

COVID19: Full Opening Risk Assessment and Action Plan

SCHOOL NAME: GOSFIELD SCHOOL

OWNER: SLT and GB

DATE: AUGUST 2020

Purpose of this document:

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

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

- Health and Safety Policy
- First Aid Policy
- Safeguarding Policy
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

Area/Theme	Hazard/Risk	Persons at risk	Control Measures	Risk level	Additional controls/references
Engagement in Risk Assessment and Planning	Risk assessment process fully engages staff and governing body		<ul style="list-style-type: none"> All staff and Governors to be consulted on this RA prior to completion Only once this has been done will it be finalised and shared with parents 	L	
Preparing Buildings and Facilities	<p>Premises and utilities have been health and safety checked and building is compliant.</p> <ul style="list-style-type: none"> Water treatments Fire alarm testing Repairs Grass cutting PAT testing Fridges and freezers Boiler/ heating servicing Internet services Any other statutory inspections Insurance covers reopening arrangements 	Pupils / Staff/visitors and contractors	<ul style="list-style-type: none"> School building has not been shut down and left unoccupied Normal compliance testing and service measures are still in place and being completed 	L	

	Office spaces for multiple office-based staff	<i>Staff</i>	<ul style="list-style-type: none"> • Site staff will complete a survey of office spaces and share findings with staff • DSE Assessments to be completed for office staff and findings to be actioned • Ensure good ventilation to office spaces • Ensure desks are sited next to each other where possible or if the desks are opposite and cannot be moved, site staff will ensure staff are 2m apart • If possible, consider staggering the use of busy offices 	L	
	Entry and exit routes to the school, any physical changes and/or signage required to allow social distancing are in place.	<i>Staff/Students /Visitors/ Contractors and Parents</i>	<ul style="list-style-type: none"> • Entry and exit routes to be decided and communicated with pupils prior to school beginning • Separate “social bubbles” will be in place • Site staff will ensure all signage is in place prior to students and staff starting school on the 1st September 	M	
	Premises lettings and hirers	<i>Staff/Students /Visitors/ Contractors</i>	<ul style="list-style-type: none"> • Letting users to share their risk assessment with the school and must be approved by the Health and safety officer • Users to consider outdoor where possible • School to write and share with users, a safe use guidance policy and procedure document for use of the indoor letting facilities 	M	https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework 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
	Arrangements for any deliveries.	Staff/Students /Visitors/ Contractors	<ul style="list-style-type: none"> • Separate Risk Assessment in place and deliveries will be managed 	L	
Emergency Evacuations	Evacuation procedures and equipment are confirmed, and signage accurately reflects these.	Staff/Students /Visitors/ Contractors	<ul style="list-style-type: none"> • Current evacuation plans arrangements have been edited to reflect current situation and student numbers • Evacuation procedure has been updated and shared on staff shared drive • Evacuation procedure will be shared with staff during their welcome back induction • All signage and firefighting equipment are checked and in place • PEEPS will be completed and will include a substitute “buddies” • Evacuation drill will be completed at the beginning of term 	M	<i>NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.</i>
Cleaning and waste disposal	Enhanced cleaning regime		<ul style="list-style-type: none"> • Enhanced cleaning regime to be drawn up by Estates Manager, including a tick list to record completion of duty • Cleaning regime is the wiping down of high contact items in all areas including classrooms such as door handles, bannisters, desks, entry 		COVID19: Cleaning in non healthcare settings guidance

		<i>Staff/Students /Visitors/ Contractors</i>	<p>points and toilet areas. High contact items in classrooms will be cleaned regularly during the school day, including before a new bubble enters classrooms</p> <ul style="list-style-type: none"> • Cleaning staff will clean office spaces during the normal shift • Cleaning team will be aware of all school activities and general day to day timetable to ensure minimal contact 	L	
	Cleaning staff capacity	<i>Staff/Students /Visitors/ Contractors</i>	<ul style="list-style-type: none"> • All cleaning staff to be unfurloughed • One member of staff to be on duty daily to clean high contact areas • Estate team to assist where possible and needed 	L	
	<p>cleaning supplies and facilities around the school</p> <p>Arrangements for longer-term continual supplies</p>	<i>Staff/Students /Visitors/ Contractors</i>	<ul style="list-style-type: none"> • Hand sanitiser will available at every entrance and exit to all school buildings • Every classroom will have a supply of cleaning materials, tissues and hand sanitiser • All cleaning supplies and hand sanitiser will be monitored and checked by the cleaning team and Estates team daily • Lead Cleaner will monitor and record stocks of supplies and they will be re-ordered when they fall below the set limit to ensure stocks are not exhausted • List of suppliers is kept by Estates and Facilities Manager • Multiple suppliers are available which we have an account so as not to hold up supply and delivery 	L	

