

Education – Corona Virus (Covid 19) Risk Assessment / Wider Opening of School Plan for 15th June

Issue / concern	Government guidance to increase the numbers of pupils in school with effect from 1 st June 2020, specifically Nursery, F2, Y1 and Y6 Government guidance to increase the numbers of vulnerable and SEND pupils in all year groups	
Considerations to mitigate risks	Further Action required to mitigate risks	
JMAT RISK ASSESSMENT		
<p>Health and Safety of Staff</p> <p>(a) Mental health and well-being</p> <ul style="list-style-type: none"> - what is in place to ensure that staff have opportunities for self-referral to mental health support. - What is in place to provide opportunities for confidential conversations/counselling sessions <p>(b) Shielding staff</p> <ul style="list-style-type: none"> - How will you ensure these staff are kept up to date with developments in school so they don't feel isolated. - What are your expectations of them regarding working from home. <p>(c) Staff living with someone who is shielding</p> <ul style="list-style-type: none"> - If they can't be separate from the person isolating what are your expectations? <p>(d) Staff who have to self isolate</p> <ul style="list-style-type: none"> - If a member of staff develops symptoms <ul style="list-style-type: none"> (a) what will be your actions to ensure safety of that member of staff and other staff who may have been in contact. (b) How will you organise testing for that member of staff? (c) What are your arrangements if a child shows symptoms (or siblings) e.g. send home to isolate. (d) What will be your actions to inform parents/carers (e) What will be your actions to make changes to the arrangements in school. 	<ul style="list-style-type: none"> -The Head of School is available for confidential conversations with staff -Education Support Partnership. Free telephone counselling available -Support from Rotherham EPS for staff who may need it. -Staff directed to Action for Happiness for support -Emotional wellbeing WhatsApp group can be arranged for staff if they require it -Whole school emails <ul style="list-style-type: none"> -Staff who are working from home will be given clear guidance of what we expect them to complete as per daily and weekly duties <ul style="list-style-type: none"> -weekly staff meeting for all staff to evaluate and address issues that arise and to keep our team working together and seeing each other regularly. <ul style="list-style-type: none"> -Staff will be expected to work from home and will be given clear guidance of what we expect them to complete as per daily and weekly duties <p>If a member of staff shows symptoms:</p> <ul style="list-style-type: none"> -Isolate member of staff and send them home immediately. -clean any areas where the member of staff has been -Inform staff members in the 'bubble' that a member of their team has got symptoms. -Ask the member of staff to arrange for a test. -If negative, the member of staff can return to work. -If positive, the member of staff stays off work for 7 days and all their bubble self-isolates for 14 days. -The family of the member of staff should also self-isolate for 14 days. -Flow diagrams of the procedure are displayed in each bubble and in the HT, AHT and SBM's office. -Trach and trace guidelines are displayed in the HT, AHT and SBM's office <p>If a child shows symptoms:</p> <ul style="list-style-type: none"> -Isolate child with 1 member of staff member (in full PPE) and inform parents to collect immediately. -Inform staff members in the 'bubble' that a child member of their team has got symptoms. -Ask the parent to arrange for a test for their child. -If negative, the child can return to school. 	

