

Merton Council Covid-19 – Risk Assessment Tool for the September Opening of Schools

Introduction

Government guidance stipulated that, to prepare for wider opening from 1 June 2020, every setting must carry out a risk assessment before opening. Following the government guidance that schools should open to all pupils from September 2020 it was outlined that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed) to consider the additional risks and control measures to enable a return to full capacity in the autumn term and in line with the government's 'Guidance for full opening: schools' published on 2 July 2020. The government guidance clarifies that this is to inform school decisions and control measures - a risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to.

Schools should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19)

The original Merton Council Risk Assessment Tool was designed to meet this requirement, referencing the specific government guidance; it has now been updated to reflect the government requirements and updated guidance up to 8 July 2020.

Due to the need to provide this quickly to schools we cannot guarantee that it is exhaustive and is not a substitute for reading the latest government guidance and in particular 'Guidance for full opening: schools' Published 2 July 2020, but also some previously published guidance that provides some more details:

Guidance for full opening: schools Published 2 July 2020

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 Updated 16 June 2020

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Coronavirus (COVID-19): Implementing protective measures in education and childcare settings Updated 1 June 2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Opening schools for more children and young people: initial planning framework for schools in England Updated 16 June 2020

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>

Actions for schools during the coronavirus outbreak Updated 3 June 2020

<https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>

Preventing and controlling infection, including the use of PPE, in education, childcare and children's social care settings during the coronavirus outbreak Updated 16 June 2020

https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care?utm_source=44bd7d85-a51f-49e1-9c45-34955547f19d&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediatehttps://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care?utm_source=44bd7d85-a51f-49e1-9c45-34955547f19d&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Planning guide for primary schools Updated 15 June 2020

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

Guidance for secondary school provision from 15 June 2020 Updated 15 June 2020

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools>

The 'Implementing protective measures' document clarifies that there are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus, dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

1. **MINIMISE CONTACT WITH UNWELL INDIVIDUALS** - 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
2. **CLEANING HANDS** - 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
3. **RESPIRATORY HYGIENE** - ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
4. **CLEANING REGIME** - cleaning frequently touched surfaces often using standard products, such as detergents and bleach
5. **ALTERING THE ENVIRONMENT AND ORGANISATION TO MINIMISE CONTACT** - minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times). The 'Guidance for full opening' places more emphasis on organisation of the school to minimise contact between bubbles.

This risk assessment tool therefore retains these measures, and then “other” measures such as staff and pupil wellbeing, and staff levels to provide a safe environment, but also updates to reflect the 2 July 2020 ‘Guidance for Full Opening’ . This summarises the important requirements within the context of providing for the resumption of the full range of curriculum subjects and vulnerable children including those with special educational needs:

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school’s circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible”

Please note with regards to the ‘hazards and issues’ many of these are taken directly from government guidance, but **all must be considered in the context of individual schools.**

It should be noted that the tool does not provide for the standard ‘Likelihood x Severity’ risk assessment process. The expectation is that the addressing government prescribed control measures will control the risk, but where this cannot be met there would be the need for a further more formal risk assessment.

Risk Assessment Tool

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	
				Y	N	Y	N
1	Unwell/ suspected unwell individuals, taking swift action to contact the local health protection team, and use of NHS Test and Trace	<p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, or have tested positive in the last 7 days, do not attend school, and ensuring anyone developing those symptoms during the school day is sent home.</p> <ul style="list-style-type: none"> Plan the school level response should someone fall ill on site (following ‘Implementing Protective Measures’ 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. <p>Swift action to report and work with local health protection team and NHS Test and Trace</p> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19), as per the Local Authority’s flow chart.</p> <p>Schools must ensure they understand the flowchart and the NHS Test and Trace process. 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 if they are displaying symptoms. provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) 	<p>Yes Isolation room in place PPE Equipment stored in medical room Process shared and communicated to staff and Parents SLT are aware of the LA flow diagram Associate Headteacher responsible for implementing in Headteacher absence Student services aware of their roles and responsibilities</p>	y			n
2	Cleaning Hands	<p>Regime for pupils and staff to clean hands more often than usual – wash hands thoroughly for 20 seconds with running water and</p>	<p>Regime in place for staff and students Health stations with sanitizer, wipes hankies and lidded bins in place in every classroom and office</p>	y			n

