**WEALD COMMUNITY PRIMARY SCHOOL: WIDER OPENING OF SCHOOL FROM 1st JUNE 2020- PLANNING AND DECISION-MAKING RISK ASSESSMENT**

The Headteacher and Chair of Governors are responsible for making decisions relating to the expansion of pupil numbers in the school. The decisions made take account of many local factors and recommendations and guidance issued by the DfE and KCC.

This document aims to provide a simple, high-level review mapped against the DfE’s Actions guidance.

**Using this tool**

* Section 1: RAG readiness for wider opening against the DfE’s recommended actions in the first column.
* Section 2: In relation to the areas where assessment of readiness is Red or Amber, a record of possible mitigation strategies and next steps
* Up-dating of risk assessment content as the circumstances and guidance change. Note Phase 4 amendments are written in **purple.**

**SECTION 1**

**PUPIL NUMBERS**

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| DfE Recommended actions | Red | Amber | Green | Actions |
| Identify likely number of pupils returning   * Years R, 1 and 6 | * Do not know how many pupils will attend and have not yet asked parents/carers. | * Have requested information from parents/carers and awaiting responses. | * Have received information from parents/carers and know how many children will be in attendance. | Prioritising Critical Workers and within that critical worker group children in R, 1 and 6.  Deadline for parents 3pm 22/05/2020 for parents to declare intentions. DP to compile.  All pupils expected in school from 01/09/20. Attendance figures to be monitored via Arbor weekly. |
| Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend) | * Numbers of key workers/vulnerable pupils will significantly restrict other year groups returning | * Numbers of key workers/vulnerable pupils may restrict other year groups returning | * Numbers of key workers/vulnerable pupils will not restrict other year groups returning | Attendance has been encouraged for vulnerable group since beginning of lockdown.  Prioritising critical worker children.  No pupils eligible for shielding. |
| Agree what returning support is available for vulnerable and/or disadvantaged children and put in place provision for the return of pupils with SEND in conjunction with families and other agencies and engage with partners who will help provide that support | * Having risk assessed individual pupil needs I cannot accommodate all the required pupils with SEND safely | * Having risk assessed individual pupil needs I can accommodate some pupils with SEND safely | * Having risk assessed individual pupil needs I can accommodate all the required pupils with SEND safely | CD to work 1:2 with R&N Y1. Designated support plus support for CD.  SEND support returns to usual model from 01/09/20, overseen and monitored by AC & HH. |