	<p>-If positive, the child stays off work for 7 days and all their bubble self-isolates for 14 days.</p> <p>-The child's family will also be asked to self-isolate for 14 days.</p> <p>-Flow diagrams of the procedure are displayed in each bubble and in the HT, AHT and SBM's office.</p> <p>-Trach and trace guidelines are displayed in the HT, AHT and SBM's office</p>
<p>How are you going to collate the above information and keep this up to date?</p> <p>Are you intending to facilitate temperature checks for staff?</p> <p>What are your recommendations for wearing of face masks by adults and children. How will this message be delivered to parents and children. What if some children have masks and some don't?</p>	<p>Information will be collected by School Admin and monitored by Senior Leadership Team.</p> <p>Daily temperature checks for all staff and children in school. Temperatures will be recorded and anyone who is over 38 degrees will be sent home and JMAT will book a test for them.</p> <p>DFE guidance states that face masks are only required when waiting with a child, who is showing symptoms of COVID-19, to go home. However, if staff or children request to wear in school, we will not say no. We will respect their views on this.</p> <p>All staff have been provided with a washable facemask, if they feel safer wearing the facemask they will be able to.</p>
<p>2.Preparing to welcome children into school</p> <p>(a) Parents/Carers How will you collect information from parents/carers about the following e.g. on line survey, telephone survey etc:</p> <ul style="list-style-type: none"> - Any shielding parents/carers - Any vulnerable parents/carers - Addressing any parent/carer concerns regarding return to school <p>(b) How are you determining how many children you can welcome initially? See below for consideration around this question.</p> <p>(c) How are you preparing the site? See below for consideration around this question.</p>	<p>-Information about the possible re-opening of school on 15th June has been sent to parents via email and text and parents have been asked to phone the school office if they would like a place. All identified vulnerable children have received additional phone calls encouraging them to come into school.</p> <p>-All families with children in F1, F2, Y1 and Y6 who said that they would like a school place during the phone calls in May are being contacted via phone to confirm if they would still like the place.</p> <p>- Before confirming a place, Families will be asked questions regarding shielding and vulnerabilities and talk about any concerns.</p> <p>- Any children that Teachers have identified are shielding or living with someone who is shielding will not be allowed into school.</p> <p>- Any children who teachers have identified who fall into the vulnerable category as defined by the guidelines will not be allowed into school.</p> <p>-Planning meeting with heads of Ferham, Meadow View and Brinsworth Howarth</p> <p>-Planning meeting with CEO of JMAT</p> <p>-Use of guidance from DFE, Rosis and JMAT</p> <p>-Talking to families to see how many parents want to come into school initially.</p> <p>-Calculating how many desks we can fit in a classroom with between 1.5 and 2m distance between the seat.</p> <p>-Calculating how many staff we have available to staff bubbles with at least 2 members of staff at all times.</p>

	<ul style="list-style-type: none"> -Ordering of essential materials such as PPE and cleaning equipment – see DFE Guidance Implementing protective measures in education and childcare settings -Liaising with Engie re site safety -SLT planning and organisation to consider signs around school - organising furniture, removing soft furnishings, taping outdoor classrooms, providing lidded bins, preparing stationary, removing resources that cannot be easily cleaned. - organising communication systems
<p><u>3.Entering and Leaving the Site</u></p> <p>How will you ensure a safe arrival and exit for children, staff and parents?</p> <p>(a) Number of gates to open or close. How will these be staffed to safeguard very young children? How will this differ from your normal practice?</p> <p>(b) How will you control the flow to ensure the entrance is not compromised by too many people at the same time, how will you ensure social distancing? Will you:</p> <ul style="list-style-type: none"> - stagger arrival and departure times, how will these be organised and staffed? - manage parents on the school site and outside gates? - create a one-way system? <p>How will you ensure there is effective communication about these systems so they are adhered to.</p>	<p>For Staff:</p> <ul style="list-style-type: none"> - Only 2 members of staff in the reception area at any one time. If arrival is busy, staff will queue 2m apart outside waiting to get in. -Staff will remain at least 2 meters away from all other members of staff when entering the building. -The entrance internal entrance door will be propped open so staff do not need to touch the door. This door will be closed at 8:30am before the children arrive. -All staff wash their hands in the reception areas toilets before signing in. -All staff to use their own pen for signing in. -Staff will go straight to their bubble avoiding contact with any surfaces or members of other bubbles. <p>For Parents and Children:</p> <ul style="list-style-type: none"> -We are implementing a one-way system in and out of the school. Parents and children will enter the school down the footpath, drop their children at the front of school and exit up the driveway. There will be arrows spray painted on the floor to indicated the direction of travel. -Only 1 parent can drop off their child/ children. All children must be brought by an adult to ensure they are maintaining the social distancing rules. -We will have one half of the green gates and grey gates open at the top of the drive to allow people to exit. The side which is open should be the side that is furthest away from the 'in' footpath -There will be 15 spots spray painted on the footpath each 2m apart as a queuing system in case all 15 parents do arrive at the school at the same time. -There will be a member of SLT or Admin will be at the top of the drive and at the bottom of the drive ensuring social distancing and directing parents and children to adhere to the rules. These members of staff will be supplied with PE cones to create a 2m distanced barrier to indicate a safe area around them that parents and children cannot enter. The member of staff at the top of the drive will have a walkie talkie to communicate with school should it be required. -The driveway gates will remain closed for the entire drop off period. The gates will close at 8:30am and re-open at 9:30am. -1 members of staff from the 'bubble' will be allocated the role of being on the playground, observing the safe arrival of the children and watching them enter the classroom. On the rare occasion, there is more than 1 adult on the yard from different bubbles, they must ensure that they are well spaced away (at least 2 meters) from other adults and children that are allocated to a different bubble.

