

Shaftesbury Park Primary School



"A Local School with a Global Perspective"

Returning to School - Staff Guide and Risk Assessment

This document is operational from Wednesday 2nd September 2020 for as long as required.

This document may be subject to updates if the situation changes.



Returning to School - Staff Guide and Risk Assessment

TABLE OF CONTENTS:

Opening Letter from James Cousins & Bunmi Richards	3
Highlighting the Government Message	4
Structure and Timings Around the Return to School Phase 3	4
Routines Phase 3	5
Safety and Routine Including PPE and Return Logistics	8
Monitoring Those That Are Unwell	10
Education Expectations	12
Tasks for staff	13
APPENDIX I - Pupil Movement and Timings	14
APPENDIX II - Example timetable	15
APPENDIX III - Staff wellbeing advice	16
APPENDIX IV - Risk assessment	17
APPENDIX V - Guidance on Zoom Sessions	27

This document will reference throughout the following documents from the DFE, henceforth referred to as 'Link 1', 'Link2' and 'Link 3':

- Link 1 [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
- Link 2 [COVID-19: guidance for young people on shielding and protecting people most likely to become unwell if they catch coronavirus](#)
- Link 3 [Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)
- Link 4 [Protective measures for out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)

Reviewed	Approved	Date of Next Review
July 2020 SLT	July 2020 SLT	Subject to ongoing review

Opening Letter from James Cousins & Bunmi Richards

Dear All,

It has been an extremely challenging term and a half but thanks to your hard work, flexibility and our shared understanding that we should do all that we can to educate as many children as is safe to do so, we were able to open our school to children from all year groups for varying periods of time before the end of term. Transitions have been smooth and the children have been delighted to see everyone and be at school again.

You have worked hard to engage all children who were not attending by making YouTube videos and organising zoom lessons. Your team work and willingness to learn new skills have been something to be truly proud of. Feedback from parents has been so positive, with several messages of gratitude for all that you have been doing to support the families in our school community. This is indeed a huge achievement and we do not underestimate how much effort this has taken whilst managing your own anxieties during these difficult times. Thank you!

The purpose of this guide is to outline and explain how we will be fully reopening and returning safely to school, fulltime in September 2020. The school will feel very different with all classes present, staggered start times, socially distanced groups and remote meetings. This guide will outline the logistics of reopening and clarify the school's stance on much of the government guidance. However, please to not hesitate to make suggestions or ask a member of SLT for clarification about anything you do not understand.

We have been successful this far because we have worked together to make decisions and we will continue to do this as new guidance is issued as the new school year develops.

Keep safe and well.

James Cousins (Chair of Governors) & Bunmi Richards (Head)

Highlighting the Government Message

On Tuesday 23 June the Prime Minister made the following announcement about schools returning:

‘Primary and secondary education will recommence in September with full attendance’

Follow up messages from DFE:

- Increase of bubble size from 15 to 30 or to whole year groups if necessary,
- The curriculum is to remain broad and balanced,
- Teachers to distance from each other and older students where possible
- Increase the frequency of cleaning [compared with pre COVID-19 period],
- Reduce the use of frequently shared items.

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:

- children’s ability to distance
- the layout of the school
- the feasibility of keeping distinct groups separate while offering a broad curriculum
- minimising contact in corridors

Link 5

Structure and Timings Around the Return to School Phase 3

Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. Link 5

Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options, and will still bring benefits even if implemented partially. Link 5

In order to ensure that we are able to deliver our extended school offer and a broad and balanced curriculum, children will be separated and operating in year group bubbles as much as possible and phase bubbles where this is not possible.

