

**SCHOOL NAME: SIR ROBERT GEFFERY'S SCHOOL**

## **COVID19: Full Opening from March Risk Assessment and Action Plan**

**DATE: 2<sup>nd</sup> March 2021**

### **Purpose of this document:**

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to plan for the return to onsite education from 8<sup>th</sup> March and ensure the school continues to operate in a safe way following full opening.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

- Health and Safety Policy
- First Aid Policy
- Child Protection Policy
- Behaviour Management Policy
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

### **Risk Assessment for Full Re-opening:**



## **Risk Assessment/ Action Plan Sections:**

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| Theme                    | What is the Hazard  | Control Measures in Place   | Risk Level Rating with Measures in Place |
|--------------------------|---|---|--|
| <b>Site Arrangements</b> | Has due consideration been given to the safe return to the site for all pupils from 8 <sup>th</sup> March.  | <p>Risk assessments, guidance, plans and routines have been re-assessed – all in place and working well. Adjustments made to accommodate larger numbers (as in Autumn term).</p> <p>All staff have been working on site full-time since September 2020 (unless self-isolating) and know routines well.</p> <p>Site compliance checks have regularly taken place.</p> <p>One way system in place in building and grounds.</p> <p>Good ventilation adhered to around building from open windows and doors.</p> <p>More than adequate signage in place.</p> <p>Parents and staff fully informed regularly through school newsletter, information letters and emails.</p> | <i>Low</i>                               |
|                          | School grounds - Morning drop off and afternoon collection for those pupils/parents who walk to school. Bottle neck could be caused by those arriving and leaving site.         | <p>One way system in place for entry and exit to school grounds with signage in place.</p> <p>Social distancing required with signage in place and markers on paths. Parents to wear masks on school grounds.</p> <p>Staggered times for bubbles to arrive and leave school. Parents instructed to keep to allocated class stagger times.</p> <p>Extra supervision in place and regular reminders given</p> <p>Car park staff and classroom staff communicate by walkie-talkies to ensure no congregation of pupils outside.</p>  | <i>Low</i>                               |
|                          | School grounds – Morning drop off and afternoon collections for those pupils who arrive by car. Social distancing not maintained.<br>Safety around moving cars to be considered | <p>Staggered start/finish times. Parents instructed to keep to allocated class stagger times.</p> <p>Well established car drop off meet and greet system in place, which is well staffed.</p> <p>Parents to stay in their car at all times and wear masks in car when on school grounds.</p> <p>Car park staff wear PPE to meet and greet.</p> <p>For safety in car park, staff wear hi-viz jackets.</p> <p>Staff and pupils must keep to the edge of the playground because of moving cars.</p> <p>Car park staff and classroom staff communicate by walkie-talkies</p>  | <i>Low</i>                               |

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|  |  | to ensure no congregation of pupils outside.   |            |
|  | Corridors – consideration given to ensure social distancing and ventilation  | One way system in place around the school corridors with arrow markings showing the way.<br>2m social distance reminder notices in corridors.<br>Staff wear face masks when moving around school.<br>Corridor windows and doors to remain open for ventilation.  | <i>Low</i> |
|  | Toilets  | Toilets allocated to specific class bubbles. To be used in rotation if necessary, and spray surfaces between groups.<br>Supervised use where necessary.<br>Pupils reminded about handwashing and hygiene<br>Regular cleaning in place.   | <i>Low</i> |
|  | Playground and field – consideration given to ensure bubbles do not mix when using outside space and hygiene maintained<br><br>Consideration given to use of equipment and Playpod | Staggered break and lunchtimes. Large outdoor space available.<br>Areas coned off and classes use allocated areas.<br>Use farm paddock areas as extra outside space.<br>Supervised at all times to ensure safety.<br>Outside classroom spaces allocated to specific classes.<br>All picnic tables and outdoor equipment cleaned after each session.<br>Playground equipment is used within class bubbles and cleaned after use.<br>Playpod – consideration to be given to use in dry weather during summer term. One class allocated to use Playpod per week, quarantine Playpod for 3 days before use by another class. | <i>Low</i> |
|  | Consideration given to arrangements for any deliveries.  | Deliveries made to front entrance only. Non-contact deliveries left in entrance porch.   | <i>Low</i> |
|  | Office spaces re-designed to allow office-based staff to work safely   | Office staff spread over four offices for social distancing.<br>Staff do not face each other.<br>No pupils allowed in office. Limit staff access.<br>Limit use of phones. Non office staff only use phone in outer office. Pupil contact books available in outer office.<br>Anti-bacterial wipes supplied to wipe equipment and desks after each use.   | <i>Low</i> |