-All the classrooms that have been chosen to be used as a bubble base are on the right hand side of our school building, making the drop off easier

-We will stress to parents the importance of being punctual and sticking to their allocated times. If a child misses their time slot, we will ask them and the parent to wait on one of the sibling spots until it is safe for them to enter the school escorted by a member of staff from their bubble. If parents/children miss their time slot once, the parents will be reminded of the safety measures in place and the importance of punctuality. If they miss their time slot twice, they will be issued with a warning and if they miss their time slot 3 times a risk assessment will be completed and their child's place in school could be revoked.

-Late pickups and early collections will be discouraged.

-On the rare occasion a child is late to school (after 9:30am) or parents require an early collection. Parents will wait in the first spot outside and a member of the staff bubble will bring the child down to them.

4. Moving in and around school

There will be a need to minimise the movement around school for everyone's safety.

Consider:

- Routes into and out of each classroom or space being used.
- Travel on corridors e.g. single file, one way, markings on the floor
- Staggering of entry and exit times for breaks and lunch.

Trips to the toilets and for regular hand washing

- School only opened to Key Worker and Vulnerable Children on the weeks commencing 1st June and 8th June to limit the amount of children in the bubbles initially while the new procedures are practiced and embedded by staff

- 'Bubbles' will be created of up to the capacity children identified and 2/3 members of staff. (possibly 4 to include part time staff)

- There will be the following bubbles:

F0/F1/F2 bubble in the F1 classroom (Red Bubble)

F2 bubble based in the F2 classroom (Orange Bubble)

Y1/Y2 bubble based in the Y1 classroom (Yellow Bubble)

Y3/4 bubble based in the Y4 classroom (Green Bubble)

Y5/Y6 bubble in the Y6 classroom (Blue Bubble)

Additional Bubble in the Y3 classroom (Indigo Bubble) – Year Groups yet to be decided depending on demand.

Additional Bubble in the spare classroom opposite Y1 (Violet Bubble) – Year groups yet to be decided depending on demand.

-Bubbles will not interact at any point of the day and crossing in corridors will not happen.

-Bubbles will stay in their classroom area all day and have a designated area to play and learn outdoors. These areas will be defined with tape or cones so they are clearly visible to all.

- Social distancing will be encouraged and promoted during play but we are aware that this will not always be possible.

-Corridors will be used as little as possible.

-There will be 'no go areas' in between the tape/cones of at least 2m so children from different bubbles are not close outside.

-Lunches will be brought to the classroom door by the kitchen staff.

-Staggered breaks and lunch for staff to ensure that only 1 bubble has access to the staff room at any point (times have been allocated)

-Each bubble will be allocated toilet blocks. Where toilet blocks are not shared with another bubble, they will be cleaned at lunchtime. Where toilet blocks are shared with another year group, they will be cleaned by staff after each use.

Red Bubble F1/F2 – F1 toilets
 Orange Bubble F2 – F2 toilets
 Yellow Bubble Y1/2 – Infants Girls toilets will be used as unisex toilets
 Green Bubble Y3/4 – Disabled toilet for girls and the infant boys toilets for boys
 Blue Bubble Y5/6 – Junior toilets
 Indigo Bubble – TBC (but would be shared with another bubble)
 Violet Bubble – TBC (but would be shared with another bubble)

-If a child needs to use the toilet during a learning session, staff will escort to ensure that they do not enter any other area or come into contact with another bubble.

-coats are kept in classrooms to avoid children going into the corridor.

-All the above measures will reduce the amount of movement needed around school.

5. Classrooms

- There will be a need to ensure as much social distancing as possible. (The answers to these questions will help you to determine how you can roll out increasing numbers in the identified year groups)

Consider:

- How many children can safely be taught in a classroom space with 2m gap between tables?
- How many classroom spaces can you safely use given the requirements for moving around corridors and toilet accessibility?
- How will you organise the classrooms to ensure as little need for movement around the classroom as possible (will this be one way?)
- How will you facilitate regular cleaning routines for surfaces?
- How will you facilitate regular hygiene sessions e.g. hand washing?

Numbers of children – consider

- What is your initial judgement on a safe number of children to invite back into school?