**STAFF**

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| **DfE Recommended Action** | RED | AMBER | GREEN | Actions |
| Teaching staff resource needed for expected pupil numbers | * Having surveyed my staff, I do not have sufficient numbers to meet necessary ratios for the likely number of returning pupils * We do not know which staff are available | * Having surveyed my staff, I have sufficient numbers to meet necessary ratios for the likely number of returning pupils provided there is no sickness * We have asked which staff are available and are collating responses * Some of our returning staff have not yet been able to make arrangements for their own children to attend school | * We know which staff can attend * Having surveyed my staff, I have sufficient numbers to meet necessary ratios for the likely number of returning pupils even if there is sickness * All returning staff have been able to make arrangements for their own children to attend school | Letter sent by DP to staff asking them to declare any reason for not retuning to work.  Responses received and DP liaising with staff to address concerns or difficulties in returning to work.  Sufficient ratios met for current provision and a list of staff on standby to cover any absence or illness as required.  Staffing framework reverts to provision for full re-opening: one teacher per class plus TA support. |
| Identify staff who can’t return to school at this point and how they can work from home   * Those who are clinically extremely vulnerable groups * Those who live with someone who is clinically extremely vulnerable | * We are not yet clear which staff are unable to return to work in school, either because we are not clear of the criteria or have not been able to collect the information | * We have identified staff who are unable to return to school due to being extremely clinically vulnerable or living with someone who is extremely clinically vulnerable (where we cannot provide stringent social distancing for them on site) and agreed roles in supporting the remote learning of pupils not attending school * We are not clear on our position regarding staff who do not meet these criteria but who are fearful of returning to school | * We have identified staff who are unable to return to school due to being extremely clinically vulnerable or living with someone who is extremely clinically vulnerable (where we cannot provide stringent social distancing for them on site) and agreed roles in supporting the remote learning of pupils not attending school * We have a clear position in relation to staff who have concerns / fears about returning | Those not returning to work in school, will be deployed via teams.  Degree of anxiety from some staff. DP discussed and answered any queries about return. Unless medical need, staff are expected to return as contractually obligated. Ensuring people understand that there is risk, but we are doing all we can to mitigate.  All staff eligible to return to work from 01/09/20. Focus on anxiety and work-life balance/staff welfare. |
| Decide content and timing of staff communication(s) including bringing staff in in advance of pupils returning if necessary | * We have not consulted with staff representatives or unions on our approach to expanding provision * We have consulted on our approach but the staff representatives are unhappy with it and this is limiting the number of returning staff | * We are in the process of consulting with staff | * All staff have been consulted with and have discussed the Weald COVID Action Plan at a staff meeting on 19/05/20 | Those members of staff who are required to return on the 1st June have been asked to attend school Friday 29th May for a familiarisation and training session. This will ensure staff understand:   * Layout * Hygiene * Logistics * Expectations * Safeguarding Process   All staff subject to COVID training (Phase 4) at INSET (01/09/20). |
| Consider options if necessary staffing levels can’t be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers) | * We do not have capacity for either a trained DSL and/or trained first aider to be on site all of the time * We are not able to ensure sufficient leadership capacity on site | * Our plans include provision of a trained DSL and trained first aider on site at all times but if either person is ill, we will not be able to sustain this provision * We hope to be able to ensure sufficient leadership capacity on site for the majority of the time | * We have capacity for trained DSL and trained first aider on site at all times * We are confident that we will be able to provide sufficient leadership capacity on site at all times | Member of Leadership Team on site at all times to continue. (All leadership are DSL trained) Understanding that DSL be reachable by phone if illness prevents all members of DSL trained staff from being on site.  This will be reviewed regularly in case of illness / self-isolation.  DSL contactable by phone in case of emergency. Ensure all staff know how to contact Kent Safeguarding Team:  **Front Door Urgent Help: 03000 41 11 11**  **Safeguarding Advice Team:**  **03000 41 24 45**  All the above applies to full re-opening. |
| Agree any flexible working arrangements needed to support any changes to your usual patterns (e.g. staggered start / end times) | * We will need staff to adopt different working times but have not yet agreed these arrangements | * We are in the process of agreeing revised staff working times that align with our new patterns of the school day / week | * We have agreed with all staff working times that align with our new patterns of the school day / week | New pattern of school day has been shared with staff and parents: 19/05/20  Final written confirmation and clarification to be sent by DP: 27/05/20  New timings for arrival and collection; circulation of bubbles/classes as outlined in Phase 4 of Action Plan. |
| Agree staff workload expectations (including for leaders) | * We have not yet considered the impact on staff workload and welfare of the planned approach to expanding pupil numbers * We are unable to expand numbers to the full expectation without negative impact on staff welfare and workload | * We are in the process of working out how to keep staff workload manageable while ensuring provision for all pupils * We may need to reduce the number of pupils in order to maintain reasonable workload | * We have considered the impact on workload and welfare of staff and are confident that we have reached a reasonable and manageable position * We are able to provide for the relevant pupil numbers within reasonable workload parameters | Those teaching most in school may need to be relieved of some of the online learning responsibilities. Details will be finalised once staffing has been defined.  Managing fatigue / well-being of staff – ensuring staff have opportunities for breaks, variety where possible (ie 1:1 support with challenging children).  Continued monitoring and discussion will be crucial.  Online learning retained for pupils away from school owing to illness or other causes. Division of work between staff attached to individual classes of children. |
| Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (e.g. risk management, curriculum, behaviour, safeguarding) | * We have not reviewed what staff training is needed in relation to these changes | * We have identified training needs and are developing a training plan | * We know what training needs are and we have a plan in place which is ready to deliver | Training package to be finalised by DP and delivered to staff on 29th May including:   * Behaviour expectations * Staff expectations * Safeguarding processes * Hygiene and safety routines |

