

## OCC COVID19: Full Opening from March 2021 Risk Assessment and Action Plan

**School: Radley CE Primary School**

**Headteacher: Grace Slater**

**Date: March 2021**

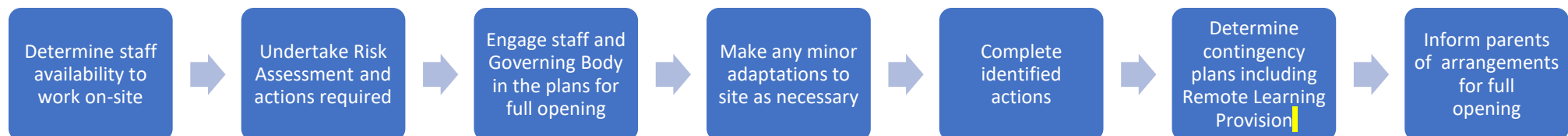
### **Purpose of this document:**

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken, and measures put in place for the return to onsite education from 8 March 2021 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
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

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



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

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| Theme   | Control Measures  | Risk to Implementation   | Risk Level Pre-Action | Action Required / Decision Made   | Action Completed Date | Risk Level Post-Action |
|---|---|--|-----------------------|---|-----------------------|------------------------|
| <b>Engagement in Risk Assessment and Planning</b> | Risk assessment process fully engages staff, and Governing Body.  |  |                       |   |                       |                        |
| <b>Site Arrangements</b>                          | School office limited to maximum of two staff at a time, to allow staff to work safely  | More than 2 people requiring to work in office at any one time                         | M                     | Staff working from home as necessary.   | 03/21                 | L                      |
|   | Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place. | Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained. | M                     | 2-meter footstep markers on ground<br><br>Staggered arrival and leaving times for classes<br><br>One-way systems in place to enter and exit the school. Head teacher outside at beginning of the day, staff at end of the day | 3/21                  | L                      |
|   | Careful consideration given to premises lettings and best practice approach   | Insufficient cleaning between letting and normal school operations.                    | M                     | Additional cleaning between letting and normal school operations  | 3/21                  | L                      |
|   | Consideration given to the arrangements for any deliveries.   | Delivery personnel within school building  | M                     | Deliveries left at entrances to school  | Sept 2020             | L                      |
|   | Regular communication with Parents/Carers for continuation of social distancing   | Parents / carers not maintaining social distancing                                     | M                     | Regular letters/texts reminders of need to maintain social distancing. Supply of disposable masks   | Sept 2020             | L                      |

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|                                    |  |  |   | available for parents not wearing one.   |           |   |
|                                    | Safe Contractor management   | Contractors on site and precautions not taken                                    | M | All contractors to wear masks when on site, and to socially distance. Unless strictly necessary contractors only on site when the children not in school   | 03/21     | L |
| <b>Emergency Evacuations</b>       | Evacuation routes are confirmed, and signage accurately reflects these. NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing. | Evacuation route causing multiple groups/bubbles of people to come into contact. | M | Current evacuation procedures still appropriate (separate evacuation routes for 'bubbles') and have been shared with all staff and children.   | Sept 2020 | L |
| <b>Cleaning and waste disposal</b> | Enhanced cleaning regime is in place in line with <u>COVID19: Cleaning in non-healthcare settings guidance.</u>  | School inadequately cleaned in line with enhanced cleaning requirements          |   | Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, work surfaces, door handles, taps etc. are thoroughly cleaned and disinfected regularly. Designated staff toilets and staff rooms for staff. Designated children's toilets for class bubbles | Sept 2020 | L |
|                                    | Cleaning staff capacity is adequate to enable enhanced cleaning regime.  | School staffing insufficient   | M | Contract cleaners available in case of   | Sept 2020 | L |