Government guidelines state that schools should start with the youngest e.g. nursery, then F2, then Y1. Consider how this message will be portrayed to parents when some children are invited in and some not.

We want to ensure consistency across Rotherham for schools and parents and would suggest that you use a pupil's date of birth, inviting children into school youngest first. This will ensure that all parents, irrespective of school attended will get the same message.

-Classrooms furniture will be repositioned to ensure that desks are as far apart as possible.

-The capacity for tables that are 1.5-2m apart in the following bubbles are:

Red – 2 tables for 2 groups
 Orange – 3 tables for 3 groups
 Yellow - 14
 Green - 14
 Blue - 15
 Indigo - 14
 Violet - 14

-Children in Y1- will be expected to stay at the same desk throughout the day. Staff to talk to children about 2 metre rule and maintain this as much as possible.

-Children in F1 and F2 will be put into smaller groups of a maximum of 5 (the DFE guidance recommends 8) and the group will remain with their allocated adult 2m away from any other group. – Each group has their own table as a base for when they are doing seated activities.

- In order to staff all of the bubbles with 2 members of staff at all times, we will close on a Friday afternoon for teachers to have their PPA time and possibly additional cleaning time (we are currently in negotiations with the cleaning team.) This additional time, will be negotiated with support staff, in how this time can be effectively utilised.

-Children in Y1-Y6 will have their own equipment on their desk.

-Lunch will be brought to the classrooms

-A member of staff in each bubble will be expected to regularly wipe all desks, door handles and taps in the classroom hourly. Bubbles have been provided with cleaning schedule checklist to follow to ensure the correct level of cleaning is sustained.

-Children and staff will be expected to wash hands on arrival, mid-morning, break, before lunch, after lunch, mid-afternoon and before they go home. Staff to ensure that hand washing is done correctly. Parents may send the child with their own soap or moisturiser if preferred as long as it is clearly labelled with their name.

-Safe number of children has been determined by the size of the classroom and the number of adults available to work.

Red - F1/F2: Capacity 10 (2 groups of 6 each with an allocated adult at all times)

Orange - F2: Capacity 10 with 2 adults, 15 with 3 adults (2 or 3 groups of 5)

Yellow - Y1/2: Capacity 14 with at least 1 Teacher and 1 Support Staff

Green - Y3/4: Capacity 14 with at least 1 Teacher and 1 Support Staff

Blue - Y5/6: Capacity 15 with at least 1 Teacher and 1 Support Staff

Indigo – TBC: Capacity 14 with at least 1 Teacher and 1 Support Staff

Violet – TBC: Capacity 14 with at least 1 Teacher and 1 Support Staff

(N.B. Due to part time staff arrangements, there will be up to 4 adults allocated to one bubble to create full time cover.)

6.Toilets

Consider:

- Will you need additional cleaning time to make these more regular (how regular do they need to be and will this need reviewing as you gradually increase the number of pupils in school?)
- How many toilet facilities do you have? How many of these can be safely used?
- How will you organise use and will this be supervised?
- How will you ensure used paper towels are disposed of regularly and not left in waste baskets?

-Each bubble will be allocated toilet blocks. Where toilet blocks are not shared with another bubble, they will be cleaned at lunchtime. Where toilet blocks are shared with another year group, they will be cleaned by staff after each use.

Red Bubble F1/F2 – F1 toilets

Orange Bubble F2 – F2 toilets

Yellow Bubble Y1/2 – Infants Girls toilets will be used as unisex toilets

Green Bubble Y3/4 – Disabled toilet for girls and the infant boys toilets for boys

Blue Bubble Y5/6 – Junior toilets

Indigo Bubble – Junior Toilets (shared with blue bubble)

Violet Bubble – TBC (but would be shared with another bubble)

-During teaching and learning time, should a child request the use of the toilet, the child will be supervised to the toilet to ensure that they do not go anywhere else in school.

- Toilets that are shared will be cleaned after each use by the member of staff escorting the child from that bubble. If a staff member is on their own due to sickness, a member of SLT will escort the child to the toilet and clean the toilet after their use.

-Toilets will be cleaned at lunchtime by the reactive cleaning team (as usual) and first thing in a morning by the cleaning team (This arrangement has been made to avoid the cleaning team coming into contact with the bubbles.

-We will continue to monitor and review the cleaning arrangements to ensure that they are meeting the needs of the school. (We are currently exploring the possibility of having a more thorough clean on a Friday afternoon.)