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|   |   | Windows and doors to be open for ventilation.  |            |
| <b>Emergency Evacuations</b>                | <p>Evacuation routes would cause multiple groups/bubbles of people to come into contact. More appropriate alternatives are possible.</p> <p>Consideration given to PEEP – helpers are assigned or reassigned according to available persons. Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff.</p> | <p>Evacuation routes are confirmed, and signage accurately reflects these.<br/><i>NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.</i></p> <p>Evacuation assembly points spaced out on playground and field – either side of fence, to ensure social distancing between bubbles. Evacuation practices take place regularly to ensure familiarity with procedures.</p> <p>Sufficient staff in classes to cover absence to ensure PEEP helper is available.</p>  | <i>Low</i> |
| <b>Cleaning, hygiene and waste disposal</b> | Has due consideration been given to the cleaning of areas around the school   | <p>Enhanced cleaning regime is in place in line with <a href="#">COVID19: Cleaning in non healthcare settings guidance</a>.</p> <p>All classrooms/rooms and all other areas are well stocked with cleaning and hygiene products.</p> <p>Regular orders made to suppliers to ensure continual supply of cleaning and hygiene products.</p> <p><u>Classroom</u> – staff to regularly clean desks and equipment throughout the day.</p> <p>Steamers used for regular cleaning of equipment in Early Years.</p> <p><u>Staffroom</u> – Staff to wash hands or use sanitiser before entering the staff room. Staff required to clean down areas, equipment they use. Used crockery/cutlery to be put straight into the dishwasher.</p> <p>Caretaker’s contract increased to ensure extra cleaning of toilets and corridors etc at lunchtime.</p> <p>Cleaning staff carry out enhanced cleaning daily.</p> <p>Two fogging machines purchased and used for deep clean.</p> | <i>Low</i> |
|   | Has due consideration been given to clean hands thoroughly and more often than usual  | Pupils are instructed to wash hands at outdoor washstands before entering the building. Hand sanitiser stations also available at all  |            |

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|                   | in line with Covid-19 recommendations.  | entrances.<br>Plenty of handwashing facilities around school, including in classrooms, stocked with soap and paper towels.<br>Regular hand washing to take place on entry, after breaks and sessions.<br>Hand sanitiser to be used to avoid queues.<br>Reminders regularly given and notices displayed.<br>Staff to follow same handwashing rules.  | <i>Low</i> |
|                   | Has due consideration been given to safe disposal of tissues and face masks, and hygiene. | Lidded foot operated pedal bins available in all classrooms and staff room for safe disposal.<br>Tissues readily available in all classrooms<br><b>Pupils taught 'Catch it, bin it, kill it' and regularly reminded.</b><br>Bins fitted with bin bags for safe disposal of contents and disposable gloves to be worn to ensure non-contact.   | <i>Low</i> |
|                   | Has due consideration been given to handwashing facilities and routines                   | Two outdoor washstands (containing four sinks each) installed to provide extra facilities.<br>Handwashing facilities available all around the building including many classrooms.<br>All handwashing facilities well stocked with soap and paper towels<br>Hand sanitiser dispensers are located at all entrances<br>Pupils and staff frequently reminded to regularly wash hands for 20 seconds and use sanitiser in between times - verbal and signage reminders. | <i>Low</i> |
| <b>Classrooms</b> | To allow as much space between individuals as practicable                                 | Tables arranged in forward facing rows. Desk allocated to pupil.<br>Excess furniture to be removed to gain space.<br>Staff to remain at 2m distance from each other.<br>Staff to spend limited time with pupil at less than 1m distance.<br>Outside space to be used as much as possible.   | <i>Low</i> |
|                   | To ensure classroom is ventilated   | Windows and doors in classrooms remain open for continual ventilation.  | <i>Low</i> |
|                   | To avoid cross contamination from sharing of equipment.                                   | Chrome books are allocated to specific bubbles and do not cross bubbles.  | <i>Low</i> |

