



**Coronavirus (COVID-19): Risk Assessment Action Plan for Full opening of schools from the beginning of the Autumn Term (Phase 2)**

**for St Lawrence CE Primary**

Assessment conducted by: Helen Osterfield and Alison Moore	Job title: Executive Headteacher and Head of School	Covered by this assessment: Opening School Sept 20 all year groups
Date of assessment: 10.7.20	Date of next review: 11.9.20	This document was written on 10.7.20 and you must ensure you are completing the newest format

The sole purpose of this risk assessment is to support schools for all pupils in all year groups to return to school full time from the beginning of the autumn term, **while reducing the risk of coronavirus transmission**

- For the purpose of this risk assessment, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this risk assessment reflects the local setting and context of the school.
- Staff and unions must be consulted with regard to this risk assessment.
- This risk assessment is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/ amended/ added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

<b>Key:</b>							
Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken						
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.						
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context. Add <a href="#">&lt;additional information&gt;</a>						
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.						
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. <b>NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.</b>						
Responsible person:	The identified staff member(s) responsible for implementing the risk controls Head Teacher Sign ..... Date ..... Chair of Governors sign ..... Date .....						
Completion Date:	The date by which required plans for controls will be in place. <b>To support planning, identify which controls need to be in place before pupils return to the setting. Individual schools can then personalise to their own setting.</b>						
Line Manager Check:	Sign off to ensure that the risk has been minimised as far as possible.						
<b>Risk Description/Area of Concern</b>	<b>Level of risk prior to control</b> ↔	<b>Risk Controls</b>	<b>Level of risk is now</b> ↔	<b>Likelihood</b> ↔	<b>Responsible person</b>	<b>Planned completion Date</b>	<b>Line Manager Check</b>
The school lapses in following national guidelines and advice, putting everyone at risk	H	To ensure that all relevant guidance is followed and communicated: <ul style="list-style-type: none"> <li>The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care, PHE, Telford &amp; Wrekin Council advice and review its risk assessment accordingly</li> <li>Information on the school website is updated.</li> <li>Pupils updated via classrooms/parentmail /newsletters as necessary.</li> <li>Any change in information to be shared with Chair of Governors, consulted with employees directly, or through a safety representative that is either elected by the workforce or appointed by trade union and passed on to parents and staff by email</li> </ul>	L	1	Alison Moore	<b><u>17.7.20</u></b>	Helen Osterfield

		As a result, the school has the most recent information from the government, and this is distributed throughout the school community.					
Poor communication with parents and other stakeholders	H	<ul style="list-style-type: none"> <li>All staff/pupils aware of current actions and requirements and reminded frequently using school communication systems</li> <li>Head teacher to share risk assessment with all staff</li> <li>Parents notified of risk assessment plan and shared with parents via website.</li> <li>Notices at entry/exits relating to social distancing.</li> <li>Newsletter updates to support safety measures: reminders about social distancing for drop off and collection of pupils.</li> </ul> <p>As a result, all pupils and all staff working with pupils are adhering to current advice.</p>	L	1	Alison Moore <u>Laith Al-Asmar</u>	<b><u>17.7.20</u></b>	Helen Osterfield
Lack of awareness of policies and procedures	H	<ul style="list-style-type: none"> <li>School leaders will ensure that all policies impacted on by coronavirus controls are updated</li> <li>All staff, pupils and volunteers will make themselves aware of all relevant policies and procedures including, but not limited to, the following: <ul style="list-style-type: none"> <li>➤ Health and Safety Policy</li> <li>➤ Infection Control Policy</li> <li>➤ First Aid Policy</li> <li>➤ Behaviour policy Addendum</li> <li>➤ Safeguarding in Reopening Addendum</li> <li>➤ Business Continuity/Resilience</li> </ul> </li> <li>All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> <li>➤ The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>➤ The Health Protection (Notification) Regulations 2010</li> </ul> </li> </ul>	L	1	Alison Moore <u>Laith al-Asmar</u> <u>Amanda Care</u>	<b><u>17.7.20</u></b>	Helen Osterfield

		<ul style="list-style-type: none"> <li>➤ Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</li> <li>➤ DfE and PHE (2020) 'COVID-19: guidance for educational settings'</li> <li>• The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. (Infection Control Workbook)</li> <li>• A comprehensive and current list of key staff members available each day</li> <li>• Staff are made aware of the school's infection control procedures in relation to coronavirus via email</li> <li>• Parents are made aware of the school's infection control procedures in relation to coronavirus via letter/social media/poster at entrance to school – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus</li> <li>• Pupils are made aware of the school's infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff on the morning of the 1 June 2020. All are informed that they must tell a member of staff if they begin to feel unwell</li> <li>• Regular email briefings as required</li> </ul> <p>As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school.</p>					
Extremely clinically vulnerable (High risk) individuals	H	<ul style="list-style-type: none"> <li>• Individual risk assessment to be completed for staff in high risk category exposure to Coronavirus (COVID – 19) GUIDANCE SET TO CHANGE ON 1<sup>ST</sup> AUGUST Review on PD day – September 1<sup>st</sup>/2<sup>nd</sup> 2020</li> </ul>	L	1	Alison Moore <b>Laith al Asmar</b>	<b><u>17.7.20</u></b>	Helen Osterfield
Clinically Vulnerable staff and pupils	H	<ul style="list-style-type: none"> <li>• children, young people and staff who have been classed as <u>clinically extremely vulnerable due to pre-</u></li> </ul>	L	1	Alison Moore <b>Laith al Asmar</b>	<b><u>17.7.20</u></b>	Helen Osterfield

