



## Re-Opening School for all Children – SEPTEMBER 2020

### DFE GUIDANCE UPDATED 7<sup>TH</sup> August 2020

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

#### Current DFE Guidance States:

*“It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term.”*

As a school we are continually assessing the risk and placing risk sensible measures in place to minimise the risk of COVID-19 in the school environment. However, despite all control measures there could potentially be cases within our school and local community. Again, all that will be factored into the weekly review of our school risk assessment.

Overarching Guidance for all staff: **Continues to be in place and is stated on p5/42 current guidance**

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- 1) minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges (i.e. following isolation rules)
- 2) cleaning hands much more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
- 3) ensuring good respiratory hygiene - promote the ‘catch it, bin it, kill it’ approach 4) cleaning frequently touched surfaces, often using standard products, such as detergents (and bleach where appropriate- when children are off site) – See cleaning procedures and end of day procedures.
- 5) minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

## **Staff Principles- Keep yourself, your pupils and your/their families safe**

Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing member of SLT) and access a test as soon as possible. (We will receive a small amount of test kits for school – however, these should be for people that can not get to a testing location)

Staff to manage their own health conditions and aim to stay fit and healthy – as outlined in current government campaigns linked to a healthy body is more able to fight the coronavirus.

Medical Evidence to support the re-opening of schools was published on 23<sup>rd</sup> August 2020 can be found at the link below. To summarise it states,

Children are at low risk

Only a small % of children with severe underlying health conditions are at high risk.

Transmission between children is low. Transmission from child to teacher is low.

Children over the age of 12 seem to transmit the virus just like adults.

The higher risk is adults to adult transmission.

<https://www.gov.uk/government/news/statement-from-the-uk-chief-medical-officers-on-schools-and-childcare-reopening>

Therefore, in line with this guidance we expect staff to be adhering to the following control measures

- Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
- Adhere to social distancing rules between adults. – Be vigilant and when liaising with staff across different bubbles in confined spaces ensure you remain at a safe distance, minimise your contact to less than 15 minutes of direct contact.
- Utilise the walkie talkie system in order to limit movement around the school building.
- Ensure you follow the room capacity numbers.
- Use the 'catch it, bin it, kill it' approach.
- Avoid touching your mouth, nose and eyes.
- Clean frequently touched surfaces often using standard products.

Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms' displays with posters.

Prevent your class from sharing equipment and resources (like stationery).

Keep your classroom door and windows open if possible, for air flow whilst remaining vigilant of intruders, absconders and the risks to having doors and windows open.

Limit the number of children from your class using the toilet at any one time.

**Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.**

Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

Staff received updated information on the 1<sup>st</sup> June 2020 and this will be updated and discussed with staff on the 2<sup>nd</sup> September 2020.

Risks to pupil and staff health and safety have been identified.

Appropriate control measures have been developed to reduce the risk.

A Risk Assessment Grading has been applied to the situation assuming the control measures are in place. This Risk Assessment Grading has been based on professional, educational judgement on the likelihood of transmission. The grading system as follows has been used:

| Risk Grading Assessment of Transmission |  |   |   |  |   |
|---|--|---|---|--|---|
| No Risk<br>(no transmission)            | Minimal Risk<br>(very unlikely risk of transmission) | Low Risk<br>(unlikely risk of transmission) | Moderate Risk<br>(potential risk of transmission) | High Risk<br>(likely risk of transmission) | Severe Risk<br>(very likely risk of transmission) |
| 0                                       | 1  | 2   | 3   | 4  | 5   |

Where there is a severe risk identified, further control measures would need to be introduced to make the risk more manageable before extending the opening of the school could be carried out.

| Pupils, classrooms and daily organisation |  |                        |  |  |  |
|---|--|------------------------|--|--|--|
| Area                                      | Identified Risk  | Risk prior to measures | Control Measures   | Risk Grading After measures are in place | Further Concerns or Considerations   |
| Class Sizes –<br>Classrooms               | Currently ratio is 2 staff for up to 8 children<br><br>3 staff for 8-10 children.<br><br>Class sizes will continue to remain low in comparison to mainstream partners. | 5                      | <ul style="list-style-type: none"> <li>All classes are currently under numbers for a PRU, however this will need reviewing in line with new admissions.</li> <li>Currently only 19 children on roll across 4 classes.</li> <li>Staff and children to remain within their established class / bases / teams to reduce contact across school.</li> </ul> | 3  | Concerns re: pupil behaviour, transition back to school<br><br><b>Suggested Control Measure:</b> |

