

**DRAFT**

# **Phased Return Plan Risk Assessment**

**June 2020**

Version 5:  
10.6.2020

## Phased Return Planning and Risk Assessment

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## Phased Return Planning and Risk Assessment

### Purpose

Schools closed on 20<sup>th</sup> March 2020 in response to COVID-19 and have only been open to the children of essential key workers and for children who are considered to be vulnerable. From 1<sup>st</sup> June 2020 Schools are re-opening for education with a phased return so that all primary pupils will have returned to school before the summer holidays. The purpose of this document is to outline the key risks, the measures that we are taking to ensure that it is safe for pupils and staff and the timeline for the phased return. This is a working document and will be kept under constant review in line with government and local advice as well as our own monitoring.

The reasons to return to school before the summer holidays are:

- To help the children to reintegrate socially and emotionally into school life.
- To maximise the opportunity to catch up on missed learning.
- To support families to return to work where necessary.

### Risk identification

The key hazard is the spread of the COVID-19 virus to:

- Pupils
- Staff
- Parents
- Cleaners
- Contractors
- Delivery drivers
- Visitors
- Anyone else who physically comes in contact with us

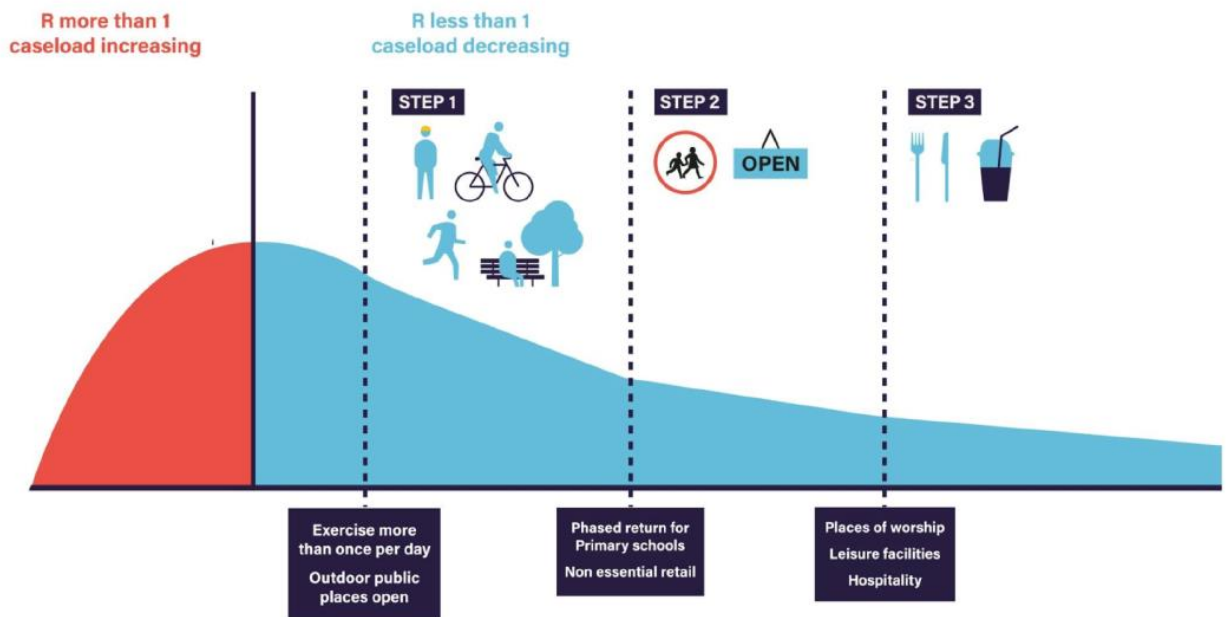
The risk rating is at level 4 (13<sup>th</sup> May 2020) and will be reviewed daily.