		<p><u>existing medical conditions</u> have been advised to shield. We do not expect people in this category to be attending school or college, and they should continue to be supported to learn or work at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus.</p> <ul style="list-style-type: none"> <li>• a child/young person or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting</li> <li>• if a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the <u>guidance on shielding</u>, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home</li> <li>• staff and children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household</li> <li>• protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced</li> </ul>					
Poor hygiene practice in school - <b>General</b>	H	<ul style="list-style-type: none"> <li>• Pupils and staff to wash hands on entry to school</li> <li>• The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have</li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u> <u>Laith Al-Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>

		<p>enough tissues and bins available in the school to support pupils and staff to follow this routine</p> <ul style="list-style-type: none"> <li>• Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school)</li> <li>• Pupils to wash their hands with soap before and after break times and lunchtimes and at the start and end of the day for no less than 20 seconds</li> <li>• School uses the E-Bug material</li> <li>• Teachers to reiterate key messages in class-time (when directed) to pupils to: <ul style="list-style-type: none"> <li>- Cover coughs and sneezes with a tissue,</li> <li>- To throw all tissues in a bin with a lid</li> <li>- To avoid touching eyes, nose and mouth with unwashed hands.</li> </ul> </li> <li>• Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) and tissues to be provided for the school reception area, dining hall, classrooms and other key locations for staff, pupils and visitors</li> <li>• Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE's guidance</li> <li>• Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas</li> <li>• Hand washing facilities are supervised by staff when pupils are washing their hands to avoid overcrowding in hand washing areas</li> </ul>					
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		<ul style="list-style-type: none"> <li>• Pupils and staff do not share cutlery, or crockery unless it has been washed through the dishwasher. No food is shared. Staff can bring their own cutlery and crockery if they wish.</li> <li>• All utensils are thoroughly cleaned before and after use</li> <li>• Cleaners are employed by the school to carry out additional cleaning. Door handles, doors and toilets are cleaned during the day and paper/hand towels are refilled regularly when identified by staff supporting children</li> <li>• Support staff and teachers will take responsibility for cleaning door handles and tables after lunch</li> <li>• Follow T&amp;W cleaning in school guidance ( Copy to be placed in each classroom)</li> </ul> <p>As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission.</p> <ul style="list-style-type: none"> <li>•</li> </ul>					
Hand Hygiene	H	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including :</p> <ul style="list-style-type: none"> <li>• when they arrive at school,</li> <li>• when they return from breaks,</li> <li>• when they change rooms</li> <li>• before and after eating.</li> </ul> <p>Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p>	L	1	Alison Moore <b>Laith al Asmar</b>	<b><u>17.7.20</u></b>	Helen Osterfield

		<ul style="list-style-type: none"> <li>• whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</li> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> </ul>					
Poor hygiene practice – <b>specific – school entrance</b>	H	<ul style="list-style-type: none"> <li>• Clear signage in place regarding social distancing</li> <li>• Barriers/screens to be used by reception staff when dealing with parents/visitors/contractors</li> <li>• Remove screen signing system, receptionist to have a written log of visitors/contractors</li> <li>• Areas touched to be wiped down</li> <li>• Discourage parents from entering the school building</li> <li>• Reduce the amount of people accessing reception area at any one time</li> <li>• Rearrange/remove furniture in reception area to facilitate social distancing.</li> <li>• Provide alcohol-based sanitiser (that contains no less than 60 percent alcohol) at the school reception area</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, reception staff are protected.</p>	L	1	Alison Moore <b>Laith al Asmar</b> Amanda Care	<b><u>17.7.20</u></b>	Helen Osterfield
Poor hygiene practice – <b>specific – office spaces.</b>	H	<ul style="list-style-type: none"> <li>• Ensure distancing is maintained between desks if two office staff are in school (one member of staff to work in the Head's office whenever possible and no one else is using the office space)</li> </ul>	L	1	Alison Moore <b>Laith al Asmar</b>	<b><u>17.7.20</u></b>	Helen Osterfield