-We have purchased antibacterial wipes for adult toilets so staff (including cleaners) can wipe toilet seat after personal use and place the wipe in the lidded bin provided. -There will also be disinfectant spray in adult toilets to wipe taps after personal use. Staff toilets will be fully cleaned at the end of the day by the cleaning team.

-The catering team will use their own toilets and adhere to their own policy

-Engie staff members will use the upstairs toilets. – cleaning products have been provided in these toilets.

	<ul style="list-style-type: none"> - Toilets in the entrance/ reception area have been sealed with red tape to prevent use. These toilets are for handwashing only. Disinfectants and cloths are provided in these toilets to wipe the sink and taps. - Visitors into school are discouraged, however should visitors come to school, such as social workers, JMAT staff, Governors etc. They will use the staff toilets and follow the cleaning procedure, which is displayed in the toilet. - Please see intimate care policy for children experiencing soiling or wetting accidents and the procedures that surround this.
<p><u>7.Lunchtimes</u></p> <p>There will be a need to minimise the number of children gathered in one location.</p> <ul style="list-style-type: none"> - Hot meals or sandwiches? This may need a discussion with your provider. - Can this take place outside if weather permits? - How will you organise the indoor eating space for collection of food? <p>How will the environment be kept cleaned between groups?</p>	<ul style="list-style-type: none"> -Hot lunches will be ordered by the child in the classroom each morning and recorded on a sheet provided by the admin team. The sheet will be put in the green tray for the admin team to collect and give to the school cook as soon as possible. -F1 and F2 will have their hot meals brought by trolley to the classroom door at 11.45. -Y1-Y6 will have their hot meals brought by trolley to the classroom door at 12.00. -Children will eat in the classroom and then plates and cutlery plus any waste food will be placed on the trolley. The kitchen staff will collect these before leaving the premises. -The 2 staff members in their bubble will ensure that each adult gets a break over the lunchtime period
<p><u>8.Outside Playtimes</u></p> <p>There will be a need to minimise the number of children gathered together. How will you organise this?</p> <ul style="list-style-type: none"> - Can the outdoor space be divided safely? - How will activities be organised? - How will you timetable the space if needed? 	<ul style="list-style-type: none"> -The playground will be zoned for each 'bubble'. Staff will supervise the children outside to ensure they stay within their zoned area. -Children will play in their designated areas and children will be encouraged to play 2m apart however, this cannot be guaranteed. - each zone of each bubble is at least 2m away from any other bubble. -'Bubbles' are staffed to ensure supervision and adult breaks by rota.
<p><u>9.First Aid</u></p> <p>There will be a need to minimise direct contact with children.</p> <ul style="list-style-type: none"> - Will you provide PPE? - Will you provide masks and gloves? <p>How will used resources be disposed of?</p>	<ul style="list-style-type: none"> -Refer to the first aid policy. -First aid equipment is to be kept in the classrooms. -Staff will deal with low level first aid with gloves and face masks if the adult needs to get close, e.g. wipe a grazed knee etc. -nappy sack bags have been provided in all bubbles. Any used first aid equipment such as wipes, bandages and gloves must be placed in a nappy scak, tied up and then disposed of in the lidded bin in the staff toilets. -If an ice pack is required, a member of staff from the bubble will call the resources room and one will be delivered to the yellow tray outside the classroom. -The member of staff in the resources room will be responsible for fully washing and sanitising the icepacks between use. - If parents need to be contacted, the admin team will ring form the main office. -Should a child be showing symptoms of coronavirus, refer to section 1 of this risk assessment and member of staff to wear PPE. -Each bubble will have 2 sets of full PPE (Mask, goggles, gloves and aprons) and will have an increased supply of standard PPE (gloves and aprons) which will be more frequently used.

-A member of staff will wear gloves and masks to administer first aid.
 -First Aid resources when used will be double bags in medical Yellow bags.
 - Staff and children's temperatures are taken daily and recorded on a sheet in the bubbles. Staff need to inform HT and/or SBM if a child's temperature is over 38 degrees and remove the child from the bubble to the medical room as soon as possible after donning full PPE.

Rotherham Local Authority Risk Assessment

DfE guidance

Children and parents

Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans.