**SITE MANAGEMENT**

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| **DfE Recommended Action** | RED | AMBER | GREEN | Actions |
| **Organisation:** Decide the physical and organisational structures needed to limit risks and limit movement around the building(s):   * Staggered start time, assembly groups, break times, lunch times, finish times * Access rooms from the outside where possible * Limit movement around the school * Ensure toilets do not get crowded   Agree how safety measures and messages will be implemented and displayed around the school. | * My site severely restricts the capacity for staggered drop offs and pick-ups (few entrances, issues around queuing, busy roads etc.) and it is difficult to implement effective plans * Staffing issues restrict our capacity to undertake staggered drop offs and pick ups | * Site restrictions and staff capacity make staggered drop offs and pick-ups impractical; these will need close monitoring and may require some improvement * Instructions for these transitions are not yet shared * Staff are yet to be briefed about these transitions | * My site allows me to easily organise staggered and safe drop offs and pick ups * Families have received detailed instructions for these transitions * Staff have been organised to ensure these transitions run smoothly and the site remains safe | DP to finalise instructions for transitions and provide written communication to parents and staff.  Staff will also be briefed on return to school on 29th May.  Further briefing/training for Phase 4 provision on 01/09/20. |
| * My school does not have a clear way through, and a one-way system is not feasible * The frequent use of external doors adds significant concern or risk | * A practical one-way system is difficult, expectations will be challenging to explain, and it may require almost constant monitoring * Pupils and families are yet to receive explanations about the one-way system * The frequent use of external doors provides some concern or risk | * Movement through my school is clear and doesn’t require a one-way system * ~~A practical one-way system is in place and all staff are familiar with it~~ **N/A** * ~~Pupils and families have had the one-way system explained to them~~ **N/A** * External doors are being used where practical   No change |  |
| * My site is old or restricted, making ventilation and circulation of air inhibited and ineffective * Most doors and windows cannot easily or safely be opened or left open | * A system of door propping and window opening is planned but difficult to undertake by all staff * Additional ventilation is not practical through open windows and doors, but rooms are not usually stuffy * Staff are yet to be informed about the need for good ventilation | * Where safe and practical to do so, windows will remain open and doors can be propped open or ajar * Staff understand the need for good ventilation and reduced door contact   No change. |  |
| * We feel unable to provide appropriate space to support staff rest needs and maintain social distancing | * Communal staff areas do not easily lend themselves for social distancing, but we are working with staff to provide flexible capacity * Appropriate resources and organisation (rotas etc) are being organised but not yet in place | * The staffroom and other communal areas have been adequately organised to support social distancing * Appropriate resources and organisation (rotas etc) are in place to support staff refreshment and toileting needs | Leadership Team to devise rota system for teaching pod teams use of the staffroom and strict guidelines on cleaning after use.  No change. |
| * My site and physical resources severely impede my capacity to increase space by moving and storing unneeded furniture | * Moving and storing furniture to increase space throughout the school is in progress but some aspects are not yet complete | * Where practical to do so, unneeded furniture has been moved and stored to increase space throughout functioning parts of the school | Furniture to be cleared and only number of desks required will be left in rooms.  Additional furniture and learning resources returned to classrooms. |
| * Site security is considerably reduced due to required changes; therefore a prioritisation review must take place | * Some aspects of site security are impacted by changes to the school routine and use of facilities, but these will soon be resolved | * Site security remains tight and is not significantly impacted by changes to the school routine or changes in use of facilities |  |
| * I do not yet have an Access Plan under development for opening, closing and site security | * Access, opening, closing and security may be hampered through illness, but an Access Plan is being formulated | * An access plan for opening, closing and general site security is in place | Leadership Team / DP to finalise Access Plan and share with staff.  All members of staff can access site in the usual fashion. |
| * We have measured /considered space needed to accommodate additional pupils safely; it is not possible | * We have measured /considered space needed to accommodate additional pupils; it is possible to accommodate some year groups safely | * We have measured /considered space needed to accommodate additional pupils, it is possible to accommodate all year groups safely | Current provision of Critical Group, R, Y1 and Y6 is accommodated safely. This will need to be reviewed as schools are advised to open for other year groups.  Space allocated and laid out to accommodate increased number of children according to DfE regulations/guidance. |
| * We have not yet considered how to ensure that office staff can maintain appropriate distance | * We are in the process of planning office space to ensure this can be achieved. | * We have rearranged offices and/or provided suitable PPE for those working in offices in close proximity. | PPE ordered for staff.  DP and office staff to create a rota to ensure social distancing.  School Office re-organised to enable social distancing. |
| **Classroom organisation:**   * Class sizes of no more than 15 * Classroom layout that facilitates social distancing * Children to stay in same classroom all day * Children to be led by the same member(s) of staff all day | * Given indicative pupil and staff numbers, we cannot provide class sizes of 15 | * Given indicative pupil and staff numbers, we will not be able to provide class sizes of 15 or smaller | * Given indicative pupil and staff numbers, we will be able to provide class sizes of 15 or smaller and |  |
| * We cannot maintain social distancing. | * We cannot maintain social distancing until a date later than 1 June 2020. | * We can maintain social distancing. | DP to reiterate to parents that school cannot guarantee compete social distancing and the risk that presents.  All staff to help children practise social distancing and provide a good model of this for pupils.  Class sizes up to 30 children. All other measures apply. |
| **Building works:** Agree approach to any scheduled or ongoing building works | * I cannot allow the continuation of scheduled or ongoing building work during term time, but this will have a negative impact on our ability to deliver in September | * I cannot allow the continuation of scheduled or ongoing building work, but I may be able to postpone planned building works until the summer break and be ready for September | * I do not have any scheduled or ongoing building works * I have been able to postpone all scheduled or ongoing building works without detrimental impact to the provision of education on the site now or from September * We can manage building works that are planned while maintaining safeguarding and social distancing arrangements |  |