		<ul style="list-style-type: none"> <li>• Tissues/hand sanitiser to be available in office locations</li> <li>• Staff to wash hands on arrival at school</li> <li>• Each individual is responsible for wiping down their own work area before and after use.</li> <li>• Each individual responsible for wiping down equipment such as printers</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, office practice in office spaces limits the risk of the spread of any infection.</p>					
System of Controls - Prevention	H	<p><b>1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b></p> <p><b>2) clean hands thoroughly more often than usual</b></p> <p><b>3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b></p> <p><b>4) maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></p> <p>5) minimise contact between individuals and maintain social distancing wherever possible</p> <p>-2m distancing between adults at all times- limit of 3 in staff room</p> <p>-15 min limit closer contact with pupils</p>	L	1	Alison Moore Laith al Asmar	<u>17.7.20</u>	Helen Osterfield

		<p>-Maximum distance teaching space marked out in classrooms for staff.</p> <p>6) where necessary, wear appropriate personal protective equipment (PPE)</p> <p><b>Numbers 1 to 4 must be in place in all schools, all the time.</b></p> <p><b>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances:</b></p> <p><b>Number 6 applies in specific circumstances.</b></p>					
System of Control - <b>Responsive</b>	H	<p>7) Engage with the Health Protection Hub at Telford &amp; Wrekin Following the process that has been provided to schools and use the notification form provided to advise of any confirmed or suspected cases of staff or pupils within the school</p> <p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>9) contain any outbreak by following health protection hub and PHE advice</p> <p><b>Numbers 7 to 9 must be followed in every case where they are relevant</b></p>	L	1	Alison Moore <b>Laith al Asmar</b>	<b><u>17.7.20</u></b>	Helen Osterfield
Poor hygiene practice – <b>specific - spread of potential infection at the start of the school day.</b>	H	<p>In line with government advice:</p> <ul style="list-style-type: none"> <li>• Issue information to young people, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus</li> <li>• Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up</li> </ul>	L	1	Alison Moore <b>Laith Al- Asmar</b>	<b><u>17.7.20</u></b>	Helen Osterfield

		<ul style="list-style-type: none"> <li>• Inform each year group and their parents of their allocated times for the beginning and end of their school day – detailed letter sent to all parents 17.7.20, repeated at the start of term 1.9.20.</li> <li>• Inform each year group and their parents of the allocated entrance and exit points to school and where they should go on arrival – detailed letter sent to all parents 17.7.20, repeated at the start of term 1.9.20</li> <li>• Pupils to be supervised in accessing hand-washing facilities on arrival, ensuring that pupils’ queue while maintaining social distancing as they wait for facilities</li> <li>• All staff to wash hands on arrival in school</li> <li>• Make it clear to parents and pupils that they cannot congregate at the front of school prior to the start of the school day</li> <li>• Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport</li> <li>• Issue information to pupils in relation to restrictions on their movement around the site</li> <li>• Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day.</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection is reduced as pupils and staff arrive at school.</p>					
Poor hygiene practice – <b>specific – toilet/changing facilities.</b>	H	<ul style="list-style-type: none"> <li>• Staff to wear additional PPE when supporting pupils who have sickness and toilet accidents – mask, gloves, apron (see PPE guidance for schools)</li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith</u>	<u>17.7.10</u>	<u>Helen Osterfield</u>

		<ul style="list-style-type: none"> <li>• Restrict numbers of children using the toilets to ensure 2m social distancing is maintained</li> <li>• Queuing: social distancing marks beyond toilet area, supervised, one in, one handwashing.</li> <li>• Provide paper towels instead of blow dryers (less risk of aerosol)</li> <li>• Prop doors open where possible to reduce hand contact surfaces</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, safe practices are followed and the risk of infection is reduced for staff and pupils.</p>			<u>Al- Asmar</u>		
Poor hygiene practice – <b>specific - end of the school day.</b>	H	<ul style="list-style-type: none"> <li>• Issue information to parents about departure procedures, including safe pick-up</li> <li>• Supervised hand washing in the classrooms before pupils leave- nominated staff member turns tap in and off.</li> <li>• Inform pupils and parents of their allocated times for the end of their school day – detailed letter sent to all parents 17.7.20 and 1.9.20</li> <li>• Inform pupils and their parents of the allocated exit points and pick up points detailed letter sent to all parents 17.7.20 and 1.9.20</li> <li>• Make it clear to parents and pupils that they cannot congregate at the front of school/in the playground prior to the end of the school day. If waiting to collect pupils, parents are to remain in the designated social distancing places and leave immediately.</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al- Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>