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|                 |   | <p>All equipment used to be cleaned between uses.<br/>         Desks/surfaces etc to be cleaned regularly – classes are provided with antibacterial wipes/sprays for this.<br/>         Pupils have own pencil case containing pens and pencils.<br/>         Books need to be in bookbag that pupils keep with them – reading records and other items that go between home and school to be kept in bookbag.<br/>         Essential items only to be brought into school.<br/>         All pupils have their own named water bottle (not metal).<br/>         School uniform to be worn. PE kits to be brought in daily and kept in pupil's own locker.<br/>         Reading books are quarantined for 72 hours.<br/>         All non-essential, or difficult to clean, equipment and resources have been removed from classroom.</p> |            |
| <b>Staffing</b> | Staffing numbers required for full re-opening have been determined including support staff such as facilities, IT, midday and office/admin staff. | <p>All staff are on site for their contracted hours, unless self-isolating. Arrangements made for staff who need to shield – risk assessed as to work from home or furlough.<br/>         Communication arrangements in place with those staff and their role in continuing to support the working of the school is clear.<br/>         Staff self-isolating work from home via Google Classroom.</p>  | <i>Low</i> |
|                 | Approach to staff absence reporting and recording in place.   | All staff aware of how to report absence. All absences recorded in office and processed as required for Covid or non-Covid reasons in line with DfE guidance.  | <i>Low</i> |
|                 | Plans to respond to increased sickness levels are in place.   | <p>Each class has four staff members assigned, so absence cover should only be needed in exceptional circumstances.<br/>         If staff self-isolating, and not unwell, continue to work off-site virtually.<br/>         Casual contracts in place for some staff due to finish apprenticeships to support staffing numbers.<br/>         Overtime hours given where needed to part-time staff and cleaning staff. Staff consulted beforehand.<br/>         Re-deployment of staff to other classes only if necessary. If so ensure aware of controls and routines for that class.</p>  | <i>Low</i> |

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|  | Approaches for meetings and staff training in place.   | Staff and governor meetings to take place virtually on Google Meet or Zoom.<br>Licences purchased for staff and governor training websites for safeguarding and curriculum training. All issued with log in details.  | <i>Low</i> |
|  | Staffing roles and responsibilities with regards to the remote provision alongside in-school provision agreed and communicated.  | All staff aware of roles and responsibilities for remote provision – <b>refer to SRG Remote Learning Policy and Remote Learning Plan.</b><br>Google Classroom will continue to be available to those pupils who are self-isolating.<br>Break-out rooms manned by support staff for interventions and extra support to pupils.   | <i>Low</i> |
|  | Approach to support staff wellbeing, mental health and resilience in place, including bereavement support.<br>How staff are supported to follow this within their own situations and that of pupils and colleagues is clear. | Staff have access to free counselling services available through SAS Staff Absence Insurance. All have contact details for this.<br>Apprentices and student teachers access services through their College/University.<br>Two staff members trained in adult mental health support for staff.<br>Peer support.<br>Four members of staff are trained to support pupil mental health.<br>All staff aware of procedures to initiate support. | <i>Low</i> |
|  | Arrangements for accessing lateral flow tests are in place. Staff are clear on how and when to access a test.  | Staff fully informed and given all instructions on how to use lateral flow tests, and reporting of results.<br>Tests re-ordered in advance to ensure enough to re-distribute as necessary.<br>Staff asked to self-test every Monday and Thursday morning.   | <i>Low</i> |
|  | Return to school procedures are clear for all staff.   | Ensure all staff are clear on expectations and arrangements in place through staff meetings – teachers to pass information on to their support staff.<br>Whole staff information emails sent from Headteacher.<br>Share all necessary paperwork with staff, such as risk assessments, timings etc.<br>Headteacher available for any questions.  | <i>Low</i> |