	Sufficient time is available for the enhanced cleaning regime to take place.	<i>Staff/Students /Visitors/ Contractors</i>	<ul style="list-style-type: none"> All staff will be encouraged to leave the school site by 1800 to avoid potential mixing and contact 	L	
	Waste disposal process in place for potentially contaminated waste.	<i>Staff/Students /Visitors/ Contractors</i>	<ul style="list-style-type: none"> Waste from any possible cases and cleaning materials (e.g. tissues, disposable cloths) will be tied in a plastic rubbish bag inside a tied bin bag, and placed in a suitable and secure place, marked for storage. After 72 hours, dispose of these bags normal waste 	M	https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings
	Process for safe removal and/or disposal of face masks.	<i>Staff/Students /Visitors/ Contractors</i>	<ul style="list-style-type: none"> The use of face coverings is encouraged in communal areas of the school and in cases where 2m social distancing cannot be kept The use of face coverings within the school is down to the individual choice of staff and students The school has supplied staff with 2 ply face coverings for school use The school has also a supply of temporary masks for those students who wish to use a mask but do not have one with them Face coverings will be used on school transport When pupils and staff who use them arrive at school, they must not touch the front of their face covering during use or when removing it They must wash their hands immediately on arrival (as is the case for all pupils), dispose of 	L	www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education

			<p>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 heading to their classroom.</p> <ul style="list-style-type: none"> • Donning and Doffing of face masks and coverings will be made available to staff and students via posters and emails 		
Classrooms	Classroom spaces, to allow as much space between individuals as practical.	<i>Staff/Students /Visitors/ Contractors</i>	<ul style="list-style-type: none"> • Estate staff will complete a visual check of each classroom at the end of the school day to ensure safe distancing • Estate staff to complete initial set up • All Classrooms will ensure as close to 2m as possible social distancing between the students and member of staff 	L	
	Classroom entry and exit routes		<ul style="list-style-type: none"> • Signage will be installed by Estate team to indicate routes students should take • Signage will be monitored by Estate team • Maps of routes to and from the classrooms will be shared with students and staff prior to the beginning of term and during the re-induction back to school <p>Prep School - Following new Government guidance, we are now able to have children in their class base, ensuring that they are not sitting face to face and that the class teacher conforms to social distancing guidance.</p> <ul style="list-style-type: none"> • Nursery - Children will enter and exit the building via the Nursery entrance in Meadow Court • Reception – For drop off and pick up, pupils will enter and exit the building through the Nursery entrance of Meadow Court. During the day they will enter and exit their classroom through the 	M	

			<p>Reception door to the corridor and/or the external door in the classroom, leading onto the playground.</p> <ul style="list-style-type: none"> • Year 1 - For drop off and pick up, pupils will enter and exit the building through the Nursery entrance of Meadow Court. During the day they will enter and exit their classroom through the Year 1 door to the corridor and/or the external door in the classroom, leading onto the playground. An area of the playground will be cordoned off to allow for Year 1 to have a distinct pathway to and from the Reception class and playground. • Year 2 - For drop off and pick up, pupils will enter and exit the building through the Nursery entrance of Meadow Court. During the day they will enter and exit their classroom through the Year 2 door to the corridor and/or the external door in the classroom, leading onto the playground. • Year 3 - For drop off and pick up, pupils will enter and exit the building through the Nursery entrance of Meadow Court. During the day they will enter and exit their classroom through the Year 3 door and enter/exit the building through the backdoor to Meadow Court, situated by their classroom. • Year 4 - For drop off and pick up, pupils will enter and exit the building through the Nursery entrance of Meadow Court. During the day they will enter and exit their classroom through the Year 4 door and enter/exit the building through the front door in Meadow Court, accessing the 		
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			<p>playground by walking round the building and through the playground gate.</p> <ul style="list-style-type: none"> • Year 5 - For drop off and pick up, pupils will enter and exit the building through the Nursery entrance of Meadow Court. During the day they will enter and exit their classroom through the Year 5 door and enter/exit the building through the front door in Meadow Court, accessing the playground by walking round the building and through the playground gate. • Year 6 – Will enter and exit the building by the front door of the main building. They will enter and exit their classroom via the Year 6 classroom door. <p>SENIOR SCHOOL</p> <ul style="list-style-type: none"> • Year 7 - Students will enter and exit the building via the Door of Rear Staff Car Park outside Maths 1 and 2. • Year 8 – Students will enter and leave the building via the door off Prep Playground (near Dining Hall) near Lab 3 at the start and end of the day. During the day they will enter and exit via Staff Entrance outside Lab 3. • Year 9 – Students will enter and exit the building through the Main School Back Door using the Principal’s Staircase to access upper floor. • Year 10 – Students will enter and exit the building through the Main School Front Door. • Year 11 – Students will enter and exit the building through the Main School Back Door using the Principal’s Staircase to access upper floor. 		
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			<ul style="list-style-type: none"> Yr13 – Students will enter and exit the building using the fire escape staircase located on the side of the building <p>AFTER ACTIVITES: As above. For Buses, line up on grass area outside Main School Back Door or Sports Hall in bad weather grouped by Bus Route.</p>		
	<p>Appropriate resources are available within all classrooms e.g. IT, age specific resources. NB: sharing of equipment should be limited to the bubble. Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance].</p> <p>Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.</p>		<p>Prep Reception – Year 6:</p> <ul style="list-style-type: none"> Children in Reception, Year 1 and Year 2 children will have their own stationery provided for sole use. Children in Years 3-6 are permitted to bring their own essential stationery to School, preferably in a wipe clean pencil case. Pupils will not be permitted to share resources from home. Resources for the session/day to be handed out while the pupils are not in the room if possible to reduce circulation in the classroom. When resources need to be handed out during a lesson, pupils should be encouraged to come and collect their resource from the teacher. All soft furnishings/toys to be removed. Non-essential equipment or resources which are not easily washable or wipeable have been removed. Resources may be shared between children within their bubble if it is part of their learning and development, but this should be minimised where possible. Any resources that need to be used by more than one bubble to be cleaned between each use (eg Forest School resources – see separate Forest School Risk Assessment) 	M	