### COVID Alert Levels

Level	Description	Action
5	As level 4 and there is a material risk of healthcare services being overwhelmed	Social distancing measures increase from today's level
4	A COVID-19 epidemic is in general circulation; transmission is high or rising exponentially	Current social distancing measures and restrictions
3	A COVID-19 epidemic is in general circulation	Gradual relaxing of restrictions and social distancing measures
2	COVID-19 is present in the UK, but the number of cases and transmission is low	No or minimal social distancing measures; enhanced testing, tracing, monitoring and screening
1	COVID-19 is not known to be present in the UK	Routine international monitoring

Gov.uk press slides 12.05.2020

### Steps of adjustment to current social distancing measures



Gov.uk press slides 12.05.2020

The phased return on 1<sup>st</sup> June 2020 will only be possible if the COVID-19 Alert Level moves to 3 and would only continue as long as it does not rise above level 3.

### Risk assessment

The school has adopted the Sheffield LA Schools Covid Risk Assessment 27.05.2020 version 5. In addition, there are specific protective measures and key roles within the school outlined in the 'implementing protective measures' section.

The measures are based on current (as at 28 May 2020) government guidance:

- > [Actions for education settings to prepare for wider opening](#)
- > [Implementing preventative measures in education settings](#)
- > [Planning guide for early years and childcare settings](#)
- > [Planning guide for primary schools](#)
- > [Guidance for secondary school provision](#)
- > [Safe working in education settings](#)

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### Implementing protective measures

	DfE Advice	Controls required	Action by whom?	Action by when?	Done
<b>Effective infection protection and control 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)</b>	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	- See contact tracing section. - See confirmed cases section.	SLT All staff parents	Letter to Parents	Y
	cleaning hands 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 are covered	- Supervised handwashing on entry to school, after any activities outside of the classroom, before eating, after using the toilet. - Child friendly signage	Class teachers TAs	Signage at gates	Y
	ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach	- Training the children through information videos - Child friendly signage	Class teachers TAs	Signs Bins Check supplies in classrooms daily	Y
	cleaning frequently touched surfaces often using standard products, such as detergents and bleach	- Additional cleaning hours in between sessions.	Cleaners/Teachers/TAs	Briefing for staff – handbook and separate document to show cleaning/disinfecting procedures  Additional cleaning hours over lunchtime	Y
	minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)	- Markings on floor in corridors to show direction (keep left). - One desk per pupil. - Classrooms set up to promote 2m apart layout. - Staggered breaks and designated areas. - Open door policy throughout school to minimise/eliminate touching of door handles in the setting	SLT Teachers TAs	Door wedges ordered  Procedures in staff handbook  Markings to come wk beginning 8.6.20	Y
<b>Personal protective equipment (PPE) including face coverings and face masks</b> <i>Wearing a face covering or face mask in schools or other education settings is not recommended.</i>	PPE is only needed in a very small number of cases including: - children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way - if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a	- PPE to be ordered by office to ensure that stock levels are high enough, particularly for children who need changing and medication throughout the day.  - This risk assessment to be shared with any member of staff who may be doing intimate care with any child-feedback sought on anything else which	Beth Alison SLT	PPE distributed to classrooms with first aid kits	Y