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|  | <p>The approach for inducting new starters has been reviewed and updated in line with current situation.</p>   | <p>Recruitment has continued throughout Covid. Updated induction process includes routines for current situation. Issued with risk assessments. Mentors to assist with familiarisation.</p>   | <p><i>Low</i></p> |
|  | <p>Arrangements to return any furloughed staff in place.</p>   | <p>To risk asses<br/>Return to work meeting</p>   | <p><i>Low</i></p> |
|  | <p>Accepting ITT Students into School</p>  | <p>ITT Student allocated to class bubble. Required to adhere to school risk assessments, rules and routines and asked to complete lateral flow tests in line with school policy. Students not to observe in multiple classes. Liaison with University Tutors will be virtual.</p>   | <p><i>Low</i></p> |
|  | <p>Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.</p> <p>NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.</p> | <p>Minimise visitors as much as possible. Volunteers not currently on site, except for farm out of hours. Visitors such as School Nurse, Educational Psychologist etc who provide pupil support - protocols are shared before entering the building with regards to sanitising, social distancing etc. Contractors admitted when necessary, visits to be made out of hours where possible – made aware of protocols on arrival and any contractor employers’ requirements followed.</p>   | <p><i>Low</i></p> |
|  | <p>Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.</p>   | <p>Sports Coaches not attending school. Sport delivered in-house from specialists. Self- employed Forest School Leader and Piano/Singing Teacher are required to adhere to school risk assessments. They have been asked, and agreed, to self-testing in line with that of school staff. Wear PPE Lessons provided by Cornwall Music Service Trust have own risk assessment in place and are required to adhere to school risk assessments and routines. Lessons in small groups in well ventilated allocated room. Social distancing observed – back-to-back or side to side. Clean down between groups.</p> | <p><i>Low</i></p> |

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| <p><b>Group Sizes</b></p>       | <p>All bubbles have been determined in accordance with the principle of limiting social interaction that can remain separate from other people and groups.<br/>All children and young people are included in distinct groups/ 'bubbles' that do not mix and the number of children and young people in each bubble is as small as possible.</p>  | <p>Pupils are in class bubbles.<br/>Staff attached to specific class bubbles.<br/>Staffing allocated to minimise contact with multiple groups as much as possible.<br/>School run before school and after school clubs suspended until deemed safe to start. Extension of school day enables club activities to take place early afternoon for class bubbles.<br/>Pre-school provide wraparound care where needed – own risk assessment in place.</p> | <p><i>Low</i></p>                   |
| <p><b>Social Distancing</b></p> | <p>Arrangements for social distancing in place to consider:</p> <ul style="list-style-type: none"> <li>• Staggered school drop off/pick up times and locations (if possible) without reducing teaching time</li> <li>• Staggered or limited amounts of moving around the school/ corridors</li> <li>• Classroom design</li> <li>• Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches</li> <li>• Toilet arrangements</li> </ul> | <p>Arrangements in place for social distancing:</p> <p>Staggered drop off/pick up – See Site Arrangements on page 1<br/>Movement around corridors – See Site Arrangements on page 1<br/>Classroom design – see Classrooms on page 6</p> <p>Break and lunchtimes - see School Grounds on page 1</p> <p>School Lunch Arrangements – see below</p> <p>Toilets – see Site Arrangements on page 2</p>  | <p><i>Low</i></p> <p><i>Low</i></p> |
|                                 | <p>Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.</p>  | <p>Pupils go straight to classroom on entering school, after washing hands.<br/>Different entrance points to reduce congestion.<br/>Supervision in place.<br/>At the end of the day children are released from the classroom when parent arrives – called for by car park staff over radio.</p>   | <p><i>Low</i></p>                   |
|                                 | <p>Approach to social distancing during school mealtimes.</p>  | <p>School hall is used for mealtimes for those pupils taking school meals only to limit numbers. At the most - three bubbles at one time in hall, with space left between each bubble.<br/>Staggered lunchtimes.</p>  | <p><i>Low</i></p>                   |

