

RISK ASSESSMENT FOR: Spring 2021 For Roe Green Infant School

School activities during COVID 19 outbreak.

During this evolving situation please monitor and follow government guidance given in the web links provided

All pupils, in all year groups, will return to school full-time from the beginning of the autumn term.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures.

RGI will thoroughly review its 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.

- 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
- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

As part of planning for full return in the autumn term, it is a legal requirement that RGI should revisit and update its risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term.

RGI will regularly review and update the RA:

to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

Having assessed their risk, RGI will work through the below system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their school, and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have SEND.

Key for abbreviations:

Local Health Protection Team: LHPT

Senior Leadership Team: SLT

Headteacher: HT

Head of School: HOS Deputy Head teacher: DH Assistant Head teacher: AH Premises Manager: PM Class Teachers: CT Support staff: SS Learning Support Assistants: LSAs Year Group Leaders: YGLs Teaching Assistants: TAs SMSAs School Meal Time Assistants: SMSAs Roe Green Junior School: RGJ Local Authority: LA Educational Visits Coordinator: EVCo Virtual Lead: VL Virtual Team: VT *Public Health England: PHE From 18 th August this body has been replaced by the National Institute for Health Protection: NIHP		
Establishment: Roe Green Infant School	Assessment by: Nicole Lobo (HT) Hema Dahale (Union Rep.) Dee Simpson (PSHE Lead) Elizabeth McLaren (DH)	Date: beginning February 23 rd 2021
Risk assessment number/ref: Amended 2/03/21 Amended 11/03/21 Amended 18/03/21 Amended 25/03/21 Amended 6/04/21 Amended 22/04/21 Amended 29/04/21 Amended 19/05/21 Amended 16/06/21	Headteacher Approval: Chair of Governors Approval:	Date: 2/03/21 Date:
All employers have a duty to consult employees on health and safety. Have staff been consulted in production of this risk assessment? Y/N		

Review and tailor the contents of this generic risk assessment to meet your school's individual circumstances.

- Actions determined as required but not yet in place should be moved from the 'What are you already doing?' column to the 'What further action is necessary?' column.
- Record any other **significant** findings and actions required to reduce risk further where existing controls are insufficient, assigning these actions

What are the hazards?	Checklist/Control Measure
<p>Prevention</p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID19) symptoms or who have someone in their household who does or have been advised by NHS test and trace to self-isolate, do not attend settings</p>	<p>With the government's latest guidance coming out for the 17th May 2021, the RA has been reviewed but nothing has changed for schools and so all strategies remain in place until the next review on 21st June 2021.</p> <p>A letter will be sent out by 21/05/21 to explain to parents that nothing has changed within schools.</p> <p>Class photos can take place if taken outside in the playground.</p> <p>With government's guidance out on Monday 14th June, links have been sent out. Nothing has changed for schools and so all strategies remain in place until the next review.</p> <p>Sports Day can go ahead but needs to be remaining in their bubbles. All equipment to be thoroughly cleaned before next bubbles use.</p> <p>Separate RA to be done. No parents, photos to be put onto the website.</p> <p>Traditional open days unlikely to be feasible this academic year. Meetings for both Nursery and Reception new parents to take place in small groups outside in the Nursery area. Reception meetings to take place all through the week beginning 21st June. Nursery meetings to take place 1-2nd July. In adverse weather Nursery will be closed so parents to come into the Nursery in groups and chairs cleaned down, no moving around and touching any resources, all visitors to wear masks. Reception parents will need to sit under the shelter (children in Nursery to remain inside). All visitors must wear a mask unless medically exempt.</p> <p>Pupils, staff and other adults do not come into the school if they have <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in the last 10 days, and anyone developing these symptoms during the school day will be sent home and told to take the test. Staff have been offered the rapid testing(LFTs) they can opt in/out at any time.</p> <p>If the individual with symptoms has not been able to get a test, they need to isolate for 10 days.</p> <p>If anyone in the school tests positive, across both schools, an email will be sent out from HT to confirm that a year group is isolating.</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>', which sets out that they must self-isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from the day after the symptomatic person tested positive.</p> <p>If the child /member of staff test positive and the message is received during the school day, a School Ping message will need to be sent out for parents to pick up their child asap. Once the children in each class has left then the staff members leave. No one else should go into the bubble and SLT stands at a safe distance to see everyone off the site, in full PPE kit. If a bubble goes down, then highly restricted movement around the school. A deep clean then needs to take place after 72 hours (rooms out of use until the deep clean takes place). Staff members to put all their planning into My Drive for remote learning and liaise with the Virtual Lead before going home.</p>

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	<p>Letter (translated for EAL parents) to go out to explain what 'self-isolation' means when a bubble is sent home. For example, those children isolating have come into contact with someone who has had a positive Covid-19 test and therefore need to remain at home and not come into school when collecting other siblings.</p> <p>Any children who come with siblings to drop /collect who are meant to be self-isolating are not allowed to come into the school and will be reminded that they should be at home to self-isolate.</p> <p>If a member of staff or child tests positive, bubbles self-isolate for ten days from the day after contact with the individual who tested positive.</p> <p>If a child is awaiting collection, they will be moved to the medical room where they can be isolated behind a closed door, with appropriate adult supervision. Ideally a window needs to be open for ventilation. Therefore, in the medical room the back door would need to be opened and the window opened that leads to the toilet. If it is not possible to isolate them in the medical room, then they will be moved to the small hall. If they need to go to the bathroom while waiting to be collected, they should use the disabled toilet. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). See <u>safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</u> guidance.</p> <p>GDPR: RGI will NOT share the names or details of people with coronavirus, unless it is essential to protect others.</p> <p>Once individuals have self- isolated for 10 days, RGI will not request evidence of negative test results before welcoming them back. See guidance https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</p>