- Capacity of school: F1-Y6
 Red - F1/F2: Capacity 10 (2 groups of 6 each with an allocated adult at all times)
 Orange - F2: Capacity 15 with 3 adults (2 or 3 groups of 5)
 Yellow - Y1/2: Capacity 14 with at least 1 Teacher and 1 Support Staff
 Green - Y3/4: Capacity 14 with at least 1 Teacher and 1 Support Staff
 Blue - Y5/6: Capacity 15 with at least 1 Teacher and 1 Support Staff
 Indigo – TBC: Capacity 14 with at least 1 Teacher and 1 Support Staff
 Violet – TBC: Capacity 14 with at least 1 Teacher and 1 Support Staff
 (N.B. Due to part time staff arrangements, there will be up to 4 adults allocated to one bubble to create full time cover.)
TOTAL CAPACITY: 96 Pupils
TOTAL STAFF: 7 Teachers, 16 support staff (Some are job shares)
- Number of pupils expected back under current government instruction for relevant year groups:
 (Following initial phone calls and enquiries made to the school, these are the numbers currently expected back although this is changing day to day as parental decisions change and will therefore constantly be under review, however we will never exceed the agreed capacity above)
 F1s – 7
 F2 – 16
 Y1 – 7
 Y2 – 4
 Y3 – 7
 Y4 – 8
 Y5 – 6
 Y6 - 15
Current requested capacity: 70 pupils

F1 and F2 will be split into groups of 5 with 1 adult with each group. Each group have an allocated table as their base for work that is completed at desks, but for much of the day, they will be moving around activities. The groups will stay with their adult and remain 2m apart from other groups.

In F1 we have more staff in the morning and less in an afternoon. We can therefore accept 10 full day children and 5 half day children.

	<ul style="list-style-type: none"> Total number of staff / pupils that can safely be accommodated in school at one time 18 children in classrooms plus 18 staff plus 2 SLT and 2 admin and catering team Is there scope to work with neighbouring school(s) eg implications for infant schools / can Junior school support etc: Not required Cleaning arrangements: -We are a PFI school and we have arranged to have cleaning completed before the start of the school day each day and a reactive clean at lunchtime. We are exploring the option of having a deeper clean on Friday afternoons. -We have purchased extra cleaning materials for 'bubbles' to have cleaning equipment to regularly wipe surfaces and door handles. -A member of staff has taken on the responsibility of ensuring cleaning resources are restocked in the toilet areas. -Cleaning equipment purchased for staff toilets to sanitise after each use. Welfare arrangements e.g. toilet / breaks / lunch: -Each bubble will be allocated toilet blocks. Where toilet blocks are not shared with another bubble, they will be cleaned at lunchtime. Where toilet blocks are shared with another year group, they will be cleaned by staff after each use. Red Bubble F1/F2 – F1 toilets Orange Bubble F2 – F2 toilets Yellow Bubble Y1/2 – Infants Girls toilets will be used as unisex toilets Green Bubble Y3/4 – Disabled toilet for girls and the infant boys toilets for boys Blue Bubble Y5/6 – Junior toilets Indigo Bubble – Junior Toilets (shared with blue bubble) Violet Bubble – TBC (but would be shared with another bubble) <p>Children will have lunch in their bubbles and meals will be brought to the bubbles to avoid mixing in one area.</p> <p>Coffee Breaks and staff lunch breaks are staggered to avoid two bubbles in the staff room at one time.</p>
<p>Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).</p>	<p>All parents have some idea of what is happening in school as they all received the letter about 1st June opening.</p> <p>Initial plans for reopening on 15th June have been shared with parents via newsletter although parents are aware that this is dependent on the Local R, the</p>