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|   | <p>Space in Elm Base is small – poor ventilation.</p> <p>Increased risk as higher number of children return.</p>   |          | <ul style="list-style-type: none"> <li>Local data over the Summer period and up to the 18<sup>th</sup> August suggests that there are less than 3 positive cases in the local areas at one point. Therefore, indicating low transmission risk.</li> <li>Elm Class numbers will continue to be low where possible.</li> <li>Elm class to utilise additional space in shared area.</li> <li>Class teams will remain the same and we will minimise teams moving across school.</li> <li>Class teams to have dedicated areas / dedicated toilets etc.</li> <li>Regular cleaning as stated in the enhanced cleaning programme will be in place.</li> <li>Where possible the children will be kept within their class bases / pods.</li> <li>HT / SLT to keep up to date with local data and local school data re: COVID to inform risk assessments within our school. (E.g. sibling bubbles, cross districts etc.)</li> </ul>  |          | <p>High risk children will be phased into school following home visits taking place from 3<sup>rd</sup> September. Phased programmes to be in place for children to return. Each child will have an individual risk assessment in place which will be reviewed. A new admission procedure may have to be in place. Parent / carer support will be required in order to facilitate a safe transition back to school.</p> |
| <p>Classroom Organisation – Children remaining at safe distance</p> | <p>Viruses spread when in close proximity – Coughs, colds, sneezes.</p> <p>COVID-19 can spread from close distances in air bourn particles from coughs, sneezes and transfer of saliva e.g. spitting.</p> <p>Higher number of children returning to school from different households with siblings in other schools.</p> | <p>5</p> | <ul style="list-style-type: none"> <li>Maintain and ensure good hygiene practices are in place.</li> <li>Organise the classrooms to limit the furniture and spread children out as much as feasible (aim for 1m-2m distance) However, current guidance states where possible and acknowledges that children will be working in closer proximity at times.</li> <li>Soft furnishings to be limited and use of disinfectant sprays regularly in areas.</li> <li>Classrooms to still look welcoming and vibrant despite some reductions.</li> <li>One child per table or groups which are desks apart. If carpet time or continuous provision time essential, reduce the number of children permitted at an area. With clean downs of areas.</li> <li>Reduce the number of children mixing at close proximity e.g. split play times and use of outdoor times.</li> <li>Staff to work at a safe distance from the children, where possible. Teacher to provide support from the front of the class or at a distance. Teachers and support staff to be mindful of the time of direct contact e.g. less than 15 min (where possible) Staff</li> </ul> | <p>3</p> | <p>SLT to keep up to date with infections and information from other schools.</p> <p>School to be sending out regular information to parents in news letters highlighting local data, local information and procedures in place.</p> <p>The risk rating may be lower than 3 however it is very dependent on local data.</p>   |

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|           |  |  | <p>to work at the side of children rather than face to face direct.</p> <ul style="list-style-type: none"> <li>• Current data and local information indicate that there are few cases in the area. This will inform the measures put in place. As the virus infection rate appears to be reducing will less cases in the locality. However, this is to be closely monitored.</li> <li>• This data will be monitored in order to inform the risk rating. All staff and children still should take precautionary measures.</li> <li>• Posters displaying the need for teachers and children to remain at a safe distance.</li> <li>• Regular hand washing and regimes to be in place.</li> <li>• High vigilance around illness and signs of infection.</li> </ul> |  |   |
| Equipment | Children bringing in more items of material (bags, coats/PE kits) that could aid transmission. |  | <p>Reinforce message of no items that have not been agreed coming into school.</p> <p>Children to wear school uniform. E.g. Shorts, t shirt, joggers, all which are suitable to do outdoor provision daily.</p> <p>Only items needed: coat, water bottle and lunchbox if necessary. Parents instructed to use wipeable lunch boxes that can easily be cleaned at home each night.</p> <p>Water bottles to go home each night to be cleaned and refilled.</p> <p>Children to wear PE kit on PE days to reduce the need for changing in the class.</p>  |  | <p>Back up bottled water purchased in school and snacks for children.</p> <p>Lunches delivered to class.</p> <p>Each child to have set area for their belongings.</p> |
|           | Apparatus and equipment used at break times increases the touchable surfaces.                  |  | <p>Each Pod to have a play equipment box to keep the dedicated play resources to the pods. Each play box to be disinfected daily.</p> <p>Avoid lining up situations where the children would be close unless putting a distance between them.</p> <p>Plan equipment needed from stores and book out, clean as you go procedures.</p> <p>Some equipment may need quarantine for up to 72 hours</p>   |  |   |

