

COVID19: Full Opening Risk Assessment and Action Plan

SCHOOL NAME: Crowmarsh Gifford CE Primary School

OWNER: F. Barton

DATE: August 2020

Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken, and measures put in place to prepare for the full opening of the school and ensure the school continues to operate in a safe way.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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**The template below includes examples in grey, these are not exhaustive, and schools should adapt/edit/develop this RA to suit their sites on-going requirements informed by the OCC COVID19 schools full opening September 2020 guidance document and GOV.UK guidance-see link at the end of the document.*

**The completed RA should be regarded as a 'working document' and reviewed regularly (determined by the school) particularly at the start of the new term.*

ab	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Action Completed Date	Risk Level Post-Action
Engagement in Risk Assessment and Planning	Risk assessment process fully engages staff, Governing Body, Trust Board of Directors and Union Representatives.	Not everyone agrees and/or reads risk assessment	L	E-mail to sign and agree.		
Preparing Buildings and Facilities	Premises and utilities have been health and safety checked and building is compliant. • Water treatments • Fire alarm testing • Repairs • Grass cutting • PAT testing • Fridges and freezers • Boiler/ heating servicing • Internet services • Any other statutory inspections • Insurance covers reopening arrangements	<i>Caretaker goes off sick.</i> <i>Site has been closed for prolonged period</i> <i>Food remains in the freezer</i>	<i>M</i> <i>M</i> <i>M</i> <i>M</i>	<i>Source alternative suitably trained person</i> <i>Ensure this checklist is completed by end of INSET day</i> <i>Carry out a formal / recorded full pre-opening premises inspection.</i> <i>School hot water systems must be taken up to operating temperature at least 7 days prior to re-occupation and all taps nearest and furthest to any CWS (Cold Water Storage) tanks, hot water calorifiers and incoming mains water taps are then run each day to create good circulation prior to re-occupation.</i> <i>Determine with the Kites Kitchen how left- over</i>	<i>All completed and written up in folders.</i> <i>1/9/20</i> <i>Recorded in Jay's folders.</i> (Follow up with water company regarding water tank)	<i>L</i> <i>L</i>

				<i>frozen food should be dealt with and action as appropriate.</i>	Cleared 1/9/20	
	Office spaces re-designed to allow office-based staff to work safely.	<i>Office does not allow for adequate space between staff members.</i>	M	<i>Windows left open for ventilation. Only two staff members in office at one time – SR working from home.</i>	Sept 1 st 2020	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.	<i>Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained.</i>	M	<i>Maintain as much social distancing as is reasonably practicable One-way system in place to enter KS1 gate and exit the school. Signage in place.</i>	Sept 1 st 2020	L
	Consideration given to premises lettings and approach in place. 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	<i>External groups not following letting advice.</i>	M	<i>Scamps only external body using school site – they have their own risk assessment in place after conversations with HT</i>	Sept 1 st , 2020	L
	Consideration given to the arrangements for any deliveries.		M	<i>Signage in place – no visitors onto school site. Kitchen deliveries to back kitchen door. School deliveries left on</i>	Sept 1 st 2020	L

				doorstep.		
Emergency Evacuations	Evacuation routes are confirmed, and signage accurately reflects these. <i>NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.</i>	<i>Evacuation routes would cause multiple groups/bubbles of people to come into contact.</i>	M	<i>Revised evacuation procedure shared/practised with all staff and children.</i>	<i>First fire drill on 17th of September.</i>	L
	Consideration given to PEEP – buddies are assigned or reassigned according to available persons. Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff.	<i>Entries and Exits do not allow children to access/exit school buildings</i>	H	<i>PEEPS assessments need to be written</i> <i>Fire drill. E-mail to be sent to Andy Rawlings regarding year 1 accessibility Entries/Exits need to be adapted.</i>	<i>To be updated after first fire drill.</i> <i>August 27th 2020</i>	L
Cleaning and waste disposal	Enhanced cleaning regime is in place in line with COVID19: Cleaning in non-healthcare settings guidance .	<i>Cleaning schedule is not completed as necessary</i>	H	<i>Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, worksurfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.</i> <i>Hand towels and handwash are to be checked and replaced as needed</i>	<i>Ongoing</i>	L

