



Hollymount Covid-19 – Risk Assessment

Updated 11.02.2020

Introduction

Government guidance stipulates that, to prepare for wider opening from 1 June 2020, “every setting should carry out a risk assessment before opening. The assessment should directly address risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff. All employers have a duty to consult employees on health and safety, and they are best placed to understand the risks in individual settings”.

This Risk Assessment is in 5 sections. The first section sets out the actions the school will take to minimise the risk of transmission of coronavirus (COVID-19) in school. This is public health advice, endorsed by Public Health England (PHE). The rest of the risk assessment is focused on how the school to operate in this new context. This includes:

- school operations
- curriculum, behaviour and pastoral support
- assessment and accountability
- contingency planning to provide continuity of education in the case of a local outbreak

Full government guidance can be found: **Guidance for full opening: schools. Updated 28th August**

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

and **Education and childcare settings: New National Restrictions from 5 November 2020**

<https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020>

and **Contingency Framework – implementation guidance 1st January 2021 (see appendix H)**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/949187/Contingency_framework_implementation_guidance.pdf

Section 1: Public health advice to minimise coronavirus risks

No	Theme ('Hierarchy of Controls/ System of controls')	Hazards and issues as per government guidance	Control measures – in existence or to be actioned	Action Complete		Further Risk Assessment Required	
				Y	N	Y	N
	Minimise contact with individuals who are unwell by ensuring	Minimise 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 school.	<ul style="list-style-type: none"> • Clear messaging to parents and staff through letters, app messages and signage. • Children to be made aware of symptoms at age appropriate level and know to inform adults if 	y			
				y			



<p>that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p>	<ul style="list-style-type: none"> • Plan the school level response should someone fall ill on site (following 'Implementing Protective Measures' and 'Systems of control' additional questions guidance). • All pupils who show symptoms to be isolated as soon as they appear in a specific space. • All staff who show symptoms to be supported to return home as soon as possible. • All symptomatic staff and pupils to be guided towards testing opportunities. • Set aside space for symptomatic people to isolate before they go home. • Staff supporting any symptomatic child should wear PPE. • As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. • Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). 	<p>they feel unwell. This needs to be done in a way that does not cause worry. Current symptoms:</p> <ul style="list-style-type: none"> - New, continuous cough - High temperature - Loss of, or change in, their normal sense of taste or smell. <ul style="list-style-type: none"> • Clear signage at all entrances stating the government guidance • Staff are clear of the symptoms of COVID-19 and able to identify these. • Clear procedures in place if an individual shows signs of the virus. • A designated room for individuals that show signs of the virus. • PPE set up in designated room (DT room) so that the member of staff with the child is protected. They must remain 2 metres apart. • If they need to go to the bathroom while waiting to be collected, they should use the tea/timers toilet. The toilet must be cleaned and disinfected using standard cleaning products before being used by anyone else. • Provide training to staff required to wear PPE Paper copy shared. • Child/staff member to return home asap. • Staff and children must be tested before returning to school. • Leaflet produced to be given to all individuals that show symptoms directing them on how to access testing and what actions they need to follow (e.g. inform school of outcome of testing, remains at home for 14 days, etc.) • Deep clean of the classroom carried out during this 14 days and undertake a risk assessment. • Follow flowchart system produced by LA • Temperature checks for all individuals that are ill-not just COVID 19 symptoms. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>			
<p>Clean hands thoroughly more often than usual</p>	<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 when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p>	<ul style="list-style-type: none"> • All children to receive regular lessons on hand washing. • Children/staff should wash hands before they leave home. • Children/staff to wash hands as they enter school. • Timetable of handwashing during school time (including staff) 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>			



		<ul style="list-style-type: none"> - whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly - 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 - 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 	<ul style="list-style-type: none"> • Year groups allocated toilets to use but these will be shared. • Staff to support children that need help but should wear gloves when doing so. • Handsantiser situated in every classroom and other areas around school (new hand sanitizer outside staff toilets) • SM to ensure soap dispensers are full at all times. • Gov. posters displayed in every classroom and main entrance and other areas e.g. staffroom, toilets and school gate. • Empty bins throughout the day when necessary. • Open windows where possible for natural ventilation. • Prop doors open, where safe to do so. • Children to come to school in school uniform or PE kit. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>			
<p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>		<p>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.</p> <p>As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.</p> <p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</p>	<ul style="list-style-type: none"> • Weekly lessons on 'catch it, bin it, kill it'- differentiated to meet the needs of all children. • Posters around school promoting this approach. • Order appropriate PPE for staff that require it (e.g. for staff provide intimate care and for staff that work with children that are unable to follow hygiene controls that are expected for their age) • Provide training for staff that will require the use of PPE. • Ensure the level of PPE equipment available is being checked regularly. • Involve staff in what PPE they feel comfortable using in different situations and inform them of government guidance. There may be different levels of PPE needed depending on the role of staff, whether they cross bubbles or not and their vulnerability. • Reminders to pupils in assemblies about use of tissues, or use of elbow, to cough or sneeze. • Regular emptying and securing of bin waste (double bagging, at least daily, waste to be kept separate for 72 hours). • Windows to be open in classrooms during daytime. • Prop doors open, where safe to do so 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>			