Ill health in school.	H	<p>Staff are informed of the symptoms of possible coronavirus infection,</p> <ul style="list-style-type: none"> <li>➤ A high temperature – this means they feel hot to touch on their chest or back (they do not need to measure their temperature)</li> <li>➤ A new continuous dry cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual)</li> <li>➤ A change to their normal sense of taste or smell (anosmia)</li> <li>➤ Children may also display gastrointestinal symptoms and you should follow advice on the flow chart provided by the Health Protection Hub</li> <li>➤ They must be sent home and advised to follow <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>, which sets out that they must self-isolate for at least 7 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. Complete the school notification form and send to <a href="mailto:HealthProtectionHub@telford.gov.uk">HealthProtectionHub@telford.gov.uk</a>.</li> </ul> <ul style="list-style-type: none"> <li>• Appropriate PPE is sourced and guidance on its location, use and disposal issued to staff in line with government guidance on what to do if a pupil or staff</li> </ul>	<u>L</u>	<u>1</u>	<p><u>Alison Moore</u></p> <p><u>Laith Al-Asmar</u></p>	<u>17.7.20</u>	<u>Helen Osterfield</u>

		<p>member becomes unwell (see PPE guidance for schools)</p> <ul style="list-style-type: none"> <li>• All staff are informed of the procedure in school relating a pupil becoming unwell in school: Use Head's Office as Isolation Space. First Aider in the specific class Bubble will take the child to the isolation area and stay with the child, office staff to make contact with parents Bubble A (Class 1) First Aider – Anita Pollard Bubble B First Aider (Class 2) – Carmen Leon Bubble C First Aider (Class 3) – Caroline Sankey If sick, full PPE, use designated bowl. High Temp- isolate in Isolation Room, call parents. Follow infection control policy. Remind them of the need to isolate</li> <li>• Any pupil who displays signs of being unwell is immediately referred to the designated First Aider in their Class Bubble, as above</li> <li>• Any staff member who displays signs of being unwell immediately refers themselves to Mrs Moore or Mrs Care (See guidance on Dealing with incidents at school)</li> <li>• Where the named person is unavailable, staff ensure that any unwell pupils are moved to an empty room whilst they wait for their parent to collect them. School admin team to contact parents. Parents advised to follow the COVID-19: Guidance for households, including accessing testing</li> <li>• If a pupil needs to use the bathroom, they should use a separate bathroom (Designated Staff Toilet) which will be cleaned after use. Until it is cleaned a sign will be in place 'Do not use, awaiting cleaning' and staff will use the alternative disabled toilet.</li> </ul>					
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		<ul style="list-style-type: none"> <li>• Pupils displaying symptoms of coronavirus do not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained</li> <li>• If contact with a child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing, eye protection should also be worn</li> <li>• The relevant member of staff calls for emergency assistance immediately if the pupil's symptoms worsen</li> <li>• Unwell pupils who are waiting to go home are supervised in a designated area near the front of school where they can be at least two metres away from others</li> <li>• Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected once vacated.</li> <li>• Following a suspected case head teachers should follow the guidance in appendix 2</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, any member of the school community who becomes unwell, is isolated quickly and appropriate action is taken to minimise the risk of infection.</p>					
Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.	H	<ul style="list-style-type: none"> <li>• Leaders to identify and communicate clearly to parents and pupils who is to attend and the times they are to attend</li> <li>• Leaders to calculate capacities of classrooms. Classrooms allocated for provision and arranged so</li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al- Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>

		<p>that pupils can remain 2 metres apart where practicable (taped markers on the floor)</p> <ul style="list-style-type: none"> <li>• Unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out; <ul style="list-style-type: none"> <li>➤ Avoiding contact with anyone with symptoms</li> <li>➤ Frequent hand cleaning and good respiratory hygiene practices</li> <li>➤ Regular cleaning of settings</li> <li>➤ Minimising contact and mixing</li> </ul> </li> </ul> <p>It is still important to reduce contact between people As much as possible, and we can achieve that and Reduce transmission risk by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.</p> <ul style="list-style-type: none"> <li>• Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so</li> <li>• Timetable reviewed and refreshed and programme communicated to teachers and staff</li> <li>• Bubbles are class based or double bubbles for adjoining classes,</li> </ul> <p>Class 1 – 26 pupils R/Y1, Class 2 – 28 pupils Y2/Y3  Class 3 – 37 pupils Y4/Y5/Y6  Class 3 will operate with two class teachers  One 0.8 contract and one 1.0 contract  Year 4 will be taught separately to Y5/6 on most days.</p>					
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		<ul style="list-style-type: none"> <li>• Desks should be spaced as far apart as possible</li> <li>• Where possible, pupil movement to be limited to make social distancing easier and specialist teachers to move between allocated classrooms</li> <li>• Leaders to consider how best to supplement remote education with face-to-face support for pupils.</li> </ul> <p>As a result, staff and pupils are clear about where they should be, the times that they should be there and what they are delivering.</p>					
Mental Health and Wellbeing for pupils	H	<ul style="list-style-type: none"> <li>• Where year groups are returning to school we would expect leaders and teachers to; <ul style="list-style-type: none"> <li>➢ consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn</li> <li>➢ assess where pupils are in their learning, and hence what adjustments to their curriculum may be needed over the coming weeks</li> <li>➢ Recovery Curriculum in place with focus on reading, writing and maths, RE, PSHE and well-being with a broad offer of creativity, PE, art, design, history and geography, listening to music.</li> <li>➢ Use of ELSA support packs, Calmbrain.</li> <li>➢ ELSA trainind HLTA available plus Newport School &amp; Family Liaison Worker.</li> <li>➢ identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils</li> </ul> </li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al-Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>