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<p>2) Where recommended, the use of face coverings</p> <p>The school expects that all parents coming onto the school site should be wearing a face covering unless they are exempt for medical reasons and made known to a staff member. The staff will wear face coverings as detailed below.</p> <p>Additional face masks will be provided; in case a mask becomes soiled or broken. Plastic sealable bags will be provided for storage of masks</p>	<p>In our school, coming onto the school site it is not possible to maintain a safe social distance, therefore under the new guidance page 12 (issued on 22/02/21) it is recommended that face coverings* for adults on site for both staff and visitors (including parents) should be in use. These measures will be in place until Easter, where further guidance will be issued.</p> <p>People who have health conditions are exempt.</p> <p>Staff to maintain social distancing in school, especially in staff rooms during lunchtimes and break times. Keep staffrooms ventilated and be aware of time spent in face to face conversations. This needs to be especially noted in the conservatory staffroom on CC days.</p> <p>Face masks must be worn by all members of staff when in public areas of the school building and grounds.</p> <p>*face visors or shields should not be worn as an alternative to face coverings they are unlikely to be effective in reducing aerosol transmissions.</p> <p>Pupils or staff arriving in school wearing face coverings need to remove them safely, (all staff have had PPE training in June 2020) and pupils will be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before sitting at their table. Guidance on <u>safe working in education, childcare and children's social care</u> provides more advice. If children bring hand gels in leave this in their book bags.</p>

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<p>3) Clean hands thoroughly and more often than usual Including when putting on and removing face masks.</p>	<p>As with hand cleaning, RGI will continue to ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. Individual Risk Assessments will be in place in order to support these pupils and the staff working with them.</p> <p>RGI has installed four handwashing 'stations' in the playground areas so that all pupils can clean their hands regularly when they are outside.</p> <ul style="list-style-type: none"> • Hand sanitisers are stationed all around the outside of the school building for staff, parents and visitors to use. These may be used by children with supervision. • The use of hand sanitiser, given risks around ingestion, will continue to be supervised. Small children and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative • Signage is inside and outside of the classrooms to remind children to wash their hands regularly. • Children must clean their hands when they arrive at school, when they return from breaks, when they change rooms and before and after eating.

What are the hazards?	Checklist/Control Measure
<p>4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>	<ul style="list-style-type: none"> • Staff members who are working with children who may spit, need more opportunities to wash their hands. Before removing/ putting on face masks, clean hands before and after touching. Store them in an individual sealable plastic bag between use. If face covering becomes damp the cover should not be worn and removed carefully. It is advised to have a replacement to hand. <p>The 'catch it, bin it, kill it' approach continues to be very important. So staff can access the e-Bug coronavirus (COVID-19) website. https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus</p> <p>RGI will continue to ensure that there are enough tissues and bins available in the school to support pupils and staff to follow this routine.</p> <p>The yearly letter will go out to all parents, in the first week of children's return to school, to request for a tissue box for each child in every class to be sent in. Staff to replenish as needed. KG to send out letter 8/03/21</p> <p>Children to continue to be encouraged to sneeze or cough into their elbows. Some pupils with complex needs will struggle to maintain a good respiratory hygiene but they will be supported.</p> <p>Closed bins are in every classroom and in every other room used within the school. Ensure bins are provided for tissues in every classroom. Catch it, bin it, kill it messages to be displayed in and out of classrooms and discussed and understood in each class. Staff / students to use tissues when coughing or sneezing and then place the used tissue in the bin before washing hands.</p>

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<p>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents</p>	<p>RGi has put in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms / shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal. • Additional cleaner is in place working 4 hours daily. Timetable of cleaning is in place and will be regularly reviewed. • Half termly 'fogging' to take place. • It is expected that staff working in the classrooms will continue to wipe down surface areas and equipment when needed. All staff to adhere to: Protocols around cleaning for the rest of the spring term (this will be updated for the summer term). • Year groups to continue to use their own toilets, but toilets will continue to be cleaned regularly and pupils will continue to be encouraged to clean their hands thoroughly after using the toilet • Lunchtimes and playtimes will be staggered for Year group 'bubbles', this will also enable cleaning to take place throughout the day.

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<p>6) Consider how to minimise contact across the site and maintain social distancing wherever possible.</p>	<p>RGI will continue to ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will need to be supported and be toileted on a regular basis throughout the day. Individual Risk Assessments will be in place in order to support these pupils and the staff working with them. See: https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</p> <p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Every child will have their own pencil case that has a pencil, scissors and glue stick in them.</p> <p>EYFS only: children may use play dough but it MUST be thrown out daily. Soapy water may be used as part of play activities, it needs to be managed and monitored to a group a session and for each session the water must be changed.</p> <p>Classroom based resources, such as books and games, can be used and shared within the 'bubble'; these will be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as reading books, sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p><i>In the event that the current full time cleaner is absent, teachers to clean their rooms during the day. Toilets and the common areas to be cleaned by the premises team.</i></p> <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. RGI will do everything possible to minimise contacts and mixing whilst delivering a broad and balanced curriculum.</p> <p>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:</p> <ul style="list-style-type: none"> • children's ability to distance • the layout of our school • the feasibility of keeping distinct groups separate while offering a broad curriculum • At RGI the 'bubbles' will be year group 'bubbles' due to the lay out of the school, there is only one dining hall (that is shared with RGJ) and one playground for reception through to year 2 (360 children). The nursery is a separate building with two nursery rooms and can accommodate up to 80 children at any one time. The part time nursery having FTE of 40 children will also need to accommodate a morning and afternoon nursery. RGI shares its site with RGJ (being two separate schools) and has one entrance and exit. • Return week beginning 8th March <p>The operational guidance states: 'from the 8th March all pupils should attend school</p>