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| <b>Social Distancing (cont)</b> |   | Those taking packed lunch to eat outdoors in picnic areas or classroom.<br>Staff clean down tables and chairs between each sitting.  |            |
|                                 | Approach to social distancing in Staffroom  | Staggered lunchtimes.<br>Chairs marked off not to use, to ensure social distancing<br>Face masks to be worn, unless eating or drinking<br>Staff to also use upstairs meeting room for lunch/breaks to reduce numbers in staffroom.<br>Use of Photocopier and computers included in social distancing rules.<br>Signs to remind staff to keep to social distancing rules. | <i>Low</i> |
|                                 | Approach to assemblies – plan in place to manage social distancing.   | Whole school assemblies in the hall do not take place, but are held virtually on Google Classroom.<br>Class bubble assemblies take place   | <i>Low</i> |
|                                 | Social distancing plans communicated with parents, including approach to breaches.                                    | Parents kept informed of current practices through newsletters, emails and information on school website.<br>Parents would be contacted directly with regards to any issues.   | <i>Low</i> |
|                                 | Arrangements in place for the use of the playground, including equipment.   | Refer to Site Arrangements, School Grounds on page 2   | <i>Low</i> |
|                                 | Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches. | Regular reminders of social distancing are given verbally.<br>Reminders on signage around the school.<br>Dealt with under the school Behaviour Management Policy.<br>Parents contacted if necessary.   | <i>Low</i> |
|                                 | Approach to social distancing outside of school hours   | Parents requested to not mix children from bubbles out of school unless necessary. Reminders given in newsletter.  | <i>Low</i> |
| <b>Catering</b>                 | Arrangements in place to provide food to pupils on site, including the requirement of universal free school meals.    | School kitchen operating to provide school meals.<br>Chartwells staff have own risk assessments in place and adhere to school routines and practices.<br>Parents informed of changes in menu due to reduced staff numbers in kitchen.<br>Parents have the option to send their child in with packed lunch.   | <i>Low</i> |

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|            | Arrangements for the continued provision of FSMs for eligible children not attending school due to shielding or self-isolation are in place. | FSM pupils who are shielding or in self-isolation will be provided with food parcels or supermarket vouchers, whichever is more suitable at the time.<br>School holds stock of food provided by Foodbank to pass on to parents as needed, whether FSM or not.  | <i>Low</i> |
|            | Arrangements for when and where each group will take lunch are in place so that children do not mix with children from other groups.         | School hall is used for those pupils taking school meals only, to limit numbers. At the most - three bubbles at one time in hall, with space left between each bubble.<br>Staggered lunchtimes.<br>Those taking packed lunch to eat outdoors in picnic areas or classroom.<br>Staff clean down tables and chairs between each sitting.   | <i>Low</i> |
|            | Arrangements for food deliveries in place  | Food deliveries to the kitchen are covered by Chartwells risk assessments as there is direct access to kitchen.  | <i>Low</i> |
| <b>PPE</b> | PPE requirements understood by all   | Staff know to wear face masks when:<br>- On meet and greet at drop off and pick up times.<br>- When moving around the corridors and in communal areas such as staff room.<br>- When speaking to visitors<br>Staff know to wear all PPE when dealing with a child showing Covid symptoms.<br>PPE equipment to be used for first aid requirements.<br>PPE to be used by cleaning staff.<br>Parents requested to wear face masks when coming on to school site, whether in car or walking. Reminders given in newsletter. | <i>Low</i> |
|            | Ensure appropriate supplies of PPE in place.   | Stock of PPE equipment kept centrally – face coverings, disposable aprons and gloves.<br>Stock checked regularly and re-ordered as necessary to ensure ample supply at all times.  | <i>Low</i> |

