in any one area as different gates and doors will be used during this process; <ul style="list-style-type: none"> Zone 1 : Old Nursery Area Zone 2 :Old Reception Area Zone 3 : Old Deer to Foxes corridor Zone 4 : Old Bumblees to Horses corridor Zone 5: Old Dormice to Red Squirrels corridor Zone 6: old Grey Seals to Otters corridor. 	L

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				<p>Staggered arrival times: 8.45am 9.00am 9.15am 9.30am</p> <p>Staggered leaving times: 2.30pm 2.45pm 3.00pm 3.15pm</p> <p>Pupils who arrive earliest will leave earliest; those who arrive latest will leave latest. All pupils will spend 5hrs 45mins a day on site during the initial phased re-opening of the school.</p>	
3.10 Transport					
<p>The use of public and school transport by pupils poses risks in terms of social distancing</p>	L	<p><u>CURRENTLY NO PUPILS COME VIA PUBLIC TRANSPORT.</u></p> <ul style="list-style-type: none"> Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if pupils are travelling with children other than from their own class. Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied. Settings should also consider ways to minimise use of public transport to get to and from school at peak time 	YES	<ul style="list-style-type: none"> Parents will be contacted re. face masks via FAQ document, and told these are not to be used in school Currently no pupils come to school via an arranged bus company. Parents will be reminded to walk whenever possible and school will promote the health/well being benefits of this and also reward pupils with dojos. Currently local high school is not operating at capacity, hence public transport use for pupils AND STAFF should be reduced and not as busy. As part of the RA process for staff returning to lead a bubble, discussions on how they travel to school is undertaken. Staff who rely on public transport will be reminded of the rules for safe travel and their time in school will be 	L

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				reduced to a minimum if there is no other way of them getting safely to work.	
3.11 Staff areas					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	H	<ul style="list-style-type: none"> Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. 	YES	<ul style="list-style-type: none"> The creation of 3 new 'pop up' staffrooms are helping ensure that staff are kept apart and that numbers are as low as possible in each of the staff areas. 	L
4. Continuing enhanced protection for children and staff with underlying health conditions					
4.1 Pupils with underlying health issues					
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	H	<ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. Schools have a regularly updated register of pupils with underlying health conditions. 	YES	<ul style="list-style-type: none"> When bringing their child back to school, parents will be asked to confirm this. This will also be stated in the invite sent out to each year group as they are welcomed back to school. Parents will be asked to update medical records we have on file for their child (eg some say that their child has asthma but when asked why their child does not have an inhaler prescribed, they then say that they haven't got asthma and they forget to tell us – clarification is needed on this as this is potentially dangerous situation. All parents who have indicated that their child has asthma will be contacted personally to confirm this. SENDCo to liaise DIRECTLY with relevant parents and ensure that definitions are understood – a simple risk assessment document that parents sign to say they have seen, and agree to, the RA, will be created and used. 	M
4.2 Staff with underlying health issues					


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<p>Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</p>	H	<ul style="list-style-type: none"> All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. Current government guidance is being applied. 	YES	<ul style="list-style-type: none"> 2 staff members currently self isolating; one showing sever anxiety if she is not allowed to wear a face mask in school; all staff will be emailed on 27.5.20 to confirm their health status; this is included as part of routine self-declaration forms, however updated confirmation from all will be sought. Staff who request to work from home will be accommodated if capacity allows and there is a role for them to do at home – however this request will be questioned or refused if they are not shielding, self isolating, aren't ill and we a losing on-site staff capacity. ALL returning staff who will be working in school for the identified 4 days or more per week will have an individual risk assessment carried out. The staff member will be involved in this work and will agree the outcome of this with their line manager BEFORE being expected to work in a bubble. 	L
4.3 Staffat risk of developing more severe complications					
<p>Employees with additional risk factors and measures have not been put in place to protect them.</p> <p>(Additional risk factors are BAME, smoking, high blood pressure, obesity, age, disability, pregnancy)</p>	H	<ul style="list-style-type: none"> Employees have been consulted and asked to share with their line manager what their own personal needs and requirements are. Staff have had discussions with their line managers and provided with clear guidance specific for their needs. Employees have been asked to make their line manger aware of any underlying health conditions and the manager has sought to ensure that the appropriate guidance has been acted upon. All staff returning to teach new bubbles have had their own specific Risk Assessments written for them and in consultation with them. The service is clear about the definitions and associated mitigating strategies relation to people who have any additional risk factors. The following are classed as additional risk factors; BAME, smoking, high blood pressure, obesity, age, disability, pregnancy RA records are kept of this and regularly updated. Members of staff with additional risk factors have been asked to seek and act on the advice of their 	YES	<ul style="list-style-type: none"> All returning bubble staff have completed with the employee the 'risk assessment for frontline staff in community-based services or conducting home visits in Salford' before they can undertake their role. During the individual staff RA process, Discussions and agreements over appropriate control measures and adaptations that can be put in place including but not limited to: <ul style="list-style-type: none"> Social distancing PPE Health checks Access to testing Adapting roles (don't do specific tasks) Full-time homeworking Deployment to alternative roles 	M