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|  |   |   |   | regular cleaning staff absence  |                |   |
|  | <p>Adequate cleaning supplies and facilities around the school in place.</p> <p>Arrangements for longer-term continual supplies are in place.</p> | <p>No hand sanitiser for visitors to reception.</p> <p>Classrooms do not have tissues.</p> <p>Low supply of hand sanitiser.</p> | M | <p>Hand sanitiser available at school entrance and around school</p> <p>Disposable tissues in classes to implement the 'catch it, bin it, kill it' approach and lidded bins in classrooms for disposal of tissues emptied daily</p> <p>Stock checked regularly</p>                          |                | L |
|  | Sufficient time is available for the enhanced cleaning regime to take place.  | School inadequately cleaned   | M | Cleaning takes place when staff have left the site / not in appropriate area  | 3/21           | L |
|  | Waste disposal process in place for potentially contaminated waste and disposal of face masks.  | Potentially contaminated waste mixed with regular waste in the classroom  | M | <p>Separate lidded bins in classrooms and in staffrooms for potentially contaminated waste, which are kept closed and bins emptied daily. Waste collections made when the minimum number of persons are on site</p> <p><u>COVID-19: cleaning in non-healthcare settings outside the</u></p> | September 2020 | L |

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|  |   |  |   | <a href="http://www.gov.uk">home - GOV.UK<br/>(www.gov.uk)</a>  |                |   |
|  | Safe and appropriate storage of large supplies of alcohol gel   | No flammable store   | H | Alcohol gel stored safely out of reach of children in the Old School  | 3/21           | L |
|  | Appropriate resources available within all classrooms where possible e.g. IT. Sharing of equipment limited to the bubble where possible and cleaned between uses if sharing across bubbles. Non-essential equipment or resources which are not easily washable or wipeable have been removed. | 'Bubbles' exchanging equipment without it being cleaned and a risk of cross-contamination. | L | Shared chrome books wiped between use. Soft furnishings removed from FSU.<br><br>Hand sanitiser available inside the classroom and within corridor areas.                                     | September 2020 | L |
|  | Information posters displayed in classrooms, at entrances, in staffrooms and in toilets.  | No COVID19 information posters in place. Limited reminders/ awareness for children.        | L | Safety posters displayed.   |                | L |
|  | Furniture arranged to minimise contact as much as possible e.g. tables side by side, facing front, where age appropriate. Trays integral to tables to minimise movement of children around classroom. Increased ventilation (where reasonably practicable)                                    | Children unnecessarily coming into close contact with each other                           | M | Children's tables rearranged to ensure they do not sit facing each other. New tables acquired for Isis class with integral trays<br><br>Windows open in classrooms to ensure good ventilation | September 2020 | L |
|  | Approach to staff absence reporting and recording in place. All staff aware.  | Management unaware of staff absences   | L | Return to normal staff absence procedures. All staff aware of these   | 3/21           | L |

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|  | <p>Risk assessments in place for those staff who are shielding, (clinically extremely vulnerable), and appropriate arrangements for mitigating risk are identified. <u>Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</u></p> <p><u>National lockdown: Stay at Home - GOV.UK (www.gov.uk)</u></p> <p>Staff who are <u>Clinically Extremely Vulnerable</u> must only work from home unless guidance changes.</p> <p>Shielding measures will apply until at least <b>31/03/2021</b> For other staff who are Clinically Vulnerable - school to ensure review of their individual risk assessments for any necessary adjustments. NB CEV category has widened-more complicated process using formula of different factors, must be if you've been written to by Government. Government advice has changed around pregnant workers – over 28 weeks, these staff should work from home.</p> | Risk to shielding staff | H | CEV staff not on site. Arrangements made for shielding TA to provide some remote teaching from home. Communication on-going. | 3/21 | L |
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|  | Communication arrangements in place with those staff and their role in continuing to support the working of the school is clear.   |   |   |   |   |
|  | Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.                          | Risk of many different staff coming into contact, including agency staff      | M | Regular supply staff brokered and covid-19 measures in place for supply staff, including separate staffrooms, designated staff room areas, social distancing in place                 | L |
|  | Approaches for meetings and staff training in place.   | Risk of close contact between staff   | M | On line meetings preferred.<br><br>Any face to face meetings suitably socially distanced.   | L |
|  | Staffing roles and responsibilities with regards to the contingency remote provision alongside in-school provision communicated.   | Insufficient planning meaning isolating children's education not provided for | M | Plans in place and staff aware of responsibilities  | L |
|  | Consideration given to the options for redeployment of staff to support the effective working of the school. If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with. | Insufficient staffing to meet ratio requirements                              | M | Staff asked to work in different 'bubbles' as little as possible. If moving between bubbles to take all necessary precautions including hand sanitising on entering and leaving room. | L |