**CATERING**

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| **DfE Recommended Action** | RED | AMBER | GREEN | Actions |
| **Catering:** Work with your catering supplier to ensure meals are available for all children in school Also, consider your arrangements for those year groups still out of school and eligible for benefits relating to free school meals | * Our catering supplier cannot provide staff or meals / our kitchen facilities do not allow for social distancing and we have no plans to mitigate this | * Our catering supplier cannot provide staff or meals / our kitchen facilities do not allow for social distancing but we can ask pupils to bring packed lunches and provide these for pupils entitled to FSM | * We are able to provide hot meals for pupils in school, both those who purchase meals and those who are eligible for FSM | Model is predicated on children not needing to take lunch at school due to school timings offered.  Exception is Y6 and Critical Workers children who will bring their own lunches in disposable packaging. Drink bottles to be brought and left a school for washing.  DP to reiterate these arrangements to parents.  Pupil premium children will continue to receive government vouchers.  Packed lunches for all children (either home-made or through catering company) from 01/09/20. |
| **Clubs:** Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with necessary protective measures) and under what terms | * We cannot provide breakfast / lunch / after-school clubs and have not yet communicated this to parents/carers. | * We cannot provide breakfast / lunch / after-school clubs and have plans to communicate this to parents/carers. | * We can provide some / all breakfast / lunch / after-school clubs while maintaining social distancing * We cannot provide breakfast / lunch / after-school clubs and have communicated this to parents/carers. | This has been communicated to parents in letter dated 19/05/20.  Email communication to parents encouraging use of Play4Ages after school care. Breakfast Club not operating. |
| **Suppliers:** Plan arrangements with your catering suppliers and check they are following appropriate social distancing and hygiene measures, including when in school | * We have not made contact with our suppliers. | * We have made contact with our suppliers and are working out how to ensure social distancing and hygiene measures can be assured. | * We have ensured consistency of supply and that social distancing and hygiene measures will be in place. | We have spoken with catering suppliers and informed them that we will not be requiring their services at this time. |

**PPE AND HYGIENE**

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| **DfE Recommended Action** | RED | AMBER | GREEN |  |
| **Protective measures:** Read the guidance on implementing protective measures in education and childcare settings and agree how this will be implemented in your school | * We have not rearranged offices nor provided suitable PPE for those working in offices in close proximity. | * We are planning to rearrange offices and provide suitable PPE for those working in offices in close proximity. | * We have rearranged offices and/or provided suitable PPE for those working in offices in close proximity. | Rota may need to be put in place for main office staff.  DP and office staff to discuss.  PPE equipment available and used in line with latest DfE guidelines. |
| **Cleaning:** Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school and how you will ensure sufficiency of supplies | * I am not able to provide my usual cleaning regime * I have not been able to make arrangements for enhanced cleaning that covers classrooms, resources, shared equipment * We still have items that are difficult to clean in classrooms and other spaces | * Additional cleaning is not yet possible, but my usual routines are still in place * We are in the process of confirming arrangements for enhanced cleaning of classrooms, and resources * We are in the process of removing items that are difficult to clean * We are in the process of confirming our protocol for cleaning shared equipment between uses | * I am able to include additional cleaning of classrooms, frequently touched areas and resources with appropriate cleaning products as part of our daily routine * We have removed from the classroom any items that would be difficult to clean * We have agreed protocols for the cleaning of equipment (toys, shared equipment) between uses | Outline strict guidelines for staff.  No change.  Enhanced package of cleaning including return of cleaner. |
| **Hygiene:** Decide the approach to enhance hygiene (for example toilet use, hand washing) and decide on policy related to usually shared items (books, toys, practical equipment) | * We have insufficient amounts of hygiene and cleaning products * Our storage will not accommodate additional cleaning products * We have not yet planned or increased/checked staff awareness around cleaning and hygiene products | * Additional cleaning products are ordered, and sufficient stock is currently on site * Storage is planned but still requires refinement * Staff awareness around cleaning materials is underway but incomplete | * Additional cleaning materials have been purchased * All detergents and similar products are able to be safely stored * Staff are aware of safe storage and use of cleaning materials | DP to outline expectations and processes regarding staff and cleaning. |
| * There are insufficient covered bins * Regular emptying of bins will be challenging | * Most functioning classrooms have a covered bin and additional units are ordered * Bin emptying may be increased but is currently part of normal end of day procedures | * Covered bins are available in each functioning room * Bin emptying is routinely increased within the day | Move covered bins to functioning rooms.  Remove any uncovered bins. |
| * Handwashing and sanitisations are currently difficult to undertake in classrooms * We have not yet planned or finalised a routine for hand washing and hygiene | * Not all classrooms have handwashing facilities or sanitiser, but these should be ready soon * Hand washing routine has been planned and sharing of expectations and procedures will happen soon | * Hand washing facilities are available within each classroom (sink or sanitizer) * A practical routine for regular hand washing is in place and staff, pupils and families understand it | Ensure sanitizer, hand wash and paper towels are fully stocked and available.  Ensure children are reminded of routine, 20 secs etc. Continue to remind and monitor.  DP to share hand washing routine plan with parents and staff.  Renewed emphasis. |
| **Classroom resources** | * There are insufficient resources in school for pupils to have individual trays of equipment * Some of our pupils will be disadvantaged if they are unable to take shared equipment home | * I will need to order additional resources so individual pupils can have their own equipment | * There are sufficient resources in school for pupils to have their own equipment | All activities must be carefully planned to avoid sharing of equipment. Any equipment used by more than one child must be thoroughly cleaned between uses.  DP to send Parents a clear list of stationery to send in with their children. Plastic pencil case or ziplok bag. All items labelled.  Children permitted to bring bags and learning resources. No superfluous items.  Y6 to use an exercise book. R and 1 to use paper and collate in file. |
| Plan the school level response should someone fall ill on site | * We have no protocols to address this * We are unable to provide a suitable isolation room for anyone that becomes unwell on site * We can provide an isolation space, but it will be impossible for the supervising member of staff to maintain a distance of 2 metres | * We know what we are going to do in the event of a positive test * We are in the process of identifying a suitable isolation room for anyone that becomes unwell on site and making arrangements for PPE in the room * We are in the process of confirming who and how we will clean all areas where the person with symptoms has been | * We have clear procedures for reporting symptoms and positive tests and a clear plan for the action we will take in such circumstances (including arrangements to clean areas where the symptomatic person has been) * We are able to provide a suitable isolation room for anyone that becomes unwell on site with accompanying PPE and space for the staff members to maintain social distance | Outlined in plan to staff and letter to parents.  Stated clearly in Phase 4 of the Action Plan. |
| Make arrangements for cases where PPE supplies will be needed (if your staff provide intimate care for any children and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home | * We do not have sufficient supplies of necessary PPE and we cannot get it * We are not confident that staff who need to provide first aid or treatment will be safe | * We do not have sufficient supplies of necessary PPE but we know what we need, have been able to order what we need and are awaiting delivery | * We have sufficient supplies of necessary PPE for appropriate staff and a clear policy for is use | PPE has been made available but is only enforced when staff are supporting a child who is unwell or in a first aid requirement.  Staff may wear face masks in communal areas and staff room. |