		<p>soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hand are covered</p> <p><i>(Latest government guidance: "It is essential that everyone washes their hands more often, using soap and water for at least 20 seconds. Hand washing with soap employs mechanical action that loosens bacteria and viruses from the skin, rinsing them into the drain. Drying hands afterwards makes the skin less hospitable to the virus. Hand sanitiser can be effective if soap is not available or the situation makes using soap less feasible (i.e. when outside) but using hand sanitiser provides none of the virus-destroying friction that rubbing your hands together and rinsing with water provides")</i></p> <ul style="list-style-type: none"> • Secure proportionate supplies of soap and hand sanitisers. • Prioritise hand washing over use of sanitisers. • Pupils to wash hands on arrival; end of lessons and playtimes; before and after eating, after using shared equipment such as bikes etc. • Pupils to remove masks on arrival and put in own bags. • Sanitisers at key points around the school where there is not a sink nearby. • Reminders to children in assemblies, through games and songs, and other fora about how to wash hands thoroughly and to not touch mouth, eyes and nose. Consider use of e-bug and PHE schools resources. So that this becomes 'part of the school culture'. • Plan how to help children and young people who have trouble cleaning their hands independently. • Encourage parents to consider washing pupils clothes where possible at the end of a school day – uniform that can't be regularly washed should be avoided • Teachers should wash their hands before and after handling children's books • Teachers must explicitly teach children about health and hygiene 	<p>and communal space. Toilets have paper towels for hand drying.</p> <p>Masks to be disposed of on entry Students sanitizer hands on entry</p> <p>Issue Handwashing opportunities limited. 8 mobile handwashing stations and 4 mobile toilets purchased to add to facilitiesy Students reminded daily and as part of the return to school induction</p> <p>Questions Washing clothes at the end of the day was removed... NO</p>				
3	Respiratory Hygiene and PPE	<p>Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed:</p> <ul style="list-style-type: none"> • if your staff provide intimate care for any children or young people; and • for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care (where a distance of 2 metres cannot be maintained) until they can return home. <p>Ordinary and <u>routine</u> PPE for nappy changing etc For pupils who routinely spit, PPE only necessary used at other times.</p>	<p>PPE in medical room PPE required for Science CLEAPPS in place Visors required for Food and Nutrition lessons in place Visors in place for Midday supervisors</p>	y			n

		Dispose of PPE in a double bag					
		<p>Ensure good respiratory hygiene – promote the 'catch it, bin it, kill it' approach</p> <ul style="list-style-type: none"> Reminders to pupils in assemblies about use of tissues, or use of elbow, to cough or sneeze. Lidded bins Tissues in all classrooms and spaces where staff work. 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 (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. Carry out risk assessments for some children with complex needs (eg those who spit or use saliva as a sensory stimulant) and those who work with them, but this should not be a reason to deny face to face education. 	<p>Reminder posters in every classroom for respiratory hygiene</p> <p>Health station in every classroom</p> <p>Cleaning and waste removal schedule in place</p> <p>Windows open daily</p> <p>Doors propped open limiting door handle use</p> <p>Ventilation on in Dk block.</p>	y			N
4	Cleaning the Environment	<p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. This should include a thorough clean at the end of each day. Follow the COVID-19: cleaning of non-healthcare settings guidance.</p> <ul style="list-style-type: none"> Revise cleaning protocols for cleaning contractors and premises staff that ensures cleaning is generally enhanced, 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 more often than normal, using standard products. Consider use of anti-bacterial wipes for staff to use themselves at key points. During the day (when contracted cleaners are not on site) arrange for cleaning of frequently touched objects as appropriate and according to timetable children are in school. Establish routine for cleaning of resources shared between more than one group, and for more regular cleaning of outside resources. 	<p>Cleaning schedule formally agreed WB 13TH July to cover lunchtimes and some change of lessons</p> <p>Bacterial wipes on health stations in every room</p>	Y			N
		Decide on policy related to usually shared items (for example, books, toys, practical equipment).	<p>No shared items</p> <p>All have own laptop</p> <p>Surfaces all clear every day</p>	Y			N