		<ul style="list-style-type: none"> <li>➤ Intimate care: there will be no staff support for intimate care. Pupils who are able to support themselves bring 'spares' for minor accidents, otherwise parents are called to deal with this to minimise risk of transmission and upset for the child.</li> <li>➤ Intimate care: SEND. There is specific RA for this requirement. Staff use full PPE and follow training and guidance.</li> </ul>					
Mental Health & wellbeing for staff	H	<ul style="list-style-type: none"> <li>• Staff know each other well and look out for any signs of mental ill health: we talk.</li> <li>• Standing item on the weekly staff meetings agenda</li> <li>• Full consultation in relation to Risk Assessment</li> <li>• Access to good Mental Health Supervision via STSA.</li> <li>• Reduce workload by all means possible- reduce marking, secure PPA, reduce unnecessary meetings and training.</li> <li>• Manage potential workload increase through remote learning offer.</li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al- Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>
A pupil is tested and has a confirmed case of coronavirus.	H	<p>In line with government advice:</p> <ul style="list-style-type: none"> <li>• Follow guidance from the Test and Trace team in the Health Protection Hub</li> <li>• The rest of the class/group should be advised to self-isolate for 14 days</li> <li>• The Executive Head teacher will contact PHE. Then PHE's local protection teams to conduct a rapid investigation and will advise school on appropriate action.</li> <li>• See advice in Dealing with Incident procedure/Infection Control Policy and Plan</li> </ul> <p>As a result, school leaders taken appropriate action in the event of a confirmed case of coronavirus.</p>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al- Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>

<p>Insufficient staff to run face-to-face sessions for pupils. Supply teachers and temporary staff</p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Minimise contact with staff and pupils</li> <li>• Maintain social distancing</li> <li>• Leaders to ensure that they have a complete list of vulnerable adults for their school</li> <li>• Protocols for staff to inform leaders if they need to self-isolate are clearly in place</li> <li>• Leaders ensure the initial planning has sufficient staff to enable this to be safely covered.</li> </ul> <p>As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils.</p>	<p><u>L</u></p>	<p><u>1</u></p>	<p><u>Alison Moore</u>  <u>Laith Al- Asmar</u></p>	<p><u>17.7.20</u></p>	<p><u>Helen Osterfield</u></p>
<p>Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection.</p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Staggered starts to be put in place for break time and lunchtime</li> <li>• One-way circulation where possible to be put in place for pupils arriving and leaving shared lunch space/lessons: class 2 &amp; 3 use one way system for access to classrooms and toilets .Separate toilet facilities for Class 2 and Class 3 with signage highlighted.</li> <li>• Class 1 have own toilet facilities in main building</li> <li>• Allocated outdoor areas for each year group to be identified for break time and lunchtime</li> <li>• Lunchtime to be staggered for different year groups Class 1 11.30 – 12.30 Class 2 12.00 – 1.00pm Class 3 12:30 -1.30pm The first half hour while be eating lunch in the classroom with the second half hour pupils going out</li> </ul>	<p><u>L</u></p>	<p><u>1</u></p>	<p><u>Alison Moore</u>  <u>Laith Al- Asmar</u></p>	<p><u>17.7.20</u></p>	<p><u>Helen Osterfield</u></p>

		<p>to play on the playground. This will reduce contact and ensure there is no interaction between different bubbles.</p> <ul style="list-style-type: none"> <li>• Pupils advised not to play contact games at break time or lunchtime.</li> <li>• Pupils to be supervised in washing hands before and after lunch</li> <li>• Classroom Tables to be cleaned prior to use, between year groups and at the end of session by class staff</li> <li>• Catering staff to maintain strict levels of hygiene in food preparation areas and follow whole staff guidance in reporting illness</li> <li>• Pupils will eat packed lunches in classrooms to reduce movement and maintain social distancing. Tables must be cleaned prior to lunch</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection during unstructured time is reduced.</p>					
Spread of infection in classrooms/shared areas.	M	<ul style="list-style-type: none"> <li>• All unnecessary items to be removed from classrooms and learning environments and stored elsewhere</li> <li>• All soft furnishings and items that are hard to clean to be removed e.g. bean bags, soft seating in reading areas, puppets.</li> <li>• Pupils to be directed to specific seats in classrooms and to maintain seats during the day as far as possible</li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al-Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>

