

# COVID19: Updated NOVEMBER 2021 Risk Assessment and Action Plan

**SCHOOL NAME:** Holy Trinity Catholic School

**OWNER:** Lorna Buchanan

**DATE:** 28.11.21

## **Purpose of this document:**

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken, and measures put in place [for the return to school September 2021](#) and ensure the school continues to operate in a safe way.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

- School specific Health and Safety Policy
- First Aid Policy
- DFE Guidance relating to COVID19 [Guidance for schools: coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#)
- [Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 - RIDDOR - HSE](#)
- [The Health Protection \(Notification\) Regulations 2010 \(legislation.gov.uk\)](#)
- Public Health England (PHE) (2017) [Health protection in schools and other childcare facilities - GOV.UK \(www.gov.uk\)](#)

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Action Completed Date	Risk Level Post-Action
<b>Engagement in Risk Assessment and Planning</b>	Risk assessment process fully engages staff, governing board and union representatives. <a href="#">Schools COVID-19 operational guidance - GOV.UK (www.gov.uk)</a> <a href="#">Actions for early years and childcare providers</a>	<b>All staff to have access to risk assessment</b>	<b>M</b>	<b>All staff to read risk assessment</b>		<b>L</b>
<b>Site Arrangements</b> <a href="#">Coronavirus: latest information and advice - HSE news</a>	<b>Review</b> office space(s) to allow staff to continue to work safely.	<i>Windows should be open</i>	<i>M</i>			<i>L</i>
	<b>Review</b> access/egress by pupils, staff, visitors and manage as appropriate for the safety of all-based on summer term processes/procedures. What worked/what didn't. Any other physical changes necessary? Maintain one-way system(s), appropriate signage etc	<i>Bottlenecks likely at entrance to school.</i>	<i>M</i>	<i>Two entrances and exits to reduce bottlenecks. Parents to wait outside classrooms to reduce bottlenecks at school entrance. As one way system would mean more crowding.</i>		<i>L</i>
	<b>Review</b> premises lettings and best practice approach, as required	<i>No lettings to take place</i>	<i>L</i>			<i>Zero</i>
	Consideration given to the arrangements for any deliveries.	<i>Deliveries to be made after 8.50 and before 2.45 where possible.</i>	<i>M</i>	<i>Staff to monitor gates at drop off and pick up to stop deliveries entering school grounds.</i>		

	Regular communication with Parents/Carers confirming expectations/requirements when on the school site. Appointment only procedure still in place?	<i>Weekly regular updates sent out to parents and carers.</i>		<i>Any new developments to be shared with parents immediately.</i>		
	Safe Contractor management	<i>All visitors to read risk assessment and visits kept to a minimum.</i>	<i>M</i>	<i>Visitor where possible to come after or before school. All visitors to wear face masks</i>		
<b>Emergency Evacuations</b>	<p>Evacuation routes are confirmed, and signage accurately reflects these. <i>NB In the event of emergency the priority is getting out of the building calmly.</i></p> <p>Consideration given to PEEP – buddies are assigned or reassigned according to available persons.</p> <p>Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff.</p>	<p><i>Evacuation routes would cause multiple groups of people to come into contact. More appropriate alternatives are possible.</i></p> <p><i>Staff needing to work from home are current PEEP buddies and so reassignment necessary.</i></p>	<i>M</i>	<p><i>Revised evacuation procedure and share with all staff and children.</i></p> <p><i>Buddy system updated</i></p> <p><i>Arrange a Fire drill as soon into the new term as possible, capturing new pupils/staff</i></p>	<i>L</i>	<i>First full week back</i>
<b>Cleaning and waste disposal</b>	<b>Review</b> enhanced cleaning regime is in place in line with <a href="https://www.gov.uk/guidance/cleaning-of-non-healthcare-settings-outside-the-home">COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk)</a>			<i>Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, worksurfaces, door handles, taps etc. are all thoroughly</i>		