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| <p>Children returning to school following a long period of time out of school</p> | <p>A high number of children have not been in 'school' as they know it since March 2020 therefore are highly likely to be out of routine and not learning. Concerns over behaviour</p> <p>Some of these children require additional support and therefore 1:1 direct work.</p> | 5 | <ul style="list-style-type: none"> <li>• Each child and family have been provided with information on school provision for September 2020.</li> <li>• Home visits are in place for a number of children and families with a phased programme of integration back to school in place.</li> <li>• Close home school liaison to be fully in place</li> <li>• All children will have a risk assessment in place which teachers will need to review weekly.</li> <li>• Integration and extent of the provision offer will be based on pupil risk presented to others and their needs.</li> <li>• Work with the families of the most vulnerable to encourage those children to attend including home visits and online support. (Weekly online sessions that parents can opt into – to be developed) Enabling home school to be working closely together. Key messages to be reinforced by parents.</li> <li>• Pre-visits and telephone conversations to go through the provision and discuss how it will work have taken place and will continue to be in place in the autumn term. This also includes parents completing and agreeing to all new paperwork.</li> <li>• Revised curriculum and timetable to ensure shorter lessons in place with wide range of activities to engage children in learning.</li> <li>• TAs to be deployed to support children including on behaviour targets and to support them in returning to school building confidence, understanding rules, routines.</li> <li>• As stated above – Teachers to split groups and deploy TAs to support teaching and learning and to ensure children and working on short focussed tasks.</li> <li>• School timetable has changed and reviewed.</li> <li>• Slightly shorter school day in place.</li> </ul> | 3 | <p>Communication to parents to take place daily via Class Dojo and not home school diaries.</p> <p>Phased programmes will be under constant review to ensure a safe school environment.</p> |
| <p>Close Proximity – Staff</p>  | <p>Staff in school require breaks, comfort breaks and lunch – too many adults congregating together in one room.</p>   |   | <p>Arrange tea and coffee facilities in shared area / library and staff room. Each team to have an allocated area to use for their breaks to reduce the need to move around school and reduce staff in different areas.</p> <p>Staff may prefer to bring their own flask to use. Staff to bring their own water bottle etc. Staff to ensure dishwasher is used to clean on a high temperature on an evening. Dishwasher and washing machine - Run through at least a full cleaning cycle per week, to</p>  |   |   |

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|   |  |   | <p>remove scale build up and standing water build up, to pre-empt possible bacteria growth.</p> <p>School garden can be used as an outdoor staffroom, weather permitting and with the understanding that children are adequately supervised whilst staff are on a 'break'.</p> <p><b>Adults should be trusted to adhere social distancing rules and to dynamically assess risks in the various daily scenarios that will occur.</b></p> <p><b>Care to be taken at mornings and after school to minimise staff congregation.</b></p> <p>Divide adults into 'bubble' groups that teach with a specific group of children. A rota in place to cover breaks and designated areas of the school to use rather than the staffroom.</p> |   |   |
| Room Occupancy  | <p>Space within some rooms is very confined.</p> <p>Use of confined spaces around school e.g. reprographics room, store rooms, Elm Class, Intervention office etc. that have no ventilation.</p> |   | <p>3 class bases with sufficient space and access to good ventilation.</p> <p>Limit rooms to having only staff allocated to that room. Room Occupancy stated on doors and to be adhered to.</p> <p>Resources should be collected from areas at the beginning and end of the day to limit movement around school.</p> <p>Rooms to have doors wedged open to increase air flow and reduce potential contact points.</p>  |   |   |
| Higher risk children – behavioural and additional learning needs. | <p>All children attending have potential for displaying high risk behaviour e.g. hitting, spitting, hurting, scratching, biting.</p>   | 5 | <ul style="list-style-type: none"> <li>• All children to have individual risk assessment in place which will need reviewing with behaviour logs weekly.</li> <li>• Home school liaison in place. – Higher risk children will be on a phased programme.</li> <li>• Parents will be expected to collect children putting others at <b>continued risk – review of risk assessment and restorative meetings to take place.</b></li> <li>• In cases of increased infections in locality then further review of risk assessments will be required.</li> <li>• New behaviour policy and practice to be in place.</li> </ul>   | 3 | <p>Have a new behaviour policy and practice in place. See Behaviour Policy Addendum May 2020 and updated September 2020. (Guidance from Team-Teach to be implemented following training on 1<sup>st</sup> September 2020)</p> |