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	<p>To ensure the smooth reopening of the school to all pupils, we will be staggering the return to school with Nursery children starting on Wednesday 10th March. Nursery will therefore be closed on Monday 8th and Tuesday 9th March.</p> <p>Please see the table below for the return date of your child's bubble.</p> <table border="1" data-bbox="535 478 1892 726"> <thead> <tr> <th data-bbox="535 478 1214 526">YEAR GROUP</th><th data-bbox="1214 478 1892 526">DATE OF RETURN</th></tr> </thead> <tbody> <tr> <td data-bbox="535 526 1214 574">All Nursery bubbles</td><td data-bbox="1214 526 1892 574">Wednesday 10th March</td></tr> <tr> <td data-bbox="535 574 1214 622">Reception bubble</td><td data-bbox="1214 574 1892 622">Monday 8th March</td></tr> <tr> <td data-bbox="535 622 1214 670">Year 1 bubble</td><td data-bbox="1214 622 1892 670">Monday 8th March</td></tr> <tr> <td data-bbox="535 670 1214 726">Year 2 bubble</td><td data-bbox="1214 670 1892 726">Monday 8th March</td></tr> </tbody> </table> <p>Measures in the Classroom: Grouping children; The children will be placed in year group bubbles. 30 children in four classes per year group. Each class will have the class teacher and SMSA and TA/ LSA where needed. Movement of TAs across year groups will be kept to a minimum. If/when they need to cross into other year groups during the day, adults should maintain 2 metres distance from each other. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible. The children will remain in their classrooms for as much of the day as possible, sitting in rows for KS1 and in small groups for the EYFS (Reception to maintain use of the screens). <i>We have not been streaming for phonics since the beginning of the spring term, we will continue on this policy until Monday 17th May.</i> Assemblies will take place virtually. Lunchtimes and playtimes will be staggered and the dining hall will be cleaned between use. When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors during the school day. All children will be encouraged to walk to the left, facing forward with their hands on the hips/at their side. The logistics of the school means that RGI and RGJ share corridor space. Classes will remain within in their classrooms for most of the school day, when children are accessing the toilet, corridors will need to be checked by an adult before sending children down.</p>	YEAR GROUP	DATE OF RETURN	All Nursery bubbles	Wednesday 10 th March	Reception bubble	Monday 8 th March	Year 1 bubble	Monday 8 th March	Year 2 bubble	Monday 8 th March
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	<p>The door into the year 4 corridor, opposite the reception corridor should remain closed. Children are not to go to the main office or medical room unless with an adult. Lunch registers should be placed on a table by the classroom door for a member of the admin staff to collect in the morning.</p> <p>If a child falls unwell or hurts themselves either in the classroom or in the playground a member of staff will need to take them to the first aid room, via the main reception foyer. During lunchtime or break times unless wet days, the medical officer will stay in the first aid room. YGLs to collect the register and lunch registers to go into class.</p> <p>Children will not be doing monitored jobs, recycling etc... will need to be done by staff. School Council can take place.</p> <p>From Monday 3rd May 2021, water will be re-introduced into the EYFS. Water to be changed after every session. Antibacterial hand wash soap to be added into the water before use and keep the amount of water to a minimum. Children to wash their hands after use. In class two children to the tray. Outside four children to a tray. No sand use until further notice.</p> <p>Thursday 17th June Class photos will take place outside, however, with adverse weather expected Reception and KS1 to use the small hall and Nursery to use their classroom.</p> <p>Other considerations</p> <p>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories, transition packs are being sent out for all children under the umbrella of SEND support.</p> <p>Supply teachers, or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide</p>

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	<p>interventions as usual. Visitors to the site, such as contractors, will have to complete a questionnaire before coming in (see appendix 1) and read through and sign to agree the protocols for being on site (see appendix 2) before arrival. Where visits can happen outside of school hours, they will. A record will be kept of all visitors see (appendix 3).</p> <p>As the prevalence of coronavirus (COVID-19) has decreased and because resources are so important for the delivery of education, these can now become part of the classroom provision.</p> <p>ICT suite</p> <p>Each year group to use on the same day and to clean down after each class has been in. Ensure cleaning materials are stored in the room for access.</p> <p>As it is difficult for a class of 30 in the suite to all clearly see the IWB during the introduction to the lesson, 10 children will sit on the carpet during this time evenly spaced out.</p> <p>During the summer term Reception are doing ICT in classrooms and the suite will be used for Intervention groups.</p> <p>Library</p> <p>This is out of use until the end of the spring term. This will be reviewed for the summer term.</p> <p>Children will take home library books from within their classroom across the school.</p> <p>Library is now being used from the start of the summer term for Creative Curriculum days only KS1</p> <p>EYFS can use the library on a Friday afternoon or a Monday morning</p> <p>The Sensory Room</p> <p>The sensory room will need to be cleaned down after each use by the LSA. After using the room, the LSA will return the child to the classroom and to the care of the TA/teacher and then return to the sensory room to clean it down (table, chair and resources used). Please open the window when in use.</p> <p>Evergreen Building</p> <p>The building is shared with the junior school. The infants have the use of the building every Wednesday and then alternate weeks but not a Thursday.</p>

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	<p>Creative Curriculum Wednesday's Creative curriculum will remain for KS1 as the previous academic year, All of Year 1 on PPA on the same Wednesday, followed by Year 2 on the alternative Wednesday. Timetable for spring term: AM Drama LR/JV Computing RP PE AV Library</p> <p>Reception creative will be taken on a Wednesday by C L and on a Wednesday by B-S. J. until the end of the spring term. MA to take creative with CL on Wednesday from 21/04/21</p> <p>PE Each year group will use the small hall on the same day. No contact sports and use the outside where possible. The local secondary school has agreed the use of the field. PE coordinator to agree days and times. AW to reconfirm this agreement. Children to come in their PE kit on their allocated PE day, wearing a tracksuit of any colour on cold days. A PE timetable is in place outside the school for parents to see when their child is doing PE. Nothing to be put in the small hall or left in the storage area at the back. A box of tissues and closed bin should be in the small hall at all times. Cleaning equipment needs to be kept in the storage area. PE will be encouraged to take place outside or within the small hall or field. As with physical activity during the school day, contact sports will not take place. The curriculum timetable will ensure that, each year group bubble accesses different parts of the school on the same day for required lessons. All equipment used needs to be wiped down before storing, including the dots children use to stand on and cones. Children to go to the toilet before going to the small hall and clean hands thoroughly when leaving the hall.</p> <p>Computing Computing will be timetabled for each year group bubble to use on a specific day. Each class 'bubble' to wipe down the computers using wipes at the end of each session.</p> <p>Music From spring 2 in KS1, music lessons will begin with lessons based on playing non –wind instruments. The lessons will be timetabled for the use of the trolley. One day for each year group. The trolley will be cleaned in between the days by the teacher responsible for music. No singing in KS1 during the lockdown 31/03/21. In the EYFS singing continue to support the teaching of phonics and PSHE. Singing to be no more than 6 minutes' short bursts spread over the day</p>