				<p><i>cleaned and disinfected regularly.</i></p> <p><i>Hand towels and handwash are to be checked and replaced as needed by (insert name or job titles) and cleaning staff</i></p> <p><i>Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush.</i></p>		
	Cleaning staff capacity is adequate to enable enhanced cleaning regime – any adjustments required?	<i>Cleaning staff</i>		<i>Enough cleaners to fully clean school daily. Staff to clean desks twice a day.</i>		
	<p>Adequate cleaning supplies and facilities around the school are in place. Any further changes necessary?</p> <p>Arrangements for longer-term continual supplies are also in place.</p>	<p><i>No hand sanitiser for visitors to reception.</i></p> <p><i>Classrooms do not have tissues.</i></p> <p><i>Low supply of soap.</i></p>	<i>M</i>	<p><i>Hand sanitiser available at the school entrance</i></p> <p><i>Lidded bins in classrooms</i></p> <p><i>Disposable tissues in each classroom to implement the ‘catch it, bin it, kill it’ approach</i></p>		<i>L</i>

				Stock check and ordering schedule reviewed, and order made.		
	Sufficient time is available for the enhanced cleaning regime to take place.		M	All staff advised to leave the site by 4pm in order for cleaning to be undertaken.		L
	Waste disposal process in place for potentially contaminated waste, including testing waste.			<p>Waste bags and containers - kept closed and stored separately from communal waste for 72 hours</p> <p>Waste collections made when the minimum number of persons are on site (i.e. after normal opening hours).</p> <p><a href="https://www.gov.uk/guidance/covid-19-cleaning-non-healthcare-settings-outside-the-home">COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk)</a></p>		
	Process in place for safe removal and/or disposal of face masks (if this is a school requirement).			Dispose of in a lidded bin.		
	Safe and appropriate storage of large supplies of <a href="#">alcohol gel</a>	No flammable store	H	Source appropriately sized flammable store		
Classrooms	Classrooms allow as much space between individuals as practical.					
	<b>Review</b> classroom entry and exit routes, any further changes			Staff to monitor CO2 monitors to ensure		

	required and is appropriate signage in place. Consider lessons learnt from earlier in the year.			classrooms are well ventilated.		
	<p>Appropriate resources are available within all classrooms e.g. IT, age specific resources.</p> <p><b>Review</b> non-essential equipment or resources which are not easily washable or wipeable.</p> <p><b>Review</b> information posters which are displayed across the site; at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets, are any changes necessary?</p>	<p><i>Inappropriate sized equipment for smaller children in Classroom B.</i></p> <p><i>Soft toys, cushions and beanbags in classroom are not easily washable.</i></p> <p><i>No COVID19 information posters currently in place. Limited reminders/awareness for children.</i></p>	<p>L</p> <p>M</p> <p>L</p>	<p><i>Clean shared equipment after use</i></p> <p><i>Remove soft furnishings</i></p> <p><i>e-Bug posters displayed:</i></p> <ul style="list-style-type: none"> <li><i><u>Horrid hands</u></i></li> <li><i><u>Super sneezes</u></i></li> <li><i><u>Hand hygiene</u></i></li> <li><i><u>Respiratory hygiene</u></i></li> </ul> <p><i><u>Microbe mania</u></i></p>		<p>L</p> <p>L</p> <p>L</p>
	Furniture arranged to minimise contact as much as possible e.g. Desks side by side, facing front, where age appropriate.	<i>Chairs not comfortable for long term use</i>		<ul style="list-style-type: none"> <li><i>Acquiring more suitable chairs/stools.</i></li> </ul>		