Phase	Year group	Classes	Notes
EYFS	N	Giraffes Zebras	Playtimes as a year group Lunchtimes as a phase BC and ASC as a phase
	R	Leopards Tigers	Playtimes as a year group Lunchtimes as a phase BC and ASC as a phase
KS1	1	Hedgehogs Badgers	Playtimes as a year group Lunchtimes as a phase BC and ASC as a phase
	2	Owls Foxes	Playtimes as a year group Lunchtimes as a phase BC and ASC as a phase
LKS2	3	Starfish Penguins	Playtimes as a year group Lunchtimes as a phase BC and ASC as a phase
	4	Seals Sharks	Playtimes as a year group Lunchtimes as a phase BC and ASC as a phase
UKS2	5	Turtles Whales	Playtimes as a year group Lunchtimes as a phase BC and ASC as a phase
	6	Seahorses Dolphins	Playtimes as a year group Lunchtimes as a phase BC and ASC as a phase

Routines Phase 3

Nursery

Activity	Time
Drop off	9.00-9.10 Holden Street gate entrance
Outside session	Groups access Foundation stage playground for outside learning throughout the morning session. 9.15-11.00am
Lunch	11.15-12.15
Outside session	Groups access Foundation stage playground for outside learning throughout the afternoon session. 1.00-2.30pm
Pick up	3.00-3.10 Holden Street

Reception

Activity	Time
Drop off	9.15-9.30 Holden Street EYFS gate entrance
Outside session	Playtime in main playground: 9.50-10.10 Groups access Foundation stage playground for outside learning throughout the morning session. 9.15-11.00am
Lunch	11.30-12.30
Outside session	Playtime FS playground 12.15-12.45
Outside session	Groups access Foundation stage playground for outside learning throughout the afternoon session. 1.30-2.45pm
Pick up	3.15-3.30 (staggered exit) Holden Street

Year groups in each phase should use separate playgrounds

When playing in the garden playground, children should line up in that playground and go up the main staircase

When playing in the main playground, children should line up in that playground and go up the east staircase.

KS1

Year 1

Activity	Time
Drop off	8.55 Main entrance (Ashbury Road)
Break	10:15 to 10:30
Lunch	12.00-1.00
Pick up	3.15

When playing in the garden playground, children should line up in that playground and go up the main staircase

When playing in the main playground, children should line up in that playground and go up the east staircase.

Year 2

Activity	Time
Drop off	9.05 Main entrance (Ashbury Road)
Break	10.15-10.30
Lunch	11.45-12.45
Pick up	3.25

LKS2

Year 3

Activity	Time
Drop off	8.55 Rear Gate (Holden Street)
Break	10:35 - 10.50
Lunch	12.15-1(eating and playing) +15 minutes classroom games
Pick up	3.15

Year 4

Activity	Time
Drop off	9.05 Rear Gate (Holden Street)
Break	10.35-10.50
Lunch	12.15-1(eating and playing) +15 minutes classroom games
Pick up	3.25

UKS2

Year 5

Activity	Time
Drop off	8.45 Rear Gate (Holden Street)
Break	10.55-11.10
Lunch	12.45-1.30 (eating and playing) +15 minutes classroom games
Pick up	3.00

Year 6

Activity	Time
Drop off	8.45 Main entrance (Ashbury Road)
Break	10.55-11.10
Lunch	12.45-1.30 (eating and playing) +15 minutes classroom games
Pick up	3.00

Safety and Routine Including PPE and Return Logistics

'In...childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.' - Link 1

'We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2m apart from each other and staff.' - Link 3

As referenced above, social distancing within the classrooms will be incredibly difficult so for this reason, our main focus will to be around prevention and ensuring we minimize the risk:

- by continuing to encourage social distancing as much as possible,
- through our increased hygiene routines (implemented before lockdown)
- limiting interaction,
- by strict adherence to our 'illness and symptom' (persistent new cough and high temperature, anosmia) monitoring.

The following actions are based on the guidance taken from DFE link 1 and will be implemented across the school.

Encourage social distancing & minimising personal contact

Children

- Children briefed on need to remain 'alert' and socially distance the best they can.
- Children to have their set desk where they sit throughout the duration of the day.
- All children should be front facing and not in groups.
- Children to be issued with pencil cases/pots in KS1/2 so sharing of resources does not happen
- Playtime and lunchtimes staggered so year groups do not mix and only a maximum of 2 year groups out at any one time. (Each year group to play in separate sections of the playground).