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		<p>GP/consultant/midwife/occupational health or current government advice. Some staff who are at higher risk have been asked to work remotely at home – this situation is reviewed for them every two weeks.</p> <ul style="list-style-type: none"> • Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as having an additional risk factor. • All staff with additional risk factors that put them at increased risk from COVID-19 are working in line with national guidance and the services' risk assessment. • Current government guidance is being applied. 			
5. Enhancing mental health support for pupils and staff					
5.1 Mental health concerns – pupils					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). • Resources/websites to support the mental health of pupils are provided. 	YES	<ul style="list-style-type: none"> • Experienced Learning Mentor on site. • School had already introduced 'cool and calm moments' during school day to help children with mental health; these will continue. • Change in emphasis of curriculum when we start back will enable more creative and artistic work to take place, which will support well being. • SENDCo distributed school stories to share with pupils who may be feeling anxious or worried. • Dedicated PSHE lead in school- also a governor, to help support and promote this, • The use of outside spaces will be used as much as possible to help promote good mental health and well-being. • Cool & Calm time used every day to help children learn mental well-being strategies. • Daily morning exercise sessions for pupils to help promote well-being. 	M
5.2 Mental health concerns – staff					

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<p>The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>	H	<ul style="list-style-type: none"> • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources.signposting to resources https://myzone.salford.gov.uk/people-zone/health-and-wellbeing and Vivupwww.vivup.co.uk/users/sign_up is advertised (<i>to be sent to all staff in weekly email 17.6.2020</i>) <div style="text-align: center;">  <p>mental well being.pdf</p> </div>	YES	<ul style="list-style-type: none"> • All staff kept fully briefed each week • SLT on duty speak with staff and 'check in; with them • Zoom staff meetings held • Concerns now about how the June 1st arrangements will impact on them – they could feel more isolated due to the bubble approach. Important to plan some virtual fun sessions or well-being courses. • During small group training sessions, focus on well-being is covered; staff have been told to take more time out in the day to enjoy their breaks and to relax whilst not being responsible for pupils. • Useful website and signposting poster needs to be created and displayed in all staffrooms Email showcasing these to be sent to staff 17.6.20. • 4 day working week will help moral and well-being; MOST staff will get three days off (a long weekend) each week by having Fridays off – helps ensure everyone gets PPA time and some time to monitor their own health and also heal mentally from the strains of the week. Those who are on the rota to support key worker pupils in school on a Friday will be given Mondays off in lieu. 	L
<p>Working from home can adversely affect mental health</p>	M	<ul style="list-style-type: none"> • Staff working from home due to self-isolation have regular catch-ups with line managers. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans have been agreed with support provided where necessary. • Staff working from home may help provide remote learning for any pupils who need to stay at home. 	YES	<ul style="list-style-type: none"> • Rotas have been arranged to support this. • Timetables have been drawn up to show all staff what they should be doing in a day • Staff who are self-isolating and who cannot upload work because they have no direct class responsibility have been given further roles to ensure fairness of expectation. • To ensure work/life balance, staff who are not in school provide remote learning activities; those in school focus on the children. • All staff have HTs direct telephone number • Provision of some new chairs for outside and improved facilities in school (eg revamped PPA room) help provide some further well-being boosts. 	L