			<ul style="list-style-type: none"> • Windows and doors to be kept open as much as possible for ventilation. <p>Seniors</p> <ul style="list-style-type: none"> • Students to bring their own essential stationery to School, preferably in a wipe clean pencil case. Students will not be permitted to share resources brought in from home. • If possible, resources for each lesson to be handed out while the students are not in the room to prevent circulation in the classroom. When resources need to be handed out during a lesson, students should be encouraged to come and collect their resource from the front of the class. • Use of personal laptops and IWBs/Visualisers means resources can be shared electronically and support given online. • Non-essential equipment or resources which are not easily washable or wipeable have been removed. • Resources may be shared between students within their bubble if it is part of their learning and development, but this should be minimised where possible. • Any resources that need to be used by more than one bubble to be cleaned between each use. • Specialist rooms used by more than one bubble to be cleaned between uses. • Estates Team will ensure and monitor Covid 19 signage is clearly displayed in classrooms and entrances and hand washing areas 		
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			<ul style="list-style-type: none"> • Windows and doors to be kept open as much as possible for ventilation. <p>Information posters for Prep and Seniors to be produced.</p>		
	Classroom Furniture arrangement to minimise contact as much as possible	<i>Staff/Students /Visitors/ Contractors</i>	<ul style="list-style-type: none"> • Audit of all classrooms will be completed by Estates team to determine safe numbers of use • Student desks and chairs to be arranged to ensure all students are sitting side by side • Teaching staff to have 2m teaching box at the front of the classroom to ensure social distance from the nearest student or students • Any unnecessary furniture to be removed and put into storage • Staff to ensure no materials that could cause clutter are left out • Estate team to ensure initial set up of classrooms 	L	
Staffing	<p>Staffing numbers required for entire eligible cohort have been determined including support staff such as facilities, IT, midday and office/admin staff.</p> <p>Including at least one of the following:</p> <ul style="list-style-type: none"> • Paediatric First aider (where children under 3yrs) 		<p>Prep Key teaching staff will be required for:</p> <ul style="list-style-type: none"> • Nursery x 2 members of staff (Level 3 qualified and Paediatric First Aid trained) • Reception x 1 plus LSA • Year 1 – 6 x 1 (plus LSA where possible) <p>All current Nursery and prep staff are Paediatric First Aid trained.</p> <p>Seniors All teaching staff in place or will be covered Other key staff in place include:</p> <ul style="list-style-type: none"> • School Nurse • DSL 	L	

	<ul style="list-style-type: none"> • Designated Safeguarding Lead (DSL) • SENCO • Caretaker/site member • Office staff member 		<ul style="list-style-type: none"> • SENCO • Facilities staff • Office and admin staff • Cleaning staff 		
	<p>Approach to staff absence reporting and recording in place. All staff aware.</p>		<p>Prep</p> <ul style="list-style-type: none"> • To report an unplanned absence, teaching staff must email the Head of Prep. The Head of Prep will plan for cover staff. • The Head of Prep will report absences to be centrally recorded. • Teaching staff are asked to state the reason for absence and how long they anticipate being away for. • Any absence should be reported by 07:30 on the day of the absence. • Should a member of teaching staff need to leave site at short notice, in the event of a personal emergency or illness for example, they must follow the procedure above and ensure that they sign out before they depart. <p>Seniors</p> <ul style="list-style-type: none"> • To report an unplanned absence, teaching staff must email the Academic Assistant Principal, copying in their relevant Line Manager. The 	L	