Parents

- No parents or volunteers onsite unless there are exceptional circumstances.
- Essential workers are allowed on site, e.g. social services.
- Staggered entry into school set up from between 8.45 to 9:30 to allow for social distancing into school (all parents to drop children at the gate).
- Collection times from 3.00 to 3:30 to allow for social distancing from school.

Staff

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. [Link5](#)

- Assemblies carried out in the classroom via zoom and displayed on the board
- Meetings to continue to be conducted via video conferences
- No unnecessary staff/pupils in the reception area or office. **Any queries should be made by email or phone. Only come through the office when absolutely necessary.**
- No more than 8 adults in the staffroom at any one time (this increase in line with the move from 2m distance to 1 m distance).
- Use staff room for eating/ getting a drink / photocopying only (not for socialisation).
- Members of staff should follow the same hygiene routine as the children.

Physical Environment

- Signs displayed in and outside the school reminding children about social distancing and hygiene.
- Class doors to be propped open to minimise the touching of door handles/surfaces (not with fire extinguisher). All other doors to remain shut as part of fire safety.
- Outdoor sinks have been installed for the playground and will need to be monitored to ensure they are used sensibly.
- Transparent screens for front of house reception and for some teacher's desks as agreed in their risk assessment. These will need to be wiped regularly.
- Seating in the back office administration has been reorganised to ensure 1m social distancing.
- Top windows can now be opened to support classroom ventilation. These must be closed at the end of the day.
- Seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.

Increased hygiene

- Deep clean organised during holidays.
- Targeted areas (classroom and toilets and other communal areas) will be out of bounds and deep cleaned in any cases of COVID 19; this will be carried out after school.
- Cleaning rota will be displayed and signed by persons responsible.

- Daily check sheets are now in place for classrooms to ensure safe management of the environment. These should be placed in the pigeon hole in reception.
- All children to wash hands using outside sinks before entry. Late children to have hands sanitized by staff on entry doors.
- Cleaning materials issued to every class and tables to be wiped down regularly.
- Main communal doors to be cleaned at least twice daily.
- Each day administration to clean their own area. Desks keyboards, phones, photo copier etc. This should be done by a member of staff in each class for each group before the children come in.
- All staff should have their own cup, plate, cutlery etc. All staff should wash their own things and take them home or put them away each day. (Disposal plates and cutlery available for those who wish to use them.)
- Toys should be routinely cleaned.
- P.E. equipment should be routinely cleaned.
- No groups to the library or ICT suite (to be reviewed for the spring term).

Monitoring Those That Are Unwell

Parents, carers and settings do not need to take children's temperatures every morning. Routine testing of an individual's temperature is not a reliable method for identifying coronavirus. Educational and childcare settings should reiterate to parents the need to follow the standard national advice on the kind of symptoms to look out for that might be due to coronavirus, and where to get further advice. [Link 1](#)

Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace -[Link 5](#)

Where any member of the school community becomes unwell off-site with two or more symptoms of COVID 19 i.e. a new, continuous cough, a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they should:

- inform the school immediately via email or telephone,
- arrange to be tested as soon as possible,
- inform the school immediately results are known.

If the school is informed of an absence because the individual has 2 or more symptoms of COVID 19, the group will continue to attend school until we have a confirmed result. If the test is positive the class group will be asked to stay at home for 14 days.

The temperature of all children will be checked in the mornings. Any child with a high temperature over 37.5 will be sent home. This is to ensure that anybody who is unwell goes home, not to identify Coronavirus.

If a child or adult becomes unwell during the school day they should be sent home as soon as possible and:

- where available use a test provided by school or arrange to be tested as soon as possible,
- inform the school immediately when results are known.

The parent worker’s office will be used as a base for sick children or as a waiting room for adults

- PPE (masks, aprons, gloves and eye protection) will be set up in the parent room for a staff member dealing with child who is showing signs of being ill.

The above is based on PPE guidance from DfE link 1

Wearing a face covering or face mask in schools or other education settings is not recommended.

children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way

if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn

Breakfast and Afterschool Club

You should have no more than 15 children per small consistent group and should have at least one staff member per group Link 4

As part of the organisation of this provision children will be kept in phase bubbles and where ever possible kept in socially distanced year groups within their bubble. Staff have been deployed to ensure that there is minimal movement between groups.