			<p>(bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. All doors to be closed at the end of the school day.</p> <ul style="list-style-type: none"> • Red lidded bins to be used for tissues or other items that have been used to reduce the spread of the virus (e.g. gloves). • Tissues issued to all rooms. Ensure stock is checked on a regular basis. • Work with Safeguarding officers to determine whether leaving the doors leading to the playground open is a reasonable risk in terms of safeguarding. • School gates must remain locked at all times if doors are being kept open. 	Y			
<p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p>	<p>Putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p> <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 COVID-19: cleaning of non-healthcare settings guidance.</p>	<ul style="list-style-type: none"> • Complete health and safety site walk before re-opening the site- use LA supplied check list. • Follow COVID-19: Cleaning of non-healthcare settings guidance. • SBM and SM to oversee the implication of a thorough cleaning programme. • Revise cleaning protocols/schedule for cleaning contractors and premises staff, including considering how equipment will be cleaned (eg desks / chairs / keyboards / photocopiers / musical instruments / kitchens / specialist equipment). • Identify common touch areas in the school (eg desks, chairs, doors, sinks, toilets, light switches, bannisters etc). • Clean frequently touched surfaces often, using standard products. • Use of anti-viral wipes/spray for staff to use themselves at key points (pack in each classroom). New spray bought for ICT suite. • Full time cleaner on site to clean toilets throughout the day as well as often touched surfaces such as door handles, light switches, etc. • SBM and SM to monitor the cleaning and complete new cleaning check list to ensure the highest cleaning standards are completed each day. 	Y	Y	Y	Y	Y
<p>Minimise contact between</p>	<ul style="list-style-type: none"> • Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider 	<ul style="list-style-type: none"> • Year Group Bubbles • Class teachers and TAs do not mix bubbles where possible. 	Y	Y			



			<ul style="list-style-type: none"> equipment and not share it. 	Y			
			<ul style="list-style-type: none"> Glass window to remain closed at the reception office area. 	Y			
			<ul style="list-style-type: none"> Floor sticker in place to keep visitors 2 metres away from office staff. 	Y			
			<ul style="list-style-type: none"> Parents only to enter school for emergencies and should have an appointment. 				
			<ul style="list-style-type: none"> Items may be sent home but staff should ensure they have washed their hands before sending them home. FSU/KS1 Reading books may be sent home but when returned should be left for 48hours before being touched. KS2 reading books should remain in school. Where possible, minimise items being sent home. 	Y			
			<ul style="list-style-type: none"> Parents/Carers are requested to wear face coverings on site at drop off and pick up as social distancing is difficult when on the school site. 	Y			
			<ul style="list-style-type: none"> Senior Leadership Team members will be wearing masks in the playground at drop off and pick up. 	Y			
			<ul style="list-style-type: none"> Designated lining up areas outside the school gates (please see posters outside). 	Y			
			<ul style="list-style-type: none"> Staff may wear face coverings at drop off/pick up if they feel they are unable to social distance. 	Y			
			<ul style="list-style-type: none"> Year 3 and 4 children are encouraged to be dropped off at the school gates in the mornings. 	Y			
			<ul style="list-style-type: none"> Social distancing should be adhered to in the staff room (at least 1 metre or 2 metres if longer than 15 mins). Small Hall available between 12 and 1.30pm for lunch and main hall at break times. 	Y			
			<ul style="list-style-type: none"> All workshops should be virtual. 				
			<ul style="list-style-type: none"> Assemblies to remain virtual 	Y			
			<ul style="list-style-type: none"> All staff meetings/CPDs/briefings will be virtual. 	Y			
			<ul style="list-style-type: none"> Virtual Parent Tours from 2nd October. 	Y			
			<ul style="list-style-type: none"> Where possible, staff to limit all contact with other staff (especially staff in a different bubbles) within a metre. 	Y			
			<ul style="list-style-type: none"> Staff informed of the definition of close contact. Appendix G 	Y			
			<ul style="list-style-type: none"> Staff to record seating plans each week to support planning for isolation. 	Y			