	<p><b>Increased ventilation</b> (where reasonably practicable – cost versus risk exercise).</p> <p>Currently under review by OCC H&amp;S in conjunction with other LA's/DfE/HSE Guidance - <a href="#"><i>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE COVID-19 advice</i></a> provides more information.</p> <p>The current <a href="#"><i>Schools COVID guidance</i></a> states</p> <p>"DfE is working with Public Health England, NHS Test and Trace, and the Scientific Advisory Group for Emergencies (SAGE) on a pilot project to measure CO2 levels in classrooms and exploring options to help improve ventilation in settings, <b>where needed</b>."</p>	<p><i>Reminder to keep windows/doors open as much as practically possible and/or purge fresh air at mid-morning and lunch break. Investigating options for improving mechanical ventilation system, where practicable to do so.</i></p> <p><i>Following DfE, HSE and CIBSE guidance, schools should, as part of their risk assessment, be identifying <b>any areas of concern</b>. e.g., where there's no natural ventilation/air flow; areas that feel stuffy etc.</i></p>		<p><a href="#"><u>Ventilation and air conditioning during the coronavirus (COVID-19) pandemic (hse.gov.uk)</u></a></p> <p>Monitor CO2 monitors in classrooms</p>		
Staffing						
	Approach to staff absence reporting and recording in place. All staff aware.			All in place.		
	<b>Review</b> any individual staff risk assessments (clinically extremely vulnerable, pregnant staff), are there appropriate and sufficient arrangements in place for mitigating risks as identified.		H	Pregnancy risk assessment done for pregnant member of staff.		L

	<a href="#">Guidance on protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</a>  <a href="#">Coronavirus: how to stay safe and help prevent the spread - GOV.UK (www.gov.uk)</a>  Communication arrangements are in place and clear for staff concerning their role in continuing to support the working of the school.			Yes		
	Plans to respond to any increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.			<i>In place</i>		
	Where appropriate/necessary, consideration given to staff clothing expectations and information shared with staff. to ensure clothes worn are easily washable (e.g. no ties).			<i>New clothing expectation in place from September.</i>		
	Approaches for meetings and staff training in place.			Yes		
	Staffing roles and responsibilities with regards to the contingency remote provision alongside in-school provision agreed and communicated.			<i>All agreed. Remote learning, new member of staff trained.</i>		



	<p>Consideration given to the options for redeployment of staff to support the effective working of the school.</p> <p>If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with.</p>	<p><i>TA s are required to lead some groups as not enough teachers on site to cover numbers.</i></p>				
	<p>Approach to support wellbeing, mental health and resilience in place, including bereavement support.</p> <p>How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</p>			<p><i>Staff are aware of support and advice for schools and pupils available from OCC</i></p> <p><a href="http://schools.oxfordshire.gov.uk/cms/content/employee-assistance-programme">http://schools.oxfordshire.gov.uk/cms/content/employee-assistance-programme</a></p>		
	<p>Arrangements for accessing testing are in place. Staff are clear on how and when to access a test.</p>			<p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></p>		
	<p>The approach for inducting new starters has been reviewed and updated in line with current situation.</p>			Yes		
	<p>Any staff contracts that need to be issued, extended or amended considering the current situation have been.</p>			Yes		

	Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.					
	<p><b>Review</b> and communicate arrangements for any visitors/contractors on site, protocols and expectations required.</p> <p>NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.</p>			<p><i>Check with the contractor any requirements their employer has specified before visit. Share school protocols.</i></p>		
	<p>Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</a></p>	<p><i>Decide on the delivery of this learning</i></p> <p><i>Share amended procedures, obtain their assessments outlining controls, e.g. only offering limited activities which maintain distancing, all equipment stringently cleaned.</i></p>		<p><i>ICT123 contractor updated with school protocol.</i></p>		
<b>Mixing and 'bubbles'</b>	GOV.UK no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used for any summer provision (for			<p><i>Assemblies will start but in Key Stages for the start of term.</i></p> <p><i>During covid outbreaks the Covid Outbreak Risk</i></p>		

<a href="https://www.gov.uk/guidance/schools-covid-19-operational-guidance">Schools COVID-19 operational guidance - GOV.UK (www.gov.uk)</a>	<p>example, summer schools) or in schools from the autumn term.</p> <p>As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch.</p> <p>You should make sure your contingency plans (sometimes called outbreak management plans) cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.</p> <p>Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.</p>			<i>Assessment will be applied</i>		
	<p>Identified solutions to any workforce capacity issues are in place.</p>					
<p><b>Social Distancing?</b> Hands, face, space and fresh air!</p>	<p><b>From GOV.UK;</b> Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. Employers should be able to explain the</p>					