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	<p>Science</p> <p>Following the CLEAPSS GL343 - Guide to doing practical work during the COVID-19 pandemic - Science - Version 2.04 - 20/08/20. Pupils will need to have access to the equipment they need for the activity. The equipment needed by each pair could be placed in a tray/or a plastic wallet.</p> <p>Pupils and staff must wash their hands before and after handling any equipment.</p> <p>If it is difficult for teachers to maintain a safe social distance then they need to consider a different approach to the activity, an alternative activity or doing a demonstration rather than a hands-on practical.</p> <p>The equipment used by the first group can be stored and brought back into use for a second Yr group, or it will need to be cleaned (or stored for 72 hours) if it is to be used by other bubbles.</p> <p>Teachers will need their own set of equipment for demonstrations and to show pupils how to carry out activities themselves. This equipment will need to be quarantined or, where possible, meticulously cleaned before it is used by another teacher, or forms part of a set for pupils.</p> <p>Equipment used by teachers to show pupils how to do an activity or part of an activity must not be 'borrowed' from one of the sets intended for pupils or given to pupils to use immediately after the teacher has handled it.</p> <p>An additional set of apparatus will be needed for use exclusively by the teacher.</p> <p>Once a practical activity is over, the equipment will need to be collected in. It is most likely that it will next be used by pupils from a different 'bubble'.</p> <p>Current DfE guidance (below) requires that any equipment being transferred between bubbles is either cleaned ('meticulously') or quarantined for up to 72 hours. (see note on the meaning of '<i>meticulous cleaning</i>' below)</p> <p><i>"Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles"</i></p> <p>CLEAPSS believes that it is not practicable to 'meticulously' clean science. 'Meticulous cleaning' does not mean sterilise. CLEAPSS believes that careful and thorough cleaning which includes the use of an appropriate disinfectant is the intended meaning. This can be achieved in a number of ways</p> <ul style="list-style-type: none"> <input type="checkbox"/> Immersion in a solution of disinfectant <input type="checkbox"/> Spraying with a disinfectant <input type="checkbox"/> Wiping surfaces with wipes impregnated with disinfectant

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	<p>Demonstrations are likely to be more common than ever. Clearly pupils cannot crowd around the table, however, if they stay in their work space they are unlikely to gain much from a traditional demonstration. A visualizer can be used to project what is being demonstrated for all to see.</p> <p>Inadvisable practical activities</p> <p>Activities which make use of straws or other equipment for blowing through e.g. blowing through water or using a musical instrument which you blow into to create a sound.</p> <p>Break times during the school day</p> <p>Morning break:</p> <table><tr><td>Year group</td><td>Reception</td><td>Year 1</td><td>Year 2</td></tr><tr><td>Time</td><td>10:15 -10:30</td><td>10:30 -10:45</td><td>10:45 -11:00</td></tr></table> <p>Access to the toilets for Reception is via the reception foyer as usual, Year 1 to go through Owl Class. Year 2 via the Reception Foyer. Corridor duty timetable will need to be covered by the TAs in their specific Year groups.</p> <p>Lunch break:</p> <table><tr><td>Year group</td><td>Reception</td><td>Year 1</td><td>Year 2</td></tr><tr><td>Time</td><td>11:30 -12:20</td><td>12:10 -1:00</td><td>12:20 -1:20</td></tr></table> <p>Lunchtime hall is used by both the Infant and Junior school; the divider will stay in place. The children sit on alternative seats, leaving a comfortable space around each child. The windows are open. The children do not use the toilets in the main hall but are escorted to toilets in the main building if needed.</p> <p>Lunchtime Hall times:</p> <table><tr><td>Year group</td><td>Reception</td><td>Year 1</td><td>Year 2</td></tr><tr><td>Time</td><td>11:30 -12:00 (handwashing to take place in the classroom)</td><td>12:05 -12 :35 (handwashing to take place in the classroom)</td><td>12:40 -1:10 (hand gel wash in the corridor)</td></tr></table> <p>Lunch Playground Times:</p>	Year group	Reception	Year 1	Year 2	Time	10:15 -10:30	10:30 -10:45	10:45 -11:00	Year group	Reception	Year 1	Year 2	Time	11:30 -12:20	12:10 -1:00	12:20 -1:20	Year group	Reception	Year 1	Year 2	Time	11:30 -12:00 (handwashing to take place in the classroom)	12:05 -12 :35 (handwashing to take place in the classroom)	12:40 -1:10 (hand gel wash in the corridor)
Year group	Reception	Year 1	Year 2																						
Time	10:15 -10:30	10:30 -10:45	10:45 -11:00																						
Year group	Reception	Year 1	Year 2																						
Time	11:30 -12:20	12:10 -1:00	12:20 -1:20																						
Year group	Reception	Year 1	Year 2																						
Time	11:30 -12:00 (handwashing to take place in the classroom)	12:05 -12 :35 (handwashing to take place in the classroom)	12:40 -1:10 (hand gel wash in the corridor)																						