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	<p>distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <p><b>Effectively First Aid always directed to First Aid from teaching staff &amp; separate holding space?</b></p>	<p>would need to be refined to strengthen its rigour</p> <ul style="list-style-type: none"> <li>- Individual risk assessments for pupils with EHCPs or handling plans</li> <li>- For first aid incidents occurring within bubbles, the staff members within that bubble will alert the SLT member on site, who will make their way to the child, and will wear PPE (mask and gloves) to administer the first aid</li> </ul>			
<b>Shielded and clinically vulnerable children and young people</b>	<p>For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been <a href="#">classified as clinically extremely vulnerable due to pre-existing medical conditions</a> have been advised to shield.</p>	<ul style="list-style-type: none"> <li>- SLT to identify clinically extremely vulnerable</li> <li>- Do not come to school.</li> <li>- Parents follow medical advice.</li> <li>- Teachers provide remote learning.</li> </ul>	SLT Class teachers Parents	Risk Assessments in line with COVID Risk Matrix	Y
<b>Shielded and clinically vulnerable adults</b>	<p><b>Clinically extremely vulnerable</b> individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work.</p>	<ul style="list-style-type: none"> <li>- Individual members of staff to inform line manager</li> <li>- Working from home arrangements in place.</li> </ul> <p>Read <a href="#">COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable</a> for more advice</p> <p>Risk Reduction Framework and Browne Jacobson flow chart used to identify and manage risks for individuals and support them to feel confident and safe</p>	All staff SLT	Risk Assessments in line with COVID Risk Matrix	Y
	<p><b>Clinically vulnerable</b> individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <a href="#">Staying at home and away from others (social distancing) guidance</a> have been advised to take extra care in observing social distancing and should work from home where possible.</p>	<ul style="list-style-type: none"> <li>- Individual members of staff to inform line manager</li> <li>- SLT to consider whether working from home is possible or the safest onsite role with social distancing if not possible.</li> </ul> <p>Risk Reduction Framework and Browne Jacobson flow chart used to identify and manage risks for individuals and</p>	All staff SLT	Risk Assessments in line with COVID Risk Matrix	Y

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		support them to feel confident and safe			
<b>Living with a shielded or clinically vulnerable person</b>	If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.	<ul style="list-style-type: none"> <li>- No action required.</li> <li>- Attend school.</li> </ul>	All staff SLT Parents		
	If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the <a href="#">COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance</a> , 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, 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.	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>- Individual members of staff to inform line manager.</li> <li>- SLT to discuss and agree stringent social distancing measures.</li> <li>- Individual risk assessment signed off by Head of School, Executive Headteacher and member of staff.</li> </ul> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>- Parents to inform school office.</li> <li>- Stringent social distancing cannot be adhered to for EYFS, KS1 or some pupils with SEND therefore they should be supported to learn at home if they are in this category.</li> </ul> <p>Risk Reduction Framework and Browne Jacobson flow chart used to identify and manage risks for individuals and support them to feel confident and safe</p>	All staff SLT Parents		
<b>Class or group sizes</b>	We know that, 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.	<p>Schools should therefore work through the hierarchy of measures set out above:</p> <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>	All staff SLT		Y
	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,	<ul style="list-style-type: none"> <li>- Consistent school groups of maximum 15 pupils.</li> <li>- Many groups are smaller due to room size.</li> </ul>	SLT Teachers TAs		Y

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	only mix in a small, consistent group and that small group stays away from other people and groups.	<ul style="list-style-type: none"> <li>- Consistent member of staff where possible</li> <li>- See timetable considerations.</li> </ul>			
	Public Health England (PHE) is clear that if early years settings, schools and colleges do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.	As above. -Clear guidelines for Early Years staff in relation to cleaning of equipment used by children- this to be done throughout the day	SLT Teachers TAs	Briefings for staff in wk beginning 1.6.20 and 8.6.2020  Staff handbook	Y
	Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.	<ul style="list-style-type: none"> <li>- Even though the risk is low, this would be minimised by ensuring that a group does not mix.</li> <li>- Staggered timings.</li> <li>- Only individuals in corridors to go to the toilet etc.</li> </ul>	SLT Teachers TAs	Briefings for staff in wk beginning 1.6.20 and 8.6.2020  Staff handbook	Y
	For pre-school children in early years settings, the staff to child ratios within <a href="#">Early Years Foundation Stage</a> (EYFS) continue to apply as set out here, and we recommend using these to group children.	<ul style="list-style-type: none"> <li>- EYFS children remain in specific group of maximum 15.</li> <li>- Learning environment set up to provide space (limit numbers for each activity)</li> </ul>	SLT Teachers TAs	EYFS Lead	Y
	For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher.	<ul style="list-style-type: none"> <li>- See timetable considerations.</li> </ul>	SLT Teachers TAs		Y
	Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.	<ul style="list-style-type: none"> <li>- See Critical Worker Provision section</li> </ul>	SLT Teachers TAs		Y
<b>Keep cohorts together</b>	<ul style="list-style-type: none"> <li>- ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</li> <li>- ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff</li> </ul>	<ul style="list-style-type: none"> <li>- Designated drop off and pick up locations and times.</li> <li>- Staggered break and lunch times.</li> <li>- Consistent staffing for a group where possible.</li> <li>- Group uses same classroom area.</li> <li>- Seating plan the same.</li> <li>- Thorough cleaning as per cleaning plan</li> <li>-Cloakrooms not to be used</li> </ul>	SLT Teachers TAs Parents Cleaners	Briefing and Handbook	Y