				<i>Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush.</i> <i>Checklist to be completed weekly.</i>		
	Cleaning staff capacity is adequate to enable enhanced cleaning regime.	<i>Cleaning is not kept on top of.</i>	<i>H</i>	<i>Look into supply cleaning agency or people to help if someone is sick, etc</i>	<i>1/9/20</i>	<i>L</i>
	Adequate cleaning supplies and facilities around the school are in place. Arrangements for longer-term continual supplies are also in place.	<i>No hand sanitiser for visitors to reception.</i> <i>Low supply of soap.</i> <i>No long term plan for ordering.</i>	<i>M</i>	<i>Hand sanitiser available at the school entrance and key points in school.</i> <i>Waste bins in classrooms and pedal bins in toilets</i> <i>Toilets have hand towel as well.</i> <i>Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach</i> <i>Hand soap dispensers in all classrooms now</i> <i>Stock check and ordering schedule reviewed, and</i>	<i>1.9/20</i> <i>1/9/20</i> <i>August 2020 (new dispensers ordered)</i> <i>Handsoap dispensers on backorder</i>	<i>L</i>

				<i>order made.</i>		
	Sufficient time is available for the enhanced cleaning regime to take place.		<i>M</i>	<i>All KS1/KS2 staff advised to leave the site by 4:00 for cleaning to be undertaken.</i>	<i>1/9/20</i>	<i>L</i>
	Waste disposal process in place for potentially contaminated waste.		<i>L</i>	<i>Waste bags and containers - kept closed and stored separately from communal waste for 72 hours</i> <i>Waste collections made when the minimum number of persons are on site (i.e. after normal opening hours).</i>	<i>1//9/20</i>	<i>L</i>
	Process in place for safe removal and/or disposal of face masks.	<i>No face masks being used.</i>	<i>N/A</i>	<i>N/A</i>	<i>Staff using reusable ones where used – take them home to wash them. (reception staff)</i>	
Classrooms	Classrooms have been re/arranged to allow as much space between individuals as practical.	<i>No space for social distancing</i>	<i>M</i>	<i>On KS2 RA</i>		<i>L</i>
	Classroom entry and exit routes have been determined and appropriate signage in place.	<i>All on separate risk assessments</i>	<i>M</i>	<i>On separate risk assessments</i>		<i>L</i>
	Appropriate resources are available within all classrooms e.g. IT, age specific resources.			<i>All surfaces clear</i> <i>Manage</i>	<i>1/9/20</i>	

	NB: sharing of equipment should be limited to the bubble. Shared materials and surfaces should be cleaned and disinfected more frequently and before/after the equipment has been used by pupils in a different bubble.	<i>Soft toys, cushions and beanbags not easily washable.</i>	<i>M</i>	<i>tables/chair/furniture - size and positioning to be age appropriate</i>	<i>1/9/20</i>	<i>L</i>
	<i>M</i>		<i>Remove items which cannot easily be cleaned</i>	<i>L</i>		
	<i>L</i>		<i>e-Bug posters displayed:</i> • <i><u>Horrid hands</u></i> • <i><u>Super sneezes</u></i> • <i><u>Hand hygiene</u></i> • <i><u>Respiratory hygiene</u></i> • <i><u>Microbe mania</u></i>	<i>1/9/20</i>		<i>L</i>
	Furniture arranged to minimise contact as much as possible e.g. Desks side by side, facing front, where age appropriate.	<i>Tables in groups not enough space.</i>	<i>M</i>	<i>All desks face front where possible</i>	<i>1/9/20</i>	<i>L</i>
Staffing	Staffing numbers required for entire eligible cohort have been determined including support staff such as facilities, IT, midday and office/admin staff.	<i>Lack of staff</i>		<i>COVID-19 flowchart</i>	<i>Ongoing</i>	<i>L</i>
	Including at least one of the following: • Paediatric First aider		<i>H</i>	<i>Manage all appropriate first aid cover as</i>		