		<ul style="list-style-type: none"> <li>• Early Years class: reduction of toys used to those easily cleaned, separation and rotation system for toys and books of toys where possible and regular supervised handwashing throughout the day.</li> <li>• Tissues and hand sanitiser to be located in each classroom/learning space</li> <li>• Bins to be emptied at least twice daily in classrooms by T&amp;W Cleaning Service. No recycling.</li> <li>• Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open</li> <li>• Tables to be wiped down with anti-bacterial wipes, avoid Milton, only to be used by cleaning staff.</li> <li>• Where possible, windows to be opened to provide ventilation.</li> <li>• Schools will provide and label pupils equipment for sole use to reduce the risk of infection</li> <li>• Regular handwashing in EYFS classes with change in use of equipment, rotation of equipment, held for 72 hrs before reusing, removal of 'used' equipment for regular cleaning.</li> <li>• Pupils/staff to clean IT equipment (esp keyboards) with anti-bacterial wipes before and after each use</li> <li>• Shared telephone handsets to be cleaned with anti-bacterial wipes before and after each use</li> <li>• Interactive whiteboards and shared teaching resources to be cleaned prior to and after</li> <li>• If any bodily fluids come into contact with classroom equipment, ensure that gloves are</li> </ul>					
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		<p>worn to remove the piece of equipment before it is thoroughly cleaned</p> <ul style="list-style-type: none"> <li>• Bubbles can be up to the size of a class or where possible try to keep the bubbles as small as practicable.</li> <li>• Seat pupils side by side, not face to face or side on in lines of desks.</li> <li>• Stagger movement around classroom</li> <li>• Staff to maintain social distancing of 2m from all other adults and pupils where possible.</li> <li>• Individual equipment such as pens and pencils allocated for each pupil</li> <li>• Allocate items such as books/toys to bubbles, to avoid mix use</li> <li>• Shared equipment such as PE, art, science etc should be cleaned in between use and where possible isolated for 48-72 hours</li> <li>• Ideally, adults should maintain 2 metre distance from each other, and from children. This may not always be possible with younger children or children with complex needs</li> <li>• Some teachers delivering PPA will need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can</li> <li>• When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups</li> <li>• make small adaptations to the classroom including seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space</li> <li>• avoid large gatherings: no whole school worship or assemblies.</li> </ul>					
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		<ul style="list-style-type: none"> <li>• adapt timetables to avoid creating busy corridors: one way systems access to toilets.</li> <li>• Guidance issued to staff on the use of the staff room and staff toilet area, including maximum number of 4 members of staff at any one time in staff room - only sit on designated seats, designated staff toilets for bubbles, follow entry and exit process to limit touching handles and locks.</li> <li>• Staff room seats wiped down end of each day.</li> <li>• Staff to be reminded to adhere to social distancing at all times</li> <li>• Hand sanitiser to be in place at photocopiers/shared keyboards/telephones etc</li> <li>• Staff must wash and dry their own cups, plates and utensils, using disposable towels.</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection to staff and pupils in classrooms is reduced.</p>					
Music Lessons	M	<p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.</p> <ul style="list-style-type: none"> <li>• Play/sing outdoors where possible</li> <li>• Limit group sizes to no more than 15</li> <li>• Position pupils back to back or side to side</li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al-Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>
Physical Activities	M	<ul style="list-style-type: none"> <li>• Outdoor sports should be a priority</li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>

		<ul style="list-style-type: none"> <li>• Scrupulous attention to cleaning and hygiene</li> </ul> <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grass root sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul>			<u>Laith Al-Asmar</u>		
Breakfast club/After school provisions		<ul style="list-style-type: none"> <li>• Where possible keep to school bubbles: Acorns operate split groups in line with school bubbles: KS1 and KS2.</li> <li>• If not smaller consistent groups</li> <li>• Limit number of wraparound providers</li> <li>• No contact sport</li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u> <u>Laith Al-Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>
Poor pupil behaviour increases the risk of the spread of the infection.	H	<ul style="list-style-type: none"> <li>• Pupils are reminded of the behaviour policy on their return to school</li> <li>• Sanctions (and how they will be applied in the context of social distancing) are clearly communicated to pupils and parents. Behaviour policy is adjusted as a consequence</li> <li>• Pupils' individual behaviour plans are reviewed and specific control measures identified and shared with pupils and staff where necessary.</li> <li>• Follow T&amp;W PPE guidance</li> </ul> <p>As a result, pupils and staff understand the behaviour policy/individual plans in context.</p>	<u>L</u>	<u>1</u>	<u>Alison Moore</u> <u>Laith Al-Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>
Pupils with complex needs are not adequately prepared for a return to school or safely supported.		<ul style="list-style-type: none"> <li>• Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote</li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u> <u>Laith Al-Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>