			<p>Academic Assistant Principal will plan for cover staff.</p> <ul style="list-style-type: none"> • The Assistant Principal Academic will report absences to be centrally recorded. • Teaching staff are asked to state the reason for absence and how long they anticipate being away for. • Any absence should aim to be reported by 07:30 on the day of the absence. • Should a member of teaching staff need to leave site at short notice, in the event of a personal emergency or illness for example, they must follow the procedure above and ensure that they sign out at Reception before they depart. • Line Managers are responsible for monitoring and ensuring that cover lessons in their departments are appropriately resourced and planned. 		
	<p>Risk assessments in place for those staff who were previously working from home due to shielding, (clinically vulnerable and/or living with someone in these groups), and appropriate arrangements for mitigating risk are identified.</p>		<p>Prep:</p> <ul style="list-style-type: none"> • For any member of staff in Prep team previously shielding. Clear guidelines on Covid safe working procedures for all staff including year group bubbles, social distancing of teaching staff where possible, regular handwashing of adults and children, bubbles' allocated toilets and play spaces etc. LSA available within the classroom to complete higher risk tasks, for example First aid or behaviour interventions. Head of Prep to go 	M	

			<p>through risk assessment with member of staff and review regularly.</p> <p>Seniors</p> <ul style="list-style-type: none"> Teaching staff should be able to maintain 2 metre distance from students in the classroom and colleagues in the staffroom. Individual risk assessments in place for any staff previously shielding, completed by relevant member of SLT as outlined for Prep above. 		
	<p>Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.</p>		<p>Review patterns and risk assess. Actions may include:</p> <ul style="list-style-type: none"> increased hand washing increased deep cleans possible temporary closure for deep cleans clear communications to all stakeholders if there are any significant increased risks identified reiteration of sickness policy and procedures for notifying of absence cover staff will be Teachers in school and SLT. In an emergency then LSAs and Support Staff will be deployed. Supply agency staffing may be utilised if required. <p>SLT Cover Arrangements</p>	M	

			<ul style="list-style-type: none"> • Principal and Vice Principal can delegate their responsibilities to one another • Head of Prep can delegate her responsibilities to Principal, Vice Principal, Academic Assistant Principal and SENCO • Academic Assistant Principal can delegate her responsibilities to Principal, Vice Principal and SENCO • SENCO can delegate her responsibilities to Principal, Vice Principal and Academic Assistant Principal • Assistant Principal Pastoral (DSL) can delegate her responsibilities to Principal and SENCO • Assistant Principal Activities can delegate his responsibilities to Head of Science, Principal or Vice Principal <p>Lesson Cover Plans</p> <ul style="list-style-type: none"> • Wherever possible, lessons will be supervised by a teacher and groups will remain unchanged. • Should a teacher be well but unable to attend School, teaching may be delivered via a video link and through Microsoft Teams with a supervising adult in the classroom. • In the case of significant teaching staff absence, other adults, such as LSAs, may be deployed to supervise a class. Groups may also be collapsed within their bubble should numbers allow for this. 		
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			<p>Support Staff</p> <ul style="list-style-type: none"> • CR to devise cover arrangements within the team for any absence 		
	Consideration given to staff clothing expectations and information shared with staff.		<ul style="list-style-type: none"> • DfE advises that full School uniform should return where possible in September. Therefore, it will be important for staff to continue to wear smart business clothing, as would normally be the case. This will assist in the maintenance of an orderly environment. • Of course, where it is possible to wear clothing which can be easily washed then this is preferable, but not as important as the control measures listed by DfE below as of highest significance, repeated below • It will be important for all staff to bring in a change of clothing in case they come into contact with individuals who are displaying Covid symptoms and need to wash and change. Alternatively, staff to be offered the chance to return home to do this. This will be advised at start of term. <p>Key DfE Control Measures</p> <ol style="list-style-type: none"> 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school 2) clean hands thoroughly more often than usual 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach 	L	

			<p>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p>5) minimise contact between individuals and maintain social distancing wherever possible</p> <p>6) where necessary, wear appropriate personal protective equipment (PPE)</p>		
	Approaches for meetings and staff training in place.		<ul style="list-style-type: none"> • Where meetings are small enough to take place in one room (eg department meetings) then these can do so face to face, so long as appropriate social distancing is in place and cleaning of the space takes place afterwards. • Larger staff meetings and training to take place remotely via Zoom or similar, with smaller groups (eg departments) able to participate within the same space following the guidance above. 		
	Staffing roles and responsibilities with regards to the contingency of remote provision alongside in-school provision agreed and communicated.		<ul style="list-style-type: none"> • All teaching staff will be able to operate dual in person and remote teaching if necessary – to be guided by Head of Prep and Assistant Principal Academic. • All teaching staff will also be guided in how to operate blended approach (eg some classes remote and some in person) should there be a partial approach to Schooling declared by the Government, with some groups not in School whilst others are. • All teaching staff to be guided in procedures to follow if lockdown reintroduced and remote learning begins for all pupils. 	L	