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|  |   |  |   | Staff changes kept to a minimum  |          |   |
|  | Approach to support wellbeing, mental health and resilience in place, including bereavement support. How staff are supported to follow this within their own situations and that of children and colleagues is clear. | Unfamiliarity with resources available                       | M | Staff are aware of support and advice for schools and pupils available from OCC<br><a href="http://schools.oxfordshire.gov.uk/cms/content/employee-assistance-programme">http://schools.oxfordshire.gov.uk/cms/content/employee-assistance-programme</a> | 3/21     | L |
|  | Arrangements for accessing testing are in place. Staff are clear on how and when to access a test.  | Staff unaware of provision in place                          | M | All staff encouraged to do optional LFD tests twice weekly at home<br><a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a>                                      | 3/21     | L |
|  | The approach for inducting new starters has been reviewed and updated in line with current situation.   | New starters unaware of measures in place                    | M | New starters inducted with specific reference to covid-19 measures in place. No new staff as of March 2021.  | 3/21     | L |
|  | Any staff contracts that need to be issued, extended or amended considering the current situation have been.  | Contracts not extended and staff/children ratios jeopardised | M | Business Manager – contracts adjusted as necessary   | On-going | L |
|  | Any HR processes that were in - train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.   | HR processes not resolved                                    | M | On-going as necessary  | On-going | L |
|  | Arrangements in place for any visitors/ contractors on site,  | School protocols not adhered to                              | M | Make explicit school protocols.  | 3/21     | L |

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|                    | <p>protocols and expectations shared.</p> <p>NB: Their employer may require them to wear PPE and this should be documented as part of the risk assessment carried out by the contractor.</p>  |  |   | Check with the contractor any requirements their employer has specified before visit.  |      |   |
|                    | <p>Arrangements in place for any externally employed adults delivering learning in school e.g. Ignite sports coaches, music tutors. Protocols and expectations shared.</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</a></p> | School protocols not adhered to                    | M | Share amended procedures, obtain their assessments outlining controls, e.g. only offering limited activities which maintain 'bubbles' and distancing, all equipment stringently cleaned. | 3/21 | L |
| <b>Group Sizes</b> | <p>All bubbles have been determined in accordance with the principle of limiting social interaction and small, consistent groups of children, that can remain separate from other people and groups.</p> <p>All children are included in distinct 'bubbles' that do not mix. The number of children in a bubble is limited to the class size.</p>   | The Key Stage 2 are toilets shared by two bubbles. | M | Identified toilets used by each class.   | 3/21 | L |

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|                          | Staffing allocations to groups determined, minimising contact with multiple groups as much as possible   | TAs working with different 'bubbles' during the school day |   | Allocated teacher and TA(s) to each bubble, if staff need to work with a different 'bubble' all covid-19 precautions are followed   | 3/21           | L |
|                          | Identified solutions to any workforce capacity issues are in place.  | Workforce shortages and safety compromised                 |   | Additional contract cleaners in place<br>Cover for absent staff in place<br>Governors aware of financial implications   | 3/21           | L |
| <b>Social Distancing</b> | Arrangements for social distancing in place to consider: <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 distancing at dining tables in place</li> <li>Toilet arrangements</li> </ul> | Mixing of children across 'bubbles'                        | M | Children access the playground by different entrances. Use of the corridor / communal areas is restricted.<br><br>Playtimes and lunchtimes are staggered.<br><br>Seating arrangements in the hall mean that children do not sit opposite or next to each other.<br><br>Designated toilets in place for each class | September 2020 | L |
|                          | Approach to avoiding children and entering school, congregating and breaching social distancing is in place.   | Risk of children breaching bubbles                         | M | On arrival, children enter the building at staggered times, adhering to their   | Sept 2020      | L |