	(where children under 3yrs) • Designated Safeguarding Lead (DSL) • SENCO • Caretaker/site member • Office staff member	<i>Sickness</i>		<i>required</i>		
	Approach to staff absence reporting and recording in place. All staff aware.			<i>All staff aware</i>	<i>1/9/20</i>	
	Risk assessments in place for those staff who were previously working from home due to shielding, (clinically vulnerable and/or living with someone in these groups), and appropriate arrangements for mitigating risk are identified.	<i>Reception teacher is pregnant and will teach until January.</i>	<i>H</i>	<i>Specific RA completed.</i>	<i>1/9/20</i>	<i>L</i>
	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.	<i>Sickness</i>	<i>H</i>	<i>FB to cover where appropriate or other members of staff if possible</i>	<i>1/9/20</i>	<i>M</i>
	Consideration given to staff clothing expectations and information shared with staff.	<i>Staff told to wear anything they can wash easily</i>				
	Approaches for meetings and staff training in place.	<i>Not available face to face</i>	<i>M</i>	<i>Organise meetings through Zoom unless weather nice and can socially distance outside</i>	<i>1/9/20</i>	<i>L</i>
	Staffing roles and responsibilities with regards to the contingency of remote provision alongside in-	<i>Leave building 4:00</i>	<i>M</i>	<i>Agreed all staff have 2</i>		<i>L</i>

	school provision agreed and communicated.			<i>weeks plan in place per term for isolation and lockdown</i>	<i>1/9/20</i>	
	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.	<i>Redeployment of external lunchtime supervisors</i>	<i>Individual conversations with individual staff.</i>			
	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 pupils and colleagues is clear.	<i>No sufficient breaks</i>	<i>Two members of staff per class to ensure breaks are given</i>	<i>Staff are aware of support and advice for schools and pupils available from OCC http://schools.oxfordshire.gov.uk/cms/schoolsnews/guidance-bereavement-and-loss</i>	<i>ASAP</i>	<i>Complete</i>
	Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.	<i>Mixing of bubbles</i>	<i>H</i>	<i>All classrooms given own kettles/only office staff use staff room</i>	<i>Immediate</i>	<i>Complete L</i>
	Staff are clear on returning to work guidance. Process in place for use of the limited number of self-testing kits.	<i>New starters</i>	<i>H</i>	https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested	<i>Ongoing</i>	<i>L</i>
	The approach for inducting new starters has been reviewed and updated in line with current	<i>New Starters</i>	<i>H</i>	<i>Everyone given all guidance</i>	<i>Ongoing as</i>	<i>L</i>

	situation.			and new starters given risk assessments and policies	necessary	
	Return to school procedures are clear for all staff.	All clear -		Zoom meeting for all staff and a face to face meet-up		L
	Any staff contracts that need to be issued, extended or amended considering the current situation have been.	All completed				
	Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.	All completed				
	Arrangements in place for any visitors/ contractors on site, protocols and expectations shared. NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.	Visitors not clear about our protocol about PPE, etc.	H	Check with the contractor any requirements their employer has specified before visit. Share school protocols. Ensure all risk assessments given and taken from relevant people. (I.e. music service, etc)	Immediate and Ongoing	L
	Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.	Not clear about risks involved.	M	Share amended procedures, obtain their assessments outlining controls, e.g. only offering limited activities which maintain distancing, all equipment	As relevant.	L

				stringently cleaned.		
				All risk assessment shared.		
Group Sizes	All children are included in distinct groups/ 'bubbles' that do not mix with other groups	Children share toilets within bubbles. KS2 all share same toilets and KS1 and EYFS all share same toilets.	H	Use of radios. All staff to wipe down toilets after 'bubble' use.	Ongoing	L
	Staffing allocations to groups determined, minimising contact with multiple groups as much as possible.	Staff (PPA) move between bubble.	H	Use of radios. Staff wear masks when moving between bubbles	Ongoing update to risk assessments	L
Social Distancing	Arrangements for social distancing in place to consider: - Staggered school drop off/pick up times and locations (if possible) without reducing teaching time - Staggered or limited amounts of moving around the school/ corridors - Classroom design - Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches - Toilet arrangements	PPA have teachers mixing Children not social distancing	H	Staggered drop offs and pick ups. All staff and children in own bubbles. Only Ms Dark moving between year 3 and 4 on same day and Ms Barton on Wednesday and Thursday. All separate and staggered. See separate risk assessments for more details.	Update as necessary on relevant risk assessments.	L

	Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.	<i>All children arrive staggered and stay in bubble the whole day. Playtimes and lessons they all remain with the same bubble and class teachers.</i>				
	Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.	<i>Constant cleaning-additional cleaning if surfaces touched or resources shared. Behaviour policy</i>				
	Approach to assemblies – if still occurring, plan in place to manage social distancing.	<i>All assemblies are on Zoom for all classes until the foreseeable future. Teachers begin to do whole class assemblies guided by headteacher.</i>				
	Social distancing plans communicated with parents, including approach to breaches.	<i>All updated in letters. Communicated continuously through newsletter, emails and further update message.</i>				
	Arrangements in place for the use of the playground, including equipment.	<i>Bubbles mixing</i>	<i>M</i>	<i>Enhanced safe cleaning process in place for outdoor equipment. Cleaned between school and after school club. Rota system in place for the use of equipment.</i>	<i>Ongoing.</i>	<i>L</i>
Transport	Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible.	<i>Communicated through letters and updated regularly.</i>				
	Dedicated school transport follows the grouping/ bubble arrangement in line with the protocols in school,	<i>3 children on the bus – siblings and one year 6. Bus driver wears a mask. Children separated on the bus.</i>				

	as much as possible.					
	Support in place for pupils who have no alternative, to access public transport safely, adhering to social distancing protocols where possible.	N/A				
	Arrangements in place with transport providers to support any agreed staggered start/end time, where reasonably practicable to do so.	All in place.				
Catering	Arrangements in place to provide food to pupils on site, including the requirement of universal free school meals.	Mixing of bubble.	M	Kites kitchen has separate risk assessments in place. 3 members of staff – remain in bubble and all wear mask/and or visors when serving to children.	Sept 2020	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.	Mixing of bubbles Cleaning	H	All children take lunches in classrooms. Reception children eat in hall and all other children called into hall to get lunch via one way system.	Immediate	L
PPE	PPE requirements understood and appropriate supplies in place.	All in place.				

	Long term approach to obtaining adequate PPE supplies in place.					
Response to suspected/ confirmed case of COVID19 in school	Approach to confirmed COVID19 cases in place: during school day - Which staff member/s should be informed/ take action? - Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated - Cleaning procedure in place - Arrangements for informing parent community in place	<i>Confirmed cases and spread of infection</i>	<i>H</i>	Follow flow chart Headteacher to attend weekly briefings regarding COVID. Templates drawn up for ease of use. Key contact numbers given to office to ensure quick and rapid response. All details given to staff via risk assessments.	<i>Immediate</i>	<i>L</i>
	Approach to confirmed COVID19 cases in place: outside of school hours - Approach to relocating pupil away from certain parts of the school to clean, if possible - Cleaning procedure in place - Arrangements for informing parent community in place	<i>Mixing of bubbles and spread of infection</i>	<i>H</i>	Follow flow chart. Head teacher informed and contacts all relevant people via phone and e-mail.	<i>Immediate</i>	<i>L</i>
	Process in place for all staff to engage with the NHS Test and Trace process.	<i>Staff not engaging</i>	<i>M</i>	<i>Refer staff to key gov documents. Ensure staff are aware of all policy and procedures</i>	<i>Immediate</i>	<i>L</i>

Pupil Re-orientation <i>back into school after a period of closure/ being at home</i>	Approach and expectations around school uniform determined and communicated with parents.	<i>All communicated through letter and regular updates.</i>				
	Changes to the school day/timetables shared with parents.	<i>All communicated through letters and regular updates.</i>				
	All students instructed to bring a NAMED water bottle each day. Robust water fountain cleaning arrangements in place, if determined safe to use!	<i>Children don't bring water bottles into school</i>	<i>H</i>	Office stocks extra water bottles to give to classes. Regular updates sent to parents. Teachers remind parents at the end of the day	<i>Immediate</i>	<i>L</i>
	Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff. This includes bringing together pupils who have remained in school during closure and those at home and celebrating non-academic achievements of pupils whilst at home/ during school closure.	<i>Tiredness Lack of routine and consistency</i>	<i>H</i>	Approach to wellbeing central to curriculum. Regular updates with staff regarding wellbeing. Weekly meetings with teachers regarding their pupils and what support can be put in place.	<i>Immediate</i>	<i>L</i>
	Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.	<i>More support needed. Lack of resources/people</i>	<i>M</i>	Wellbeing core and central to everything. JR in place to support any children who need additional support – also to parents.	<i>Immediate</i>	<i>L</i>
	Consideration of the impact of COVID19 on families and whether	<i>More support needed. Lack of funding.</i>				<i>L</i>