	<p>measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace. If necessary, <b>review</b> arrangements for any continuation of protocols from summer term 2021:</p> <ul style="list-style-type: none"> <li>• Staggered school drop off/pick up times and locations (if possible) without reducing teaching time</li> <li>• Staggered or limited amounts of moving around the school/ corridors</li> <li>• Classroom design</li> <li>• Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches</li> <li>• Toilet arrangements</li> </ul>			<p><i>Consider zonal organisation to reduce movement and interaction between 'bubbles' in corridors and communal spaces.</i></p> <p><i>Extended school drop off times, two exits to be used to reduce social contact.</i></p> <p><i>Children to remain in class groups for lunch inside. Where possible cold lunches will be outside.</i></p>		
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	Approach to avoiding children and young people entering school congregating in large numbers			<i>On arrival, students move straight to class and sit at named table and wait for rest of class to arrive/class to begin.</i>		
	Approach to assemblies – <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a>	<i>Consider and review any alternative outdoor areas (weather permitting) for assemblies, classes etc.,</i>		<i>Key Stage assemblies to resume</i>		
	<b>Review</b> arrangements in place for the use of the playground, including equipment.			<i>Where reasonably practicable to do so, enhanced safe cleaning process in place for outdoor equipment</i>		
<b>Transport</b>	Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible.			<i>No pupils travel by public transport.</i>		
	Dedicated school transport follows the grouping/ bubble arrangement in line with the protocols in school, as much as possible.			<i>n/a</i>		
	Support in place for CYP who have no alternative, to access public			<i>n/a</i>		

	transport safely, recommending social distancing protocols where possible.					
	Arrangements in place with transport providers to support any staggered start/end times.					
	Children and young people reminded to wear face coverings on public and school transport. <i>See Visors/Face Covering below</i>					
<b>Catering</b>	<i>Review</i> arrangements in place to provide food to CYP on site, including the requirement of universal free school meals. Liaise with catering team/Contractor re any changes to processes and procedures/RA update			<i>Lunches to continue on site.</i>		
	<i>Review</i> arrangements for when and where pupils and staff will take lunch (and snack time if necessary) – any adjustments necessary?			Rec/Year1/Year2 to eat in classrooms to reduce contacts		
	<i>Review</i> arrangements for food deliveries in place – any adjustments necessary?					
<b>PPE</b>	<i>Review</i> PPE requirements and are appropriate supplies in place?			Yes		
<b>Visors/face coverings</b>	<a href="https://www.gov.uk/guidance/schools-covid-19-operational-guidance">Schools COVID-19 operational guidance - GOV.UK (www.gov.uk)</a> <b>Face coverings</b>					

	<p>Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas.</p> <p>The government has removed the requirement to wear face coverings in law but <b>expects and recommends</b> that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college.</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/852007/contingency-framework-education-and-childcare-settings.pdf">Contingency framework: education and childcare settings (publishing.service.gov.uk)</a></p>					
<p><b>Response to suspected/ confirmed case of COVID19 in school</b></p>	<p>Approach to confirmed COVID19 cases in place: during school day</p> <ul style="list-style-type: none"> <li>• Which staff member/s should be informed/take action</li> <li>• Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated</li> <li>• Cleaning procedure in place</li> </ul>			<p>Headteacher</p> <p>Head's office.</p> <p>Disposable mop heads recommended, see link:</p>		

	<ul style="list-style-type: none"> <li>• Arrangements for informing parent community in place</li> </ul>			<a href="https://www.gov.uk/government/news/covid-19-cleaning-of-non-healthcare-settings-outside-the-home">COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk)</a>		
	<p>Approach to confirmed COVID19 cases in place: outside of school hours</p> <ul style="list-style-type: none"> <li>• Cleaning procedure in place</li> <li>• Arrangements for informing parent community in place</li> </ul>			<p>Pupil will be isolated, parents phoned. Staff looking after the pupil to wear appropriate PPE equipment. Room pupil is in to be ventilated.</p>		
	<p><b>Review</b> any changes to the school day/timetables and communicate with parents.</p>			<p><i>Communication via newsletter</i></p>		
	<p>All students instructed to bring a <b>NAMED</b> water bottle each day. <b>Robust</b> water fountain cleaning arrangements in place, <b>if</b> determined safe to use/re-instate!</p>			<p><i>Children to continue to bring in a named water bottle.</i></p>		
	<p>Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.</p>			<p><i>1:1 support and small group work will continue in Autumn term.</i></p>		
	<p>Consideration of the impact of COVID19 on families and whether any additional support may be required:</p> <ul style="list-style-type: none"> <li>• Financial</li> <li>• Increased FSM eligibility</li> <li>• Referrals to social care and other support</li> </ul>			<p><i>SENCO and Headteacher to liaise</i></p>		



