6th July 2020

Schools partially reopening on a phased basis no earlier than 1 June 2020 risk assessment

Introduction

The Government published guidance on 11 May setting out its expectations that schools partially reopen on a phased basis from a date from 1 June 2020. Schools across the trust will use this guidance and further guidance that the Government will provide. The ambition is that:

- Primary schools welcome back children in nursery, Reception, Year 1 and Year 6 from a date from 1 June 2020
- Secondary schools work towards the possibility of providing some face-to-face contact with young people in Year 10 and Year 12 to help them prepare for exams next year
- Primary schools prepare for the possibility of other year groups returning later in June – this will happen if the Government advises that the most up-to-date assessment of the risk posed by the virus indicates that it is appropriate to have larger numbers of children within schools
- Priority groups, including vulnerable children and children of critical workers, continue to be able to attend schools
- Special schools work towards a phased return of more children and young people without a focus on specific year groups

These plans are being made ahead of confirmation of the scientific advice that the transmission rate has decreased and that it has been decided that it will be safe for a greater number of children and young people to return to school. The Government has said these plans will take place when the five key tests set by Government justify the changes at the time, including the rate of infection decreasing and the enabling programmes set out in the 'Roadmap' also published on 11 May are operating effectively.

The Government guidance recognises that early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, the Government has made clear that it has taken this into account.

The Government guidance sets out a range of protective measures, including:

- reducing the size of classes and keeping children in small groups without mixing with others where possible
- staggered break and lunch times, as well as drop offs and pick ups
- increasing the frequency of cleaning, reducing the used of shared items and utilising outdoor space

Schools will strongly encourage children in the four year groups to attend school from 1 June 2020. or the date the Government confirms, unless the child or a family member is shielding or the child is particularly vulnerable due to an underlying condition.

In making these plans, we note the advice from the Government that:

- the Scientific Advisory Group for Emergencies advising the Government has a high degree of confidence that the severity of the disease in children is lower than in adults and a moderately high degree of confidence that children aged up to 11 are less susceptible to it

- all staff are already eligible for testing, and staff in shielding and high-risk groups should remain at home

- from 1 June, all children and young people eligible to return to their settings will have access to testing, if they display symptoms, as will any symptomatic member(s) of their household (Test and Trace – 28 May onwards)

- where a setting has a positive case, Public Health England will advise on the appropriate course of action, and the relevant group of people with whom the individual has mixed closely, should be sent home and advised to self-isolate for 14 days.

The Government guidance includes expectations about effective infection protection and control:

- minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school
- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces often using standard products, such as detergents.
- minimising contact and mixing by altering the classroom layout and staggering break times

The Government guidance includes:

- wearing a face covering or face mask in schools is not recommended
- the majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others
- PPE is only needed in a very small number of cases including a)children whose care routinely already involves the use of PPE due to their intimate care needs; b) if a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home

The Government guidance explains that:

- children who have been classed as clinically extremely vulnerable have been advised to shield should not attend school and should continue to be supported at home as much as possible
- for children who are clinically vulnerable, but not clinically extremely vulnerable, parents should follow medical advice
- education staff, who are clinically extremely vulnerable are advised not to attend work and should work from home where possible – schools will support this by asking staff to support remote education, carry out lesson planning or other roles which can be done from home
- if clinically vulnerable, but not clinically extremely vulnerable, individuals cannot work from home, they should be offered the safest available on-site roles
- if a child or a member of staff lives with someone who is clinically vulnerable, but not clinically extremely vulnerable, including those who are pregnant, they can attend school
- if a child or staff member lives in a household with someone who is extremely clinically vulnerable, they should be supported to learn or work at home

Although the Government guidance recognises that early years and primary age children cannot be expected to remain 2 metres apart from each other and staff, it advises that:

- it is still important to reduce contact between people as much as possible and reduce transmission risk by ensuring children and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups (for Year 10 & 12 students these arrangements will take account of government guidance)

- where settings can keep children and young people in those small groups 2 metres away from each other, they should do so, noting that brief, transitory contact, such as passing in a corridor, is low risk
- for primary schools, classes should normally be split in half, with no more than 15 pupils per small group with desks spaced as far apart as possible
- rewrite the timetable to stagger assembly groups, stagger break times including lunch so that children are not moving around the school at the same time, stagger drop-off and collection times, plan parents' drop-off and pick-up protocols that minimise adult to adult contact
- consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously
- remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere
- remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)
- consider how children and young people arrive and reduce any unnecessary travel on coaches, buses or public transport where possible

Where schools' circumstances make this difficult, the Government guidance says that solutions might involve children attending a nearby school and that schools' order of priorities should be Key Worker/vulnerable, nursery (where applicable), reception and year 1.