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| <b>Response to suspected/ confirmed case of COVID19 in school</b> | <p>Approach to confirmed COVID19 cases in place: during school day</p> <ul style="list-style-type: none"> <li>• Which staff member/s should be informed/ take action</li> <li>• Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated</li> <li>• Cleaning procedure in place</li> <li>• Arrangements for informing parent community in place</li> </ul> | <p>Guidance and supporting paperwork supplied by Public Health Cornwall followed.</p> <ul style="list-style-type: none"> <li>• Headteacher and Office Manager informed, who will follow Public Health flowchart and take action to inform the necessary people.</li> <li>• Pointy room is used for isolation purposes until child can be collected. Accompanying adult remain at safe distance and wear full PPE. Open window.</li> <li>• Clean down area where person/child has been immediately after use. Fogging machine to be used as soon as is practicable.</li> <li>• Follow Public Health Cornwall guidance and template letters to inform parents and community.</li> </ul> | <p><i>Low</i></p> |
|   | <p>Approach to confirmed COVID19 cases in place: outside of school hours</p> <ul style="list-style-type: none"> <li>• Cleaning procedure in place</li> <li>• Arrangements for informing parent community in place</li> <li>• Contact tracing arrangements if needed</li> </ul>   | <p>Parents requested to inform Headteacher by email as soon as possible if out of hours. Staff to inform Headteacher by phone and email. Public Health Cornwall guidance to be followed as above. Cleaning procedure to be followed as above.</p>   | <p><i>Low</i></p> |
| <b>Remote Education Plan</b>                                      | <p>Contingency plan for remote learning developed should self-isolation or restricted attendance be required.</p>  | <p>Remote learning Plan and Remote Learning Policy in place and available to all on school website.</p> <p>Remote learning on Google Classroom is well established with library of resources now available.</p> <p>Google Classroom will be available for pupils who are self-isolating.</p> <p>Pupils can receive extra help from support staff through breakout rooms.</p> <p>Pupils have access to educational websites such as Mathletics, Accelerated Reader, Phonic Bug, Education City etc.</p> <p>Staff who are self-isolating can work from home to support pupils in school through Google Classroom.</p> <p>On line safeguarding a priority.</p>                           | <p><i>Low</i></p> |

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|  | Technology support in place. DFE laptop allocation ordered.  | DFE laptop allocation received.<br>Enough chrome books have been purchased by school to support in school learning and to loan out to pupils for home learning as required.<br>School supports parents with IT issues when home learning.<br>School supports parents with curriculum queries when home learning.<br>Pupils and parents receive regular reminders about keeping safe on-line.                          | <i>Low</i> |
| <b>Safeguarding</b>  | Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.   | Staff proactive in using Thrive approach and identifying issues.<br>CPOMS used effectively.<br>Regular TIS sessions held by practitioners with pupils highlighted as needing extra support.<br>Good communication with parents established, enabling them to report any concerns.<br>Staff received annual safeguarding training and have access to on-going on-line child protection and emotional welfare training. | <i>Low</i> |
|  | Updated Child Protection Policy in place   | Updated Child Protection Policy distributed to staff and available on school website, as issued by CAPH.<br>Due regard to be taken of all school child protection and safeguarding procedures, which are followed at all times.<br>Several trained DSLs on staff ensures that someone is always available.  | <i>Low</i> |
|  | Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable pupils and families to complete risk assessments and planning. | SENCO and Headteacher maintain regular contact with outside agencies.   | <i>Low</i> |
| <b>Pupil Re-orientation back into school after period of</b> | Expectations around school uniform determined and communicated with parents  | Pupils to return in school uniform.<br>PE Kit to be brought in daily and kept in personal lockers.<br>Pupils to bring own water bottles as water fountains not in use.<br>Parents informed in 'return to school letter'   | <i>Low</i> |
|  | Changes to the school timetable  | Class stagger times for arrival and pick up communicated to   | <i>Low</i> |