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	<ul style="list-style-type: none"> <li>- ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</li> </ul>				
<b>Reducing mixing</b>	<ul style="list-style-type: none"> <li>- accessing rooms directly from outside where possible</li> <li>- considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> <li>- staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> <li>- staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</li> <li>- ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> <li>- noting that some children and young people will need additional support to follow these measures</li> </ul>	<ul style="list-style-type: none"> <li>- Designated drop off and pick up locations and times.</li> <li>- Staggered break and lunch times.</li> <li>- Floor markers to show one-way system.</li> <li>- Doors open where possible.</li> <li>- Toilet limits to number of actual toilets</li> <li>-Adult supervision of corridors on which toilets are situated</li> </ul>	SLT Teachers TAs		Y
<b>Outside space</b>	<ul style="list-style-type: none"> <li>- for exercise and breaks</li> <li>- for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</li> <li>- although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.</li> </ul>	<ul style="list-style-type: none"> <li>- Designated areas for groups to avoid mixing.</li> <li>- Specific equipment only used by one group.</li> <li>- Basic sports equipment used and cleaned after each use</li> <li>- Equipment not used if cannot be cleaned.</li> <li>- Equipment thoroughly cleaned.</li> </ul> <p>Read <a href="#">COVID-19: cleaning of non-healthcare settings</a></p>	SLT Teachers TAs Cleaners		Y
<b>Shared spaces</b>	<ul style="list-style-type: none"> <li>- use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take</li> </ul>	<ul style="list-style-type: none"> <li>- Specific tables for groups at lunchtime.</li> <li>- Hall limit of 2 groups (30 pupils) at separate tables</li> </ul>	SLT Teachers TAs Cleaners		Y

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	<p>staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place,</p> <ul style="list-style-type: none"> <li>- stagger the use of staff rooms and offices to limit occupancy.</li> </ul>	<p>or seated separately on floor.</p> <ul style="list-style-type: none"> <li>- Cleaning between uses.</li> <li>- Follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> </ul>			
<b>Shared resources</b>	<p>Reduce the use of shared resources:</p> <ul style="list-style-type: none"> <li>- by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>- by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently</li> <li>- although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</li> </ul>	<ul style="list-style-type: none"> <li>- Designated shared resources for each group stored separately in labelled boxes.</li> <li>- Individually labelled resources for children to be kept in drawers where possible.</li> <li>- Cleaning of resources, such as pencils, maths equipment, after use.</li> <li>- Each space to have its own supply of anti-bacterial spray and wipes for use throughout the day</li> </ul>	<p>SLT Teachers TAs Cleaners</p>	<p>Resource packs set up for each child</p> <p>Information letter for parents</p> <p>Briefings for staff wk beginning 1.6.20 and 8.6.2020</p>	Y
<b>Contact tracing</b>	<p>The government is developing a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential coronavirus symptoms. This programme will play an important role in helping to minimise the spread of coronavirus in the future.</p>	<ul style="list-style-type: none"> <li>- Use of the app when available.</li> <li>- Monitoring local levels of cases.</li> <li>- Traditional tracing: who have they been in contact with.</li> </ul>	<p>All staff Parents</p>	<p>Continue to update parents and staff, and regular briefings</p>	Y
<b>Showing symptoms</b>	<p>If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>. PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p>	<ul style="list-style-type: none"> <li>- Check with parents that pupils are well on arrival</li> <li>- Isolate in school away from others if showing symptoms and call parents to collect- This will be done in the Maths Hub, and the child will be supervised by a member of SLT</li> <li>- Staff members in that bubble to communicate immediately with a member of SLT</li> <li>- Recommendation to parents that children showing symptoms get tested</li> <li>- PPE for staff if social distancing not possible</li> </ul>	<p>All staff Care staff Parents</p>	<p>Isolation rooms identified for each group – shared in staff handbook.</p> <p>Pre-School; Cloakroom</p> <p>Main School; Medical room</p>	Y