**POLICIES AND PROCEDURES**

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| **DfE Recommended Action** | RED | AMBER | GREEN | Actions |
| **Attendance:** Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school | * We are not clear what our policy should be where parents are unwilling for their children to return to school as a result of safety concerns or other practical barriers | * We are in the process of developing a clear policy and protocol in place for cases where parents are unwilling for their children to return to school as a result of safety concerns or other practical barriers | * We have a clear policy and protocol in place for cases where parents are unwilling for their children to return to school as a result of safety concerns or other practical barriers * Our policy includes the provision of home learning for these pupils | Communication to parents regarding their responsibilities. Mandatory attendance. |
| **Safeguarding**: Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from LA and update safeguarding policy if necessary | * We have not yet reviewed our safeguarding policy or fully identified where changes may need to be made | * We have reviewed our safeguarding policy and are in the process of finalising an approved addendum | * We have reviewed our safeguarding policy and governors have approved an addendum | Review policy – make it explicit what current policy is for reporting any concerns.  DP share any reviews with governors for approval and then share with staff.  Staff briefed to be vigilant for safeguarding/mental & emotional issues resulting from lockdown. |
| **Behaviour:** Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations | * We have not yet reviewed our behaviour policy or fully identified where changes may need to be made * We have not yet communicated new expectations to parents or planned how to do so with pupils | * We have reviewed our behaviour policy and are in the process of finalising changes. Once this is done we will need to communicate the revised expectations clearly to parents, pupils and staff | * We have reviewed our behaviour policy to reflect new rules and routines * Governors have approved the updated policy * Communication to staff and parents has clarified the new expectations, including for uniform and arrangements are in place to communicate to pupils on their return | Policy to be updated to reflect current situation and COVID-19.  DP to send to governors for approval.  DP to share with parents once finalised. |
| **Communication with parents:** Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, e.g. arrangements for drop-off/collection | * We do not have agreed communications and a contract set up for parents regarding pupils returning to school and attendance expectations | * We have agreed communications and a contract set up for parents regarding pupils returning to school and attendance expectations; however this does not reach all parents/carers | * We have agreed communications and a contract set up for parents regarding pupils returning to school and attendance expectations | DP to send written communication to parents outlining finalised arrangements including:   * Encouragement to attend school if they fall into one of the designated groups * Expectations of behaviour, resources etc.   All pupils to attend school and parents reassured of children’s safety. |
| **Suppliers:** Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (e.g. food suppliers, grounds maintenance, transport providers), including when in school | * We have not made contact with these suppliers/contractors. | * We have contacted all suppliers/contractors and are working out how to ensure social distancing and hygiene measures can be assured. | * We have confirmed effective social distancing and hygiene measures with all suppliers/contractors. | School office will contact all known suppliers and contractors who may be needed to visit the school to notify them of the procedures in place. This will be done case by case and prior to contractors visits.  DP to confirm this arrangement with office staff. |
| **Health and Safety:** Agree on any necessary updated health and safety policy and risk assessments | * We have not yet considered health and safety policy and procedural amendments which might be needed | * We have begun to consider health and safety policy and procedural arrangements which reflect amended arrangements for site transit/management | * We have reviewed our health and safety policy and procedural arrangements and have drafted an addendum to our health and safety policy which reflects amended arrangements for site transit/management | This document has been discussed in detail with leadership. DP to share with governors and then with all staff.  Revised risk assessment to be shared with and approved by governors. |
| **Pupil medication** | * We are not currently clear what medication needs our returning pupils will have * We do not have, and have not yet ordered, sufficient medication to ensure that we have adequate supply of up to date medication needed by returning pupils | * We have reviewed need and need to order additional medication to ensure that we have adequate supply of up to date medication needed by returning pupils | * We have reviewed need and have adequate supply of up to date medication needed by returning pupils | DP to write to parents and ask for an update on any medical conditions.  Parents asked to administer any medication at home wherever possible.  Call those parents of children returning to school where medical needs are known but have not been updated. |
| **PPE:** Making decisions on other items of PPE which fall outside of government guidance: for example, will you allow people to wear masks? Gloves? Scrubs/gowns? Face shields? | * We have not considered our policy on the ‘optional’ use of PPE beyond that recommended by the DfE (intimate care or a child who displays symptoms at school) | * We are forming a view on what we will do about ‘optional’ items of PPE | * We have decided what PPE will be permitted in school on an optional basis and communicated this to all stakeholders | Staff are able to make own decisions about what PPE they chose to wear. This has been communicated to staff.  Communication with parents in line with government guidance for full re-opening of schools. |