		<ul style="list-style-type: none"> Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts, and malleable toys like play dough). Keep all surfaces clear for ease of wiping down. Reduce the amount of toys in one box. Daily rota for cleaning toys, especially those that have the potential to be mouthed e.g. plastic home corner cups, forks, pretend fruit and vegetables etc. Wash resources in Milton sterilising fluid. (Used generally to sterilise baby's feeding accessories, rattles etc. in only 15 minutes- there is no need to rinse toys/sides afterwards as it is completely safe for children). If using outdoor equipment, organize cleaning between groups, otherwise consider not using. 				
5	Altering the environment and organization to minimise contact	<p>Overall organisation of the school:</p> <p>Decide the physical and organisational structures needed to limit risks and keep groupings ('bubbles') while recognizing the need for the resumption of the full range of curriculum subjects and government expectations for teaching and learning. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.</p> <ul style="list-style-type: none"> Maintain records of who is in what bubble/group (to support Track and Trace) In secondary schools, especially KS4 and 5, the groups are likely to need to be the size of a year group. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19) Consider how you may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, Endeavour to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits. Ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside 	<p>Year group bubbles in place Records in place if who is in the bubble Year groups zoned and staggered start and departure times in place</p> <p>Years 7 taught as form groups Year 8 as above except Eng and Maths Year 9 as above except eng maths science and Languages and RE Year 10/11 taught is sets and options</p> <p>Girls taught at WC KS5 in a bubble with CLASS peers only at WC</p> <p>Ks3 Numbers 30 in a class KS4 Year 10 30-32 Year 11 30</p> <p>SEND staff using Teams to give support in lessons</p> <p>Assemblies and Liturgies in Year groups only Staggered lunch times in place</p> <p>ACTION Fire drill practices on return to school to ensure sixthform know their new location on Crescent Rd</p>	y		n

	<p>the school to work with pupils in different classes or year groups)</p> <ul style="list-style-type: none"> • Avoid large gatherings such as assemblies or collective worship with more than one group. • Consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups) . Use outside space for breaks. • Plan for appropriate lessons or classroom activities to take place outdoors. • Look at fire drill in light of new organisation and practice, 					
Measures within the classroom	<ul style="list-style-type: none"> • Put in place measures so that adults are where possible able to maintain 2 metre distance from each other, and from children when circumstances allow, especially if they are moving between groups. • Avoid close face to face contact and minimise time spent within 1 metre of anyone (educational and care support should be provided as normal for pupils who have complex needs or who need close contact care) • Support older children to keep distance between each other, where possible; not necessarily possible for younger pupils, or where space does not allow. • Seat pupils side by side and facing forwards, rather than face to face or side on • Move unnecessary furniture out of classrooms to make more space • Plan for resources (eg pencils, pens) to not be shared. • Pupils only bring in what is necessary (though books can be taken home) 	<p>Staff areas Staff room Work room SFSC and LRC all seating to be 1 metres Teacher desk cordoned off Teachers working with students using Teams so immediate access to work online All students seating facing forward except Art where screens are in place No lockers minimal possessions to be brought to school.</p>	y			n
Specialist subjects	<p>PE: Important to continue including work with external coaches, clubs and organisations for curricular and extra-curricular activities where school is satisfied that this is safe to do so.</p> <ul style="list-style-type: none"> • Avoid contact sports • Outdoor PE where possible (or large indoor spaces) • follow guidance from Association for Physical Education () <p>DT and science: Follow CLEAPSS guidance</p> <p>Music</p> <ul style="list-style-type: none"> • Reduce risk by physical distancing and playing outside wherever possible • Limit group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. • No singing, or wind and brass playing in larger groups such as school choirs and ensembles, or school assemblies. 	<p>PE following APE advice DT Food and Science following CLEAPSS RISK ASSESSMENTS COMPLETED</p> <p>Music to follow Government advice</p>	y			n