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|                               |  |   |   | bubbles and immediately wash their hands   |           |   |
|                               | Approach to potential breaches of social distancing in place by children, including in the case of repeat or deliberate breaches.  | Social distancing breaches  | M | Handwashing and cleaning (if needed)<br><br>Individualised approach in place for children who might struggle to follow expectations.<br><br>Headteacher / member of staff visible at the start and end of the day. | Sept 2020 | L |
|                               | Approach to assemblies – if still occurring, plan in place to manage social distancing.<br><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a> | . Bringing all children together for assembly would breach the bubble arrangements. | M | Currently whole school assemblies are cancelled Assemblies are within bubbles or across Google Meet  | 3/21      | L |
|                               | Arrangements in place for the use of the playground, including equipment.  | Mixing of children across 'bubbles'   | M | Staggered use of the playground.<br>Separate playtime games equipment for each bubble  | 3/21      | L |
| <b>Arrival on school site</b> | Information shared with parents bringing children into school  | Social distancing by parents/carers not   | M | Letters / text explaining procedures and subsequent  | 3/21      | L |

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|                 |  | adhered to as they bring their children on site                    |   | reminders of school protocols and expectations sent to parents.<br><br>Parents do not access school building   |      |   |
| <b>Catering</b> | Arrangements in place to provide food to children on site, including the requirement of universal free school meals.   | School kitchen providing cold meals only over the lockdown period. | M | Liaise with catering team to re-open kitchen to provide hot meals for children.<br><u>Guidance for food businesses on coronavirus (COVID-19) - GOV.UK (www.gov.uk)</u> | 3/21 | L |
|                 | Arrangements for the continued provision of FSMs for eligible children not attending school due to shielding or self-isolation are in place.                       | Eligible children not receiving FSM                                | M | Voucher provision in place   | 3/21 | L |
|                 | Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that children do not mix with children from other groups. | Children mix across 'bubbles'                                      | M | Staggered lunch and break times throughout the school  | 3/21 | L |
|                 | Arrangements for food deliveries in place  | Risk of transmission of infection                                  | M | Deliveries left at school entrances<br>Masks worn by delivery personnel  | 3/21 | L |

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| <b>PPE</b>  | PPE requirements understood and appropriate supplies in place.   | Insufficient PPE  | <i>M</i> | PPE re-ordered as appropriate   | 3/21 | <i>L</i> |
|   | Approach to face coverings considered and updated and worn inside the classroom when close contact with a child required.  | Insufficient face masks available                               | <i>M</i> | Face coverings available at stations throughout the school  | 3/21 | <i>L</i> |
| <b>Visors/face covering</b>                                       | A visor alone is not acceptable and must be worn with a face mask/covering:<br><u>Face coverings in education - March 2021</u><br>(publishing.service.gov.uk)  | Visor worn without a face mask                                  | <i>M</i> | Where a visor is worn, a face mask is also required   | 3/21 | <i>L</i> |
| <b>Response to suspected/ confirmed case of COVID19 in school</b> | Approach to confirmed COVID19 cases in place: during school day <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> | Lack of clarity resulting in inadequate measures being in place | <i>M</i> | Staff understand necessary actions to take, including wearing of PPE<br><br>Office foyer used to isolate child (with a member of staff) whilst awaiting parent collection<br><br>Cleaning procedures in place<br><u>COVID-19: cleaning in non-healthcare settings outside the home - GOV.UK</u><br>(www.gov.uk) | 3/21 | <i>L</i> |

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|   |  |  |   | Arrangements for informing parent community in place - standard letter or text if appropriate)   |      |   |
|   | <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> </ul> | Lack of clarity resulting in inadequate measures being in place        | M | <p>Parents inform school as soon as possible by email / phone</p> <p>Enhanced cleaning regime to be followed</p> <p>Parents via Parent Mail that the group affected must self-isolate for 14 days.</p> | 3/21 | L |
| <b>Pupil Re-orientation</b>   | Approach and expectations around school uniform determined and communicated with parents.  | School uniform unobtainable  | M | Pupils to wear uniform as usual but Trainers acceptable in place of school uniform shoes. (Parents informed via letter.) All logo uniform available through school office.                             | 3/21 | L |
| <b><i>back into school after a period of closure/ being at home</i></b> | Changes to the school day shared with parents.   | Confusion around school day arrangements                               | M | Changes to school day including staggered arrival and leaving times at school, shared with parents via letters   | 3/21 | L |
|   | Approach to preparing pupils for a return to academic work and new social situations is  | Poor re-integration of children who have worked at home with those who | M | Letter to parents asking them to inform school of any anxieties  | 3/21 | L |