			<ul style="list-style-type: none"> Staffing roles and responsibilities are outlined in sections above. Relevant policies such as Assessment and Feedback will be updated and shared with all relevant staff. Head of Prep to share remote and in-school provision with all staff. This will be reviewed regularly to ensure high standards of provision across whole school. 		
	<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>Prep and Seniors Lesson Cover Plans</p> <ul style="list-style-type: none"> Wherever possible, lessons will be supervised by a teacher and groups will remain unchanged. Should a teacher be well but unable to attend School, teaching may be delivered by a video link with a supervising adult in the classroom. In the case of significant teaching staff absence, other adults, such as LSAs, may be deployed to supervise a class. Groups may also be collapsed within their bubble should numbers allow for this. Guidance to be given on what cover staff can and cannot do when covering – and this to be on cover lesson plans as well. <p>Key Support Staff CR to distribute work in the absence of GB supported by RH CR to distribute work in the absence of SB or MG CR to cover work in the absence of EG NE to deputise for TS Registers IE to deputise for School Nurse</p>	L	

	<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>		<ul style="list-style-type: none"> Staff will be made aware of available support and advice for schools and pupils available from ECC, including the Educational Psychology service https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx 	<p>L</p>	
	<p>Arrangements for accessing testing, if and when necessary, are in place. Staff are clear on returning to work guidance.</p> <p>Process in place for use of the limited number of self-testing kits.</p>		<ul style="list-style-type: none"> CR has access to testing requests via Employer Referral Portal. All requests to be made direct to NHS, by dialling 119, or to CR. Staff to be advised that they should not return to work if they have any symptoms and to seek further advice. Full training at INSET on returning to work guidance. If we receive any self-testing kits a process will be devised for their use. 	<p>L</p>	
	<p>The approach for inducting new starters has been reviewed and updated in line with current situation.</p>		<ul style="list-style-type: none"> Standard induction in place for all new staff and pupils. New Senior and Prep staff, including new HoP will need further induction. All staff, including new staff, will have training on new procedures to follow for the start of School September 2020. 	<p>L</p>	<p><i>New HoDs Maths, MFL and English, alongside other new staff will need bespoke training with MS Office 365 and Teams.</i></p> <p><i>New students will need training with MS Office 365 and Teams.</i></p>

	Return to school procedures are clear for all staff.		<ul style="list-style-type: none"> All Staff and Governors contacted in advance of the RA and documents being sent to them in w/b 10 August Documents sent in w/b 17 August All staff and governors have opportunity to comment on the arrangements and procedures planned, this will include a zoom meeting in w/b 17 August Any changes or amendments made to the original plans will be communicated with staff and governors prior to being shared with parents Inset days on 1 & 2 September will be the opportunity to demonstrate practically the new arrangements for all staff 	L	
	Arrangements to return any furloughed staff in place.		<ul style="list-style-type: none"> Staff have been advised of their return date via All Staff email and for Teachers by personal email as the dates vary. 	L	
	Any staff contracts that need to be issued, extended or amended considering the current situation have been.		<ul style="list-style-type: none"> All staff contracts are up to date. Any changes needed will be dealt with as and when the need arises. 	L	
	Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.		<ul style="list-style-type: none"> The Principal and Vice Principal are overseeing all of these arrangements 	L	
		<i>Staff/Students /Visitors/ Contractors</i>	<ul style="list-style-type: none"> Parents are discouraged from coming into school, if they need to drop off items, these should be delivered to the Front Door. Where 	L	NB: Their employer may require them to wear PPE. This should be documented as part of the risk

	Arrangements for any parents/ visitors/ contractors on site.		<p>face to face meetings are required, parents must follow the same protocol as visitors</p> <ul style="list-style-type: none"> • Visitors to be kept to a minimum where possible • On arrival, visitors should report to reception • Visitors should be kept out of classrooms and should avoid entering “learning hubs” • Visitors and Contractors will be required to complete a short health questionnaire • Visitors and Contractors to be encouraged onto site after school hours, where possible • All visitors and contractors should follow school's hygiene regimes 		assessment carried out by the Contractor.
	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.		<ul style="list-style-type: none"> • Visitors should report to Reception • Visitors should be kept out of classrooms and should avoid entering “learning hubs” • Visitors will be required to complete a short health questionnaire • All visitors should follow school's hygiene regimes • All visitors will be required to inform the school immediately if they present with any Covid 19 symptoms • The visiting company should have a Risk assessment in place, and this must be shared with the school 	M	NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the visiting company.
Group Sizes	All children are included in distinct groups/ ‘bubbles’ that do not mix and the number of children in each bubble is as small as possible.		<p>Prep School</p> <ul style="list-style-type: none"> • Whilst each class will be taught in their individual learning zone and mixing within bubbles will be minimised as much as possible, to accommodate consistent and streamlined 	M	