What are the hazards?	Checklist/Control Measure			
	Year group	Reception	Year 1	Year 2
	Time	12:00 -12:20	12:35 -1:00	12:20 -12:40 1:10 -1:20
	Reception to use the toilet as soon as they come in at 12:20 to avoid the Yr 2 bubble. However, if a child in reception is in need they will be allowed to go to the toilet with an adult so that they are not crossing into the Year 2 bubble.			
	Year 1 SMSAs to be at the class doors in Year 1 for 12:00.			
	Year 1 teachers to take their children into the hall until end of spring term. Reception SMSA to give Owl Class teacher a thumbs up sign to say that the dining room has been cleaned and Year 1 can go into the hall.			
	Year 1 will access toilets via Owl Class and the Welfare officer will be in Stag Class.			
	Year 2 SMSAs to be outside in the playground for 12:10 to help reception get into the playground			
	Year 2 will access the toilets via the Reception Foyer and the welfare officer will sit in the Reception Foyer.			
	All Classes: Please go over the menu choice at the beginning of the day to help speed up the collection of the food.			
	Rainy lunchtimes:			
Additional cleaner to go into the dining hall, CTs, TAs, to clean the classrooms.				
Reception: 1 SMSA in GPs, BJs, RRS and YCs to double up in RRs. 1 SMSA to clean and remove trays.				
Year 1: SMSA to stay in Eagle class, SMSA to stay in Owls, Rabbits and Stags to go into the small hall with an SMSA and The Welfare officer, 1 SMSA and additional cleaner to the dining hall with members of SLT.				
Year 2: SMSA to stay in Squirrels, SMSA to stay in Fox Class and Badgers and Hedgehogs to go into the small hall with an SMSA and the Welfare Officer, 1 SMSA and additional cleaner into the dining room with members of the SLT.				
Year 2 SMSAs will need to come in at 12:00 on a rota basis to clean in the Nursery dining room.				
KS1 If there are any first aid issues, the child will be sent with a friend to the small hall to see the welfare officer.				
All staff working in the dining area will need to maintain safe distancing and the children will need to remain seated until everyone has finished. Children must not be sent out of the dining room on their own, to ensure that ‘bubbles’ do not meet. Staff working for Cater Link, will need to maintain their safe distancing and stay within the kitchen serving area, whilst children are in the room. The partition must be in place at all times. The infant serving staff will need to serve the infants only during the lunch time period. After each bubble has eaten, there is time given to wipe down the tables. Fresh water and cloths should be used for each bubble.				
Afternoon play:				
reception and year 1 teachers can use the designated fitness areas in the afternoon as timetabled by YGLs.				
No afternoon play for yr.2				
Staff:				

What are the hazards?	Checklist/Control Measure																
	<p>Staff are not to congregate in the staff room before or after school. Each staff bubble will be allocated its own area to have a break.</p> <ul style="list-style-type: none">Nursery: Nursery Staff RoomReception: Art Room (use the microwave from the Kid's Kitchen)Year 1: Staff Room/ Kid's Kitchen access through the Kid's KitchenYear 2: Staff kitchen and Dining Area. <p>Staff who are not class based to use one of the areas at a non-busy time and keep to this space.</p> <p>Dry food can now be shared in the individual staff rooms but must be placed in lidded containers and is the responsibility of the year group to keep it covered and removed when needed.</p> <p>Twilights, INSET and Staff meetings will continue to take place virtually</p> <table><tr><th></th><th>Planning</th><th>Staff meetings</th><th>Twilights</th><th>SLT</th></tr><tr><td>Time</td><td>Nursery:Wed Recep: Thurs Year 1: Wed Year 2: Wed</td><td>Fridays : 8:00 - 8:30</td><td>Tuesday :3:45 - 4:45</td><td>Mondays 3:45 - 4:45</td></tr></table> <p>Measures for arriving at and leaving school</p> <p>Staff need to keep face to face conversations with parents to a minimum and where possible encourage email/phone contact with parents.</p> <p>Each Year group will send out a year group newsletter at the end of each week that will be put on the website and school pinged out to parents. Other contact will continue through emails with the class teacher or via the admin and through Microsoft Team meetings.</p> <p>It is essential that new parents coming into school set up their school Ping contact onto their phones. IT manager to send out a how to guide to setting up school ping for parents and send this to YGLs for new parents.</p> <p>Staggered start and finish times:</p> <table><tr><td>Year group</td><td>Nursery PT</td><td>Nursery FT</td><td>Reception</td><td>Year 1</td><td>Year 2</td></tr></table>		Planning	Staff meetings	Twilights	SLT	Time	Nursery:Wed Recep: Thurs Year 1: Wed Year 2: Wed	Fridays : 8:00 - 8:30	Tuesday :3:45 - 4:45	Mondays 3:45 - 4:45	Year group	Nursery PT	Nursery FT	Reception	Year 1	Year 2
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Year group	Nursery PT	Nursery FT	Reception	Year 1	Year 2												

What are the hazards?	Checklist/Control Measure						
	Start time	8:30	12:30	9:00	*(8:30) 8:45	*(8:45) 8:55	*(9:00) 9:15
	Finish time	11:30	3:30	3:00	(2:30) 2:45	(2:45) 2:55	(3:00) 3:15
<p>*() Soft starts and finish times to keep the flow of children and parents coming in within reasonable social distancing expectations. In the event of extreme weather, all staff to be in their rooms/on duty by 8:30, children to come into school as they arrive.</p> <p>Nursery: bubbles use the Nursery entrance gate. Reception: use the Nursery entrance gate in the morning At the end of the day Reception children leave from the large black gates, parents come into the school keeping to a defined pathway and leave by the main entrance that is manned by a member of staff. Year 1: come in and dismiss from the Nursery entrance In adverse weather, late children in Year 1 will be taken from the dining room area to the playground shelter, class to wait with a teacher. When their parents arrive a member of the Year 1 team will collect them and take them to the green gate by Nursery</p> <p>Year 2: in the mornings will come in via the large black gate, they will walk into school by themselves, parents will drop off at the black gate. Children will walk through the Year 4 playground and go into school through the entrance by Blue Jays. Staff will be on duty to guide them in. Afternoon from the Nursery entrance. In adverse weather, year 2 will go to the dining room for 15:00. They will be dismissed from the dining room. In adverse weather at the end of the school day, Yr2 children who have a sibling in Reception have the option to leave with the Reception children. They remain in a separate bubble for dismissal.</p> <p>SLT members to be at the black gate and the green gate morning and afternoon. Staff to be extra vigilant at dismissal times, children being dismissed from the hall, there must be members of the Year 1/ 2 teams outside in the year 4 playground. There needs to be a balanced number of staff both in the hall and in the playground to ensure safety. YGLs (HD) to co-ordinate daily</p> <p>Timetable is in place for duties at the beginning, mid-day and end of days.</p>							