Wherever possible the children will be kept in their year groups within their location.

Year group/Phase	Location	Tea time
Nursery	Giraffes	3.45 (Giraffes)
Reception	Ground floor hall (office end)	3.45 (bottom hall)
KS1	Ground floor hall (projector end)	3.45 (bottom hall)
LKS2	Top floor hall (projector end)	4.10 (bottom hall)

UKS2	Top floor hall (Turtles room end)	4.10 (bottom hall)
------	-----------------------------------	--------------------

When KS2 come to the bottom hall for food, Reception move to Leopards Class and KS1 stay in their zone.

- Dining tables will be cleared and cleaned in between food services.
- Toys will be cleaned at the end of each day.
- Outside space to be utilised as much as possible.
- Each group to use walkie-talkie to communicate.

Education Expectations

Schools should use best endeavours to support pupils attending school as well as those remaining at home -Link 3

The curriculum remains broad and ambitious: Link 5

In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination Link 5

As we return to school the following will be the focus across the school

- Re-establishing routines, expectations, and relationships.
- Being aware of the different sacrifices of children and families across the school and providing pastoral care when possible.
- Conducting careful assessments in the first few weeks of term.
- Focusing on phonics and early maths alongside well-structured play in the EY. EY utilising the outdoor space for activities on a rota basis (no free flow)
- Utilising the time that we have to deliver the content of the curriculum that matters most to your class with a focus on reading widely, extending vocabulary, writing, maths and French and Enterprise skills
- Cross curricular learning will be all the more important in reinforcing concepts and accelerating learning.
- Off-site visits will not occur in the autumn term and will not resume until we are confident we can ensure pupils' safety. In place we will be using virtual tours and visits.

Travel

- Members of staff who have no option but to use public transport should always wear a face mask.
- Use the available sanitisers at the entrance of stations before and after journey
- Follow the same hand washing regime that we expect the from the children

Tasks for staff

All staff

- Be vigilant and report any safeguarding concerns to Bunmi/Julia.
- Read '[Keeping Children Safe in Education](#)'

Teachers

Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. Link 5

- INSET 14/07 - google classrooms.
- Teachers responsibility to familiarise themselves with this tool and seek support with this if necessary.

Subject leaders

- Ensure policies are reviewed and sent to Jennifer Parmenter for formatting (SLT to read through them before they are shared with staff on a rolling programme).
- Complete subject leader's summary form.
- Collect evidence of learning for accreditation and subject leader's portfolios.
- Complete knowledge and skills curriculum map.

Support staff

- Complete courses from the selection circulated and sent copies of certificate/evidence of course completion to both Debra Stocker and Jennifer Parmenter.
- Complete evaluation form for courses completed.

Leadership Tasks

- Completed risk assessments to be mapped onto school risk matrix.

APPENDIX I - Pupil Movement and Timings

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Entry	9.00 EYFS gate Holden street	9.15 EYFS gate Holden street	8.55 Main gate Ashbury Road	9.05 Main gate Ashbury Road	8.55 Rear Gate Holden Street	9.05 Rear Gate Holden Street	8.45 Rear Gate Holden Street	8.45 Main gate Ashbury Road
Rooms	Zebras Giraffes	Leopards Tigers	Badgers Hedgehogs	Foxes Owls	Starfish Penguins	Sharks Seals	Whales Turtles	Seahorses Dolphins
Play-time	See EYFS timetables		10.15-10.30 M/W/F - Y2 pen p'ground, Y1 garden p'ground T/Th - Y2 garden p'ground, Y1 Pen p'ground		10:35 - 10.50 M/W/F - Y4 pen p'ground, Y3 garden p'ground T/Th - Y4 garden p'ground, Y3 Pen p'ground		10.55-11.10 M/W/F - Y6 pen p'ground, Y5 garden p'ground T/Th - Y6 garden p'ground, Y5 Pen p'ground	
Lunch	11.15-12.15	11.30-12.30	12.00-1.00 M/W/F Garden playground T/Th Pen playground	11.45-12.45 M/W/F Pen playground T/Th Garden playground	12.15-1(eating and playing) +15 minutes classroom games M/W/F - Y4 pen p'ground, Y3 garden p'ground T/Th - Y4 garden p'ground, Y3 Pen p'ground		12.45-1.30 (eating and playing) +15 minutes classroom games M/W/F - Y6 pen p'ground, Y5 garden p'ground T/Th - Y6 garden p'ground, Y5 Pen p'ground	
Play-time	See EYFS timetables		1.50-2.05	2.05-2.20				
Pick up	3.00 EYFS gate Holden street	3.15 EYFS gate Holden street	3.15 Main gate Ashbury Road	3.25 Main gate Ashbury Road	3.15 Rear Gate Holden Street	3.25 Rear Gate Holden Street	3.05 Rear Gate Holden Street	3.05 Main gate Ashbury Road