	<p>implementation of the track and trace system and Advice from local senior medical officers.</p> <p>Once plans have been agreed, school will confirm whether children have a place for the following week on Wednesday 10th June. We will then write to these parents to share the expectations of school and some safety measures that will be in place.</p>
<p>Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school.</p>	<p>Paper registers will be compiled by the admin team and these will be taken by the teachers in class. The admin team will then update the electronic system using the paper registers.</p> <p>A copy of the paper register will be kept by each bubble to use in the event of a fire evacuation.</p> <p>(N.B. Attendance is expected 5 days a week by all children including keyworker and vulnerable as sequences of lessons are being planned and it will be difficult for learners to switch from home learning to in school learning during the week.)</p>
<p>Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend).</p>	<p>Following 10th June, we will only accept additional children including vulnerable, keyworker children, if we have availability in the appropriate bubble or appropriate small adjustments can be made to a bubble. These adjustments will only take place at a weekend.</p> <p>Parents will be asked to provide at least 1 weeks' notice if they require their child to attend school, however, exceptions may be made for vulnerable children if their safety at home is a risk.</p>
<p>Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.</p>	<p>Risk assessments will be undertaken for any EHCP children wishing to return as additional adult support will not be available in this period and these children will need to be capable of adhering to the routines and structures in place.</p> <p>These children will continue to be supported by the home learning team (See Home Learning Policy) and will also receive a welfare phone call of support each week.</p>
<p>Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary.</p>	<p>As a school, we will continue to liaise with EH team and Social Care Team to ensure the safety of our pupils.</p> <p>These children will continue to be supported by the home learning team (See Home Learning Policy) and will also receive a welfare phone call of support each week.</p>

	See Safeguarding Policy Addendum
Update 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.	See Behaviour Policy Addendum
Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals.	<p>In school, hot meals are still available for FSM and paying children although there may only 1 or 2 options rather than the full range.</p> <p>Lunchboxes and water bottles can be brought from home but will be wiped upon entering the classroom.</p> <p>Once we re-open on 15th June, Free school Meal Vouchers will stop for those parents whose children are in school.</p> <p>School will monitor this voucher system and may reconsider giving grab bags to families as we did at the start of the COVID-19 school closure if we feel it is discouraging vulnerable families from returning to school.</p>
Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms.	-No breakfast clubs, lunch clubs or after school clubs will be running at this time.
<p>Staff (teachers, support staff and non-teaching staff)</p> <p>Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary.</p> <p>Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).</p> <p>Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education).</p> <p>Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).</p> <p>Agree staff workload expectations (including for leaders).</p>	<p>-All staff zoom meeting w/c 18th May to discuss proposals, zoom on 22nd May to go through the risk assessment for opening on 1st June and some attended an optional zoom meeting on 26th May if they had further questions.</p> <p>-All staff to attend a zoom on 9th June to discuss the proposals for opening on 15th June and will be sent the relevant documentation to read once approved by governors.</p> <p>-All staff have signed to say that they have seen, understood and had the opportunity to ask questions to SLT about the risk assessment, policy addendums and fire safety plan. This will be repeated with this risk assessment and any further policy changes linked to re-opening on 15th June.</p> <p>- There are 2 members of staff in the bubbles to allow for 1 member of staff not to be present should this be the case. If possible, we will backfill an absent member of staff so that the 2 members of staff in a bubble will be maintained. When no other option occurs, we will only allow 1 member of staff to be in a bubble alone for 1 day. This bubble will be supported with cleaning and breaks by the admin team or SLT. If we cannot staff the bubble with 2 members of staff, the bubble will be closed temporarily</p>

<p>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).</p> <p>Put in place measures to check on staff wellbeing (including for leaders).</p>	<p>on the second day until the additional member of staff returns to school. We will endeavour to give parents as much notice as possible.</p> <ul style="list-style-type: none"> - At least 1 member of SLT to be on site at all times, if this is not possible, support will be requested from JMAT and if no support is available, the school may close temporarily. - DSL or deputy DSL to be on site at all times if this is not possible, support will be requested from JMAT and if no support is available, the school may close temporarily. <p>All staff have completed a questionnaire to explore which staff are safe to work and which staff are not. Plans have been put into place for the stringent social distancing for those who cannot work from home but require it.</p> <ul style="list-style-type: none"> -Weekly 'check ins' by HT or AHT on staff wellbeing -All staff have been provided with videos of donning and doffing full PPE and a video of how to wear a mask so that it is effective. -Staff whose working hours have required to be changed, have been negotiated fairly and as flexibly to meet the needs of both parties. -The hours that support staff are not working for Friday afternoons, will be negotiated with each staff member individually to ensure effective use of time.
<p>Protective measures and hygiene</p> <p>Read the guidance on implementing protective measures in education and childcare settings and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments.</p> <p>Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school.</p> <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.</p> <p>Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment).</p>	<ul style="list-style-type: none"> • Pick up / drop off arrangements: <ul style="list-style-type: none"> -Children will be dropped off in a morning at the front of school on specific spot. Staff will escort the child from the bubble to the classroom. -Bubbles will have staggered times to ensure that the number of parents around the school external site are kept at a minimum. -At the end of the day children will be allocated 1 gate to leave the school site by. Again times to be staggered to reduce footfall around the external school site. • One way systems in place: <ul style="list-style-type: none"> -One way system will be in place. Down the path and up the drive. To enable this to happen the drive gates will have one open and one closed to enable parents to walk out but not cars to enter. -Gates will have signage so parents know where to drop off and pick up. • Signage / markings: <ul style="list-style-type: none"> -Signage will be around school to remind children and staff to wash their hands, maintain social distancing and following sanitising routines. - each bubble has a checklist of cleaning to do each day. Staff will sign to say each stage of cleaning has been completed.