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| <p>Daily Organisation</p> <p>Higher number of cleaning duties to be carried out throughout the day.</p> <p>Transitions through the school day – movement, entry, exit, toilet breaks, lunch and plays.</p> <p>Micromanaging children, new routines and structures.</p> <p>Sharing resources across school.</p> <p>Movement between groups.</p> <p>Children in close proximity at break time – it is very difficult to adhere to social distancing rules.</p> <p>Staff absence and illness</p> | <p>5</p> | <ul style="list-style-type: none"> <li>• Advice and guidance from Team Teach training on 1<sup>st</sup> September to be in place.</li> <li>• Split the school into two 'Pods' Reduce the children mixing across school. Splitting and having different times for play etc.</li> <li>• Each class and area to have dedicated cleaning kits and information - COSHH to ensure the enhanced cleaning schedule in place. Shared with all staff. Cleaning times for touch points and higher risk areas in place e.g. toilets.</li> <li>• Children to be micromanaged through the timetable. Dedicated breaks and toilet break for each class with wipe down of touch points and disinfecting regularly.</li> <li>• Registers – to be done via the Walkie Talkie system to avoid people going to each class and to minimise movement around school.</li> <li>• When sending children out or to line up. All doors will be open. A TA to be in the outdoor area allocated. Teacher to stagger the children out. <b>i.e call them out one at a time to walk out into their play area</b></li> <li>•</li> <li>• Children to enter and exit via a walkie talkie and meet and greet system which will be in place at two gates.</li> <li>• Staggered playtimes and use of outdoor facilities to be timetabled to minimise contact with other children and provide the groups with more space.</li> <li>• Phased reintegration's will support the children back to school and back to their routines and structures.</li> <li>• Resources should be disinfected after use or placed in quarantine for 72 hours.</li> <li>• Resource booking system to be designed and in place to ensure all staff know which group are using specific resources.</li> <li>• Additional time after school 2:45 onwards for staff to collect resources that they require.</li> </ul> <p>FOR STAFF ABSENCE AND ILLNESS REFER TO SPECIFIC SECTION.</p> | <p>3</p> |  |
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| Pupil Transport | <p>Passenger Assistants and children in close proximity on arrival and dismissal times.</p> <p>Guidance states that social distancing does not need to be adhered to on LCC school transport.</p> |  | <p>See LA risk assessment for further detail.</p> <p>SS will promote children washing hands before getting on transport and prior to leaving school.</p> <p>Face coverings are not expected unless parent make the choice for their child to wear one. (If this is the case, refer to how to remove them, store them and dispose of them)</p> <p>Have staff in place at the access points. Walkie Talkie system.</p> <p>Have a set entrance/exit of the school for each 'group' of children e.g. Orchard class fire exit; and side gate then through garden to Maple Class.</p> <p>Passenger assistants to remain in the vehicles – staff to be on car park at distance to welcome the children and show them the way in.</p> <p>Hand sanitiser or wash stations on all entrances and instruct hand washing as children enter.</p> |  |  |
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### Absences - Illness Prevention and Protection

| Area             | Identified Risk   | Risk prior to measures | Control Measures  | Risk Grading After measures are in place | Further Concerns or Considerations                                |
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| Pupil Absence    | Absence of children due to parents choosing not to send them or for children of households with a clinically extremely vulnerable person. | 5                      | <p>School would continue to promote children to return to school and continue to work with parents.</p> <p>Advice and guidance would be sought from attendance team.</p> <p>Continue to have regular contact and provide virtual support. Online teaching and learning packs.</p> <p>Ensure there is learning in place for remote learning for children and families that may consider that they are at higher risk and for potential local lock downs.</p> | 2  | Consider – further lockdowns and households with health concerns. |
| General Absences | Increased Illness across school and higher absence rate which   | 5                      | All staff and children in school given guidance on social distancing, good hygiene and how to safely work   | 3  |   |