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|                              | developed and shared by all teaching staff. This includes bringing together pupils who have remained in school during closure and those at home   | remained at school and problematic approach to return to academic work.   |   | their children have for return to school, so additional support can be put in place. Welcome back breakfast within bubbles for all children. Re-engagement timetable in place for children's return supporting well-being. Gradual re-introduction of homework |      |   |
|                              | Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.  | Anxiety around return to school, lack of appropriate resources in place   | M | Measures in place and included in curriculum planning<br>Local Authority support in place, if needed   | 3/21 | L |
|                              | Consideration of the impact of COVID19 on families and whether any additional support may be required: <ul style="list-style-type: none"> <li>• Financial</li> <li>• Increased FSM eligibility</li> <li>• Referrals to social care and other support</li> <li>• PPG/ vulnerable groups</li> </ul> | Insufficient support given  | M | Additional support identified as appropriate and contact made with parents   | 3/21 | L |
| <b>Remote Education Plan</b> | Contingency plan for remote learning developed should self-isolation or restricted attendance be required.  | Insufficient planning if 'bubble' needs to self-isolate because of a positive case of COVID19. Individual child needs to self-isolate | M | Remote learning contingency available and ready to be used when needed. Technology support in place. Chrome books  | 3/21 | L |



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|                     |  |  |   | available to be borrowed as necessary   |      |   |
| <b>Safeguarding</b> | Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.   | Staff insufficiently prepared          | M | Staff refresher training session on processes and procedures  |      |   |
|                     | Updated Child Protection Policy in place   | Policy not updated                     | M | Adopted OCC 2020/21 Child Protection & Safety Policy in line with Keeping Children Safe in Education 2020 | 3/21 | L |
|                     | Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable children and families to complete risk assessments and planning. | Families not supported                 | M | On-going  | 3/21 | L |
|                     | Where physical contact is required in the context of managing behaviour, ensure appropriate hygiene measures are in place to mitigate any risk of transmission.              | Insufficient hygiene measures in place | M | Review individual management plans to ensure they include protective measures.                            | 3/21 | M |

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| <p style="text-align: center;"><b>Curriculum /<br/>learning<br/>environment</b></p> | <p>Current learning plans, revised expectations and required adjustments have been considered. Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?<br/>Each activity should be risk assessed and should not be run unless the risks can be mitigated insert link</p> <ul style="list-style-type: none"> <li>• PE <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport. Advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> <li>• Practical science lessons<br/><a href="https://www.cleapss.org.uk/">https://www.cleapss.org.uk/</a></li> <li>• DT<br/><a href="https://www.data.org.uk/for-education/primary/">https://www.data.org.uk/for-education/primary/</a></li> <li>• Swimming<br/><a href="https://www.swimming.org/swimengland/pool-return-guidance-documents/">https://www.swimming.org/swimengland/pool-return-guidance-documents/</a></li> <li>• EVC advice/guidance<br/>Page 50 in this link</li> </ul> | <p style="text-align: center;">Risk of close contact</p> | <p style="text-align: center;">M</p> | <p>Teachers plan activities that minimise contact</p> <p>If PE lessons take place in the hall, with activities generating higher levels of aerosol and increase the risk further, so windows should be opened during and after hall use.</p> <p>Swimming not currently taking place</p> | <p style="text-align: center;">3/21</p> | <p style="text-align: center;">L</p> |
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|  | <ul style="list-style-type: none"><li>• <a href="#"><u>Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</u></a></li><li>• <a href="#"><u>Contents   (oeapng.info)</u></a></li></ul> |  |  |  |  |  |
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|                    | <p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> <li>• Wellbeing curriculum</li> <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> <li>• contingency remote learning plan</li> </ul> | Curriculum not adapted to reflect current situation      | M | <p>Lesson planning includes well-being curriculum Staff aware of how best to provide students with additional support.</p> <p>Catch-up funding utilised</p> <p>Remote learning plan in place</p> | September 2020 | L |
|                    | Behaviour policy reviewed and amended where necessary to reflect the current circumstances.   | Behaviour policy in breach of bubble requirements        | M | Reviewed and appropriate changes to reflect 'bubbles' in place   | Sept 2020      | L |
|                    | Arrangements for teaching pupils how to keep themselves safe online are in place and aligned to the contingency remote learning plan.   | Children unaware of how to keep themselves safe on line. | M | Internet Safety Day for children February 2021 and IT curriculum include teaching children about internet safety   | 2/21           | L |
| <b>SEND PUPILS</b> | <p>Approach to provision of the elements of the EHCP including health/therapies in place.</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#B">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#B</a></p>      | Practices not in place                                   |   | On-going by SENCo Current practices in place   | Sept 2020      | L |
|                    | Annual reviews.   | Practices not in place                                   |   | On-going by SENCo  | Sept 2020      | L |