What are the hazards?	Checklist/Control Measure
	<p>We are operating soft starts and ends to the day in order to keep the arrivals and departures of children/parents maintaining at an even pace to maintain social distancing within the timings of the day and to avoid congestion on the pavements outside the school. We are three large schools on one busy road.</p> <p>Wider public transport: By public transport services, we mean routes which are also used by the general public In the area that serves RGI, many of our pupils normally make regular use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained. Its use by pupils, particularly in peak times, should be kept to an absolute minimum. Families using public transport should refer to the safer travel guidance for passengers. Coronavirus (COVID-19): safer travel guidance for passengers - GOV.UK (www.gov.uk) RGI will encourage parents, staff and pupils to walk or cycle to school if at all possible. Scooters/bikes shelters are in operation at the school. Two shelters placed outside the blue fence by the Reception end of the playground. These shelters are for Yr.2 New scooter/bike shelters have been placed round the back of the nursery for other year groups to use. The borough has appointed a patrol person and she has started in January 2021.</p> <p>Attendance <i>Attendance expectations</i> It is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development. Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the 8th March 2021. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; • schools' responsibilities to record attendance and follow up absence • the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

What are the hazards?	Checklist/Control Measure
	<p><i>Pupils who are shielding or self-isolating</i></p> <p>We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. However, it needs to be noted that:</p> <ul style="list-style-type: none"> • a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) • shielding advice for all adults and children is presently up until the 31st March, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding • if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). • some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Pediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people. <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will be able to immediately offer them access to remote education, via the virtual team. A letter has gone out to parents to identify which pupils will not be able to return.</p> <p>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p><i>Pupils and families who are anxious about return to school</i></p> <p>All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>For any parent/ child concerned about returning, in March, RGI will offer the family a MT meeting to meet with them to reassure them and ensure they have access to the school's RA plan.</p> <p>If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. RGI will make it clear to parents that pupils of compulsory school age</p>

What are the hazards?	Checklist/Control Measure
<p>7) Keep occupied spaces well ventilated.</p>	<p>must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</p> <p>RGI will continue to work with our families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.</p> <p>RGI will:</p> <ul style="list-style-type: none"> • communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year • identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic • use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance <p>RGI will continue to monitor attendance in the usual robust manner and work closely with the EWO or if involved social workers.</p> <ul style="list-style-type: none"> • work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance <p>Further technical guidance for schools to record attendance and absence, including what data schools will be asked to return to the department will be issued before the start of the autumn term.</p> <p>Register to be set up and kept locked away, to monitor cases of suspected coronavirus cases. To be maintained by the Welfare officer.</p> <p>If there are two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus or covid -19 is suspected, a dedicated advice service (Local health protection team) will be contacted. They can be reached by calling the DFE help line on 08000468687. Select option 1 for advice.</p>

What are the hazards?	Checklist/Control Measure
<p>8) Where necessary, wear appropriate personal protective equipment (PPE)</p> <p>Response to any infection</p> <p>9) Promote and engage in asymptomatic testing where possible</p>	<p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. RGI will achieve this by opening all the windows in the classrooms and where possible in the staff rooms and other areas. If necessary external opening doors will be used.</p> <p>All upper windows should be opened as this enables a better flow of air. Leave these open at the end of the school day, for the cleaners and RN will close them. All other windows should be closed by the teacher at the end of the day.</p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

What are the hazards?	Checklist/Control Measure
<p>Response to any infection</p> <p>10) Promote and engage with the NHS Test and Trace process</p>	<p>See the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p> <ul style="list-style-type: none"> Any member of staff changing children will need to use appropriate PPE, see: safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance. <p>Testing has begun for staff who have opted in. The RA is in place. Staff can opt in or out at any time.</p> <p>Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings. https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-sch</p> <p>staff members, parents and carers will need to:</p> <p>Book a test if they or their child has symptoms - the main symptoms are:</p> <ul style="list-style-type: none"> a high temperature, a new continuous cough, a loss or change to your sense of smell or taste <p>Self-isolate immediately and not come to school if:</p> <ul style="list-style-type: none"> they develop symptoms, they have been in close contact with someone who tests positive for coronavirus (COVID-19) 24 anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19) they are required to do so having recently travelled from certain other countries <p>Please read the following information regarding testing:</p> <p>They have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation</p>

What are the hazards?	Checklist/Control Measure
<p>11) Manage confirmed cases of Covid -19 amongst the school community.</p>	<p>They should provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace Polymerase Chain Reactions (PCR) tests for symptomatic testing Booking a polymerase chain reaction (PCR) test through 119 Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit. Polymerase Chain Reaction (PCR) tests contingency supply Separate to the asymptomatic testing regime, all schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived. Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere. You will need to decide how to prioritise the distribution of your test kits. These kits can be given directly to: staff / parents collecting a pupil who has developed symptoms at school. These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of coronavirus (COVID-19). Further information on test kits for schools and further education providers is available. Ask parents and staff to inform you as soon as they get their results. NHS COVID-19 app The app is available to anyone aged 16 and over to download if they choose. For some young people, particularly some with SEND, parents will need to decide whether their use of the app is appropriate. This will mean that some pupils in year 11, and most pupils in years 12 and above will be eligible to use the app and benefit from its features. Staff members are also able to use the app. The guidance for schools and further education colleges in England provides information about how the app works and guidance for its use within schools in England.</p> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). RGI will 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.</p> <p>DFE Help line 0800 046 8687 (select option 1)</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with RGI in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, RGI will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p>
<p>12) contain any outbreak by following PHE local health protection team advice.</p>	<p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with RGI in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, RGI will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p>

What are the hazards?	Checklist/Control Measure
<p>Part 2.</p>	<p>The decision as to whether the entirety of a bubble needs to self-isolate or just the class will be dependent on the DFE help line guidance. For this reason, there will be no streaming throughout the school, so that there is no mixing of classes inside.</p> <p>RGI will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</p> <p>(This will be updated at a later date)</p> <p>If RGI has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and must continue to work with our local health protection team who will be able to advise if additional action is required.</p> <p>School workforce</p>