	any additional support may be required: - Financial - Increased FSM eligibility - Referrals to social care and other support - PPG/ vulnerable groups		<i>M</i>	JR following up families who need additional support. Service families, Young Carers. All FSM children watched carefully and contact made with parents regularly.	<i>Immediate</i>	
Remote Education Contingency Plan	All students have access to technology and remote learning offer is available to be switched on as a contingency when needed.	<i>Bubble needs to self-isolate because of a positive case of COVID19.</i>	<i>M</i>	<i>Remote learning contingency available and ready to be 'switched-on' when needed. All classes have work ready to give out to those in self isolation or if they need to isolate as a bubble.</i>	<i>Immediate</i>	<i>L</i>
Safeguarding	Consideration given to any pupils who may need support with their return to school and consultation has been undertaken with the family and other agencies involved.	<i>Pupils previously deemed to be safer at home and family are anxious about returning to school.</i>	<i>M</i>	<i>Review the pupil risk assessment to identify any support or arrangements needed for their return to school. Discussions with individual families.</i>	<i>Ongoing and update as necessary.</i>	<i>L</i>
	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.			<i>Staff refresher training session on processes and procedures and the revised wellbeing material.</i>		
	Updated Child Protection Policy in place.	<i>Updated and all staff read and signed.</i>				
	Where appropriate, work with other agencies, such as social care,	<i>In place for particular children.</i>				

	has been undertaken to support vulnerable pupil to return to school.					
	Where physical contact is required in the context of managing behaviour, ensure appropriate hygiene measures are in place to mitigate any risk of transmission.	<i>Risk of COVID infection.</i>	<i>M</i>	<i>Update risk assessments. PPE in place. Staff fully briefed and trained.</i>	<i>Immediate</i>	<i>L</i>
Curriculum / learning environment	Current learning plans, revised expectations and required adjustments have been considered.	<i>Re looked at curriculum as a staff – keeping outside where possible. PE only outside. Laptops shared between classrooms after cleaning. And timetable set up for the use of these. Resources shared between children of the same bubble is limited where possible. If shared, cleaning regime in place.</i>				
	Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place? Each activity should be risk assessed and should not be run unless the risks can be mitigated insert link • PE guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport. Advice from organisations such as the Association for Physical Education and the Youth Sport Trust • Practical science lessons https://www.cleapss.org.uk					

	k/ - DT/ FT https://www.data.org.uk/f-or-education/primary/ - Swimming https://www.swimming.org/swimengland/pool-return-guidance-documents/ - EVC advice guidance states non overnight visits acceptable https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings					
	Whole school approach to adapting curriculum (S/M/L term), including: - Wellbeing curriculum - recognising 'non-curriculum' learning that has been done - capturing pupil achievements/ outcomes - utilising the DFE 'catch-up' funding and programmes	<i>Children with considerable gaps in learning. Children who need additional wellbeing support and nurture</i>	H	<i>Redevelop curriculum to meet the needs of our learners. Teachers to assess needs of their children.</i> <i>Continue to develop and look at as things develop. Weekly meetings with teachers to address support needed.</i>	Immediate and ongoing	L
	Student behaviour policy reviewed and reflects the current circumstances.	Behaviour Policy remains the same – relook at before December 2021				

SEND pupils	Approach to provision of the elements of the EHCP including health/therapies in place. https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#B	<i>All in place – arrange visits from external agencies when and as appropriate. Keep monitoring.</i>				
	Annual reviews.	<i>All in place with KL</i>				
	Requests for assessment considered.	<i>Monitor and assess as necessary. Gauge support from staff as needed during weekly meetings.</i>				
	Consider any SEN pupils who may need support with their return to school and consult with the family and other agencies involved. <i>Including any support required for pupil to understand new rules i.e. social distancing.</i>	<i>Further gaps than normal with many children.</i>	<i>M</i>	<i>All staff to be updated with regards to SEN information. Ensure weekly meetings with staff to gauge support needed and children to keep an eye on.</i>	<i>Immediate and ongoing</i>	<i>L</i>
Attendance	Approach to promoting and supporting attendance for all pupils determined, including those who may be anxious.	<i>Lack of attendance. Children missing from education Further gaps in children's learning.</i>	<i>H</i>	<i>Parents reminded of the importance of attendance. Constant reminders about when and when not to bring children into school</i>	<i>Immediate and ongoing.</i>	<i>M</i>
	Approach to support for parents where rates of persistent absence were high before closure.	<i>Lack of attendance. Children's gaps getting wider with lack of school.</i>	<i>H</i>	<i>Individual meetings in place for particular parents of concern. Constant focus on attendance. (Checked with attendance team – missing out on education is now 20 days)</i>	<i>Immediate and ongoing.</i>	<i>M</i>