		<p>education. Schools should monitor engagement with this activity.</p> <ul style="list-style-type: none"> <li>• Specific arrangements for pupil transport have been risk assessed and agreed with local providers</li> <li>• Leaders and staff should review individual pupils' handling plans, including the use of PPE (see PPE guidance)</li> <li>• Updated training for use of specialist equipment, PPE and support for intimate care</li> <li>• Additional advice should be sought from external agencies where appropriate in relation to moving and handling (physiotherapy, occupational therapy)</li> <li>• Review individual communication plans where close proximity is expected e.g. on-body signing</li> <li>• Plans should be understood, shared and followed consistently by all staff working with those pupils</li> <li>• Prepare additional social stories to support pupils with autism / learning difficulties (highlighting changes to classrooms/arrangements/use of PPE, for example) and share with parents and pupils prior to pupils returning to school.</li> <li>• Follow T&amp;W PPE guidance</li> </ul> <p>As a result, pupils with complex needs are well supported.</p>					
Vulnerable pupils and pupils with SEND do not receive appropriate support.	H	<ul style="list-style-type: none"> <li>• Appropriate planning is in place to support the mental health of pupils returning to school</li> <li>• Agree what returning support is available to pupils with SEND in conjunction with families and other agencies.</li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al- Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>

		As a result, pupils with SEND and those concerned about returning to school are well supported.					
Increased number of safeguarding concerns reported after lockdown.	M	<ul style="list-style-type: none"> <li>Agree safeguarding provision to be put in place to support returning pupils: See Safeguarding Policy Addendum</li> <li>Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns</li> <li>Follow up any referrals made by staff swiftly, while maintaining social distancing.</li> </ul> <p>As a result, safeguarding remains of the highest priority and practice.</p>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al- Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>
Emergency evacuation due to fire etc.	H	<ul style="list-style-type: none"> <li>Lockdown, fire and emergency evacuation procedures to be reviewed so that social distancing can be maintained</li> <li>Practice fire drill information shared with pupils and walk through in first week, full fire drill start of second week</li> <li>Leaders to communicate procedures to all staff</li> <li>Staff to communicate emergency evacuation procedures to pupils at the beginning of each day.</li> </ul> <p>As a result, social distancing is maintained in the event of an emergency evacuation.</p>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al- Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>
Cleaning is not sufficiently comprehensive.		<p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> </ul> </li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al- Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>

		<ul style="list-style-type: none"> <li>• frequently touched surfaces being cleaned more often than normal</li> <li>• different classes will have their own allocated toilet facilities. Class One will use their own toilets in the main building with only one child being allowed to go at any one time. Class 2 and 3 will have their own designated toilets which will be clearly marked so that these two bubbles are not crossing infection. toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</li> </ul> <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <ul style="list-style-type: none"> <li>• Ensure that all cleaning and associated health and safety compliance checks have been undertaken prior to opening</li> <li>• A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures</li> <li>• Where possible, additional cleaning staff employed (or given additional hours) to increase the regularity of cleaning ( Sarah Jeffreys- T&amp;W Cleaning Services- additional cleaning hours from 2.6.20)</li> <li>• Whilst pupils are at break time/lunchtime, T&amp;W Cleaning staff to clean tables/door handles with a disinfectant spray. Gloves to be worn during this and hands washed afterwards</li> <li>• Disposable gloves/wipes/sprays are next to photocopiers/printers etc</li> <li>• Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (i.e. a focus on door handles, toilets and changing room).</li> </ul>					
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		<ul style="list-style-type: none"> <li>Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, high standards of cleanliness are maintained in school.</p>					
Contractors, deliveries and visitors increase the risk of infection.	H	<ul style="list-style-type: none"> <li>All contractors to be checked to ensure that they are essential visitors prior to entry to the school</li> <li>Agree arrival and departure times with contractors to ensure that there is no contact with staff or pupils</li> <li>All contractors/visitors to wash hands either prior to or on entry to the school site</li> <li>Contractors and visitors are directed to use designated hand gel</li> <li>All areas in which contractors work are cleaned in line with government guidance</li> <li>Contractors to bring own food, drink and utensils onto site.</li> <li>Staff who receive deliveries to the school to use hand gel</li> <li>Where possible, staff to identify safe/designated place for delivery without need for contact with staff. Drivers are not permitted to enter the school premises when making deliveries</li> <li>If drivers have to enter school site, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building</li> <li>Surfaces to be cleaned after any deliveries have been made.</li> </ul> <p>As a result, any external visitors/contactors are kept safe and the risk to other members of the school is minimised.</p>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al-Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>

Professional Visitors	H	<ul style="list-style-type: none"> <li>• All visitors to be checked to ensure that they are essential visitors prior to entry to the school</li> <li>• Agree arrival and departure times with professional visitor to ensure that stringent social distancing is adhered to with staff or pupils and any professional visitors to see children must have prior authorisation from parents unless there is a significant reason not to do so</li> <li>• All professional visitors to use designated hand gel</li> <li>• All areas in which Professional visitor work are cleaned in line with government guidance</li> <li>• Professional visitors to bring own food, drink and utensils onto site.</li> <li>• Professional visitors to be responsible for cleaning their own equipment and personal belongings</li> </ul> <p>As a result, any professional visitors are kept safe and the risk to other members of the school is minimised.</p>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al- Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>
Educational Visits	H	<ul style="list-style-type: none"> <li>• No overnight or overseas educational visits</li> <li>• Non-overnight domestic educational visits can resume</li> <li>• Pupils to be kept to the school bubbles</li> <li>• Destination should be COVID-secure</li> </ul>	<u>L</u>	<u>1</u>	<u>Alison Moore</u>  <u>Laith Al- Asmar</u>	<u>17.7.20</u>	<u>Helen Osterfield</u>