		<p>play areas and toileting facilities, year groups will be bubbled as follows:</p> <p>Bubble 1: Nursery Bubble 2: Reception and Year 1 Bubble 3: Year 2 and Year 3 Bubble 4: Year 4 and Year 5 Bubble 6: Year 6</p> <ul style="list-style-type: none"> • Nursery groupings will be managed at the point of booking to ensure they do not exceed 16 at any given session • Class groups to be in classroom, these now can be a full class group. Classroom set up to ensure social distancing as per Government guidance: children not to be seated face to face, reduction of movement around the classroom and adults to maintain 2-meter distance where possible. <p>Seniors Each Year group will be a separate bubble. Classrooms will be zoned so each Year group is predominantly based in the same area of the School which will minimise crossing of students from different bubbles in the corridors, limiting movements around the School. See 'Distancing' section for more detail.</p>		
	Staffing allocations to groups determined, minimising contact with multiple groups as much as possible.	<p>Prep</p> <ul style="list-style-type: none"> • Nursery: Adult to child ratio to be maintained (1:8) • Years R-6: Class teacher to teach with one other LSA to support where appropriate. • KH to be located in Meadow Court to assist where necessary. All support staff and SLT on site to assist where necessary 	M	

			<ul style="list-style-type: none"> • 1:1 SEND support provided where required – All staff will have guidelines to follow on how to do this safely - AW • PD to offer Forest School sessions to provide outdoor education. Additional risk assessment for Forest school to be shared with staff. <p>Seniors</p> <ul style="list-style-type: none"> • Teaching staff will move between groups following their timetables but remaining 2m apart from students and other staff as much as possible. • 1:1 SEND support provided where required – All staff will have guidelines to follow on how to do this safely - AW <p>LSAs In Class Support and 1:1s (Prep and Senior)</p> <ul style="list-style-type: none"> • LSAs will move between groups and will, as far as possible, maintain 2m social distancing from the teacher but may circulate the room if required to do so, trying to maintain 1m distance from the children. • LSAs will minimise contact with pupils although it is recognised that with Prep aged children this may not always be maintained. • For paid 1-1 support, in class and out, LSAs will sit next to the child with 1m distance, if appropriate, between them. When in class, teachers will incorporate this into their seating plans so the maximum distancing can be achieved. 		

<p>Social Distancing</p>	<p>Arrangements for social distancing in place:</p> <ul style="list-style-type: none"> • Staggered school drop off/pick up times and locations (if possible) without reducing teaching time • Staggered or limited amounts of moving around the school/ corridors • Classroom design • Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches • Toilet arrangements 	<p><i>Staff/Students /Visitors/ Contractors</i></p>	<p>Prep School Whilst each class will be taught in their individual learning zone and mixing within bubbles will be minimised as much as possible, to accommodate consistent and streamlined play areas and toileting facilities, year groups will be bubbled as follows: Bubble 1: Nursery Bubble 2: Reception and Year 1 Bubble 3: Year 2 and Year 3 Bubble 4: Year 4 and Year 5 Bubble 6: Year 6</p> <p>NB. Please do not arrive earlier than 8.20am in the morning</p> <p>Where parents have children to drop-off and pick-up at more than one location, we recommend that you do this for the child at the closest place geographically to the drive entrance first.</p> <p>Nursery COLLECTION AND DROP OFF – Parents to park in Visitors’ Car Park and queue up to the Nursery Entrance, queuing at 2-metre distance at all times. Marking for this will be in place. Parents are asked to return to their cars as soon as possible. For collection, parents queue at 2m distance, up to the Nursery Entrance - children will be called for by radio and will be released from this door, one at a time. LEARNING ZONE – Nursery TOILETS – Nursery Toilets</p>	<p>M</p>	