The Government says it will revisit this advice when the science indicates it is safe to invite more children back to schools. The guidance sets out that schools:

- ensure that sufficient handwashing facilities are available - where a sink is not nearby, they should provide hand sanitiser in each classroom
- clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal
- ensure that all adults and children:
    - frequently wash their hands with soap and water for 20 seconds and dry thoroughly
    - clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing
    - are encouraged not to touch their mouth, eyes and nose
    - use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')
- ensure that help is available for children and young people who have trouble cleaning their hands independently
- consider how to encourage young children to learn and practise these habits through games, songs and repetition
- ensure that bins for tissues are emptied throughout the day
- where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units
- prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation
- there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting

The Government guidance advises reducing mixing within schools by:

- accessing rooms directly from outside where possible
- considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors
- staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time
- staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms
- ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time
- noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)
- using outside space for exercise and breaks, for outdoor education
- limiting the amount of shared resources that are taken home and limiting exchange of take-home resources between children, young people and staff
- by seeking to prevent the sharing of stationery and other equipment where possible
- shared materials and surfaces should be cleaned and disinfected more frequently
- adjusting transport arrangements where necessary including encouraging parents and children and young people to walk or cycle where possible, following further guidance on how to travel safely, which will be published shortly

All staff will be instructed on the nature of COVID-19 and its transmission. They will confirm they understand the reason for the control measures that are required. All staff will confirm that they are confident in applying the control measures identified in school risk assessments. Staff will receive appropriate instructions in relation to the specific measures that have been put in place by the school setting. Staff will be involved in the practical implementation of the school risk assessments.

The government have advised that schools can invite back additional pupils, where there is capacity

The guidance says that, “We know that in some schools, there will be capacity to welcome more children back, in group sizes of no more than 15, before the summer holidays. This may be because take-up amongst eligible children is lower than expected, or because there is additional space still available within the school and available staff to teach and supervise. There is no expectation on primary schools to welcome back additional children where they do not have capacity to do so.

Primary schools should only welcome back additional children where:

- they have already made provision available for children of critical workers, vulnerable children, and children in nursery, reception, year 1 and year 6 and have ensured as many as possible are able to attend (especially for those who would particularly benefit from being in school because of other disadvantage)
- they can accommodate more children while still following the approaches set out in the protective measures guidance and their own risk assessment
- they do not require additional funding, staff or classrooms to do so. If schools have access to space on other school sites (for example, local secondary schools, if that is feasible alongside the secondary offer) they may use this, taking care to ensure children stay in allocated groups. However, other community buildings (such as village halls) should not be used to expand capacity this term, while they remain closed in line with the government’s roadmap

Where schools have capacity, they may choose to welcome back additional pupils. It is up to schools to decide which pupils to prioritise, based on their knowledge of their children and communities. They may choose to welcome back pupils in another year group. “

a) Premises/ Health and Safety

	Risk	Countermeasure	By whom?	By when?
1	Insufficient toilets to enable social distancing	• Allocated toilets for 'bubbles' and staff – two adults per bubble helps to support with managing visits to the toilets • A rota for all groups to use the toilets frequently and reduce the need to go at adhoc times.	GH GH	21st May
2	Pupil or teaching group leader is sent home with symptoms of COViD	• Providing PPE for staff member supervising pupil. Designated suspected COVID isolation room, separate to normal first aid room. Deep clean of isolation rooms and areas staff member or pupil had contact with. • Information provided about testing procedure – test and trace • Request to be informed of test outcome • If a test is positive, follow gov guidance	GH JS	22nd May 27th May
3	Parents do not have confidence in the school being safe	• Frequent communication with parents/carers. • Clear expectations on arrangements and procedures if a child shows symptoms • Opportunity for parents to share concerns – via Class DoJo/contacting the Office	SLT/Bubble leaders	Ongoing 31st May