	<ul style="list-style-type: none"> <li>PPG/ vulnerable groups</li> </ul>					
<b>Remote Education Plan</b>	Contingency plan for remote learning developed should self-isolation or restricted attendance be required.	<i>Response to positive case(s) of COVID19.</i>		<i>Remote learning contingency available and ready to be 'switched-on' when needed.</i>		
	Technology support/DfE laptop allocation in place.			<i>Refer to GOV.UK guidance</i>		
<b>Safeguarding</b>	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.			<i>Staff refresher training session on processes and procedures and the revised wellbeing material.</i>		
	Reviewed/updated Child Protection Policy in place			<i>Adopted most recent Child Protection Policy</i>		
	Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable CYP and families to complete risk assessments and planning.					
	Where physical contact is required in the context of managing behaviour, ensure appropriate hygiene measures are in place to mitigate any risk of transmission.			<i>Review individual consistent management plans to ensure they include protective measures.</i>		

Curriculum / learning environment	Current learning plans, revised expectations and required adjustments have been considered.					
	<p>Each activity should be risk assessed and should not be run unless the risks can be mitigated</p> <ul style="list-style-type: none"> <li>• PE <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport. Advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> <li>• Practical science lessons <a href="https://www.cleapss.org.uk/">https://www.cleapss.org.uk/</a></li> <li>• DT/ FT <a href="https://www.data.org.uk/f-or-education/primary/">https://www.data.org.uk/f-or-education/primary/</a></li> <li>• Swimming <a href="https://www.swimming.org/swimengland/pool-return-guidance-documents/">https://www.swimming.org/swimengland/pool-return-guidance-documents/</a></li> <li>• <a href="#">Contents   (oeapng.info)</a></li> </ul>					
	Whole school approach to adapting curriculum (S/M/L term), including:			<i>staff are trained and supported in front of classroom delivery style</i>		

	<ul style="list-style-type: none"> <li>Wellbeing curriculum</li> <li>recognising 'non-curriculum' learning that is being done at home, where/if applicable</li> <li>capturing pupil achievements/ outcomes</li> <li>utilising the DFE 'catch-up' funding and programmes</li> <li>contingency remote learning plan</li> </ul>			<i>and aware of how best to provide students with additional support.</i>		
	Student behaviour policy reviewed and amended where necessary to reflect the current circumstances.					
	Arrangements for teaching pupils how to keep themselves safe online are in place and aligned to the contingency remote learning plan.			<i>Review of E-safety Policy September 2021. This then to be shared with children.</i>		
<b>SEND PUPILS</b>	Approach to provision of the elements of the EHCP including health/therapies in place. <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#B">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#B</a>			<i>SENCO to assess all SEND children in first month back.</i>		
	Annual reviews.					

	Consider any SEN pupils who may need support with their return to school and consult with the family and other agencies involved.					
	Requests for assessment considered.					
<b>Attendance</b>	Approach to promoting and supporting attendance for all pupils determined, including those who may be anxious.			<i>Refer to GOV.UK guidance</i>		
	Approach to support for parents where rates of persistent absence were high before closure.					
<b>Communication</b>	Information shared with staff around the Sept 2021 return to school and any amendments to usual working patterns/practices and groups.			<i>Refer to GOV.UK guidance</i>		
	<b>Union representatives informed of Sept 2021 return to school plans.</b>					
	<b>Updated Risk Assessment published on website.</b>					
	Communications with parents on the:					