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5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	M	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. 	YES	<ul style="list-style-type: none"> School has access to a counselling service; this will be accessed if required LM has received some bereavement training School will need to review its bereavement policy – the Cluster are working together on aspects of this, 	M
6. Maintaining educational provision for children of key workers and vulnerable children					
6.1 Maintaining provision					
Educational provision must still be maintained for priority children when the school reopens	H	<ul style="list-style-type: none"> Current government guidance is being followed. Liaison is continuing with parents who are key workers and the parents of vulnerable children to agree required provision. The facility for full-time attendance is available where required (even if their peers are only attending part-time). Arrangements are in place to ensure that this cohort is tracked and supported effectively. Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day. Arrangements are in place to supervise children of key workers and vulnerable children over any holiday periods in-line with current government guidance. 	YES	<ul style="list-style-type: none"> Key worker/vulnerable children will continue to be offered 5 days a week (inc bank Holidays and during half term holidays) These children will not be part of the new bubbles being created; they will be treated separately. This may prove problematic for some pupils who would prefer to be in a class with pupils all the same age as them – however the risk is too high. Offer for Key Worker children is 8.30am until 4pm. These hours will continue; this means that they can be on site for 7.5 hrs per day. These children are also offered a free breakfast club onsite. Again, this will continue. All other children will be offered a 4 days per week, minimum 5hrs 30mins per day with no wrap around care. 	L
7. Operational issues					
7.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to 	YES	<ul style="list-style-type: none"> SLT already briefed staff on new fire procedures New guidance will be given to enforce rules, expectations and actions. As part of training, staff will be taken through new procedures and asked to write their own fire escape plans to help consolidate learning; 	L

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		<p>enable social distancing where possible</p> <ul style="list-style-type: none"> • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. • New arrangements are tested and amended if necessary 		<p>phase 1 staff (Y6) June 1st, phase 2 staff (Recep) June 5th, Phase 3 staff (Y1) June 12th W/C June 22nd, 2 new bubbles will be opened for existing key workers. Staff who are leading these groups will be trained on June 22nd (team one) and June 29th (team two). Welfare staff are met with in small groups and trained by DHT; this involves a walk-round to help familiarise them with emergency escape routes.</p> <ul style="list-style-type: none"> • Staff will be asked to sign to say that they have received training on these procedures and that they now their role and their primary and secondary escape route. • Pupils will be shown evacuation routes as each bubble is created; this will be easy for them to remember as they will have little opportunity to be in other areas of the school and most will be placed in room already familiar to them. • Walkie talkies will be used by all staff to help keep in contact with each other during any emergency. They will be taught to use Channel 6 for these purposes. • Fire marshals are members of SLT; a review email will be sent to all and a distanced meeting will be arranged to clarify roles and responsibilities. • The use of door wedges will be used in school to help promote good ventilation and stop handles being touched too much- however procedures will state that these need to be kicked out of the way as you leave the room – this will be monitored and action taken if this is not followed during any fire drill or sounding of the fire alarm. • Amended PEEP's for relevant children • Family Bubbles and Key Worker Bubbles to be introduced w/c 22.6.20 – this will involve a move from the Hall into two separate classrooms; Children will be asked to do a SILENT FIRE DRILL on the first day of new bubble use as these children may be in an area unfamiliar to them; ALL OTHER BUBBLES CONTAIN PUPILS WHO HAVE 	

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				ALREADY BEEN BASED IN THE ROOM PRIOR TO CLOSEDOWN (ie their old classrooms) AND ARE FAMILIAR WITH ALL EVACUATION ROUTES.	
Fire evacuation drills - unable to apply social distancing effectively	M	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. 	YES	<ul style="list-style-type: none"> School will continue to do one fire drill each half term as planned. Children will practice how to line up and stand in their classrooms. The phrase 'make like a tree' will be used to help promote social spacing. (children outstretching their hands to ensure that they are not near anyone else). Saving lives due to fire outweighs social distancing measures; staff will be told to ignore distancing rules if it is putting themselves or others in immediate danger. 	L
Fire marshals absent due to self-isolation	M	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	YES	<ul style="list-style-type: none"> School has 6 trained marshals; only four are in action at any one time. School also has its own on site H&S adviser who will act in the capacity of lead fire marshal. 	L
7.2 Managing premises on reopening after lengthy closure					
All systems may not be operational	M	<ul style="list-style-type: none"> Government guidance is being read and followed/implemented where appropriate. All systems have been re-commissioned. 	YES	<ul style="list-style-type: none"> Every attempt will be made to get as many pupils, in as many year groups, back in school as soon as possible. This will be monitored and reviewed. Each week a new cohort or group of cohorts will be invited to return to school of the rates of infection stay within Gov targets and planning is being effective. 	M
Statutory compliance has not been completed due to the availability of contractors during lockdown	M	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	YES	<ul style="list-style-type: none"> We do not have any water tanks. Our H&S adviser is checking all of this out and collating all evidence/certificates. Legionella RA has been recently carried out (22nd May) 	L
7.3 Contractors working on the school site					