Communication	Information shared with staff around the full opening plan, returning to site, amendments to usual working patterns/practices and groups.	<i>Lack of communication. New staff</i>	<i>M</i>	<i>All staff have face to face meetings. Weekly meetings with individual teachers – e-mail updates and staff meetings.</i>	<i>Immediate and ongoing</i>	<i>L</i>
	Governors/Trust Board of Directors consulted on full opening plans.	<i>All governors briefing before the full re-opening of school in September.</i>				
	Union representatives consulted on full opening plans.	<i>Headteacher liase with county and partnership headteachers with plans to re-open fully in September.</i>				
	Risk Assessment published on website	<i>Will be on website in the Autumn Term when fully updated after first few weeks settling in.</i>				
	Communications with parents on the: • Plan for full opening • Social distancing plan • Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning • Attendance • Uniform • Transport • Behaviour • NHS Test and Trace • Staggered start and end times • Expectations when in school and at home (if self-isolating is necessary) • Anticipated sanctions for breach of school guidelines and processes	<i>All parents sent letters regarding full reopening. Zoom sessions for new parents. Reception children parents have settling in sessions for the first two weeks (starting week after all other children begin) Timetables and letters sent regularly at the start of school and as updated ensure everything is communicated. Rewrite of the behaviour policy where necessary before end of Autumn term.</i>				

	Pupil communications around: • Changes to timetable • Social distancing arrangements • Staggered start times • Expectations when in school and at home (if self-isolating is necessary) • Travelling to and from school safely	<i>All children given information in classes by their class teachers. Clear about expectations and timetables. Most classrooms have visual timetables for any children who need it.</i>				
	On-going regular communication plans determined to ensure parents are kept well-informed	<i>Communication</i> <i>Parents mis-informed.</i>	<i>M</i>	<i>Letters, website updates, Twitter updates. Regular communication to all parents.</i>	<i>Ongoing</i>	<i>M</i>
Governors/Trust Board of Directors/ Governance	Meetings and decisions that need to be taken are prioritised.	<i>Agendas drawn up with chair and clerk – focusing on key areas in school and looking ahead.</i>				
	Governors are clear on their role in the planning and full opening of the school, including support to leaders.	<i>Unclear about roles – strategic and day to day.</i> <i>Communication</i>	<i>M</i>	<i>Roles revisited at the start of term. Chair and head work closely together to ensure streamlined process and to build trust with other governors.</i>	<i>Immediate and ongoing.</i>	<i>L</i>
	Approach to communication between Leaders and governors is clear and understood.					
	Governors prepared for start of school year (clerking, etc).	<i>All in hand and succession planning beginning to take place.</i>				
School events, including trips	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.	<i>All cancelled until further notice. Considerations for events on Zoom and planning for activities to bring the school together in different ways socially distanced and safe. Christmas activities being thought about to continue with traditions and to create new magic.</i>				

	https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings					
Finance	Additional costs incurred due to COVID19 are understood and clearly documented.	<i>Additional costs not included in budget.</i>	<i>H</i>	<i>SR keeping a full breakdown of all incurred costs during this time period.</i>	<i>Ongoing</i>	<i>L</i>
	Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM	<i>Additional costs not included in budget</i>	<i>H</i>	<i>SR keeping a full breakdown of all incurred costs.</i>	<i>Ongoing</i>	
	Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.	<i>Loss of income due to closure, etc.</i>	<i>M</i>	<i>Monitoring as appropriate but not really applicable.</i>	<i>Ongoing</i>	<i>L</i>
	Insurance claims, including visits/trips booked previously.	<i>All in hand and all monies already reimbursed. School residentials books again for next June/July if we get the go ahead.</i>				
	Consideration given to any support that may be brokered through working together, for example, partnerships, trusts etc.	<i>Discussing with partnership heads and will look at as necessary. Continuing to meet weekly with Oxfordshire group.</i>				
Before and after school clubs	Approach in place for before/after school clubs implements the necessary protective measures.	<i>Please see external lettings Scamps above</i>	<i>M</i>	<i>Scamps have their own risk assessments regarding children in school. Following our risk assessments where possible. KS1 and KS2 separate – and children within those bubble kept</i>	<i>Immediate</i>	<i>L</i>

				<i>2 metres apart where possible. All equipment cleaned at the end of every day.</i>		
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