|                      |   |  |   |  |      |   |
|----------------------|---|--|---|--|------|---|
|                      | Consider any SEN pupils who may need support with their return to school and consult with the family and other agencies involved.<br>Including any support required for pupil to understand new rules i.e. social distancing. | Children's anxiety around return to school             | M | On-going by SENCO  | 3/21 | L |
| <b>Attendance</b>    | Approach to promoting and supporting attendance for all pupils determined, including those who may be anxious.  | Children's own anxieties / reluctance to attend school | M | Follow normal attendance procedures, with additional support for children and families in place.   | 3/21 | L |
|                      | Approach to support for parents where rates of persistent absence were high before closure.   | As above   | M | Follow normal support and attendance procedures  | 3/21 | L |
| <b>Communication</b> | Information shared with staff around the full opening plan, including amendments to usual working patterns/practices.   | Staff not fully informed                               | M | Staff emails sent by headteacher.<br>Additional updates via email / staff whiteboards as necessary | 3/21 | L |
|                      | Updated Risk Assessment published on website.   |  | M | Yes – March 2021   | 3/21 | L |
|                      | Communications with parents on the: <ul style="list-style-type: none"> <li>• Plan for full opening</li> <li>• Social distancing</li> <li>• Wellbeing/ pastoral support/ support and acknowledgement to</li> </ul>             | Parents not kept fully informed                        | M | Parent letters<br>Text reminders as appropriate  | 3/21 | L |

|                                  |   |   |   |  |      |   |
|----------------------------------|---|---|---|--|------|---|
|                                  | <p>parents of home learning</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Uniform</li> <li>• Behaviour</li> <li>• NHS Test and Trace</li> <li>• Staggered start and end times</li> <li>• Expectations when in school and at home (if self-isolating is necessary)</li> </ul> |   |   |  |      |   |
|                                  | <p>Communication with children 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> </ul>   | Children not kept fully informed                    | M | Class teacher as appropriate when children return  | 3/21 | L |
|                                  | On-going regular communication plans determined to ensure parents are kept well-informed  | Insufficient communication with families            | M | Letters, ParentMail, texts website updates   | 3/21 | L |
| <b>Governors/<br/>Governance</b> | Meetings and decisions that need to be taken are prioritised.   | Work balance and safe working practices compromised |   | Virtual Full Governing Body meetings<br>Virtual meetings with governors as required eg Safeguarding Governor<br>Chair of Governors meeting with HT |      |   |
|                                  | Governors have oversight of full opening plans and risk   | As above  | M |  | 3/21 | L |