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		<p>when caring for a sick child.</p> <ul style="list-style-type: none"> <li>- Hygiene measures.</li> <li>- Recording.</li> <li>- In emergency call 999.</li> </ul>			
<b>Confirmed cases</b>	<p>When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.</p> <p>Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</p> <p>Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</p> <p>As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools.</p>	<ul style="list-style-type: none"> <li>- Monitor and record.</li> <li>- Sending home and isolating while waiting.</li> <li>- Quick response to confirmed cases.</li> <li>- Ensure that this process is communicated with parents.</li> <li>- Inform public health where necessary.</li> </ul>	SLT All staff Parents		Y
<b>Testing</b>	<p>When settings open to the wider cohort of children and young people, all those children and young people eligible to attend, and members of their households, will have access to testing if they display symptoms of coronavirus. This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. To access testing parents will be able to use the 111 online coronavirus service if their child is</p>	<ul style="list-style-type: none"> <li>- School to communicate the importance of testing to parents and staff.</li> <li>- Monitor and record results (central record).</li> </ul>	SLT All staff Parents	Regular briefing and reference to this.	Y

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	5 or over. Parents will be able to call 111 if their child is aged under 5.  Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal.				
<b>Vulnerable Pupils</b>	<ul style="list-style-type: none"> <li>- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child.</li> <li>- EHCP</li> <li>- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services)</li> </ul> <p>There is a continuing expectation that vulnerable children and young people of all year groups will attend educational or childcare provision, where it is safe and appropriate for them to do so. As per the current guidance, where these children and young people are currently not attending but attendance is appropriate, we expect providers and local authorities to consider how to encourage their attendance.</p>	<ul style="list-style-type: none"> <li>- SENDCo to work with parent and other professionals to carry out a risk assessment to determine the most appropriate provision.</li> <li>- See risk assessment template.</li> </ul>	SENDCo	Regular contact with families by SENDCo	Y

### Phased return timeline

Please note that this may subject to change in line with government guidance.

Stage 1	Stage 2		Stage 3	
15/06/2020	22/06/2020	29/06/2020	06/07/2020	13/07/2020
Critical Worker Provision	Critical Worker Provision	Critical Worker Provision	No critical worker provision	No critical worker provision
Pre-School	Pre-School	Pre-School	Pre-School	Pre-School
Reception	Reception	Reception	Reception	Reception
Year 1	Year 1	Year 1	Year 1	Year 1
			Year 2	Year 2
			Year 3	Year 3
	Year 4	Year 4	Year 4	Year 4
	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6

## Phased Return Planning and Risk Assessment

Stage 1 would be contingent on the COVID risk alert level being at 3. Stages 2 and 3 would be contingent on it remaining at 3.

### Reviewing the Document and School Approach

The Risk Assessment and plans for the phased return of pupils to school have been shared with the Strategic Development Committee (SDC) acting on behalf of the Governing Body. This Risk Assessment is subject to daily review.

### Further Guidance For Staff

Staff asked to bring minimal equipment into school and not to wear name badges.

Staff to consider a routine for when they get home to allow them to change clothes and clean any items they have brought to school during the day (e.g. car keys, laptops etc...)

Staff are encouraged to access the psychological and pastoral support on offer from school and to maintain regular communication with the school leadership team in order to raise any concerns or queries with them.

### School day

#### Considerations

Based on the risk assessment in relation to the spaces and the guidance of 15 pupils per room, pupils have been grouped in accordance with the available room spaces to promote social distancing by setting the chairs 2m apart.