	<p>Engage with the NHS Test and Trace process</p>	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact the DfE's Helpline on 0800 046 8687 only for complex cases. The line will be open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays.</p> <p>London Coronavirus Response Cell If your enquiry relates to coronavirus (COVID-19) contact London Coronavirus Response Centre (LCRC) on 0300 303 0450. Alternatively, you can email LCRC@phe.gov.uk or PHE.lcrc@nhs.net if sending PII from an NHS.net email account.</p> <p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> Book a test Provide details of anyone they have been in contact with Self isolate. <p>It schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test</p>	<ul style="list-style-type: none"> Follow the LA flowchart if a child/staff member shows symptoms. Make necessary staff aware of this and display in office. Update leaflet given to individuals when they are sent home if required. Ensure parents are clear of the expectations and actions required through parental communication. Follow the London Coronavirus Response Cell processes as outlined in their resource pack. 	<p>Y</p> <p>Y</p> <p>Y</p>			
	<p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>he health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face 	<ul style="list-style-type: none"> Necessary staff know the number for London Coronavirus Response Cell and when it would be necessary to call them. Send template letter to parents and staff if needed based on health protections team's advice. Schools must not share the names or details of people with coronavirus unless essential to protect them. DfE/LCRC to provide letter if required. Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. Schools to be provided with a limited number of tests for those families/staff that are unlikely to get tested. COVID COBRA meetings with SLT to prepare for positive test result of a child or staff 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>			



	System of controls')						
	Transport	<p>To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level. Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils.</p> <p>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours.</p> <p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible.</p>	<ul style="list-style-type: none"> • Staggered start and end times of the day. See appendix D • School to participate in School Streets program from September. 	Y			
	Attendance	<p>It is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; • schools' responsibilities to record attendance and follow up absence • the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct • See appendix F for shielding guidance for children <p>We are asking schools and local authorities to:</p> <ul style="list-style-type: none"> • communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year • identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic • use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for 	<ul style="list-style-type: none"> • Inform parents/carers of expectations from September. • Identify those that did not return during summer term and call parents to talk about September and ask if they are going to send their child to school. • Once allocated, use the catch up funding to support those disengaged families and support them in returning to school. • See appendix F for shielding guidance for children/staff • SLT to speak to parents reluctant to send their child to school due to the fear of them catching the virus. 	Y	Y	Y	Y



	<p>those families who will need additional support to secure pupils' regular attendance</p> <ul style="list-style-type: none"> work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance. 									
School Workforce	<ul style="list-style-type: none"> Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. See appendix F for shielding guidance for staff Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm. Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. Schools can continue to engage supply teachers and other supply staff during this period. We strongly encourage schools to consider hosting ITT trainees. As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. Volunteers may be used to support the work of the school, as would usually be the case. Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. 	<ul style="list-style-type: none"> Comprehensive risk assessment needs to be completed and shared with staff. Speak to individual staff to ensure the school is able to staff the school in a manner that is safe and takes the children's and staff's wellbeing into account. Ensure staffing levels are adequate for the individual's experience at school, which should outweigh the small risk of re-opening schools. Governor working group to work alongside HT to review recommendations and report to FGB. Group made up of Chairs of all committees. Staff made aware of support available if they support with their mental health. SLT to refer if needed. Regular communication with staff via email, zoom meetings and face to face to ensure they are fully informed. Briefing updates 25.09.20 and 16.10.20 with reminders and additional preventative measure. Staff briefing 4.11.20 with updates. SBM to check agency risk assessment before booking. Supply staff made aware of school procedures before arrive/upon arrival at school. ITT made aware of risk assessment and school procedures before their first day in school. ITT to provide school with their own RA. Staff informed of 14 quarantine and are advised not to book further holidays. SB to confirm with LA on actions to be taken if staff have already booked holidays and will not return to work (Paid Leave). Volunteers to be properly supported and given roles. No volunteers for the first ½ term. Update safeguarding policy with the support of the LA. DSL on site at all times- all DSLs to book training in autumn term. 	Y	Y	Y	Y	Y	Y	Y	Y