What are the hazards?	Checklist/Control Measure
	<p>Following the reduction in the prevalence of coronavirus (COVID-19) from 8th March, we expect that most staff will attend school unless they have received a shielding letter until 31st March 2021.</p> <p>It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</p> <p>The head meets regularly with the HR lead who has carried out individual RAs for all staff, which will be updated on an individual basis if required. In certain circumstances the HT in agreement with the Governing Board will look at whether the staff member can work from home when required.</p> <p>Teachers will continue to be able to work from home for PPA in the afternoon.</p> <p><i>Staff who are clinically vulnerable or extremely clinically vulnerable</i></p> <p>Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p> <p>Advice for those who are clinically-vulnerable, including pregnant women, is available.</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that this will be reviewed by 31st March. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p><i>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</i></p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p>Staff do need to take responsibility to ensure they distance themselves as required. They need to maintain awareness of the situation at all times and think about how they are placing themselves in all situations, are they standing face to face during interactions or side to side, facing away, staff need to use the markings that are placed around the school. etc...</p> <p><i>Employer health and safety and equalities duties</i></p> <p>Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.</p> <p><i>Supporting staff</i></p> <p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p>

What are the hazards?	Checklist/Control Measure
	<p>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p><i>Staff deployment</i></p> <p>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of spring 2 half term. Managers should discuss and agree any changes to staff roles with individuals.</p> <p>RGI will discuss with staff any changes to their usual routines and this will be regularly reviewed.</p> <p>For example, first aiders who need to update their training may need to change their duties until the training is completed.</p> <p>It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. If, having pursued all the immediate options available, you still have concerns about your staffing capacity talk to your local authority or trust.</p> <p><i>Deploying support staff and accommodating visiting specialists</i></p> <p>RGI will continue to deploy support staff as needed for pupils with SEND. Specialist staff from outside the school to work with pupils in different classes or year groups, will need to follow RGI's RA and complete the visitor questionnaire (see appendix 1).</p> <p>Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments should not be at the expense of supporting pupils with SEND.</p> <p>Support staff capacity is not available as a result of covering staff who must shield until 31st March 2021.</p> <p>RGI always ensures that the person has the appropriate skills, expertise and experience to carry out any work, and discuss and agree any proposed changes in role or responsibility with members of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</p> <p>Reference: The Education Endowment Foundation (EEF) has published guidance on making the best use of teaching assistants to help primary and secondary schools.</p> <p>When deploying support staff flexibly it is important that head teachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity. Full guidance is provided in part 3 of keeping children safe in education.</p> <p>Nursery</p> <p>From Monday 22nd March the disapplication will no longer apply, however, under</p>

What are the hazards?	Checklist/Control Measure
	<p>3.30. The ratio and qualification requirements below apply to the total number of staff available to work directly with children. <u>Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.</u></p> <p>There will always a senior teacher on site and this does not compromise children's safety in any way. First aid, safeguarding etc. are all covered. Planning, safeguarding is always overseen by the senior member of staff. This will apply until 31st March when shielding ends. All staff who were shielding until 31st March 2021, can return into school on 1st April 2021. Children who have been shielding will return after the Easter break on Monday 19th April 2021</p> <p>Recruitment Not applicable at the present time.</p> <p>Supply teachers and other temporary or peripatetic teachers Schools can continue to engage supply teachers and other supply staff during this period. RGI uses the one agency Protocol. RGI currently has three supply teachers/ TA, 1 teacher working one day a week, the other two TAs are fulltime. Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with RGI's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.</p> <p>Safeguarding RGI will revise their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of all pupils. Schools must have regard to the statutory safeguarding guidance, and should refer to: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 RGI's Designated Safeguarding Lead is non class based for 2/3 days of the week. Communication with social workers, school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.</p>

What are the hazards?	Checklist/Control Measure
<p>Part 3</p>	<p>Catering The kitchen at RGS will be fully open from the 8th March 2021 and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19) Send Caterlink updated RAs.1/03/21 The wall division in the large hall, will support the Caterlink staff in helping to separate the contact between the two schools. Caterlink staff serving will need to keep to their set area in school for serving with minimum contact between the two serving teams. They will need to adhere to the guidelines set out by Caterlink with regard to PPE. SMSAs need to be regularly washing their hands to maintain strict hygiene. They need to stay within the set area of the dining hall. All children to face the opened windows and sit down one side of the tables. All children to leave the room at the same time, moving around the school. The serving hatch will need to be cleaned down after each class has been served. All staff over the lunch time period need to remember to socially distance. No teaching staff to have school lunch with the children (no duty meals)</p> <p>Estates It is important that, prior to reopening for 8th March 2021, all the usual pre-term building checks are undertaken to make the school safe. Buildings will have had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak. Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown. Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. In classrooms, it will be important that windows remain open for as much as the time as weather permits. Educational visits will continue to be suspended until further notice.</p> <p>School uniform RGI will expect that all children will attend school wearing school uniform from the 8th March 2021. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>Extra-curricular provision</p>

What are the hazards?	Checklist/Control Measure
	<p>RGI will consider resuming any breakfast and after-school provision, where possible, during the summer term. This availability will depend on maintaining the integrity of the bubbles and the availability of staff who wish to be involved in delivering this provision.</p> <p>Curriculum</p> <p>Curriculum expectations it is expected that the curriculum will support all pupils – particularly disadvantaged, SEND and vulnerable pupils –to give the catch-up support needed to make substantial progress by the end of the academic year.</p> <p>The key principles that underpin our advice on curriculum planning are as follows:</p> <ul style="list-style-type: none"> • Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life. • The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Informed by these principles, you should meet the following key curriculum expectations: • Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils' knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure. • You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Up to and including Key Stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive pupils of the knowledge and cultural capital they need to succeed in life. If you choose to suspend some subjects for some pupils (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents. <ul style="list-style-type: none"> • RGI will look to concentrate on closing gaps in the core subjects for children throughout the school. Initially, the focus will be on phonics, vocabulary development, reading, writing and maths. Assessment will be done through formative assessment not using 'formal' tests. Where possible RGI will adapt the new curriculum medium term plans, that reflect the new Ofsted framework, to