#### Monday and Tuesday teaching groups

- 9.00am – 3.00pm

#### Thursday and Friday teaching groups

- 9.00am – 3.00pm

#### Childcare for critical workers

- 8am-4pm
- Monday-Friday

- There will be an English and mathematics lesson each day and a RE lesson each week.
- The pupils will also do socially distanced physical activity each day.
- Lunch will be eaten in the classroom (grab bags delivered).

### Remote learning

Please refer to the webinar presentation and follow up training.

All pupils will access remote learning as part of the offer to ensure that they catch up with the missed learning.

- Teachers will plan for two weeks at a time with outline shared with parents as timetable guide.

Remote learning characteristics:

- Carefully planned sequence to maximise learning.
- High quality teaching input (recorded / live).
- Opportunities for pupils to collaborate.
- Opportunities for structured reflection.
- Motivational.
- Carefully planned independent learning.
- Support from a teacher through small group live video sessions / face to face.

Pupils in school: face to face plus remote independent learning (blended).

Pupils not in school: blended offer with pre-recorded, live sessions and independent.

## Phased Return Planning and Risk Assessment

Childcare:	combination
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The formal remote learning offer will be in place from 15<sup>th</sup> June 2020 for all year groups to ensure that all pupils can engage with the teaching and learning regardless of whether they are in school.

### Pastoral support

#### Rituals and routines

It is more likely than usual that children, staff and parents may present mental health issues, heightened anxiety or may generally find the change of routine challenging. The school will actively promote a feeling of safety through structure and routine, through rituals and by projecting a sense of confidence. The importance of routines and rituals is very reassuring to people in a similar way to boarding an aeroplane as there are a number of reference points, which we become accustomed to. As children and parents arrive at school and throughout the day, the same systems and routines will be followed.

#### Monitoring

All staff should be very aware of any indications of anxiety, changes in behaviour, etc and record immediately on CPOMs. It is important to be even more proactive in following up with parents than usual.

#### Pastoral support in the classroom

As part of our provision, there will be a daily check in, which will include an opportunity to discuss and label where appropriate the feelings or anxieties and to explain the current situation at an appropriate level.

#### Individual support

As usual, there will be support for children and families from our pastoral team.

#### Supervision

All members of staff will be able to access remote supervision from a member of the team from Collins-Donnelly Consultancy. Group or individual sessions are available.

### Critical Worker Provision

Due to the limits within the school building, pupils would only be able to attend school for the sessions that they are allocated. There will be a limited number of emergency childcare places available and these places have been prioritised through a new application process.

### Communicating our plans

1. A video presentation was shared with parents on 19th May 2020.
2. Parents received clear written information during the week beginning 18<sup>th</sup> May and groups were confirmed on Friday 22<sup>nd</sup> May.
3. The final risk assessment will be available on the website.
4. Parents will be able to confirm attendance in a similar way to the childcare provision to ensure staffing levels.
5. Clearly communicate designated members of staff for specific issues to ensure consistency and sharing of information.
6. A visual map and clear signage around the site.
7. Staff have been well-informed and active in the development, refinement and updates of the risk assessment

## Phased Return Planning and Risk Assessment

8. The final version of the Risk assessment will be shared with parents on Thursday 11<sup>th</sup> June, with an opportunity questions offered until Friday 12<sup>th</sup> June, with responses shared on Friday 12<sup>th</sup> June (End of day)

### Attendance

#### DfE guidance:

No one with symptoms should attend a setting for any reason. Eligible children – including priority groups - are strongly encouraged to attend their education setting, unless they are self-isolating or they are clinically vulnerable (in which case they should follow medical advice). If someone in their household is extremely clinically vulnerable, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions. Families should notify their nursery/school/college as normal if their child is unable to attend so that staff can explore the reason with them and address barriers together. Parents will not be fined for non-attendance at this time, and schools and colleges will not be held to account for attendance levels. Schools and colleges should continue to inform social workers where children with a social worker do not attend.

#### Our approach:

- Class teachers will arrange a phone call to any parents who do not wish to send their children to school to explore this further. No pressure will be placed on parents to send them to school however it is important that we find out what the barriers are.
- For any pupils not engaging with the remote learning offer, the class teacher will follow this up with the parents.
- No fines will be issued.