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|                           | <p>will affect staffing levels and impact on the provision.</p> <p>With more children (and adults) on the premises, there is an increased risk in illness including spreads of common colds, flu, viral infections and COVID-19.</p> |          | <p>within the school. This will be reviewed regularly in line with DFE guidance and local information.</p> <p>As above – all staff to be involved in ‘Clean as you go’ ensuring areas are regularly wiped down, disinfected etc.</p> <p>All school members to be regularly washing hands etc.</p> <p>Staff and children should be aware of the signs and symptoms of COVID-19 (high temp, cough, loss of taste) Parents / carers to be reminded not to send their child to school with signs of illness. Higher level of vigilance to be in place.</p>                               |          |  |
|                           | <p>Reduced staff due to absence of the clinically extremely vulnerable</p>   |          | <p>Establish which staff members are unable to attend work – staff to provide evidence from GPs that they or a member of their household falls into the clinically extremely vulnerable category. <b>To date no staff member has stated they are in this category.</b></p> <p>If there is a shortage of teachers, teaching assistants are to lead groups under a teacher’s direction.</p> <p>This will be reviewed weekly, as NHS algorithms and strategies change around the most vulnerable groups.</p> <p>Staffing back up plans to be in place in case of increased absence.</p> |          |  |
| <p>SUSPECTED COVID-19</p> | <p>Staff / Child suspects they may have COVID-19.</p>  | <p>5</p> | <p>Staff and children should not come to work if they are showing symptoms of COVID-19. They should inform a SLT member and get a test. They should not return to school until a negative test or post COVID symptoms if positive.</p> <p>Any positive tests will be communicated to parents anonymously via template letters from LCC.</p> <p>This will be communicated to parents via newsletters.</p> <p>Follow PHE guidance and use the flow chart to make informed decisions on the provision. PHE help line to be contacted for all queries.</p>                               | <p>3</p> |  |

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|               |  |  | <p>Clear procedure to deal with any illness that is relayed to all staff – child sent home but a designated place for them to isolate until collected e.g. HT office with window open. A separate bathroom they can use (Disabled toilet with a notice on the door to display out of use until deep cleaned)</p> <p>Cleaning and use of PPE to be in place as outlined in guidance.</p> <p>Deep clean the office and foyer area / areas where the child/ adult has been</p>  |  |   |
| First Aid     | Child injured / staff injured and requiring first aid.   |  | <p>Dedicated First Aiders in each class.</p> <p>In first instance – first person in area to give first aid – then call for assistance from the ‘class /pod’ dedicated first aider.</p> <p>Clear procedures for staffing administering first aid. Normal protective measures to be in place.</p> <p>If a child is displaying COVID-19 symptoms then additional PPE should be worn. (Key staff received updated First Aid Training 17<sup>th</sup> July 2020)</p> <p>PPE kits to be in place in classes and designated areas.</p> <p>Both pods to have dedicated first aid kits as well as office kit.</p> |  |   |
| Staff Absence | <p>The following areas could increase staff absence....</p> <ul style="list-style-type: none"> <li>• High level of precautions re: normal colds, coughs etc.</li> <li>• Staff childcare due to personal children illness.</li> <li>• Staff becoming vulnerable or at higher</li> </ul> |  | <ul style="list-style-type: none"> <li>• Reinforce to staff the need to maintain a healthy lifestyle.</li> <li>• Outline to staff on INSET 2<sup>nd</sup> September sensible measures that they should be putting in place to keep themselves safe outside of school. E.g. Risk sensible.</li> <li>• Set up a system in school to promote healthy living, healthy lifestyles and wellbeing. Sharing information on health regularly.</li> </ul>  |  | <p>Need to seek advice re: if a staff member has to isolate due to track and trace contact.</p> <p>(This could also impact on Outreach team – need to look at this further)</p> |