Children **must** be lined up ready to leave the playground at the end of their timeslot. The bell will need to be rung 2 minutes before the end of playtime to accommodate this.

ALL teachers must be ready to take up their class at the end of the playtime slot.

APPENDIX II - Example timetable

Example timetable	
Session 1	Wash hands before entry to classroom (SLT on gate to monitor)
	Temperature check
	Mental health session
	Morning activity
	Wash hands/ Clean desks
Staggered playtime	
Session 2	Wash hands
	Morning activity
	Wash hands/ Clean desks
Staggered lunch time	
Session 3	Wash hands
	Afternoon activities
	Wash hands/ Clean desks and equipment
Staggered collection time	

APPENDIX IV - Risk assessment

Shaftesbury Park Primary School Risk Assessment & School Reopening Plan

Date	Event	Actions
Wc 11 th May	Information gathering phase and creation of plan	<ul style="list-style-type: none"> • Read all DFE/government guidance thoroughly and take key points into consideration for risk assessment • Create plan for return engaging with all stakeholders to get feedback for formulating draft plan
Wc 18 May	Sharing and revising of plan	<ul style="list-style-type: none"> • Share plan with staff • Revise where necessary subject to consultation with staff and governors and any further government guidance • Create final plan
Wc 18 May	Creating and sharing a parent plan	<ul style="list-style-type: none"> • Share key information with parents
Wc 25 May HALF TERM	Set up week	<ul style="list-style-type: none"> • Set the school up to allow for the routines to take place
Wc 1 June	Plan starts YN, R, 1 return to school	<ul style="list-style-type: none"> • All staff follow the plan •
Wc 8 June	Y6 return to school	<ul style="list-style-type: none"> •
Wc 15 June		<ul style="list-style-type: none"> • SLT review plan and opportunities for wider opening
w/c 22 June	Y5 return to school on part time basis Breakfast and after school club open	<ul style="list-style-type: none"> • SLT review plan
w/c 29 June	Y4 return to school on part time basis	
w/c 6 July END OF TERM	Y 3 & 2 return to school on part time basis.	<ul style="list-style-type: none"> • Share risk assessment with staff
2 September	Staff return to school INSET	
3 September	All year groups back at school	

Health & safety focus	Hazard/Risk factors/issue	Area/Who Affected	Action needed	Status of action	Risk owner	Notes/ comment
School Site	<ul style="list-style-type: none"> Keeping the school clean. There are many surfaces that can become contaminated increasing risk of Covid-19 spreading 	Premises Staff Pupils Visitors/ Contractors	<ul style="list-style-type: none"> Cleaning to follow the COVID-19: cleaning of non-healthcare settings guidance Deep clean to be organised during half term Prioritise daily cleaning of rooms that are in use Ensure sufficient supply of protective equipment for additional cleaning duties Increased level of enhanced cleaning of relevant areas (and visibility of cleaning being done) Increased focus on cleaning of touch points zone off areas that are out of bounds 	Ongoing		
School Entrance	Office staff exposed -	Office staff Visitors Contractors	<ul style="list-style-type: none"> Purchase of office screen No parents or visitors allowed into Reception area unless absolutely necessary Parents to contact school only if absolutely necessary No entrance into the office for non-office staff/essential need Deliveries will be left outside under new guidance so orders need to only a few items at a time and placed regularly 			