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| <b>closure/being at home</b>             |   | parents in 'return to school letter'.   |            |
|  | Preparing pupils for a return to academic work and social situations, including bringing together pupils who have remained in school and those at home. | Focus on PHSME, well-being and team building on return. Physical activity will be built into timetables daily. Build on academic work which has been well established during lockdown during live Google Classroom lessons.   | <i>Low</i> |
|  | Ensure support wellbeing, mental health and resilience including bereavement support is in place.   | TIS and Thrive already well established in school to support pupils. All pupils will have group time with TIS practitioners during first week. Any child requiring on-going support will receive regular catch-ups. Staff and parents asked to highlight those who will need extra support. Good use of PHSME curriculum. | <i>Low</i> |
|  | Consideration of impact of Covid on families and whether any additional support is needed such as financial, FSM, referrals to outside agencies         | Ensure parents are aware, through newsletter, that support is available in school and who to contact. Staff trained to support adults and can make referrals where required. Support available to apply for FSM. Foodbank support available in school for food parcels.   | <i>Low</i> |
| <b>Curriculum / learning environment</b> | Current learning plans, revised expectations and required adjustments have been considered.   | Staff to adjust timetables and curriculum as necessary to ensure an enriched curriculum while maintaining social distancing with other class bubbles. Theme Days and Weeks planned. Google Classroom to continue in school.   | <i>Low</i> |
|  | Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?                         | Teachers to assess each activity and should not be run unless the risks can be mitigated, including PE which should continue following existing routines that have been tried and tested. Use outside space maximising distancing and paying attention to hygiene routines and cleaning equipment.                        | <i>Low</i> |
|  | Whole school approach to adapting curriculum (S/M/L term), including: <ul style="list-style-type: none"> <li>Wellbeing curriculum</li> </ul>            | Teachers to adapt planning as necessary. Google Classroom integrated into planning. Learning at home and pupil achievements have been celebrated  | <i>Low</i> |

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|                         | <ul style="list-style-type: none"> <li>recognising 'non-curriculum' learning that is being done at home</li> <li>capturing pupil achievements/outcomes</li> <li>utilising the DFE 'catch-up' funding and programmes</li> </ul> | with awards all through lockdown – to continue. DFE 'catch up funding' report on how funding is to be used has been completed by Headteacher and shared with governors and staff. Also available on school website.   |            |
|                         | Student behaviour policy reviewed and amended where necessary to reflect the current circumstances.  | Pupils reminded, on return, of behaviour expectations and current routines in place.  | <i>Low</i> |
| <b>Pupils with SEND</b> | Approach to provision of the elements of the EHCP including health/therapies in place.   | Interventions continue if deemed safe to do so with appropriate precautions in place. Assessments take place as required.   | <i>Low</i> |
|                         | Annual reviews and TAC Meetings  | Meetings to take place as planned by virtual means until deemed safe for face-to-face meetings  | <i>Low</i> |
| <b>Attendance</b>       | Approach to promoting and supporting attendance for all-pupils determined, including those who may be anxious.   | Parents reminded of attendance requirements in newsletter. Parents to be contacted if child absent without reason. Work with families on anxiety with TIS support.  | <i>Low</i> |
|                         | Approach to support for parents where rates of persistent absence were high before closure.  | Attendance policy requirements followed as normal. Phone calls made initially. Headteacher meets with parents when needed.  | <i>Low</i> |
| <b>Communication</b>    | Information shared with staff around the full re-opening plan, including amendments to usual working patterns/practices and groups.  | Staff informed of all plans through Headteacher whole staff emails and staff meetings. Staff to be aware of all current government guidance <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak</a><br><b>Staff asked to inform school office if any amendments or updates should be made to risk assessment when identified in practice.</b> | <i>Low</i> |
|                         | Information shared with governors  | Risk assessment shared by email<br>Update emails from Headteacher<br>Information shared at governor meetings (currently held virtually)   | <i>Low</i> |

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|                                  | <p>Communications with parents on the:</p> <ul style="list-style-type: none"> <li>• Social distancing plan</li> <li>• Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning</li> <li>• Attendance</li> <li>• Uniform</li> <li>• Behaviour</li> <li>• Test and trace</li> <li>• Staggered start and end times</li> <li>• Expectations when in school</li> <li>• Contingency plans</li> </ul> | <p>Updated risk assessment on school website.<br/> School Newsletters emailed to all parents every Monday and available on the school website.<br/> Information letters emailed to all parents.<br/> Text any urgent updates to parents.<br/> Facebook page now in use</p>     | <i>Low</i> |
|                                  | <p>Pupil communications around:</p> <ul style="list-style-type: none"> <li>• Changes to timetable</li> <li>• Social distancing arrangements</li> <li>• Staggered start times</li> <li>• Expectations when in school and at home</li> <li>• Travelling to and from school safely</li> </ul>   | <p>Parents asked to share some information from newsletters before attendance.<br/> First day in class, staff explain routines and rules to all pupils, and regular reminders given.</p>   | <i>Low</i> |
|                                  | <p>On-going regular communication plans determined to ensure parents are kept well-informed</p>  | <p>School Newsletters sent by email and on school website.<br/> Information letters emailed to all parents.<br/> Text any urgent updates to parents.<br/> Facebook updates.<br/> Phone calls or Google Meet for individuals, as required.</p>                                  | <i>Low</i> |
| <b>Governors/<br/>Governance</b> | <p>Meetings and decisions that need to be taken are prioritised.</p>   | <p>Following planned dates. Extraordinary meetings called if necessary. Decisions can be made by email correspondence.</p>   | <i>Low</i> |
|                                  | <p>Governors have oversight of full re-opening plans and risk assessments and clear on their role, including support to Leaders and staff wellbeing.<br/> Approach to communication between Leaders and governors is clear and understood.</p>   | <p>Main Governors Meeting to be held on 4<sup>th</sup> March – will receive information on re-opening and risk assessments.<br/> Personnel Committee have standing agenda item for staff wellbeing.<br/> Regular communication between Headteacher and Governors by email.</p> | <i>Low</i> |