	<ul style="list-style-type: none"> <li>• Sept 2021 return to school</li> <li>• Any continuing social distancing requirements?</li> <li>• Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning</li> <li>• Attendance</li> <li>• Uniform</li> <li>• Transport</li> <li>• Behaviour</li> <li>• NHS Test and Trace</li> <li>• Staggered start and end times</li> <li>• Expectations when in school</li> <li>• Anticipated sanctions for breach of school guidelines and processes</li> <li>• Contingency plans – Outbreak Management Plan</li> </ul>			<i>Newsletters and Parent mails to be sent out for any changes to procedures.</i>		
	Pupil communications around: <ul style="list-style-type: none"> <li>• Any changes to timetable</li> <li>• Any continuing social distancing arrangements</li> <li>• Any staggered start times</li> <li>• Expectations when in school</li> <li>• Travelling to and from school safely</li> </ul>			<i>Class teachers to communicate any changes with children.</i>		
	On-going regular communication plans determined to ensure parents are kept well-informed			<i>Letters, website updates, social media</i>		

<b>Governors/ Governance</b>	Meetings and decisions that need to be taken are prioritised.					
	Governors have oversight of Sept 2021 return to school and risk assessments.  Approach to communication between Leaders and Governors is clear and understood.			<i>Risk assessment shared with Governors.</i>		
	Review any aspects of Governance which may have been on-hold in order to review/reinstate as required					
	Governors have oversight of all staff wellbeing and appropriate arrangements in place to support Headteacher and SLT. <i>Refer to Headteacher wellbeing materials.</i>					
<b>School events, including trips</b>	Review the school's annual calendar of events.  <a href="https://www.gov.uk/guidance/schools-covid-19-operational-guidance">Schools COVID-19 operational guidance - GOV.UK (www.gov.uk)</a>					
<b>Finance</b>	<b>Review</b> any continuing additional costs incurred due to COVID19; are they clearly documented.					
	<b>Review</b> any claims submitted for reimbursement e.g., increased premises related costs, additional cleaning, additional waste removal, support for FSM etc					

	Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.					
	Insurance claims, including visits/trips booked previously.					
	Reintroduction or re-contracting of services, such as: <ul style="list-style-type: none"> <li>• Cleaning</li> <li>• IT support</li> <li>• Catering</li> <li>• Waste management</li> </ul>					
	Consideration given to any support that may be brokered through working together, for example, partnerships, trusts etc.					
<b>Before and after school clubs</b>	Approach in place for before/after school clubs implements the necessary protective measures including restricted attendance <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak</a>			<i>As per previous risk assessment.</i>		
<b>Testing</b>	Test kits are securely stored and distributed to staff and students (secondary).					

	<p>Staff <a href="#">and students (secondary)</a> are aware of how to safely take and process the test.</p> <p>Share the following:</p> <ul style="list-style-type: none"> <li>• NHS instruction leaflet</li> <li>• Training video and online resources on the document sharing platform</li> <li>• Contact details if queries</li> <li>• Process for reporting incidents</li> <li>• PPE provision</li> <li>• Layout of testing space and one-way foot fall as per guidelines</li> </ul>					
	<p>Staff <a href="#">and students (secondary)</a> are aware of how to report their test results to school and to NHS Test and Trace.</p>					
	<p>Staff <a href="#">and students (secondary)</a> are aware of how to report any incidents both clinical and non-clinical.</p>					
	<p>Process in place to monitor and replenish test supplies</p> <p>Process in place for appropriate PPE to be available (Secondary)</p>					

[Actions for early years and childcare providers](#)



[Schools COVID-19 operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/schools-covid-19-operational-guidance/schools-covid-19-operational-guidance)

[Contingency framework: education and childcare settings \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/publications/covid-19-contingency-framework-for-education-and-childcare-settings/covid-19-contingency-framework-for-education-and-childcare-settings)

[All schools to receive carbon dioxide monitors - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/all-schools-to-receive-carbon-dioxide-monitors-2020-04-23)[Coronavirus \(COVID-19\): advice for pregnant employees - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/coronavirus-covid-19-advice-for-pregnant-employees-2020-04-23)

[Guidance on protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/covid-19-guidance-on-protecting-people-who-are-clinically-extremely-vulnerable/covid-19-guidance-on-protecting-people-who-are-clinically-extremely-vulnerable)

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak#who-can-attend>