		• Teachers make regular phone calls to parents • Coordinated message across local schools • Where possible pupils use the same desk/resources each day where they attend on consecutive days.		29th May
4	Congestion at start and end of day	• Staggered start and end times schedule • Increased to 3 number of entry points to school • Limit of one parent to bring children to school • Limiting contact between parents and staff – parents do not enter site • 2 metre spaces for any queues.	GH	29th May
5	Risk to fire safety by increasing ventilation (open doors and windows	• Audio automatic door release mechanisms for fire doors.	GH	Already in place
5	Repeated touching of door handles increases risk of spreading infection	• Keep doors open, where safe to do so	GH	Ongoing
6	Maintaining social distancing in the event of emergency evacuation	• Fire drill routine shared with staff, will be practised as soon as is practicable	GH/JS	18th May
7	Insufficient cleaning – staff capacity	• Additional staff capacity in place • Site manager/cleaners to tour school repeatedly during the day to carry out routine cleaning • All staff who carry out cleaning are familiar with the cleaning and	JS GH and site team	29th May

		disinfecting processes that are required at this time.		
8	Cross contamination in shared spaces such as toilets	• Toilet management plan. • Hand washing protocols. • Regular cleaning of toilets – included in the schedule	GH	21st May
9	Risk to vulnerable family members is increased	• Follow gov guidance	JS	29th May
10	Children don't have enough uniform to allow daily washing	• Children do not have to wear school uniform - clean clothes to be worn every day	JS	21st May
11	Parents send children who are unwell to school	• Follow gov guidance - if child unwell at school parents will be contacted and will need to collect child promptly – and then request a test. Test and Trace protocols to be followed • Use of COVID isolation room – supported by staff wearing designated PPE, as required	SLT	29th May
12	Increased risk to vulnerable, students and parents	• Up to date information on staff (risk assessments completed) and pupils in each of the vulnerable categories. Follow government guidance.	JS DG/FB	21st May
13	Parents not aware of testing protocols	• Test and Trace gov protocols shared with parents	JS	29th May
14	Safety around facemasks	• Refer to DfE guidance that makes clear face masks are not recommended in schools	JS	21st May
15	Lack of social distancing with young children	• ***Reduced*** contact measures have been put into place, managing the flow of pupils/staff in corridors,	JS	21st May

		floor markings, classroom set up. Making maximum use of time outside on breaks and ensuring buildings have good ventilation with doors / windows left open.	GH	
16	Classrooms have resource that does not need to be present with adjusted curriculum, but gets handled by pupils	• Classrooms have had unnecessary equipment removed and stored away or made out of use • Children are not use the IWB in the classrooms	GH Bubble staff	21st May 31st May
17	Children arrive by bus / minibus (Wickhambrook)	• Protocols in place with LA for seating/capacity, and on arrival and departure to manage exit/entry of the building	n/a	
18	Unable to maintain social distancing whilst carrying out first aid.	• Appropriate CPD and PPE provided for all staff – staff carrying out first aid remain in their bubble to reduce exposure (All class rooms have first aid/PPE, including body fluid spill kits) • Additional trained first aid staff can support any bubble, if necessary - outside the room, outside or in the main first aid room	GH	22nd May
19	Unable to provide school meals to pupils safely	• Trust contract with Vertas – packed lunches to be provided/prepared in Trust school kitchens and delivered to PFPA or • Children to bring packed lunches from home • Children will eat their packed lunches in their classroom to reduce movement around building	Trust/Office Staff Bubble leaders	On going 1st June

20	Necessary checks before opening	• School leaders have followed arrangements to bring areas of the premises into safe use before opening e.g. asbestos, fire, site security and legionella reviews in line with the checks you would normally undertake at the end of the summer period.	GH	29th May
21	Congestion using bike racks	• Staff to guide pupils to the bike/scooter parks – ensure that one pupil at a time enters the area.	Bubble leaders	8th June
22	Travel	• Staff are encouraged to only travel with members of the same household in each car	JS	31st May
23	Main Office	• Key Safe has been relocated to reduce the number of adults in the Office • Additional blind and signage • Perspex screen in place in main Office	GH	June 29th

b) <u>Staffing/HR and capacity</u>

	Risk	**Countermeasure**	**By whom?**	**By when?**
1	Unable to staff enough groups of 15 pupils	• Almost all staff are able to return to school to work (including new staff) from 6th July. All pupils (in bubble groups of 15), EYFS-Year Five to attend school for four	JS	6th July