Security	<p>Unauthorised access</p> <p>Increased risk of intruders/ Covid-19 spread</p>	<p>Staff</p> <p>Pupils</p>	<ul style="list-style-type: none"> • Ensure all rooms that are not in use are adequately secured e.g. library, ICT suite • Carry out regular monitoring of areas to detect any security breach • Ensure all external doors / windows secured to prevent unauthorised access. • Main door closed promptly at designated time • External gates closed at designated time 			
Equipment cleaning	<p>Keyboards/desks/ doors</p> <p>classrooms</p> <p>staffroom</p> <p>photocopiers</p> <p>EY equipment</p> <p>specialist equipment</p>	<p>Premises</p> <p>Staff</p> <p>Pupils</p>	<ul style="list-style-type: none"> • Cleaning equipment in all classrooms for cleaning of surfaces as and when needed • Workstations to be cleaned at the start of each day • EY equipment cleaned /steamed/disinfected • Groups to be provide with own bag of play equipment to be cleaned regularly • No sharing of equipment • Staff to bring their own plates/cutlery/cups • Disposable culinary equipment provided 			
Fire/first aid emergencies	<p>Revised routes to exit building in an emergency</p> <p>Use of PPE</p>	<p>Premises</p> <p>Staff</p> <p>Pupils</p> <p>Visitors/Contractors</p>	<ul style="list-style-type: none"> • Review general Risk Assessment for rooms and shared areas • Review emergency evacuation procedures - staff briefed • Fire drill to be conducted • Staff to have a go-bag with essentials including PPE • First aiders on site daily • Parent room used for First aid 			

			<ul style="list-style-type: none"> • Ensure room well ventilated and that PPE - masks, gloves, eye protection, plastic aprons - is available • Closed bin to be put in this room to dispose of equipment 			
Management of contractors	<p>Maintaining social distancing</p> <p>Increased risk of Covid-19 spread with unknown people</p>	<p>Premises</p> <p>Staff</p> <p>Pupils</p>	<ul style="list-style-type: none"> • Protocols for contractors on site to be reviewed • Only essential contractors in the school building • Work to take place outside school hours where available 			
Use of toilets for students/staff	<p>How to maintain distancing</p>	<p>Staff/students</p> <p>Pupils</p> <p>Essential visitors/contractors</p>	<ul style="list-style-type: none"> • Premises to do check that toilets are kept clean • Groups to be allocated toilets to use • No more than 2 at any one time. explain this to the children • Ensuring handwashing routine is followed • Use classroom sanitizers every time children return from going to the toilet- where needed supervision of pupils going to toilet • Essential visitor/contractors to use Reception area toilet only 			
Library and ICT suite	<p>Shared use of computers/ books increased risk of Covid-19 spread</p>	<p>Staff</p> <p>Pupils</p>	<p>Out of bounds - under review</p>			

Shared spaces and social distancing	Staffroom Playground Dining hall	Staff Pupils	<ul style="list-style-type: none"> • reorganise workstations for administration to ensure 2 metre social distancing • PPA room to have gloves/sanitizers and wipes • No more than 4 members of staff in PPA room at any one time • No more than 8 members of staff in staffroom at any one time • Staggered breaks for children and staff • No sharing of equipment • Clean equipment before use as a precaution • Pupil use different parts of the playground • Each group of children to have their own toys that are regularly cleaned 			
Staffing	Availability of staff to return to work Consider reluctance, vulnerability, stress etc. Insufficient staff ratio Insufficient supervision Admin staff shortages - reduced	Staff Pupils	<ul style="list-style-type: none"> • Risk assessments continuing for all staff • Year groups returning to school in line with DfE guidance • If necessary SLT to cover shortages of staff. • Ensure that cleaners are monitored and any poor cleaning reported to BSM • Prioritise cleaning for rooms in use • If necessary notify parents of any closures because of a case of COV ID-19 • Clear guidance and information provided to parents to reduce queries directed to teachers 			