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|  | <p>risk. (If local lockdowns take place)</p> <ul style="list-style-type: none"> <li>Track and Trace – having contact with someone who has had positive COVID result.</li> <li>Suspected COVID</li> <li>Positive COVID – and any staff that have to isolate from direct contact with Positive COVID case.</li> </ul> |  | <ul style="list-style-type: none"> <li>Back up staff team – potentially we can manage 3 staff absences at one time using SLT and pastoral staff – however over this number would mean possible partial closure, joining of groups and possible full closure.</li> <li>Discuss with LA – need for additional staffing for cover if closures – high staff absence occurs.</li> <li>In case of positive COVID – then all advice and guidance must be taken from PHE and the LA.</li> </ul> |  |  |
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| Curriculum and Home Learning                 |   |                        |   |  |   |
|--|---|------------------------|---|--|---|
| Area   | Identified Risk   | Risk prior to measures | Control Measures  | Risk Grading After measures are in place | Further Concerns or Considerations  |
| Curriculum with children returning to school | <p>Children have been out of school for a considerable amount of time with some limited interaction with home learning activities.</p> <p>All of which can impact on the child's academic, social, emotional and mental health.</p> | 4                      | <p>Phased integrations and assessments of needs.</p> <p>School to adopt their own curriculum based on three principles:<br/>Pupil mental health, wellbeing and relationships – building positive relationships, socialising and off-loading own experiences.</p> <p>Key mathematical skills that can be applied to other subject areas and daily life.</p> <p>Key skills to support learning next year.<br/>Key literacy skills that can be applied to other subject areas and daily life. Key skills to support learning next year.</p> <p>OUTDOOR LEARNING Where lessons and weather permit, learning is to take place outside, teachers should use outdoor education wherever possible.</p> <p>Contiual review and adaptation of personalised learning programmes and IEP's.</p> | 2  | <p>There is a bank of Outdoor Learning tasks and activities to support planning for staff leading Bubbles I.e. to reduce level of planning required. They will need minimal adjustments for age groups/abilities etc.</p> |

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| <p>Marking and Feedback</p>   | <p>There will be an increase demand for marking/feedback and assessment.</p>   | <p>4</p> | <p>Marking/feedback to the absolute essential. Reporting on what child can do. Consider use of a sticker that the teacher can write on and add to the book rather than excessive handling of work books.</p> <p>On the spot marking and feedback verbally.</p> <p>Books to remain in school.</p> <p>Staff to leave books and handled paperwork at school – no items from school to be taken home. (unless sensible risk measures have been put in place)</p>  | <p>2</p> |  |
| <p>Inputting a Home Learning Curriculum if class / pod / school closure or if a child is not returning to school due to risk assessment / health condition.</p> | <p>Increased work load managing children on site and children learning off side with possible reduction in staffing.</p> <p>Risk to quality of children's education and impact further on social, emotional, mental health and academic development.</p> <p>Risk to staff mental health and well-being to plan and deliver in class and home learning.</p> | <p>4</p> | <p>SLT to have a robust home learning programme in place which includes video teaching sessions direct to children. (SLT to allocate key staff to this if the need arises)</p> <p>Programme from Summer term to be adapted and used with higher input via video / online live teaching sessions.</p> <p>This to be communicated to parents and expectations outlined with support programme to be in place.</p> <p>Make home learning simplistic and based on the same themes taught in school.</p> | <p>3</p> | <p>The risk remains higher as a high % of parents did not engage with the home learning activities or expect their child to be learning in the summer term, despite the high level of input from teachers.</p> |

**BUILDING / PREMISIES / Health and Safety**

| Area  | Identified Risk   | Risk prior to measures | Control Measures  | Risk Grading After measures are in place | Further Concerns or Considerations  |
|---|---|------------------------|---|--|---|
| Opening access at different areas                         | By having more entrances open the school potentially could be vulnerable to intruders, absconders etc.  | 5                      | <p>Staff to be vigilant at all times.<br/>                     Increase the use of the walkie talkie system.<br/>                     Staff to be allocated to entry and exit times and allocated areas e.g. side gate, playground gate etc.<br/>                     Staff to be positioned near exits 'naturally' within the classroom.<br/>                     Micromanage situation<br/>                     Gates only to be open during entry and exit.<br/>                     Staff on morning and afternoon duty for entry and exit should lock the gates – ensuring the side gate chain in pulled tightly in order to stop – small children escaping through the gap.</p> | 3  |   |
| Increasing ventilation by keeping doors and windows open. | <p>Windows in new classrooms can open quite wide and children could climb out.</p> <p>Shared area window – ensure children are not climbing on the cupboard to go through the window.</p> <p>Children / adults becoming cold as we move into the winter months.</p> <p>Children running out of doors into outdoor space – possible cross contamination of the pods.</p> | 5                      | <p>Positioning of adults within the class needs to be risk sensible. Near doors / windows etc.</p> <p>High level of vigilance to be in place.</p> <p>High expectations to be in place.</p> <p>Walkie Talkie system in place – office vigilance for playground and HT office to hear disturbance from side of the building.</p> <p>Window restrictors to be in place.</p> <p>Review this area in winter months with further guidance.</p> <p>Pupil risk assessments and behaviour plans to be shared to reduce this area of risk.</p>  | 4  | This area will require constant review and adapting as the children return etc. |
| Fire Evacuation   | Children will evacuate the building under normal procedures but two areas to be allocated and one which is  | 4                      | Emergency procedures to be in place to deal with fire alarm, lock down, serious injury with still emphasising as much social distancing as possible.  | 3  |   |