		transition days – reconnecting with school for all children.		
2	Unable to staff provision of breaks/lunch for teaching group leaders	• Maintain 'bubbles' for pupils outside – where needed additional staff can supervise outside • Arrangements in place to ensure all staff can take breaks (2 staff allocated per group of up to 15, staff can cover each other - 15 min morning break and an hour lunch break. If necessary, additional adults can supervise the 'bubble', outside, maintaining minimal contact	JS	29th May
3	Staff not confident they will be safe – particularly in nursery settings	• Clear guidance and training for staff on appropriate use of PPE with sufficient PPE in stock to ensure compliance • Specific training for site staff on infection control. • Trust bank of risk assessments to support these decisions • Each Wednesday, time allocated staff given CPD on personal safety, opportunity for supervision/feedback of any concerns and PPA • Site deep cleaned on Wed 8th and 15th July • Trust well-being line available • FAQs from trust for staff	GH GH JS GH	21st May

4	Staff not experienced/confident in teaching the groups they are supervising	• Trust advice that staff could be re-deployed to meet a need elsewhere in school at any point • Support/CPD in place	JS LMc	18th May 21st May
5	Unable to maintain social distancing for cleaning staff	• Staff clean when children outside – multiple times per day • Staff clean outside of school hours • Site Team deep-clean on Wed 8th and Wed 15th July	GH/Site Team	29th May
6	Infection enters the school site	• Hand washing stations • Entrance to school site limited for staff (3 points) • Plans in place to limiting number of people entering school/different access points for staff and pupils • Parents/visitors do not enter the site • Admin/Reception areas have glass screen in place • Clearly marked areas reinforce where staff and pupils should stand in offices to maintain social distancing • Protocols for deliveries to school – signage at the entrance to the school/car park to explain process • Protocols for staff bringing equipment into school	GH	22nd May

7	Increased risk to vulnerable staff	• Up to date information on staff and pupils in each of the vulnerable categories – updated every three weeks • Follow government guidance. • Trust bank of model risk assessments	JS	21st May
8	Staff not aware of testing protocols	• Test and Trace procedures shared with staff (staff meeting and regular updates from HT)	JS	31st May
9	Staff communal areas do not cater for social distancing	• Clear protocols for staff breaks: times, toilets, staff room and equipment. There are 3 staff room spaces • Staff can use the following outdoor spaces: the Courtyard/Sensory Garden, where practical, weather permitting and where social distancing can be maintained	GH	21st May
10	Staff sharing equipment	• No shared equipment for staff *where possible*. Rigorous cleaning of shared equipment by staff. • There are protocols around usage of shared equipment such as photocopying • Regular cleaning of equipment between home and school such as laptops	GH	21st May
11	Staff PPA increases risk and reduces the impact of social distancing	• Trust wide approach to closing for all on a Wednesday afternoon – thorough cleaning of all areas on	JS	21st May

		Wed 8th and Wed 15th July between groups of 15 pupils • PPA can be in designated Staff Room (socially distanced) or via Teams at home		
12	Reduced capacity due to a member of senior / middle leadership contracting Covid-19	• Short-term: Re-allocate key duties during period of illness • Medium-term: ask for support from USP to provide additional leadership capacity • Identification of staff who are able to 'step-up' if required	JS	As appropriate
13	Impact on school development priorities / capacity to achieve priorities	• Adjust current priorities to focus on re-establishing the school's core business – transition weeks enable reconnecting with school • Seek support from the Trust for identified areas of concern/ weakness	SLT	Ongoing
14	Induction for staff	• Induction for new staff on all policies and procedures • Induction in new protocols for all staff who haven't been working during the closure period.	SLT GH	June onwards 21st May
15	Expectation on typical summer 2 events that are unlikely to be practicable	• Work through Summer calendar of events and make decisions on practicalities	SLT	June onwards
16	Staff shielding at home are unable to be utilised	• Staff working from home continue to support those children not attending school using best practice approaches including remote	JS/LMc/SB	Ongoing

		learning platforms following appropriate training. • Staff are engaged in Teams meetings to ensure contribution to wider school impact and feel part of the team. • Regular contact from line manager/well-being tree • Review staff skills to ensure they are able to play an active role where appropriate.	JS	
17	Unable to support intimate care for EYFS pupils in a safe manner	• PPE provided, use as per guidelines.	GH	21st May
18	Unable to provide wrap around care	• No staff capacity/space - decision to remain closed until Sept (to be reviewed again in July)	JS	18th May 16th July
19	Unable to provide lunch supervision	• Maintain 'bubbles' outside, where needed groups can be supervised using alternative staff, as long as staff maintain social distance • Additional first aid capacity is in place, if needed, during lunchtime. This will be outside the classroom (outside/corridor/main first aid room), using appropriate PPE, as required • Use of sports coaches to assist with supervision, as required • Two adults with each bubble	SLT	29th May
20	Staff unable to return to work due to lack of childcare for their own children	• Discussions with staff through well-being calls/meetings	SLT	29th May