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<p>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	H	<ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. • Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. • Alternative arrangements have been considered such as using a different entrance for deliveries to the kitchen (in place) and contractors are kept apart from school due to them having to use buzzer system to access school; this means staff can monitor this and ensure that there are not too many people in one area at a time.. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	YES	<ul style="list-style-type: none"> • All work has been cancelled. Only emergency contractors (eg boiler problems) will be on site. • Contractors who are working outside will still be allowed to carry out their work as the risk to staff and pupils is small. • External agencies – including tutors – will not be allowed into the building. • All statutory testing and maintenance must still go ahead. The HSE has said that Covid-19 cannot be used as a barrier to prevent these checks from being carried out. H&S consultant does not envisage there being any issues with any maintenance checks as they are not usually within the vicinity of children, or they are carried out during school holidays. If anything is due before the summer break, H&S consultant to and see if it can be postponed until the holidays. • On site H&S adviser will deal with each request on a case by case basis and make the best decision regarding either allowing this request or denying it. 	L
<p>8. Finance</p>					
<p>8.1 Costs of the school's response to COVID-19</p>					

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The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties	M	<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. 	YES	<ul style="list-style-type: none"> School is keeping a running total of expenditure during this period; it is confident that it has enough in reserves to weather the storm. 	L
9. Governance					
9.1 Oversight of the governing body					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	M	<ul style="list-style-type: none"> The governing body continues to meet when key decisions need to be made via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 	YES	<ul style="list-style-type: none"> The HT liaises with the school's CoG on a regular basis. Regular contact to governors is provided via email. Even now non-statutory items (such as the SFVS) are still completed and submitted to the LA. Board has a mechanism in place to hold conference calls and virtual meetings if it has to – this was noted and passed at our last full GB meeting and is reflected in the minutes. Governors still have access to online resources via Governor Hub and are welcomed to contact the HT at any time. Agreed to hold ZOOM meeting July 2020. Email from CoG to all governors, 26.5.20 confirmed all statutory duties still taking place and being monitored. 	L
10. Additional site-specific issues and risks					
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
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School Leadership Use Only

Approved by (Head Teacher/ Chair of Governors)	<p>Lee Ashton – Headteacher David Dobson – CoG Alan Ferns – Vice Chair</p> <p>This document has also been seen by all members of the school's Senior Leadership Team and all members of the Governing Board, inc our school's staff governor.</p>	Date of Approval	01/06/2020
Date Provided to Unions	<p>Click here to enter a date.</p> <p>No union reps on site; however ALL staff were sent a copy of this RA on 25.6.20 This RA was also sent to judith.elderkin@neu.org.uk diane.ogg@salfordcityunison.org.uk rachelknight.nasuwt@outlook.com upon the suggestion of C Starbuck when this was submitted to the LA for review.</p> <p>Confirmation and feedback received from UNISON, NASUWT, NEU 29.5.20</p>	Date of Review	Click here to enter a date.
		<p>To be initially reviewed by full SLT and H&S consultant 28.5.2020 [COMPLETED] in regard to any latest Government developments, LA advice or union guidance. Once implemented for pupils from 2.6.2020 [COMPLETED], it will be reviewed at the end of each week – however the RA will be constantly reviewed and micro-managed hour by hour, day by day.</p> <p>Reviewed 5.6.2020, 12.6.2020, 15.6.2020</p>	