|                          |   |   |  |   |  |
|--------------------------|---|---|--|---|--|
|                          | <p>out of the school boundary e.g. car park.</p> <p>Children not leaving the building.</p> <p>Children not staying in the correct areas.</p>                    |   | <p>DD to do new fire evacuation plan for each bubble and the 'office / admin bubble'</p> <p>All children to practice the new procedures by the end of week 2. Review based on response. Teachers to drill expectations into the children and practice regularly.</p>   |   |  |
| Lockdown                 | <p>As above – higher risk of intruders due to opening times. Inc. Animals entering the site.</p>  | 5 | <p>Measures as stated above to be fully in place. Higher vigilance. Practice lockdown procedure and shutting off classrooms / pods – How quick can staff lockdown the building and key areas. Staff to have access to emergency keys etc. – side gate, codes for padlocks. CODE for LOCKDOWN to be in place and agreed XXX</p>   | 3 | <p>To review further once practiced.</p> |
| Visitors and Contractors | <p>With more people in the building, there is an increase possibility of visitors/contractors on site.</p> <p>Passenger assistants using toilet facilities.</p> | 4 | <p>Reduce the visitors/contractors attending school to the essential only and attempt to direct them to out of school hours.</p> <p>Visitors/contractors not permitted entry if symptoms showing. Have A4 COVID 19 guidance and how we expect people to behave on site etc. Any visitors who are not critical to teaching individual bubbles or essential maintenance should not enter the school building.</p> <p>Parents should not enter the school building under any circumstances. Any communication should be done via email, telephone or conference call.</p> <p>Visitors/contractors are shown to the nearest washroom to thoroughly wash hands when they enter. The washrooms and doors to be cleaned after this. –</p> <p>Toilet procedure for clean downs to be in place and displayed in the toilets.</p> <p>Social distancing between adults to be maintained at all times.</p> | 2 |  |

|         |   |   |  |   |  |
|---------|---|---|--|---|--|
|         |   |   | Procedure for IT tech to be in place – e.g. set area to go to, discuss movement across school and maintaining distance, hygiene etc.   |   |  |
| Soiling | <p>Key children have and daily soil in school.</p> <p>Situation 1: refusing to clean / change and requires a high level of staff- sitting in soiled pants with spores in room of staff and other children.</p> <p>Situation 2: accidental wetting, soiling.</p> | 5 | <p>Liaison between home and school.</p> <p>Pupil risk assessments</p> <p>LA guidance to be sought from H&amp;S team, nursing team etc.</p> <p>Human waste bin to be in place. – Expectations and procedures in place</p> | 3 | Seek further advice from Special school guidance and from PMLD / MLD settings. |



Risk assessment re: behaviours of individual pupils:

For all pupils, if it is known that the child and/or family are not following government rules re: social distancing, the parents will be advised to follow the most up to date guidance. E.g. If a local lockdown takes place etc. School will be promoting that staff and parents ensure they are following the guidance in order to keep the school open, minimising the risk to staff and our families.