		<ul style="list-style-type: none"> We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. 	<ul style="list-style-type: none"> Work alongside Chartwells to provide hot food for as many children as possible. See previous bullet points. Parents' evening to take place via Microsoft Teams. PPA can be taken at home and this is encouraged. New marking expectations so that staff can spend minimal time in school. Student teachers to find alternative areas to complete PPA if PPA room is congested. 				
Educational Visits		<ul style="list-style-type: none"> We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. In the autumn term, schools can resume non-overnight domestic educational visits. 	<ul style="list-style-type: none"> Postpone Dorset trip No day trip for first term. No workshops for first term. 	Y			
School Uniform		<ul style="list-style-type: none"> It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. 	<ul style="list-style-type: none"> Inform parents that children should wear school uniform again from September. Children come to school in PE kit and stay in PE kit for the whole day so that children do not need to get changed. 	Y			
Extra-curricular provision		<p>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term.</p> <p>Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> <p>Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision.</p>	<ul style="list-style-type: none"> Meet with Breakfast Club providers and Tea Timers Manager to ensure protective measure are in place. Check providers RAs. New Christmas enrichment activities introduced to reduce the risk of the virus spreading. 	Y			

Section 3: Curriculum, behaviour and pastoral support.

No	Theme ('Hierarchy of Controls/	Hazards and issues as per government guidance	Control measures – in existence or to be actioned	Action Complete	Further Risk Assessment Required
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	System of controls')			Y	N	Y	N
	Curriculum expectations	<p>The key principles that underpin our advice on curriculum planning are:</p> <ul style="list-style-type: none"> education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. <p>Teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</p> <p>Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</p> <p>Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</p> <p>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p>	<ul style="list-style-type: none"> Share expectations for literacy, maths and other subjects during review and prepare days at the end of the summer term. Provide teachers with guidance on how to assess and plan the curriculum from September. Focus on identifying gaps in learning and covering Key Performance Indicators from the previous years. Teachers to meet with previous year's teacher and identify objectives that have been covered in school, through remote learning or not at all. Plan based on this. RSE curriculum to be introduced by the summer term. JV to introduce in September INSET day. 	Y			
	Physical activity in schools	<ul style="list-style-type: none"> Only provide team sports on the list available at return to recreational team sport framework, following the guidance provided by each sport's national governing body 	<ul style="list-style-type: none"> Pupils arrive at school in PE kit so do not enter a changing room. No contact sports until October half term and then review. 	Y			



	<ul style="list-style-type: none"> • Keep pupils in consistent groups. • Ensure equipment is cleaned between use by different groups • Prioritise outside sports; where indoors should take place in large well ventilated spaces, trying to maintain distances between pupils. • Ensure pupils maintain scrupulous hygiene. • Consider allowing pupils to arrive in school wearing sports kit on PE days, to avoid the need for changing on site. • Where changing rooms need to be used, encourage pupils to use them as quickly as possible. • Ensure following guidance is followed: <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust • guidance from Swim England on school swimming and water safety lessons available at returning to pools • Work with any external coaches and clubs to ensure they operate within guidance and the school's protective measures. 	<ul style="list-style-type: none"> • Children taught in their classes. • Each year group has allocated equipment and equipment is cleaned between classes and left for a week. • Equipment that has to be shared (e.g. cones) is cleaned before and after a PE lesson and between classes. • Social distancing observed where possible in lessons. • Children hand wash/sanitize before and after lesson. • All lessons taught outdoors up until October half term and then reviewed. If raining, shorter session taught in large hall with good ventilation. Fitness session/skills session to enable children to remain socially distanced as much as possible. Theory lesson completed in classroom. • Teacher to remain socially distanced and follow scrupulous hygiene procedures. • Water bottles taken to PE lessons and placed on the ground. • PE leader to talk through RA with necessary staff and external providers. 	Y				
Pupil wellbeing and support	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood.</p> <p>Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing 	<ul style="list-style-type: none"> • IL/FK to lead training at the review and prepare day to help teachers prepare for the return of a full class in September. Share 'Recovery Curriculum' Podcast with all staff. • JV to lead training on the new PSHE scheme. • ELSAs to support vulnerable children. • All staff to do additional circle times and monitor during second lockdown. 	Y				
Behavior Expectations	Schools should consider updating their behaviour policies with any new rules/policies, and consider how to	<ul style="list-style-type: none"> • Review and update behavior policies using previously updated policy (on website). 	Y				