| **Impact assessment:** Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach | * In order to adhere to safety requirements, the school is not fully able to meet the normal expectations for staff and pupils with protected characteristics | * It is unlikely that the school’s approach will have a negative impact on pupils or staff with protected characteristics, but we will need to keep this under review | * I am confident that our planned approach will not have a negative impact on pupils or staff with protected characteristics |  |
| **Aligned policies:** Work with other school-based provision as necessary (e.g. nursery, SEN unity) to ensure policies are aligned where they need to be | * It has not been possible to align policies between the school and on-site provision resulting in risks to safety of staff and pupils | * Policies are being developed by the school and on-site providers and work needs to be done to check they are fully aligned or that variation is minimal and low risk | * The school has no on-site provision * All policies have been developed in tandem with on-site providers and are fully aligned |  |
| **Test, track and trace** | * We do not know how and where people can be tested | * We know what the test sites are and the circumstances in which people should be tested | * We have a clear statement ready to publish to all stakeholders regarding test sites and when people should seek tests | More research needed to understand this.  <https://www.gov.uk/apply-coronavirus-test-essential-workers> - Key Workers can apply here if they are showing symptoms. |
| * We do not yet have a protocol in place in the event of a member of staff or a pupil testing positive | * We know what we are going to do in the event of a positive test but need to clarify and communicate the protocol | * We have clear procedures for reporting symptoms and positive tests and a clear plan for the action we will take in such circumstances | Symptomatic 7 days isolation.  Rest of teaching pod 14 days isolation.  Procedures will follow government guidelines: consultation with local health protection team where individuals present with COVID symptoms. |
| * We are unable to provide ‘pods’ of 15 pupils with the same member(s) of staff at all times | * We are planning to operate with ‘pods’ of 15 pupils with the same member(s) of staff at all times but have not yet finalised some of the arrangements relating to this | * Pupils will be in ‘pods’ no larger than 15 with the same member (s)of staff at all times |  |

**WELL-BEING**

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| **DfE Recommended Action** | RED | AMBER | GREEN |  |
| **Staff well-being:** Put in place measures to check on staff wellbeing (including for leaders) | * Ways to check on wellbeing are informal and haphazard and do not include all staff. Support is not considered or available. | A plan is being developed which identifies possible mental health or wider well-being issues staff may face when returning to school. This includes:   * Identifying a range of sensitive and appropriate ways to check on wellbeing * Considering the ongoing nature of some well-being issues.   Exploring the range of support available and where it can be found. | * Processes are in place and functioning effectively to sensitively check on staff well-being. Knowledge of issues leads to wider or targeted offers of support. Appropriate sources of support have been identified and can be contacted. | Dedicated support contacts within school – AC and BB available for staff to discuss concerns with / well-being discussions.  Monitor on a case by case situation and as we move forward support strategies will be further developed.  Welfare arrangements for pupils and staff circulated to staff at INSET on 01/09/20. |
| **Pupil well-being:** Plan likely mental health, pastoral or wider well-being support for children returning to school (e.g. bereavement support) and discuss with LA what wider support services are available. Secure services for additional support and early help where possible (e.g. anxiety, mental health, behaviour, social care, changes to mobility) and consider how these might apply to pupils and students who were not previously affected. | * Ways to check on well-being are informal and haphazard and do not include all children. Support is not considered or available. | A plan is being developed which identifies possible mental health, pastoral or wider well-being issues children may face when returning to school. This includes:   * Identifying a range of sensitive and appropriate ways to check on well-being * Considering the ongoing nature of some wellbeing issues. * Exploring the range of support available and where it can be found. * Considering staff training to raise awareness of issues * Identifying specific areas of responsibility | * Processes are in place and functioning effectively to sensitively identify issues. Knowledge of issues leads to wider or targeted offers of support. * Appropriate sources of support have been identified and able to be utilised. | Leadership and SEND Teams to work with staff to identify any needs arising once returning to school and continue to monitor those children at home as we have been doing via video call and contact with parents.  DP to include possible issues within the return to school training given to staff. This has been outlined in the school plan and will continue to be developed and refined over time.  DP to make it clear who concerns about children should be raised with.  Staff to highlight children causing concern at weekly staff meetings. Follow-up to be decided. |