	communication Cleaning staff shortages - reduced cleaning standards					
DSE	Eye strain Back injury RSI	Staff	<ul style="list-style-type: none"> • DSE assessments and daily self-assessments to be carried out if staff are moved from their regular place of work • Ensure sufficient breaks are taken away from the keyboard/mouse • Line managers to be notified on any concerns 			
PPE	Spreading of COVID 19 if used PPE for intimate care/first aid etc is not disposed of safely	Staff Pupils	<ul style="list-style-type: none"> • Gloves/wipes/sanitizer/aprons available in changing areas/ parent room • Follow procedure for children who have toileting accidents • Used PPE to be disposed of in closed bins • Signage for hand washing • Signage - Catch it, Bin it, Kill it • Face masks available for staff if required but not for use by pupils 			
Management of social distancing	Contact with persons infected with Covid-19 (symptomatic/asymptomatic)	Premises Staff Pupils	<ul style="list-style-type: none"> • Where possible minimise the number of pupils if limited space • Entry and exit to school - staggered start and finish times • No gathering at school gates • Pupils accompanied by one parent or carer • No handshaking • Parents to drop their children off to staff 			

			<p>at designated entrances</p> <ul style="list-style-type: none"> • Minimal mixing of groups/contact in school and outside • Consistent pupils in groups max 30 in a group • Pupil seating clear - front facing and individually allocated • No sharing of equipment • Staggered breaks/lunch times • Limited numbers using toilets/staffroom • Signage in the playground 			
Transport arrangements	Increased risk of Covid-19 spread	Staff Pupils	<ul style="list-style-type: none"> • Parents and pupils to be encouraged to walk or cycle to school where possible • Schools, and staff to follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning travel to and from school 			
Staff and pupils with greater susceptibility	<p>(Shielded - clinically extremely vulnerable pupils and staff - underlying medical conditions - pregnancy - age - BAME or other risk category)</p> <p>Greater risk of contracting Covid-19</p>	Premises Staff Pupils Visitors/ Contractors	<ul style="list-style-type: none"> • Continual monitoring for any changes in personal health of any staff working and pupils • Monitor changes in guidance (e.g. for protection of BAME background individuals), and adjust strategy as and where necessary • Clinically vulnerable individuals who cannot work from home or intend to return to work must carefully assess and discuss with line management whether this involves an acceptable level of risk- should the level of risk be unacceptable, 			

			or medical advice is to remain at home - should not return to work			
Suspected or confirmed Covid-19	cases amongst pupils, staff and household Asymptomatic Covid-19 cases Display of Covid-19 Symptoms increased risk of Covid-19 spread	Staff Pupils Parents Visitors	<ul style="list-style-type: none"> • Restrict access to school for only essential staff and visitors • Pupils, parents, carers or any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus • Staff, parents and pupils to notify immediately the school of suspected and confirmed cases in the family • Staff screened before entering school grounds for signs of temperature, general signs of illness • Staff and pupils who develop two or more symptoms of COVID-19, get a test and inform school of the result. Follow COVID-19: guidance for households with possible coronavirus infection. • Where a pupil or staff tests positive, the rest of their class or phase should be sent home and advised to self-isolate for 14 days • Where a child with a sibling displays symptoms, the sibling will also remain at home until a negative test of the child displaying symptoms is confirmed. • Rooms used in such circumstances should be closed for 72 hours and follow current PHE advice of deep clean and disposal of contaminated waste • Contact parents and provide general 			