	<p>communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</p>	<ul style="list-style-type: none"> • Share policy with staff and parents. • Introduce new expectations with children in September. 	<p>Y</p> <p>Y</p>			
<p>Music, dance and drama in school</p>	<ul style="list-style-type: none"> • Ensure that the broad curriculum is delivered. • Minimise contact between those in these lessons: ensure they are undertaken within bubbles, and social distancing is established within lessons. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. • Consider whether group size should be limited for these activities. • Keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. <p>Performances:</p> <ul style="list-style-type: none"> • Follow the latest advice in the DCMS performing arts guidance. <p>Peripatetic teachers:</p> <ul style="list-style-type: none"> • Ensure peripatetic teachers comply with arrangements to minimise risk, including maintaining social distancing. • Consider longer assignments for peripatetic teachers <p>Ensure they:</p> <ul style="list-style-type: none"> • Maintain distancing requirements with each group they teach, where appropriate. • Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing. • Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made. <p>Music lessons:</p> <ul style="list-style-type: none"> • Play instruments and sing outside where possible. • If inside, consider limiting numbers in relation to space; use a room with as much space as possible, including those with high ceilings; and ensure it is well ventilated. • Larger group sessions for singing and brass and wind instrument playing can only take place if there is 	<ul style="list-style-type: none"> • Music and 1:1 music lessons to start in September. • See separate Music Provision Risk Assessment. • See spate Merton Music Foundation Risk Assessment. • See separate recorder risk assessment. • See separate singing RA. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>			



	<p>significant space, natural airflow, and strict social distancing between participants can be maintained.</p> <ul style="list-style-type: none"> • Position pupils back to back or side to side when playing or singing. • Use microphones to encourage lower volume. <p>Handling equipment and instruments:</p> <ul style="list-style-type: none"> • Ensure pupils wash hands before and afterwards • Avoid sharing instruments; if this can't be avoided disinfect regularly and always between users. • Limit handling of scores etc and do not pass from hand to hand. 				
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Section 4: Assessment and accountability

No	Theme ('Hierarchy of Controls/ System of controls')	Hazards and issues as per government guidance	Control measures – in existence or to be actioned	Action Complete		Further Risk Assessment Required	
				Y	N	Y	N
	Inspection and accountability measures.	<p>For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term.</p> <p>However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement.</p> <p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020.</p>	<p>Visits to all inadequate schools and a sample of schools across the other Ofsted grades. Based around a series of professional conversations with senior and middle leaders:</p> <ul style="list-style-type: none"> • identifying the barriers schools have faced and are still facing in managing the return to full education for pupils • how leaders are ensuring pupils resume learning the school's extant curriculum, including the blend of classroom teaching and, where necessary, remote education • how pupils are settling back into expected routines and behaviours • how any identified and specific health and well-being issues for particular pupils are being addressed and what may be needed at local and/or national level to support this <p>Up to a day's notice of the visit</p> <p>They will not:</p> <ul style="list-style-type: none"> • require any pre-written planning or other documentation for the visit; the lead inspector will make a simple phone call to discuss the logistics of the visit 	Y			



		<ul style="list-style-type: none"> not ask schools for documents or records in a certain format; Ofsted will use what schools have already, if needed to support discussion not require teachers to prepare any lesson plans or examples of assessment, or to put up any displays for the visit not use lesson visits as a method of collecting evidence not involve a general review of a school's policies 				
Primary assessments	We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021.	<ul style="list-style-type: none"> Inform staff of expectations. Ensure robust assessment and analysis in the autumn term to identify areas of development. 	Y	Y		

Section 5: Contingency planning for outbreaks

No	Theme ('Hierarchy of Controls/ System of controls')	Hazards and issues as per government guidance	Control measures – in existence or to be actioned	Action Complete		Further Risk Assessment Required	
				Y	N	Y	N
	Remote education support	Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.	<ul style="list-style-type: none"> Review previous remote learning experience for children, staff and parents. Ask for feedback from children, parents and staff on remote learning provision. Share Remote Learning Strategy with all stakeholders. 	Y			

Appendix A: 1:1 intervention (e.g. specialists, ELSAs, etc)

The school has made plans for specialist staff providing 1:1 support as follows:

- Staff wash hands before and after working with a pupil.
- A space is identified for the intervention to take place, and set up with two separate desks (if possible) placed a suitable distance apart. If this is not possible, the staff member should sit as far from the child as possible and not directly opposite.
- All equipment needed for the child is set up in the space before the start of the session.
- Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom).
- The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way.
- The intervention is provided at a distance.



- After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil.

Information for Visitors and Specialists leaflet given to every visitor.

Appendix B: staff providing interventions to small group of pupils across more than one class

- Each small group receiving support is drawn from one bubble only.
- The area should be cleaned by the staff before use.
- Pupils and staff should wash hands or use sanitiser before and after use.
- Interventions will take place in an identified area, where the member of staff will maintain a distance from the pupils.
- Pupils will bring their own equipment with them.