**LEARNING**

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| **DfE Recommended Action** | RED | AMBER | GREEN | Action |
| Agree what learning is appropriate (including relationship between face to face and remote education); for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to ‘catch-up’ | * We are unable to plan and cater for the varying needs of pupils returning to school or those at home * Curriculum priorities haven’t been agreed * Expectations have not been agreed by staff | * We are able to plan and cater for some of the varying needs of pupils returning to school but not those at home * Curriculum priorities have been agreed but not actioned * Expectations have been agreed by staff, but cannot all be met | * We are able to plan and cater for the varying needs of pupils returning to school and those at home * Curriculum priorities have been agreed * Expectations have been agreed by staff | GAP analysis for all pupils in all subjects and adjustment to curriculum to make up lost ground. |
| Work with LA and families to identify what provision can reasonably be provided for in line with EHCPs | * Having worked with appropriate professionals/families, we are unable to give appropriate provision to those with EHCPs in school or at home * We have not been able to work in collaboration with parents/professionals regarding provision for pupils with EHCP | * Having worked with appropriate professionals/families, we are able to give appropriate provision to those with EHCPs   + In school   + But not those at home | * Having worked with appropriate professionals/families, we are able to give appropriate provision to those with EHCPs   + In school   + At home |  |
| Agree ongoing learning offer for vulnerable children and children of critical workers who are in school but not in returning year groups | * We do not have an offer in place for pupils of vulnerable families and Critical Worker pupils not in identified returning year groups | * We have an offer in place for some pupils of vulnerable families and Critical Worker pupils not in identified returning year groups * More time needs to be spent on planning learning for these groups | We have an appropriate offer in place for pupils of vulnerable families and Key worker pupils not in identified returning year groups |  |
| Agree ongoing approach for learning for eligible pupils who can’t attend school, as well as offer for those that continue to be out of school | * We do not have the staff capacity to provide ongoing learning for those pupils who can’t/aren’t eligible to return | * We have an appropriate learning offer in place for some groups of pupils who can’t/aren’t eligible to return * This will be affected by staff capacity/technology/engagement | We have an appropriate learning offer in place for pupils who can’t/aren’t eligible to return | Ensure close monitoring of online learning to ensure engagement continues. And any children who are not engaging are supported. |

**2. READINESS SUMMARY**

Where sections above have been rated as Red or Amber, the table below explores and records:

* possible mitigation steps,
* the current solution and its rationale
* next steps planned in order to work towards the recommended practice