## School-specific arrangements relating to risk assessment that may need additional detail:

### **Capacity and organisation of teaching spaces, Staffroom and offices**

3 teaching groups – Reception/Y1, Y2/3, Y4/5/6 therefore 3 designated bubbles within school.

Pupils taught in 3 class groups.

Class 1(R/Y1) operates as a single bubble in the main building.

Staffing Plan – Class Teachers AM/EF, Support Staff AP/TJ/HK

Class 2 & 3 are in the same building/demountable but will have separate entry and exit points so will not cross or interact.

Staffing Plan for Class 2 – Class Teacher LAA, Support Staff - CL (HLTA), AT (ISF), NE

Staffing Plan for Class 3 – Class Teachers CS/DW, Support Staff CS, LM (Sports Apprentice) plus Associate Teacher

Hall: Used to provide R/Y1 class with additional space for very young children starting school.

Staff room limited to 3 staff at one time.

Staff take PPA at home.

Office space is no entry for anyone except office staff.

### **Arrival to and departure from school, Movement around the school, Pupil expectations**

**Due to one main entry point at St. Lawrence site we will operate a staggered to start with signage on gates to show entry and exit point for parents to leave the site.**

Class 1 to arrive at 8.45am and leave at 2.45pm

Class 2 to arrive at 8.55am and leave at 2.55pm

Class 3 to arrive 9.05am and leave at 3.05pm

Classroom allocations, Timetable arrangements, Classroom expectations

Class 1- 2 teachers on a job share arrangement, 2 part-time TA, 1 special support (26 pupils)

Class 2- 1 teacher, 1 HLTA/ELSA, 2 part time TA's funded through ISF ((28 pupils)

Class 3 – 2 teachers 0.8 and 1.0 contract, 1 full time TA, 1 full time Sports Apprentice, 1 Associate teacher form September

Expectations in line with behaviour policy

Staggered break and lunch times for each group. Separate visits to the toilets are supervised to ensure no crossing of groups.

Shared procedures for social distancing and hygiene routines daily. Desks as far a part as possible. Limited movement of pupils and staff. Whole group works together throughout the day.

Appropriate behaviour and positive response to hygiene training

### **Role of teaching assistants:**

Assisting and leading some sessions to enable staff to have breaks, support and cover for teacher breaks, lunch and break cover shared across the bubble teams.

### **Break time plan, Lunchtime plan**

Lunch:

Class 1 11.30 – 12.30pm

Class 2 12.00 – 1.00pm

Class 3 12.30 – 1.30pm

To avoid interaction of bubbles on the playground, the first half hour will be spent eating lunch in class and the second half hour playing outside on the playground or field (weather permitting).

Breaks

15 min each morning - Class 1 (10.15-10.30am), Class 2 (10.30 – 10.45am) Class 3 (10.45 – 11am)

10 min each afternoon Class 1 (2.00 – 2.10pm) Class 2 (2.10pm-2.20pm), Class 3 (2.20pm-2.30pm)

### **Timetable arrangements**

The school day has staggered start and finish times. It comprises of four teaching sessions ranging from 1 hour to 1hr 40 where children will remain in classrooms or outdoor space where applicable. Sessions to focus on Maths, English, Reading, Writing, Mental Health and Wellbeing, RE and foundation subjects. Staggered breaks and lunchtimes using playground and field.

**Catering staff:** T&W

**Cleaning:** T&W

**Toilets:** designated toilets for staff, all toilets Regularly cleaned by T&W Staff

- Guidance for full opening of school: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- Guidance for full opening: Special schools and other specialist settings: [https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm\\_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
- Action for early years and childcare providers during coronavirus (COVID-19) outbreak: [https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm\\_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
- Actions for school a during the coronavirus outbreak: [https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm\\_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
- Protective measures for holiday or after school clubs and other out of school settings for children during coronavirus: [https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm\\_source=4b581021-d798-4565-8fa0-579175be88cb&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm_source=4b581021-d798-4565-8fa0-579175be88cb&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
- Providing free school meals during coronavirus: [https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance?utm\\_source=17707caa-1f12-4a5e-b1dc-611eb591a116&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance?utm_source=17707caa-1f12-4a5e-b1dc-611eb591a116&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

Signed : Mr Paul Evans      Chair of Governors      *P Evans*

Miss H Osterfield      Executive Head      *H Osterfield*

Mrs A Moore      Head of School      *A Moore*