Staff communal areas	<ul style="list-style-type: none"> Minimise use of staff rooms while recognizing staff need a break Rearrange staff room to facilitate social distancing. Agree use of staff room, minimizing time staff congregate in there. Agree protocols for use of staff toilets (again to minimize contact). 	Staff areas identified and spaced according to guidance Toilet protocol for staff in place	y			N
Reception area	<ul style="list-style-type: none"> Consider screen or physical spacing (e.g. an extra table) to protect visitors and staff in the reception area. 	Screen in place	Y			n
Dining room	<p>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, Shared areas such as dining halls can be shared as long as different groups keep their social distance between the groups and adequate cleaning between groups is in place.</p> <ul style="list-style-type: none"> Stagger lunchtimes to cater for different groups and sitancing. Work with contractor to ensure meals are able to be prepared and served safely. Consider screens or a physical barrier to ensure distance at servery. Place 2m markers on floor to support queuing at lunchtime. Clean tables between sittings Consider lunch in classrooms if not possible to use dining hall, while considering the requirement for a hot nutritional meal 	<p>Staggered times and places Students to remain in class bubbles Screens in place for paying Card readers from biometrics Staffing to be reviewed for old gym and marquee</p> <p>Card readers in place for sixthform New midday supervisors x3 appointed</p>	y			n
Safety messaging	<ul style="list-style-type: none"> Agree how safety measures and messages will be displayed around school – in every classroom, toilets, at main entrance and staff room. 	Safety messaging for one way all in yellow Every room and office with safety messaging displayed at health station	y			n
Transport to school	<ul style="list-style-type: none"> Schools should work with partners to consider staggered start times where possible to enable more journeys to take place outside of peak hours. Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible (e.g. use of 'walking buses') 	Transport All students encouraged to walk to nearest transport hub or home Only Year 7s and siblings to be allowed to catch buses All classrooms to be kept unlocked [Science equipment locked away]	y			N
Beginnings and ends of days	<ul style="list-style-type: none"> Stagger start times for groups of pupils. Identify exit/entry points for children, minimizing contact with other children and families; if possible these points should be through an outside door directly to classrooms. Consider markings at entry points to support social distancing on arrival. Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend. 	Staggered times agreed and entry points Communicated to Parents by letter and online briefing Roads closed to parents no drop off at school Students place face coverings in bag on entry to school at each gate or if reusable in own bag	y			n

	<ul style="list-style-type: none"> • Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use). • Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). • Communicate with parents and young people so they are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Guidance will shortly be published on safe travel. • Establish process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them 	Masks optional for students and staff moving between lessons				
Contractors and other visitors	<ul style="list-style-type: none"> • Clear guidance required for visitors regarding school's processes for social distancing and hygiene • Minimise visitors coming into school where possible but therapists, supply staff and other temporary workers can move between schools though longer assignments may be considered; ITT trainees encouraged. • Organise visits out of school hours where possible. • Keep a record of visitors • Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school. • Agree approach to any scheduled or ongoing building works, and how to organise social distancing measures. 	All in place	y			n
Corridors etc	<ul style="list-style-type: none"> • Consider 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. 	One way system in place Students to be shown as part of induction	y			n
Toilets	<p>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> <ul style="list-style-type: none"> • Agree rules for pupils on use of toilets, limiting access at any given time. 	Limited access to toilets Each year group allocated their own Additional toilets needed for Year 7	y			N
Breakfast and after school club	<ul style="list-style-type: none"> • Agree when breakfast clubs and after-school clubs can start to operate. • Plan for pupils to stay in bubbles/groups they are normally in, otherwise keep groups small and consistent. 	N/A				
School visits	Plan for non-overnight domestic educational visits, subject to a risk assessment and consider protective measures (no overnight visits).	N/A				