			<p>LUNCHES – Will be brought to the room by the Catering team LUNCH AND BREAK AREAS – Nursery play area</p> <p>Reception COLLECTION AND DROP OFF – Parents to park in Visitors’ Car Park and queue up to the Nursery Entrance, queuing at 2-metre distance at all times. Marking for this will be in place. Parents are asked to return to their cars as soon as possible. For pickup at the end of the day or after activities, parents queue at 2m distance, up to the Nursery Entrance - children will be called for by radio and will be released from this door, one at a time. LEARNING ZONE – Reception Classroom TOILETS – Reception Class toilets LUNCHES – Will be brought to the classroom by the Catering team LUNCH AND BREAK AREAS – Reception playground (shared with Year 1)</p> <p>Year 1 COLLECTION AND DROP OFF – Parents to park in Visitors’ Car Park and queue up to the Nursery Entrance, queuing at 2-metre distance at all times. Marking for this will be in place. Parents are asked to return to their cars as soon as possible. For pickup at the end of the day or after activities, parents queue at 2m distance, up to the Nursery Entrance - children will be called for by radio and will be released from this door, one at a time. LEARNING ZONE – Year 1 Classroom TOILETS – Reception Class toilets</p>		
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		<p>LUNCHES – Will be brought to the classroom by the Catering team LUNCH AND BREAK AREAS – Reception playground (shared with Reception)</p> <p>Year 2 COLLECTION AND DROP OFF – Parents to park in Visitors’ Car Park and queue up to the Nursery Entrance, queuing at 2-metre distance at all times. Marking for this will be in place. Parents are asked to return to their cars as soon as possible. For pickup at the end of the day or after activities, parents queue at 2m distance, up to the Nursery Entrance - children will be called for by radio and will be released from this door, one at a time. LEARNING ZONE – Year 2 Classroom TOILETS – Main Prep toilets (shared with Year 3) LUNCHES – Will be brought to the classroom by the Catering team LUNCH AND BREAK AREAS – Half MC playground (with Y3)</p> <p>Year 3 COLLECTION AND DROP OFF – Parents to park in Visitors’ Car Park and queue up to the Nursery Entrance, queuing at 2-metre distance at all times. Marking for this will be in place. Parents are asked to return to their cars as soon as possible. For pickup at the end of the day or after activities, parents queue at 2m distance, up to the Nursery Entrance - children will be called for by radio and will be released from this door, one at a time. LEARNING ZONE – Year 3 Classroom</p>		
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		<p>TOILETS – Main Prep toilets (shared with Year 2) LUNCHES – Will be brought to the classroom by the Catering team LUNCH AND BREAK AREAS – Half MC playground (with Y2)</p> <p>Year 4 COLLECTION AND DROP OFF – Parents to park in Visitors’ Car Park and queue up to the Nursery Entrance, queuing at 2-metre distance at all times. Marking for this will be in place. Parents are asked to return to their cars as soon as possible. For pickup at the end of the day or after activities, parents queue at 2m distance, up to the Nursery Entrance - children will be called for by radio and will be released from this door, one at a time. LEARNING ZONE – Year 4 Classroom TOILETS – Repurposed MC staff toilets (shared with Year 5) LUNCHES – Will be brought to the classroom by the Catering team LUNCH AND BREAK AREAS – Half MC playground (with Y5)</p> <p>Year 5 COLLECTION AND DROP OFF – Parents to park in Visitors’ Car Park and queue up to the Nursery Entrance, queuing at 2-metre distance at all times. Marking for this will be in place. Parents are asked to return to their cars as soon as possible. For pickup at the end of the day or after activities, parents queue at 2m distance, up to the Nursery Entrance - children will</p>		
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			<p>be called for by radio and will be released from this door, one at a time.</p> <p>LEARNING ZONE – Year 5 Classroom</p> <p>TOILETS – Repurposed MC staff toilets (shared with Year 4)</p> <p>LUNCHES – Will be brought to the classroom by the Catering team</p> <p>LUNCH AND BREAK AREAS – Half MC playground (with Y4)</p> <p>Year 6</p> <p>COLLECTION AND DROP OFF – Main School Entrance at the front, this will be a set down area so parents do not leave the vehicle and students will be collected in the same way.</p> <p>LEARNING ZONE – Year 6 Classroom</p> <p>TOILETS – Ground floor Visitors’ toilets</p> <p>LUNCHES – Will be brought to the classroom by the Catering team</p> <p>LUNCH AND BREAK AREAS – Prep playground in the Senior School (near Dining Hall)</p> <p>Senior School</p> <p>Classrooms will be zoned so each Year group is predominantly based in the same area of the School which will minimise crossing of students from different bubbles in the corridors, limiting movements around the School. Specialist lessons will take place in specialist classrooms where necessary, although some will be in ‘home base’ classrooms. Cleaning of specialist rooms will take place inbetween use by students from different bubbles.</p>		
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			<p>Classroom Design – Estate team will ensure that all classrooms will have forward facing seating for the students and an area marked for the tutor classrooms will have all clutter removed to enable this as per current guidance</p> <p>Year 7 COLLECTION AND DROP OFF - Rear Staff Car Park, this will be a set down area, so parents do not leave the vehicle and students will be collected in the same way. Students will enter and exit the building via the Door of Rear Staff Car Park outside Maths 1 and 2. LEARNING ZONE - Music, Maths 1 & Maths 2. TOILETS - Pavilion LUNCHES – Will be brought to the classroom by the Catering team LUNCH AND BREAK AREAS – Cricket outfield in front of the Pavilion</p> <p>Year 8 COLLECTION AND DROP OFF – Old Prep Playground (Dining Hall access gate), this will be a set down area, so parents do not leave the vehicle and students will be collected in the same way. Students will enter and exit the building via the door off Prep Playground near Lab 3. LEARNING ZONE - Lab 3, Maths 3 & MFL2. TOILETS – ground floor toilets LUNCHES – Will be brought to the classroom by the Catering team LUNCH AND BREAK AREAS – Walled garden, exit via Staff Entrance outside Lab 3.</p> <p>Year 9</p>		
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		<p>COLLECTION AND DROP OFF – Main School Back Door after being dropped off in the Plot Car Park LEARNING ZONE – Geography & REPs Room using the Principal’s staircase TOILETS – English Corridor Toilets and Sports Hall LUNCHES – Will be brought to the classroom by the Catering team LUNCH AND BREAK AREAS – Back lawn in dedicated Year 9 area - exit via Back Door</p> <p>Year 10 COLLECTION AND DROP OFF – Main School Entrance at the front, this will be a set down area so parents do not leave the vehicle and students will be collected in the same way. LEARNING ZONE – MFL 1, History & Library TOILETS – Ground floor toilets LUNCHES – Will be brought to the classroom by the Catering team LUNCH AND BREAK AREAS – Back lawn in dedicated Year 10 area - exit via Back Door</p> <p>Year 11 COLLECTION AND DROP OFF – Main School Back Door after being dropped off in the Plot Car Park. LEARNING ZONE – ENG1, ENG2, ENG 3 using the Principal’s staircase for access TOILETS – English Corridor Toilets and Sports Hall LUNCHES – Will be brought to the classroom by the Catering team LUNCH AND BREAK AREAS – Back lawn in dedicated Year 11 area - exit via Back Door</p> <p>Year 13</p>		
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			<p>COLLECTION AND DROP OFF – Sixth Form Fire Escape after being dropped off in the Plot Car Park or parking in the Staff Car Park</p> <p>LEARNING ZONE – Sixth form area</p> <p>TOILETS – Sixth form area</p> <p>LUNCHES – Will be brought to the classroom by the Catering team</p> <p>LUNCH AND BREAK AREAS – Grass area opposite Shelter or Sixth Form area</p> <p>AFTER ACTIVITIES: As above. For Buses, line up on grass area outside Main School Back Door or Sports Hall in bad weather grouped by Bus Route.</p> <p>Wrap around:</p> <p>Breakfast club – pupils will enter the school from the dining hall doors and will be escorted to their zone classroom or the SEN dept, where there is more than one pupil, then a zone classroom will be shared and cleaned down after use by the Wraparound Care provider</p> <p>Late club – pupils will remain in or go to Meadow court after Activities, they will be escorted to their zone classroom. Where there is more than one pupil, then a zone classroom will be shared and cleaned down before use by the Wraparound Care provider and cleaned after by the cleaning team.</p> <p>The Vice Principal will continue to oversee bookings and ensure roomings are agreed in advance with the appropriate staff</p>		
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	<p>Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.</p>		<p>Prep</p> <ul style="list-style-type: none"> • Single entrance/exit with a distanced queue and one-way system in use for pick up and drop off to minimise risks social distancing breaches. • Children and adults clear on exit and entrances and movement around school. • On arrival, pupils to move straight to their designated form room and wait for the rest of the class to arrive. • Children will be sent to the bathroom either on own or in small groups (within their bubbles) to avoid children congregating. • Children to use allocated play areas at all time to avoid mixing of 'bubbles' <p>Seniors</p> <ul style="list-style-type: none"> • Varied entrances/exits, zoned areas and clear communication with supervised movements. • On arrival, students to move straight to their designated form room and wait for the rest of the class to arrive. • Children and adults clear on exit and entrances and movement around school. • Increased supervision during movements between rooms • Additional sinks purchased for each class to minimise corridor movements 	M	
	<p>Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.</p>		<p>Prep:</p> <ul style="list-style-type: none"> • Teachers will share and remind the children of the social distance charter. • Social distancing charter created for and with the children (Include instructions how to line up, use of toilet, moving around the classroom etc) 	M	