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|                                       | Certain aspects of governance are on-hold in order to deal with the immediate situation.  | Non-essential items have been put on-hold, and actions are minuted.   | <i>Low</i> |
| <b>School events, including trips</b> | The school's annual calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the immediate term, including school trips. | London visit cancelled.<br>Several local trips and visits provisionally booked ready for re-opening of facilities to help with pupil wellbeing.<br>Trips to go ahead if safe to do so. Risk assessments will be in place to ensure safe visits in line with government guidance.<br>Events for summer term such as Sports Day, Speech Day will go ahead if safe to do so - to be risk assessed and operate in line with government guidance in place at the time. | <i>Low</i> |
| <b>Finance</b>                        | Additional costs incurred due to COVID19 are understood and clearly documented causing impact on budget until recompensed.  | All additional costs have been documented and reported to the Finance and Audit Committee.  | <i>Low</i> |
|                                       | Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM causing impact on budget until recompensed.  | Claims have been submitted, and some additional funding has been received.<br>FSM support funding has been received.  | <i>Low</i> |
|                                       | Insurance claims, including visits/trips booked previously, causing impact on budget until recompensed.   | One insurance claim submitted for Covid related staff absence (minor amount)<br>No money lost on trips booked   | <i>Low</i> |
| <b>Before and after school clubs</b>  | Approach in place for before/after school clubs implements the necessary protective measures including restricted attendance  | Before and after school clubs will not take place until deemed safe to do so, due to mixing of bubbles.<br>Club activities built into extended school day in class bubbles, to take place early afternoon.<br>Staff running club activities out of their bubbles to wear face mask and keep at a distance.<br>Pre-school wraparound care available for those who need it. Have own risk assessment in place.  | <i>Low</i> |
| <b>Testing</b>                        | Test kits are securely stored and distributed to staff.   | Test kits kept in locked storage.<br>Distributed to staff when required, are signed out by individuals – box contains 7 tests so need to be reissued every 3 weeks.   | <i>Low</i> |

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|  |   | Process is in place to replenish test kit supplies.  |            |
|  | <p>Staff are aware of how to safely take and process the test.</p> <p>Shared the following :</p> <ul style="list-style-type: none"> <li>• NHS instruction leaflet</li> <li>• Training video and online resources on the document sharing platform</li> <li>• Contact details if queries</li> </ul> <p>Process for reporting incidents</p> | <p>All information listed was shared to all staff by email, for retention, when the tests were first distributed.</p> <p>Staff asked to test twice weekly on Monday and Thursday morning.</p> <p>Updated NHS instruction leaflet issued to staff with test.</p>  | <i>Low</i> |
|  | <p>Staff are aware of how to report their test results to school and to NHS Test and Trace.</p>   | <p>Staff email school Covid email address immediately if test is positive or void to inform school.</p> <p>Staff report all test results on line through NHS following instructions in booklet.</p> <p>If positive, book NHS Covid test.</p> <p>Use test and trace system.</p> <p>School to initiate procedures in line with PH Cornwall guidance when positive test received.</p> | <i>Low</i> |