		• Trust standard letter has been shared with school - employees to make arrangements with their child's school as they are keyworkers. • Staff advised to approach SCC if usual childcare is unavailable. • Flexible work requests and temporary alterations to contracts considered. • Last resort is employee requests unpaid leave.		
21	Ensuring that staff who are in work but have household members shielding, are able to maintain stringent social distancing.	• Staff risk assessments for vulnerable staff. • Workplace risk assessments are in place and regularly monitored/reviewed (every three weeks). • Follow COVID 19 guidance for all educational settings .	JS	21st May and ongoing
22	Anxious staff	• Induction on new protocols to reassure on how risks are being managed to protect staff. • Phone calls and meetings. • Reminder of trust wellbeing scheme and other support available, including occupational health. • Regular communications with staff who continue to work from home. • Where needed, can discuss opportunity of unpaid leave with staff who do not want to return to	SLT	21st May and ongoing

		work and do not come under a vulnerable category.		
23	Staff transport into work	• All staff to minimise the use of public transport and use alternative methods of getting into work if possible.	SLT	21st May
24	Pregnant members of staff	• It is appreciated that staff may usually leave notifications of pregnancy until a later date, however staff should be encouraged to notify their line manager of a pregnancy at an early opportunity to put support measures in place including working from home	JS	21st May and ongoing
25	Clothing – changes to usual expectations	• Changes for pupils – children do not need to wear uniform during the second half of the summer term. Children are to wear clean clothes each day. • Changes for staff –ties do not need to be worn. Staff are to wear clean clothes each day.	JS	21st May 31st May

c) <u>Curriculum</u>

	Risk	**Countermeasure**	**By whom?**	**By when?**
1	Not enough school equipment for one each	• More equipment has been purchased – this is not to be shared (e.g. individual pencils, rulers, rubbers etc)	SF Bubble Leaders	18th May 22nd May

		• Toys that are more difficult to clean have been removed. • Toys that children put in their mouth are to be cleaned between use.	Bubble Leaders	Ongoing
2	Children not in school miss out on education	• Staff working at home support remote learning – for those who are shielding/clinically vulnerable and not returning to school in July • All pupils (in bubble groups of 15), EYFS-Year Five to attend school for four transition days – reconnecting with school for all children.	SLT	July 6th
3	Unable to deliver the full curriculum	• Core curriculum elements identified and delivered • 'Secondary' elements put on a rota and if impractical, noted for consideration during 20-21 – Trust Leadership event focus: Recovery Curriculum	LMc/TW	21st May
4	Significant gaps in learning in all classes as they return	• Use of PIXL to close gaps in English • Use updated Maths Mastery plans that accommodate lost learning • Subject leaders analyse lost learning and potential impact on cyclical curriculum • Adjust wider curriculum plans to accommodate lost areas of learning • Recovery curriculum	LMc SLT	Ongoing 1st Sept
5	Risks of children not being in school for up to six months	• All pupils (in bubble groups of 15), EYFS-Year Five to attend school for four transition days –	SLT	6th July

		reconnecting with school for all children.		
6	Lack of assessment for learning	• Maximise use of all PIXL assessments • Use MM pre/post assessment tools to provide gap analysis • Use Core Team meetings across school to monitor children's progress	LMc/TW	Ongoing
7	Insufficient staff understanding of children's emotional needs on return	• CPD material shared with all staff • Nominated staff have attended training to support with trauma/pupil emotional needs – to be disseminated • RAG rated pupils needs – support to be provided, where the need is • Whole class emotional needs support is planned for • ELSA trained staff member to support individual pupils, socially distanced • The Boxhall profile will be used to assess needs in September	JS/SLT	22nd May and ongoing

d) <u>Personal Development including Social/Emotional well-being and Behaviour including attendance/exclusion</u>