Appendix C: teachers working across bubbles

In order for teachers to have their statutory PPA time and to provide children with a broad and ambitious curriculum over a full week, the school is planning for PPA to be scheduled at times when pupils are undertaking supervised activity with specialist teachers. Additional precautions will be in place.

In order for teachers to work part time or receive leadership time, teachers will work across bubbles with additional precautions in place.

- Staff wash their hands before and after working with children.
- Staff, where ever possible, stay 2metre from all children and adults.
- Staff stay at the front of the class in an area marked off with red and white tape where children do not enter- teacher does not move from this area.
- These members of staff are strongly advised to wear a face mask or face shield.
- Staff wash any class equipment before using (e.g. whiteboard pens) and where possible use their own equipment.
- PE lessons should be outside when possible.
- Spray keyboards, mice and surrounds between each session and the same procedure for iPads (completed in classrooms and collected/returned when no classes in computer suite).

Appendix D: Start and Finish times

	Nursery AM	Nursery PM	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Start Time	08:30	12:45pm	08:40	08:50	08:50	9:00	9:00	08:45	08:40
Finish Time	11:15	15:30	15:00	15:10	15:10	15:20	15:20	15:00	15:05

Drop off

Nursery AM, Reception – Year 4 enter the school grounds via the main wooden gates and follow the one way system.



Nursery, Reception and Year 1 should be dropped off at their classroom doors.

Years 5 and 6 are encouraged to walk to school on their own. If parents do bring them to school, they will be asked to say goodbye at the school gates.

Year 2 – 4 should enter the school building via the middle blue door and go immediately to their classrooms.

Nursery PM enter the school ground using the metal gates and use the FSU entrance.

Parents must drop and go- arrange a phone call with teacher if needed.

SB on the wooden gate. JH on the metal gates. KD in the playground.

Pick up

Nursery AM enter the school grounds using the metal gates and use the FSU entrance.

Nursery PM, Reception – Year 6 enter the school grounds via the main wooden gates and follow the one way system.

Year 5/6 are encouraged to walk home on their own. They can be collected at the metal gates.

Year 1 and 2 to be collected from their classroom doors.

Years 3 – 4 to be collected from the playground.

Parents should collect and go- arrange a phone call with teacher if needed. No conversations in the playground.

SB on the wooden gate. JH on the metal gates. IL in the playground when not teaching.

Appendix E: Play times and Lunch times

Play Times	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AM	10:00 – 10:20	10:00 – 10:20	10:30 – 10:50	10:30 – 10:50	10:50 – 11:10	10:50 – 11:10
PM	2 – 2.15pm	2 – 2.15pm	N/A	N/A	N/A	N/A
Play zones	1 and 2	5 and 4	1 and 2	5 and 4	1 and 2	5 and 4

- Muga will not be used at playtimes due to PE sessions
- Year groups may mix during playtime.
- A staff member will monitor the two play zones.
- Staff members should remind children to socially distance and not play games that involve them touching another individual.
- When lining up, children should line up socially distanced.
- See separate staffing rota for playtime duties.
- Zones should be swapped within Key Stages every week (e.g. Year 3/4 swap with 5/6)



Start of Day	08:30	12:45pm	08:40	08:50	08:50	9:00am	9:00am	08:45	08:40
Play Time			Free play	10:00 – 10:20	10:00 – 10:20	10:30 – 10:50	10:30 – 10:50	10:50 – 11:10	10:50 – 11:10
Lunch Time (Eating)			11:40am	11:30 – 12:00	12:00 – 12:30	12:30 – 13:00 (in classrooms)	13:00 – 13:30 (in classrooms)	13:00 – 13:30 (in classrooms)	12:30 – 13:00 (in classrooms)
Lunch Time (Play)				12:00 – 12:30 (e.g. zone 1+2)	11:30 – 12:00 (e.g. zone 1+2)	12:00 – 12:30 (e.g. zone 4+5)	12:30 – 13:00 (e.g. zone 1+2)	12:30 – 13:00 (e.g. zone 4+5)	13:00 – 13:30 (e.g. zone 4+5)
End of Day	11:15	15:30	15:00	15:10	15:10	15:20	15:20	15:00	15:05

Lunchtime Playground Zoning

	11:30 – 12:00	12:00 – 12:30	12:30 – 13:00	13:00 – 13:30
Zone 1 (playground)	Year 2	Year 1	Year 4	
Zone 2 (Apparatus)	Year 2	Year 1	Year 4	
Zone 4 (Fort)		Year 3	Year 5	Year 6
Zone 5 (Bus)		Year 3	Year 5	Year 6

Appendix F: Shielding children and staff

From 1 August, the government will pause shielding unless the transmission of COVID-19 in the community starts to rise significantly.