### Allocated spaces

Group	Base	Classroom capacity	Assembly point	Entry to school procedure	Entry/Exit point for school building
Critical Worker Provision (20)	Hall (also using Y4 classroom until Y4 return, then Y2 classroom)	15	AstroTurf pitch	Met at upper gate by member of the Senior Leadership Team, directed to the school office to wash hands and then make their way through school to their group base	Hall front door
Critical Worker Provision (19)	Y3	14	AstroTurf pitch	Met at upper gate by member of the Senior Leadership Team, directed to the school office to wash hands and then make their way through school to their group base	Y3 door
1 & 2	Reception	10	Demarcated spaces on path to Reception gate	Met at gate by member of Reception staff, walked to demarcated spaces by Reception door and supervised until doors open. Walked in together.	Reception door
3 & 4	Y1	10	KS1 playground	Met at gate by member of staff and directed to demarcated spaces in KS1 playground. Walked in together.	Y1 door
5 & 6	Y6	12	KS2 playground	Directed at gate to follow route and line up in demarcated spaces in KS2 playground. Met by MR and walked in together.	KS2 main door

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7 & 8	Hive	5 or 6	KS2 playground	Met at gate by member of Hive staff, walked into Hive and handed over to second member of Hive staff.	Hive door
9 & 10	Y4	13	Path to woods	Directed at gate to follow route and then make way up the wooden stairs past the slide, straight into the Year 4 classroom. Met at the door by Miss Pepall.	Y4 fire escape door
11 & 12	Y5	12	KS2 playground	Directed at gate to follow route and line up in demarcated spaces by AstroTurf pitch. Met by Mrs Murray and Mrs Morell and walked in together.	KS2 door (next to printer)
13 & 14	Y2	12	KS1 playground	Met at gate by member of staff and directed to demarcated spaces in KS1 playground. Walked in together.	Conservatory door
15 & 16	Y3	14	'House' side of AstroTurf pitch	Directed at gate to follow route and line up in demarcated spaces by AstroTurf pitch. Met by Mr Walker and walked in together.	Y3 side door
17 & 18	Pre-School	8	Sand are in EYFS outdoor provision	Met in entrance to car park and follow spacing to hand over child to member of staff.	Side-door of pre-school opening on to car park

### Additional notes

- All enter at lower gate and exit at upper gate, following one-way system
- No parents to enter the building unless this is pre-arranged.
- Designated outdoor areas for break times and exercise.
- Toilets to be monitored for capacity (one in, one out) and cleaned frequently.
- Additional handwashing facilities outside to be arranged.
- The member(s) of staff on each gate will need to direct KS2 children.
- Members of staff will need to be strategically placed, e.g. in KS1 & playgrounds and path through Reception outside area to supervise.
- Childcare drop off and pick up to stick to allocated times to avoid congestion.
- Pupils to line up on marked spaces (feet) for their group (this will also serve as fire drill lining up space)
- One-way system for parents who are dropping off younger children.
- The school's fire evacuation policy has been amended in line with the new site map

## Drop off

### Critical worker groups:

- To continue to drop off at the gate (parents not to enter).
- 8.00am start.

### Reception / Year 1 / Year 2:

- Gate open from 8.45am to allow flow.
- One parent per child to walk the children to their lining up space.
- Parents to continue walking following the one-way system and to leave via the exit gate.

### Years 3,4,5,6:

- Gate open from 8.45am to allow flow.
- Children to follow long path around the back to the KS2 playground lining up spaces.



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- Parents not to enter the site.

Everyone to maintain the one-way system and to keep this moving.