What are the hazards?	Checklist/Control Measure
	<p>continue to provide a broad and balanced curriculum but as a thematic approach, to ensure there are plenty of opportunities for reading and writing skills to be addressed through subjects such as history, geography and RE etc...</p> <ul style="list-style-type: none"> • Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. • RGI currently uses formative assessment as exemplified above and has been doing similar assessment work through the 'virtual' school. • RGI has developed remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils. RGI will plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. <p>RGI will consider if appropriate to suspend some subjects for some pupils in exceptional circumstances.</p> <p>Specific points for early years' foundation stage (EYFS) For pupils in Reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to coronavirus (COVID-19). For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For Reception, consider how all groups of children can be given equal opportunities for outdoor education. RGI will put in place a timetable for outdoor learning, time will need to be given to exchange resources, resources can then be put into trays for cleaning. Assessment will be based on formative assessment. The curriculum will continue to be taught through a weekly topic that encompasses all areas of the EYFS curriculum.</p> <p>Key Stages 1 and 2 For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages RGI: See above.</p>

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	<p>Relationships, sex and health education (RSHE) Schools are required to provide some relationships, sex and health education to all secondary age pupils in the academic year 2020 to 2021, and to provide some relationships and health education to all primary age pupils. You are also required by law to publish a Relationships and Sex Education (RSE) policy and to consult parents on this. You must engage with parents on the school's RSE policy. You can do this online and do not necessarily need to do so in person. You may choose to focus this year's RSHE teaching on the immediate needs of your pupils, such as health education, introducing a more comprehensive RSHE program in September 2021. You should prioritise RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health.</p> <p>RGI: We are having consultation with parents via a video that they will access on the school's website. Parents can read through the draft policy and read through a sample of lesson plans with a follow up questionnaire for any concerns. This consultation will be completed by the end of March. We continue to follow the Jig –Saw scheme, which in the spring term covers 'Healthy Me.' Teachers will adapt to meeting the needs of their pupils as they return to school. The school value for March is about keeping Safe and Healthy.</p> <p>Music, dance and drama in school You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.</p> <p>Minimising contact between individuals. The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff. As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults (RGI: Drama). You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. RGI is not undertaking any performances at the moment apart from the poetry assemblies which is done virtually.</p> <p>Government has published advice on safer singing. Playing outdoors Playing instruments and singing in groups should take place outdoors wherever possible.</p>

What are the hazards?	Checklist/Control Measure
	<p>RGI will look at concentrating on developing the children's knowledge of classical music and appreciation. Develop the music vocabulary, focus on clapping out rhythms and using instruments that are safe to use. In the EYFS, singing will have to become part of outside learning beyond the short bursts of 6 mins/ phonics. Singing for the rest of the school will take place outside. The school choir and poetry/singing assemblies are cancelled until further notice. This includes class assemblies, nativity and other concerts are also cancelled until deemed safe to resume.</p> <p>Physical activity in schools You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise. Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing. Swimming at RGS will be postponed until the summer term. PE lessons will take place either in the large hall (with all the windows open) or weather permitting outside. No contact sports will take place. The secondary school has agreed the use of their field and the weekly mile walking will resume once the conditions on the playing field have improved.</p> <p>Education, Health and Care (EHC) Plans You should, along with the local authority and health partners (where applicable), work with families to co-produce arrangements for delivering all therapies and support that would normally be in place for children with EHC plans. There may be times when it becomes more difficult to do so than usual, particularly if children and young people are isolating. Decisions should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach. The statutory duties and timescales remain in place for EHC needs assessments and reviews. At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way. It is important that you co-operate in supporting timely consultations over potential placements for September, and in providing families with advice and information where requested.</p>

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	<p>RGI: All SEND reviews have been completed for the spring term. All summer meetings will take place virtually. Any children who may be shielding until 31st March will be learning remotely. The SENDco will be calling/ emailing these families on a regular basis</p> <p>Catch-up support You will decide how the catch-up premium provided by Government is spent in your school. To help schools make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up and a further school planning guide: 2020 to 2021. The National Tutoring Programme will continue to offer tuition as normal and schools should continue to sign up and engage with the programme.</p> <p>Behaviour, discipline and wellbeing Your policies should set clear, reasonable and proportionate expectations of pupil behaviour. RGI has amended its policy to reflect any behaviours that may arise with pupils' return to school and for those pupils learning virtually. Support the rebuilding of friendships and social engagement Teachers are mindful of any well-being issues that may arise and will address them through the support of the PSHE lead and through the PSHE policy and curriculum. Please see the link below for additional support and information. https://www.minded.org.uk/Component/Details/685525</p> <p>During the whole of the lockdown period, the PSHE lead has run training for all staff to discuss what to expect when children come back, sharing resources that can be used to support the children, and this training pack is available for all staff via the LGFL mydrive. Also during all of the lock down the PSHE lead has continued and will continue over the spring/summer to post onto the school website; mindfulness ideas, links to relevant sites to support families. The weekly virtual values assemblies take place weekly. PSHE assemblies continue to take place weekly, virtually, for all children</p> <p>Assessment and accountability Inspection For state-funded schools, routine Ofsted inspections will remain suspended for the spring term. Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding. It is intended that routine Ofsted and ISI inspections will restart from summer 2021, with the exact timing being kept under review. The government has cancelled all statutory assessments planned for summer 2021. Assessments will be Teacher Assessment only and will not be reported to the DFE but will be reported to parents as part of their child's annual report.</p>

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	<p>Contingency planning for outbreaks: Plan B.</p> <p>RGI uses Google Classroom, Tapestry and Microsoft Teams as our main platforms. Please see the detailed outline for Remote Learning on the school's website.</p> <p>RGI will continue the effective strategies that the school has developed over the course of the lockdown from January through to 8th March 2021</p> <p>Contingency plans for self-isolating or shielding</p> <p>For individuals or groups of self-isolating pupils, shielding, remote education plans will be in place.</p> <p>At the moment RGI will have two working plans and staff who are working to these plans. There is the plan working directly at the school for the full opening and the staff who are supporting the virtual school, as they are shielding until 31st March 2021. This approach has proven to be very successful during the last year.</p>