Children

- The majority of children currently considered extremely clinical vulnerable to coronavirus (COVID-19) will be able to be removed from the shielded patient list.
- All children and young people currently identified as clinically extremely vulnerable and advised to shield should continue to do so until 31 July, when the government will pause shielding for everyone.
- Children and young people who are cared for just by their GP are very unlikely to need to shield in the future. This includes children and young people with conditions including asthma, diabetes, epilepsy and kidney disease.
- If you are a young person that is currently identified as clinically extremely vulnerable:
 - all decisions on whether you should be removed from the shielded patient list should be based on a consultation with your paediatric specialist or your GP who will be best placed to determine the most appropriate care
 - your paediatric specialist or your GP will be in touch over the summer to discuss what the new evidence means for you personally in the longer term. This discussion will take place before the new school term
 - you do not need to make immediate contact with your GP or paediatric specialist



- If you are removed from the clinically extremely vulnerable patient list, you will not be advised to shield again in future if COVID-19 transmission starts to increase significantly.
- Only a small group of children with certain medical conditions are likely to be advised to shield if shielding needs to be reintroduced in the future.

Staff

- Discussion with staff who are currently shielding and may still be anxious/at risk of returning even when restrictions are lifted.
- Clinically extremely vulnerable staff to seek further advice from their doctor about returning if necessary.
- Continue to take precautions:
 - Washing hand regularly
 - Avoid touching your face
 - Keep 2 metres away from individual wherever possible and in any case at least 1 metre with protective measures in place.
 - Wear face PPE if you wish to
- Work from home when possible.

Appendix G: Definition of close contact

A 'contact' is a person who has been close to someone who has tested positive for COVID-19 anytime from 2 days before the person was symptomatic up to 10 days from onset of symptoms. For example, a contact can be:

people who spend significant time in the same household as a person who has tested positive for COVID-19

sexual partners

a person who has had face-to-face contact (within one metre), with someone who has tested positive for COVID-19, including:

- being coughed on
- having a face-to-face conversation within one metre
- having skin-to-skin physical contact, or
- contact within one metre for one minute or longer without face-to-face contact
- a person who has been within 2 metres of someone who has tested positive for COVID-19 for more than 15 minutes

a person who has travelled in a small vehicle with someone who has tested positive for COVID-19 or in a large vehicle or plane near someone who has tested positive for COVID-19

Where an interaction between 2 people has taken place through a Perspex (or equivalent) screen, this would not be considered sufficient contact, provided that there has been no other contact such as any of those indicated above.

Contacts of a person who has tested positive for COVID-19 need to self-isolate at home because they are at risk of developing symptoms themselves in the next 14 days and could spread the virus to others before the symptoms begin



If you are a contact of someone who has tested positive for COVID-19, then you will be notified by the NHS Test and Trace service via text message, email or phone. If you are notified, please follow the guidance in this document closely.

If you have not been notified that you are a contact, this means you do not need to self-isolate and should follow the general guidance, for example, social distancing, hand-washing, and covering coughs and sneezes.

This guidance does not include health care workers and others working in health and social care settings, who should follow separate guidance.

Appendix H: Additional preventative measures in place from 4.2.201

Contingency Framework – implementation guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/949187/Contingency_framework_implementation_guidance.pdf

No	Theme (‘Hierarchy of Controls/ System of controls’)	Hazards and issues as per government guidance	Control measures – in existence or to be actioned	Action Complete		Further Risk Assessment Required	
				Y	N	Y	N
	People with symptoms or who are self-isolating	No-one should attend education or childcare if they have symptoms of coronavirus(COVID-19) or are self-isolating due to symptoms in their household	<ul style="list-style-type: none"> All members of staff to have been offered a covid test before returning to school. All staff, where never possible, to remain at home and if they come to work to remain 2 metres from other individuals in out of school hours. Members of the community made aware of the three recognized symptoms of COVID 19. See above for further measures. 	Y			
	Attendance	<p>Primary schools should only allow children of critical workers and those defined as vulnerable to attend.</p> <p>Attendance expectations</p> <p>Children of critical workers: Where a critical worker parent or carer notifies a school that their child requires full-time on-site provision, the school should make this available.</p> <p>Vulnerable children: Vulnerable children are expected to attend full-time on-site provision where it is appropriate for them to do so. This should remain a priority for primary educational providers and local authorities. If they do not attend and it is not a previously agreed leave of absence, schools should:</p> <ul style="list-style-type: none"> work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns 	<ul style="list-style-type: none"> Parents informed of school closure and asked to apply for a place at Hollymount Explorers. Inclusion Leader to contact all parents of children with EHCPs and invite them to attend Hollymount Explorers. SLT to contact all parents/carers of children that are considered vulnerable and invite them to Hollymount Explorers. Contact any social workers of children and ask for update. Regular phone call with parents/carers of children on safeguarding register that do not attend Explorers by SLT. Record and monitor. Remote Learning strategy shared with parents and staff. 	Y			