6	Staff workload and wellbeing (teachers, support staff and non-teaching staff)	Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, the government expect that most staff will attend school. Advice for those who are extremely clinically vulnerable, clinically-vulnerable, including pregnant women, is available. <ul style="list-style-type: none"> Establish through staff audit any individuals where medical advice would indicate they are still not able to return Consider enabling previously shielded staff to work remotely where possible (administration roles) or in roles in school where it is possible to maintain social distancing. Identify staff who, because of particular characteristics which may make them at comparatively increased risk from coronavirus, might need individual risk assessments to support return. 	Staff Audit being completed July 2020 All risks assessments in place for staff	Y			N
		<ul style="list-style-type: none"> Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times). 	Staff consulted on different timing to start the day and end 10 th July 2020	y			N
		<ul style="list-style-type: none"> Agree staff workload expectations (including for leaders) in line with government guidance issues on 2 July 2020. 	Workload Calendar consulted on ACTION Head liaised with NEU rep re directed time for 2020/1 ACTION Senior Leaders workload to be reviewed with additional time allocated to managing Year teams and event management	y			N
		<ul style="list-style-type: none"> Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding). 	Staff training on identifying and communicating with students around emotional well being and mental health Further IT training on Teams, assessment on line etc being delivered and revisited in September for new and present staff	y			n
		<ul style="list-style-type: none"> Put in place measures to check on staff wellbeing (including for leaders). 	Staff well being committee to report to SLT AND Governors termly HR officer to monitor well being of staff through questionnaires and risk assessments Line Managers also to check on the workload and well being of individuals Headteacher to monitor senior leaders half termly CoG to monitor HT's workload	y			n
		<ul style="list-style-type: none"> Communicate and discuss plans with staff. 		y			n

			HR officer to remind all staff of support offer at the end of Summer term and beginning of Autumn Term				
7.	Pupil wellbeing and safeguarding	<ul style="list-style-type: none"> Consider updating behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations. Communicate clearly with pupils and parents. 	Behaviour policy updated with new rules ACTION Shared with Parents at start of term and at summer briefings Shared with staff again at Inset day in September and at summer briefings	y			N
		<ul style="list-style-type: none"> Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) referring to LA guidance as needed. 	Mental health and well being support all in place Triaging for school counsellor, well being coordinator EWPs Kooth Off the Record and CAMHS Summer referral process in place	y			n
		<ul style="list-style-type: none"> Consider revising child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils Plan for possible additional time required by DSLs for their role in September. 	CPP amended and ratified by Governors More time and staffing has been allocated to DSL. Two additional periods plus a full time Safeguarding Officer	Y			N
		<ul style="list-style-type: none"> Work with local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected. 	Cluster Trailblazer providing support through workshops and one to ones	y			N
		Attendance: <ul style="list-style-type: none"> Communicate expectations re attendance to parents throughout the summer. Identify pupils who might be anxious about returning and develop plans to engage them: especially PA children, those who haven't engaged with school during partial opening. Use catch up funding for strategies to re-engage for attendance. Work with relevant professionals 	ARD week identified any students with concerns Support has and is being offered through school; School Well Being Coordinator, Pastoral Support Assistants, School Counsellor and external agencies, NHS Trailblazer Kooth Off the Record ACTION PA students to be checked again in September	y			n
8.	Other considerations	If your whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, then you should consider undertaking a health and safety check of the buildings concerned. Detailed DfE guidance here managing school premises during the coronavirus outbreak .	During lockdown the H and S Officer has ensured the school is compliant with the regulations and reported this to Governors A further Health and Safety check of all buildings will take place in August before return to school by Headteacher	y			n
9.	Contingency planning for outbreaks	In the event of a local outbreak it may be necessary to terminate a group's or full school attendance.	Remote learning in place if second lockdown All Senior staff have been briefed on LA flow chart for managing outbreaks	y			n

		<p>Plan as far as possible according to Section 5: Contingency planning for outbreaks of the 'Guidance for full opening' (focus on remote learning).</p> <p>Schools will also need to have regard to new guidance that would be issued in the case of a wider local outbreak.</p>					
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