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| Barriers (Red and Amber areas) | Possible Mitigation | Current Solution and Rationale | Next Steps |
| We have identified training needs and are developing a training plan. | Staff will not return to work without access to this training. | DP working with leadership team to finalise training package. Agreed date for delivery 29th May 2020 for those staff returning to school. | DP finalise training plan and inform staff. |
| Communal staff areas do not easily lend themselves for social distancing, but we are working with staff to provide flexible capacity  Appropriate resources and organisation (rotas etc) are being organised but not yet in place | Staff room not in use until plan in place. | Staff will use toilets on the ground floor of the school and use main school kitchen facilities. | Leadership Team to devise a rota for staff room use and create strict, clear guidelines for effective cleaning after each use.  Cleaning materials and sanitizing products must be fully stocked and accessible in this communal area. |
| Access, opening, closing and security may be hampered through illness, but an Access Plan is being formulated | None immediately. | At present, DP is able to open and close the school each day. | DP to brief members of leadership team on process so they can take responsibility for this in case of sickness. |
| We have measured /considered space needed to accommodate additional pupils; it is possible to accommodate some year groups safely | Only open for current provision of Critical Group, R, Y1 and Y6. | Prioritise key groups as per DfE guidance. | Review provision as schools are instructed to open for further year groups. Pupil numbers are likely to fluctuate so constant revision will be crucial. |
| We are in the process of planning office space to ensure this can be achieved. | Office staff must check before coming into school that they will be alone in the office. | Rota being devised to ensure office staff are able to work safely. | DP and office staff to create a rota / relocate computers / desks to accommodate need for both staff members being in school at the same time. |
| We cannot maintain social distancing. | Small teaching pods.  Outdoor working wherever possible.  High levels of hygiene.  Constant reminders to children.  Children on individual desks. | Risks outlined clearly to parents alongside our plans to limit contact and maximise social distancing as much is as possible. | DP to reiterate to parents that school cannot guarantee compete social distancing and the risk that presents.  All staff to help children practise social distancing and provide a good model of this for pupils. |
| Our kitchen facilities do not allow for social distancing but we can ask pupils to bring packed lunches and provide these for pupils entitled to FSM. | None immediately. | Reception and Y1 children are returning part time (mornings only) so there is no requirement for lunch.  Y6 and Critical workers group will bring in their own packed lunches.  Pupil Premium children will continue to receive government vouchers. | DP to confirm plans and reiterate lunch requirements to parents. |
| Staff awareness around cleaning materials is underway but incomplete. | None immediately. | Placement of cleaning products for ease of access to be decided and share with staff. | DP to confirm location of cleaning products and materials as well as expectations during training 29th May. |
| Hand washing routine has been planned and sharing of expectations and procedures will happen soon. | None immediately. | Routine and plan in place. | DP to share plan with parents via letter and with staff during training. |
| We do not have sufficient supplies of necessary PPE but we know what we need, have been able to order what we need and are awaiting delivery. | Chase order with supplier. | PPE is optional unless staff are administering first aid. | DP to reiterate PPE use policy for staff and ensure they are aware of where it is stored. |
| We have reviewed our safeguarding policy and are in the process of finalising an approved addendum. | Verbal reminder during staff meeting of current process. | Not much change to existing policy.  Ensure staff are confident with process and who to contact with concerns.  Make Kent contacts available to all staff. | Finalise addendum with school governors as soon as possible and send to staff. |
| We have reviewed our behaviour policy and are in the process of finalising changes. Once this is done we will need to communicate the revised expectations clearly to parents, pupils and staff. | None immediately. | Awaiting governor approval. | Once approved, DP to share with staff, parents and pupils. |
| We do not have agreed communications and a contract set up for parents regarding pupils returning to school and attendance expectations. | Finalise over half term break before school reopens on June 1st. | DP finalising written communications for parents regarding returning to school and expectations. | Once finalised, communications to be shared with parents prior to 1st June. |
| We have not contacted these suppliers/contractors. | No contractors scheduled at present. | Office staff to contact any contractors required to enter school building and brief them on protocols prior to visit. | DP to liaise with office staff. |
| We have begun to consider health and safety policy and procedural arrangements which reflect amended arrangements for site transit/management. | Risk Assessment discussed in detail in leadership meeting and urgent matters addressed with staff. | Policies and procedures being reviewed and discussed amongst leadership and school governance teams. | Once finalised, share with staff. |
| We are not currently clear what medication needs our returning pupils will have.  We do not have, and have not yet ordered, sufficient medication to ensure that we have adequate supply of up to date medication needed by returning pupils. | Collate data before opening on 1st June. | Write to parents asking for an update on medical needs prior to their return to school.  Call parents of those children in key year groups with known medical needs for an update. | Check emergency medication (i.e. epipens) is in stock / in date prior to opening. |
| We do not know how and where people can be tested. | <https://www.gov.uk/apply-coronavirus-test-essential-workers>  Apply here within 3 days of showing symptoms. | More information is needed on local testing sites and on antibody testing. | DP / Leadership Team to seek advice from local schools and authorities. |
| A plan is being developed which identifies possible mental health or wider well-being issues staff may face when returning to school. This includes:   * Identifying a range of sensitive and appropriate ways to check on wellbeing. * Considering the ongoing nature of some well-being issues.   Exploring the range of support available and where it can be found. | Ongoing informal discussions. | Belinda B and Alice C to be signposted as contacts for staff needing support or a conversation. | Monitoring will be ongoing as we move forward. Issues will become clearer and potential strategies will develop through leadership discussions and staff meetings. |
| A plan is being developed which identifies possible mental health, pastoral or wider well-being issues children may face when returning to school. This includes:   * Identifying a range of sensitive and appropriate ways to check on well-being * Considering the ongoing nature of some wellbeing issues. * Exploring the range of support available and where it can be found. * Considering staff training to raise awareness of issues * Identifying specific areas of responsibility. | Raise awareness of potential issues as a priority so staff know what to consider when children return to school and who to raise concerns with. | Leadership and SEND Teams working together along with staff to discuss concerns about children. | Continue with “Around the Classes” check up during whole school staff meetings to provide opportunities for staff to raise concerns about children and colleagues to make suggestions for support.  Continue to develop awareness of staff as we move forward and update information about service available for families. |

**SUMMARY OF CURRENT EXPANSION/FULL RE-OPENNG APPROACH**

Based on the analysis above, our current approach to expansion and then full re-opening is as follows:

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| Expansion: as outlined in Phases 1, 2 & 3 of the Covid 19 Action Plan: letters to parents dated 19th & 27th May and 11th June.  Full re-opening from 01/09/20: Phase 4 of Action Plan communicated to parents on 06/09/20. |