<p>Plan the school level response should someone fall ill on site (in line with relevant government guidance).</p> <p>Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: 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 until they can return home.</p>	<p>-Cleaning materials made available for each bubble including hand washing materials, red, green and blue cloths for different purposes Green for food areas Blue for washing up Red for surfaces, resources and mats. The school business manager will manage the stock levels of hygiene and cleaning materials needed for in school cleaning.</p> <p>The cleaning team will provide their own cleaning products for deeper level cleaning.</p> <p>All staff and children will wash their hands at the following times:</p> <ul style="list-style-type: none"> • As soon as they arrive in school • Whenever they return indoors from the outside • After going to the toilet • Before Eating • After Lunch • Before leaving to go home <p>See section above for toilet use</p> <p>-See section 1 for further information</p> <p>-ordered a central supply and have provided 2 sets for each bubble to start with (see section above)</p>
<p>Pupil wellbeing</p> <p>Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your 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.</p>	<p>During this period, many of our children will have suffered by not being in our care each day. Their anxieties will be high and they may have been facing many unknown stresses. Our primary aim to deal with this national crisis when the children return is to support all of our children’s mental health.</p> <ul style="list-style-type: none"> • Sessions on managing feelings and emotions should be completed daily. • PSHE should be taught at least weekly. • ‘Notice’ each child in the class each day by: <ul style="list-style-type: none"> ○ Focusing on them; looking directly at them; showing with your body language that they have all your attention; that they are valued. ○ Inviting different children each day to do small tasks with, or for you. ○ Learning to sweep your gaze across the class so that children feel like they are getting some of your individual attention, however small. ○ Recognising that each child is unique and deserves respect and recognition from everyone.

	<ul style="list-style-type: none"> • Enable all children to have at least 5 minutes’ free time with an adult where they can chat freely about anything they choose and build relationships with the adults around them. • Use the strategy of notice, imagine, wonder to validate the children’s feelings and emotions no matter how small or insignificant they may seem (e.g. I noticed you said..., I imagine that was tough for you, I wonder if it made you feel...) • Staff should be aware of their own emotions and behaviours: children will take their cue from adults around them. • Engage in mindfulness, yoga, art therapy, lego therapy or other relaxation for short periods each day. • Identify and share with SLT any children who may need further support.
<p>Learning</p> <p>Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to ‘catch up’ support.</p> <p>Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.</p> <p>Agree ongoing learning offer for eligible pupils who can’t attend school, as well as offer for those that continue to be out of school.</p> <p>Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups.</p>	<p>See Home Learning Policy</p> <p>In Y1-Y6, Teachers continue to work in pairs to plan learning for all pupils, with one teacher planning in school learning and teaching and one teacher planning the home learning. The planning for home and school is based on the same learning elements.</p> <p>In EYFS, Teachers are planning both the in school learning and home learning. They are being supported by a HLTA with the admin, feedback, phone calls and follow up elements of the home learning.</p> <p>-EHCP children receive a phone call from the SENCO or HLTA each week to advise on teaching and learning at home.</p> <p>Identified Vulnerable children receive a phone call each week from a HLTA under the supervision of the DSL to check on safety and advise on learning. Should a concern arise, this is flagged up to the DSL who is then taking the relevant action.</p>
<p>Other considerations</p> <p>Work with other school based-provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where they need to be.</p> <p>Agree approach to any scheduled or ongoing building works.</p>	<p>N/A</p> <p>Building works are scheduled for summer holidays. No contractors will be allowed into school during the school day.</p> <p>Engie staff should follow Engie policies Catering Team should follow policies set out by Rotherham catering – All catering team have been briefed on how to serve school meals safely under the new system.</p>

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.

Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.

Grounds maintenance will not happen past the school gate when children are in school and not at the front of school during drop of and collection times.