			information about sickness etc. and the key next steps such as closure of a class, or school			
	Use of face masks/coverings/PPE - Increased risk of Covid-19 spread	Staff Pupils	<ul style="list-style-type: none"> • Signage for hand washing • Signage - Catch it, Bin it, Kill it • Face masks - not recommended for routine usage in school settings, but available for staff if required (however not for use by pupils) 			
Lunchtimes - use of hall	Shared Use of tables increase spread of COVI19	Staff Pupils	<ul style="list-style-type: none"> • Staggered lunch times • Short spaced queues for lunch • Cleaning between sittings • Members of staff serving food to wear gloves and face masks 			
Play equipment	Contact points Surface contamination Increased risk of Covid-19 spread	Staff Pupils	<ul style="list-style-type: none"> • Games/PE equipment to be cleaned before use of another group • EY equipment cleaned daily • Wipes/gloves/sanitizers made available • Fixed playground equipment is out for bounds (to be reviewed in the autumn term) • Classes to have individual equipment. 			
Curriculum & Teaching	Curriculum - what essentials will be covered What will be available for pupils who do not return	Staff Pupils	<ul style="list-style-type: none"> • Focus on wellbeing of pupils - PHSE lessons Phonics, Reading (vocabulary), Writing, SPaG, maths, French or Enterprise skills and PE • Assemblies- praise/- music/ rights respecting to take place via zoom • Pupils who cannot come to school will be 			

			to be provided with home learning through google classrooms.			
Managing the needs of EHCP/ vulnerable students	Difficulty in following instructions may lead to spread of COVID 19	Staff Pupils	<ul style="list-style-type: none"> • Staff and pupil parents/carers to follow medical advice • Use of 121 TA where possible for pupils with EHCP guidance • Constant health monitoring and support on hygiene measures for vulnerable pupils • Individual care plans in place when needed 			
Wellbeing	Stress & Anxiety Pupils unable to concentrate/focus Mental health concerns	Staff Pupils Parents	<ul style="list-style-type: none"> • Monitor signs of stress and anxiety for both staff and pupils • Consider pupils and staff mental health and wellbeing and identify additional need for support • Continue with assemblies and messaging directly to children which addresses the potential for stress at this time, building on existing good work (e.g. Mental Health Week), reassuring them where possible, confirming that a level of worry is quite normal/ understandable, and providing clear routes for support. • Use of LA support and outside agencies • Regular contact and support by line manager for staff 			

APPENDIX V - Guidance on Zoom Sessions

Using Zoom at Shaftesbury Park

Before the lesson:

- You will be informed by the class teacher when and at what time the lesson will be taking place. **If you are late to the session you will be able join but there will be no repetition of what has already been taught.**
- Before the lesson the class teacher will let you know what materials (pencil, paper etc) you will need.
- Parents and carers will be asked to remain present in the room while the lesson is taking place.
- Be aware that these session may include points where pupils are required to do an independent task set by the teacher and then feedback. During these times the teacher's camera or microphone may be off. Parents of pupils with additional needs may need to support their child with the independent task.

During the lesson:

- For safeguarding reasons, all the Zoom lessons will be recorded. The teacher will let you know at the beginning of the session when recording starts.
- Please be ready for your Zoom lesson on time. The lesson will start and finish at the given times.
- The children will follow the same behaviour expectations as they do in school. They will be expected to listen carefully to the teaching and the instructions.
- It is ideal for all videos to be on during the lesson, where internet connection is unstable it may be beneficial at times to have the pupil's camera off. You may be asked at times to turn it on.
- During the lesson mics should be muted, unless your child is the speaker
- If your child has a question, there are 3 options: put their hand up so the teacher can see they have a question, use the 'raise your hand' button on Zoom or ask a question in the chat facility.
- If a child is interrupting the learning for others, the teacher will initially give the child a warning.
- If the child continues to interrupt then they will be put on mute for five minutes.
- If they continue with poor behaviour, they might be asked to leave the lesson.
- If there is consistent poor behaviour in a number of lessons, we will not allow your child to attend the Zoom lessons.
- Please do not interrupt the lesson, there will be time allocated for a toilet break and a snack. During this time their mic should be muted and video turned off.

The teacher will:

- Answer questions about the learning that your child has, if your child has significant difficulties accessing the learning this session may be followed up by the teacher to ensure continued access to the lesson for all.
- Give verbal feedback throughout the lesson.
- Pick up on any misconceptions that arise and address them in the meeting.
- Link the learning sent home to the Zoom lesson learning.
- Give feedback as the work is sent in.
- Lessons are to be recorded and saved on the P-drive in P-drive/pictures/2019-20/zoom

END