|                                       |   |   |   |  |           |   |
|---------------------------------------|---|---|---|--|-----------|---|
|                                       | assessment. Approach to communication between leaders and governors is clear and understood.  |   |   | Updated Risk Assessment and plan shared with Governors.                                    |           |   |
|                                       | Certain aspects of governance are on-hold in order to deal with the immediate situation, these are agreed and clear with all governors and there is a plan for these to be reviewed and potentially reinstated.   | As above                                | M | Yes – eg Governor visits to school   | Sept 2020 | L |
|                                       | Governors have oversight of all staff wellbeing and appropriate arrangements in place to support Headteacher and SLT. Refer to Headteacher wellbeing materials.   | As above                                | M | Communications with staff and Headteacher  | 3/21      | L |
| <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. <b>DfE Guidance - Educational visits until March 8 (p46) after March 8 (p50)</b><br>The Association of British Insurers (ABI) has produced information on travel insurance implications following the COVID-19 outbreak | Risk of infection                       | M | DfE advise against educational visits at this time. This advice will be kept under review. | 3/21      | L |
| <b>Finance</b>                        | Additional costs incurred due to COVID19 are understood and clearly documented.   | Non-recording of covid-19 related costs | M | Additional costs recorded and, where possible,   | 3/21      | L |

|                                      |   |  |   |  |      |   |
|--------------------------------------|---|--|---|--|------|---|
|                                      |   |  |   | reimbursement obtained.  |      |   |
|                                      | Claims submitted for reimbursement eg, additional cleaning; support for FSM   | Non-submission of covid-related costs        | M | Additional costs recorded and claims submitted as appropriate  | 3/21 | L |
|                                      | Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.  | Implication for school budget not understood | M | Governors aware. Reduction in breakfast club monies and 1 x weekly letting   | 3/21 | L |
|                                      | Insurance claims, including visits/trips booked previously.   | Insurance claims not made                    | M | Insurance claims re covid related absences approved (but limitation clauses) and payment made.   | 3/21 | L |
|                                      | Reintroduction or re -contracting services, such as: • Cleaning • IT support • Catering   | Incomplete functioning of the school         | M | Cleaning/IT Support /Catering - already on site working  | 3/21 | L |
|                                      | Consideration given to any support that may be brokered through working together, for example, partnerships, trusts   | Non-utilisation of existing support          | M | Abingdon Heads Partnership   | 3/21 | L |
| <b>Before and after school clubs</b> | Approach in place for before/after school clubs implements the necessary protective measures including restricted attendance<br><a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-</a> | Risk of inadequate measures in place         | M | Re –opening of Breakfast Club with appropriate protective measure in place.<br><br>Sports after school clubs re-started but only within bubbles and with appropriate measures in place | 3/21 | L |



|                |   |   |   |   |      |   |
|----------------|---|---|---|---|------|---|
|                | <u>19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</u>  |   |   | Parent/carers should not remain on site while clubs are taking place      |      |   |
| <b>Testing</b> | Test kits are securely stored and distributed to staff  |   | M | Managed by School Business Manager acting as Covid Registration Assistant | 3/21 | L |
|                | <p>Staff aware of how to safely take and process the test.<br/>Share the following:</p> <ul style="list-style-type: none"> <li>• NHS instruction leaflet</li> <li>• Training video and online resources</li> <li>• Contact details for queries</li> <li>• Process for reporting incidents</li> <li>• PPE provision</li> <li>• Rapid lateral flow testing guidance <u><a href="#">Rapid lateral flow testing guidance   Schools (oxfordshire.gov.uk)</a></u></li> <li>• Staff aware how to report test results to school and NHS Test and Trace.</li> <li>• Staff are aware of how to report any incidents both clinical and non-clinical.</li> <li>• Process in place to monitor and replenish test supplies</li> </ul> | Lack of information leading to process misunderstood and resulting incorrect administration | M | Staff informed both verbally and given NHS instruction leaflet            | 3/21 | L |

[Schools coronavirus \(COVID-19\) operational guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/schools-coronavirus-covid-19-operational-guidance)

[Coronavirus \(COVID-19\): advice for pregnant employees - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees)

[Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-people-who-are-clinically-extremely-vulnerable-from-covid-19)

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak#who-can-attend>

[Rapid lateral flow testing for households and bubbles of school pupils and staff - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/rapid-lateral-flow-testing-for-households-and-bubbles-of-school-pupils-and-staff)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/958906/Restricting\\_attendance\\_during\\_the\\_national\\_lockdown\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958906/Restricting_attendance_during_the_national_lockdown_schools_guidance.pdf) page 46

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