### Collection

#### Critical worker groups:

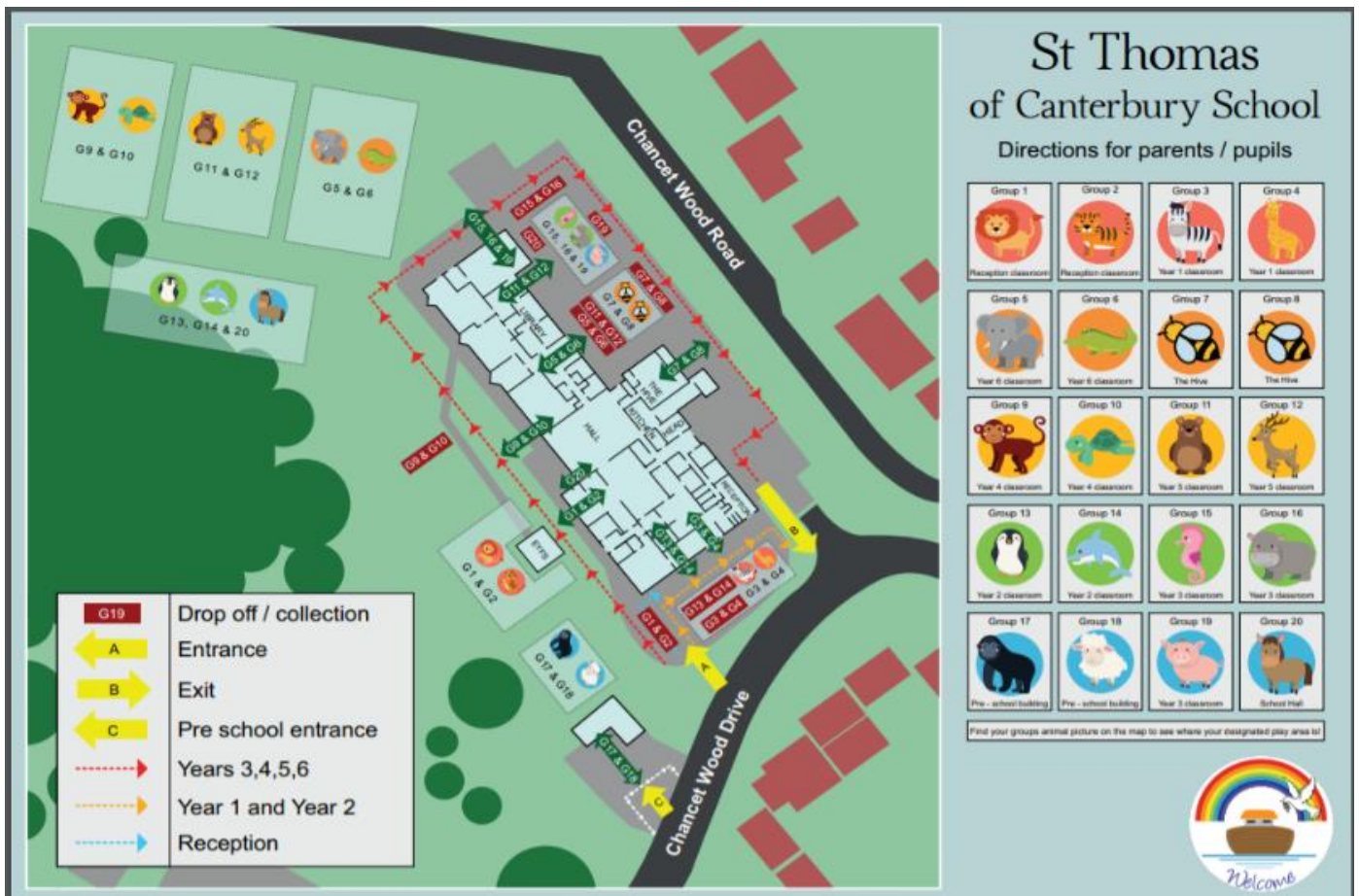
- 4.00pm collection time.
- Parents to stand in the allocated group spaces in the two playgrounds.

#### Reception and Years 1-6

- Gate open from 2.45pm to allow flow.
- One parent per child to walk to their lining up space.
- Parents to stand in the children's lining up spaces.
- Children released gradually to parents.

Everyone to maintain the one-way system and to keep this moving.

### Site Map inclusive of entry/exit points and one-way systems



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