|   | Area  |                              | Identified Risk   | Control Measures  | Further Concerns or Considerations  |
|---|---|------------------------------|---|---|---|
| 8 | <p>Pupils managing the new provision e.g. new timetable, new behaviour policy.</p> <p>Managing the tolerance between children.</p> <p>All our pupils have a range of needs which can often result in behaviours which put themselves or others at risk of harm.</p> | 8.1 low level behaviour risk | The everyday low level behaviours can be managed with these control measures: | <p>Prior to returning to school regular contact with to all families has been in place.</p> <p><a href="#">Video</a> sent to parents explaining the key changes in provision – both in terms of learning expectations; the daily routine and the physical layout of school.</p> <p><a href="#">Home school agreement</a> and individual <a href="#">home-school risk assessment</a> in place and discussed and agreed between parent(s) and SLT member</p> <p>There will be <a href="#">a taster session</a> – half a day to begin a child’s return to school.</p> <p>It may be in discussion with both the family and child that <a href="#">part-time may be asked for</a>; this then build up gradually – in particular this may be beneficial for children diagnosed with ASC, as the changes will appear much bigger for them i.e. change in adult/ classroom/ learning tasks and activities/routines/play areas etc</p> <p><a href="#">Social stories</a> sent home for these children also, to prepare them for their return and the changes they will meet.</p> <p>The curriculum has been designed to re-introduce children back to school.</p> <p>Individual risk assessments are in place and support as required.</p> | <p>A child may initially manage the new provision, but if it is felt, levels of anxiety/ agitation are too high, further risk assessment will take place in order to consider changes e.g reducing the amount of time in school; look at tasks/ activities which could reduce anxiety. <i><a href="#">This will take the form of further discussion with parents/ the child and other agencies where appropriate.</a></i></p> |

|  |  |                               |  |  |   |
|--|--|-------------------------------|--|--|---|
|  |  |                               |  | <p><a href="#">Daily/weekly monitoring</a> of each child's needs/ presentation in terms of managing the changes safely – social distancing understood and hygiene rules being met.(See weekly monitoring sheet which will be sent to parents)</p> <p>Finally all children would need to be made aware of the <a href="#">PPE</a> that could be worn by staff if such a situation occurred – to be included on the general video, explaining the changes.</p>   |   |
|  |  | 8.2 high level behaviour risk | <p>However, further control measures need to be put in place for the small number of children with high risk behaviours such as hitting/damage/spitting/ continued refusal to follow school rules and expectations – prior to Covid 19</p> | <p>All of the above with the following additions:<br/> The home school agreement and risk assessment – ie things the parents need to put in place prior to a return to school are <a href="#">discussed and agreed at a socially distanced space, at the home</a><br/> <a href="#">A positive Pupil-teacher (SLT) interaction</a> must take place in the school / home, at a socially distance space.<br/> <a href="#">Individual video</a> if it is felt it is needed, which would focus on key issues for that child and how they would be expected to manage in the new current provision; strategies in place for them.<br/> <a href="#">Stepping Stones liaison with children social care</a> – where appropriate – in terms of need within the home, which school may not be aware of.</p> | <p>If following a risk assessment it is agreed for a pupil to attend school, but the child then proceeds to put others at risk by hitting/ damage/ spitting, provision will be temporarily withdrawn pending further assessment.(see below)</p> <p>Further guidance from LA for persistent high risk children behaviour that is putting staff at risk and other children at risk.</p> |
|  |  |                               |  | See below for individual monitoring form for all pupils  |   |

**SHALL WE ADD THE NEW ONE? Is this still in place?**

**EXAMPLED OF PUPIL RISK ASSESSMENT (Currently in DRAFT and a few amendments to make)**

# BEHAVIOUR /SEND RISK ASSESSMENT

COVID-19 RETURNING TO PROVISION JUNE 2020

|                               |                                   |
|-------------------------------|-----------------------------------|
| Name                          | DOB                               |
| Does the child have an EHC?   | Category of Need:                 |
| Involvement of other agencies | SENDO –<br>Social Worker<br>CAMHS |

## RISK RATING

|              |  |
|--------------|--|
| Low Risk     | <p>Low risk prior to COVID- 19 closure.</p> <p>Child has been accessing the provision and there have been no incidents. The child is settled, responding to the systems, abiding to the rules in the new school provision, socially distancing where possible and following hygiene practices.</p>   |
| Medium Risk  | <p>Children in this category have indicated they wish to return to school. We envisage that these children will be able to come in and we will be able to explain the provision without their parent needing to come to site. The parental discussions can take place over the phone.</p>  |
| Higher Risk  | <p>Children in this category have been assessed as high risk based on their behaviour prior to the lockdown and will require</p> <p>A socially distanced home visit where they can agree to the provision prior to a taster session. This will be carried out by SLT.</p>  |
| Extreme Risk | <p>Children in this category cannot be offered provision on site at this stage. The risk to others would be too high. In making decisions we are assessing</p> <p>High risk of bodily fluid spread</p> <p>High risk of physical violence, assaults that put staff and other children at risk.</p> <p>Staff would be required to wear PPE</p> |