	Risk	**Countermeasure**	**By whom?**	**By when?**
1	Unable to provide staggered break and lunch times for pupils	• Two staff per 'bubble' of up to 15 pupils can cover each other for	SLT	21st May

		break/lunch – other staff deployed, supervising outside, if needed • Additional first aid trained staff is available, where necessary.		
2	Children aren't clear on school routines	• Communication about entry points/collection points, with staff on hand to direct pupils • Clear system for any accepted movement around the building including one-way systems with clear signage / marking with tape etc/Toilet routines	GH Bubble leaders	29th May 1st June and ongoing
3	Children don't follow hygiene rules	• Clean hands on entry to school • Additional handwashing stations are in place around the school • Notices and posters around the school • Training of pupils planned – bins for tissues/hand washing/not sharing equipment – and daily reminders by staff	Bubble staff GH GH Bubble leaders	1st June and ongoing 29th May Ongoing and 1st June
4	Unable to safely use play equipment	• Restrictions on play equipment and a lot of equipment has been removed or is not in use	SLT Bubble Leaders	29th May
5	Children require additional support to follow measures	• Support from the BST • Work with parents by phone • Use of technology to model (video)/plan lessons/work that supports the measures • Stories to support understanding	Bubble Leaders	1st June and ongoing

6	No / shortened transition for key year, groups and/ or individuals	• SENCo to support and liaise with secondary SENCos - highlight vulnerable/anxious children with the view of support being put in place e.g. video chats, by receiving schools. • SENCo - Vulnerable pupils – staggered re-introduction to school, for key pupils, has been agreed • Year Six pupils able to attend for one day a week for the next four weeks (8th June – 4th July) • Two-week transition (July 6th-July 17th) for new EYFS pupils • Two-week transition (July 6th-July 17th) plan pupils in EYFS – Year Five (max 15 per group) to meet new teachers/re-connect with school • Regular liaison with secondary schools around transition with HT	FB FB TW AP/SB SLT/class teachers HT	June 15th and ongoing June 15th June 4th July 6th July 6th
7	Behaviours for learning takes time to establish and are challenged by some pupils	• Planned a three week PSHE/emotional needs curriculum for children and teachers to 're-connect' (EYFS) • Use class assemblies to re-establish the school's Behaviour Policy/expectations/values • Share the adapted Behaviour Policy (June 2020) with all pupils	Bubble Leaders Assistant Headteachers Bubble leaders	Ongoing 4th June and ongoing 1st June and ongoing
8	Attendance is poor	• Work with parents/carers to quickly re-establish good	SB	1st June and ongoing

		attendance habits especially PA families • Inform parents/ carers that the school has stringent cleaning measures in place – to reduce fears of C-19 infection		5th June
9	Returning to an unfamiliar setting causes anxiety for pupils – particularly EYFS	• Lot of supportive information has been shared by EYFS staff • Regular communication with parents on class DoJo/phone calls • Bubble leaders to support pupils when they return and access support available	AP Bubble leaders	29th May 1st June and ongoing
10	High risk pupils with challenging behaviour require restraint posing additional risk to themselves and staff	• Risk assessments have been completed – known risks have been considered and recorded/shared with staff • Clear expectations on need for social distancing – work with families and trust if pupil unable to comply	JS/FB/SBav/Bubble leaders	1st June and ongoing
11	Higher than usual numbers of safeguarding disclosures	• New safeguarding addendum in place (Friday 29th May) • Staff to continue with the systems in place since lockdown (e.g. blue forms, weekly safeguarding meetings) and using CPOMS • Staff to remain vigilant and ensure all concerns are passed on immediately	JS/Safeguarding Team All staff	29th May

12	Pupils return having been traumatised by their experience of the COVID-19 restrictions	• Sources of help and resources available (Safeguarding Team, BST and resources provided)	Safeguarding Team/SBav	Ongoing

e) <u>Vulnerable children (SEND/LAC)</u>

	Risk	**Countermeasure**	**By whom?**	**By when?**
1	Children with SEND do not have needs met	• Risk assessment on meeting the needs of children with SEND – planned re-introduction to school for those with EHCP/vulnerable	FB	May 21st and ongoing
2	Children have suffered trauma, both in existing challenging situations known to the school, or new situations previously unknown to the school	• Have access to resources provided by OM, Thrive and other recent staff training • Utilise ELSA trained staff to support individual and small groups of children affected • Deliver trauma informed sessions for parents / carers so they can support their children at home	FB/SBav/SLT	May 21st and ongoing