	<p>using supporting guidance, and whether any adjustments could be made to encourage attendance, considering the child's circumstances and their best interests</p> <ul style="list-style-type: none"> work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child to attend educational provision, particularly where the social worker agrees that the child's attendance would be appropriate <p>Where schools grant a leave of absence to a vulnerable child they should still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child and ensuring that the child is able to access appropriate education and support while they are at home.</p> <p>High quality remote education should be provided for all other pupils.</p>	<ul style="list-style-type: none"> Staff training on Remote Learning Strategy on 4.1.21. 	Y			
<p>Infection prevention and control</p>	<p>Schools, nurseries, childminders, FE providers and Ofsted registered providers caring for children, should continue to follow the guidance on infection prevention and control outlined in the full opening guidance for schools, early years or further education, or the guidance on protective measures for holiday or after-school clubs and other out-of-school settings for children.</p> <p>These pieces of guidance set out a system of controls including regular handwashing, good hygiene and frequent cleaning which, when implemented, create an inherently safer system where the risk of transmission of the infection is substantially reduced.</p> <p>With reduced numbers on-site, maintaining social distance between staff and pupils may be enhanced. This control remains the same as explained in the full opening guidance: ideally adults should maintain 2 metre distance from each other and from children - and where this is not possible avoiding close face to face contact and minimising time spent within 1 metre of others - and pupils should be supported to do the same. Schools should consider if it is possible to implement further measures within the classroom and elsewhere to make maintaining distance easier.</p> <p>All settings should update their risk assessment, in consultation with staff and unions, to reflect the</p>	<ul style="list-style-type: none"> See above for measures already in place. Children to sit at separate desks in class (Year 1 upwards) All adults to remain at least 2 metres from other adults at all times. Staff to remain at least 1 metre from children whenever possible. Risk Assessment updated 2.1.21 and shared with staff. Maximum of 15 children per bubble. 	Y Y Y Y Y			



	contingency operating model and review implementation of control measures in light of this.					
Technology for remote education	<p>We have published guidance for getting help with technology for remote education.</p> <p>Where face-to-face education is disrupted, DfE is providing laptops and tablets to schools for some disadvantaged children in years 3 to 11 to access remote education. Schools should report disruption through the education settings status form. Support is also available for disadvantaged children who need an internet connection to get internet access. The government is funding expert technical support to help schools set up secure user accounts for Google and Microsoft's education platforms. Schools can apply for government-funded support through The Key for School Leaders to get set up on one of two free-to-use digital education platforms, G Suite for Education or Office 365Education.</p>	<ul style="list-style-type: none"> • Parents inform school if they do not have access to technology. • Load out technology to families that require it. 	Y			
Safeguarding	<p>There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the three safeguarding partners (local authorities, clinical commissioning groups and chief officers of police). We expect all local safeguarding partners to be vigilant and responsive to all safeguarding threats and ensure vulnerable children and young persons are safe – particularly as more children and young people will be learning remotely.</p> <p>Keeping Children Safe in Education (KCSIE) is statutory safeguarding guidance that all schools, FE colleges, sixth form colleges and designated institutions must continue to have regard to. Other 16-19 providers are required to comply with relevant safeguarding duties and to have regard to KCSIE by virtue of their funding agreement. Early years providers must continue to follow the safeguarding requirements in section three of the Early Years Foundation Stage framework.</p> <p>Schools (ideally led by the designated safeguarding lead (DSL) or a deputy) should review their child protection policy so that it reflects the local restrictions and remains effective. In some cases, a coronavirus (COVID-19) annex or addendum that summarises any key local restriction related changes might be more effective than rewriting and re-issuing the whole policy. It will be important that all staff working in the school or FE provider are aware of the revised policy.</p>	<ul style="list-style-type: none"> • Safeguarding training for all staff on 4.1.21 • DSL or Deputy DSL always on site. • Addendum so Children Protection policy provided by Merton LA. 	Y Y Y			



		<p>It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this. In such cases, there are two options to consider:</p> <ul style="list-style-type: none">● a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home● sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video) Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.					
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