			<ul style="list-style-type: none"> • Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance • Children isolated if cannot adhere to charter and spoken to re the need for social distancing <p>Seniors:</p> <ul style="list-style-type: none"> • Tutors and all staff will remind students of the expectations and the guidance in place. Procedures for monitoring any breaches of guidance for hygiene, social distancing, bubbles and misconduct are reflected in the Procedures for Rewards and Sanctions attached to the Behaviour Policy amended August 2020, • New guidance for moving around school and behaviour expectations has been displayed in classrooms and common areas • Central detention system is suspended due to breaking bubbles, poor behaviour in lessons should be sanctioned by class teacher and parents and HoD/Tutor informed. Any detentions must be run by individual teachers. 		
	Approach to assemblies – if still occurring, plan in place to manage social distancing.		<p>Prep: Assemblies will continue to be delivered via Zoom and children can view in class.</p> <p>Seniors: Assembly rota has been completed but will be shared by Zoom in the first instance.</p>	L	

	Social distancing plans communicated with parents, including approach to breaches.		<ul style="list-style-type: none"> Plans for reopening, including this Risk Assessment to be shared with parents in w/b 24 August There will be a Zoom meeting for parents to discuss the arrangements following publication of documents to them 	<i>L</i>	
	Arrangements in place for the use of the playground, including equipment.		<p>Prep School</p> <ul style="list-style-type: none"> Break and lunchtimes will always be supervised. Pupils have designated areas for their bubbles. <p>Nursery - own separate space R & Yr1 - Together in the Reception play space Yr 2 & 3 - Together in the Meadow court playground - split so they have some grass and playground Yr 4 & 5 – Together in the Meadow Court playground split so they have some grass and playground Yr 6 – Prep playground located in the Senior School</p> <ul style="list-style-type: none"> Children will be directed to wash their hands before they go out to play and once they come in. Extra hand Sanitiser units have also been installed near entrance and exit to Meadow Court There will be no games allowed which involve contact or shared equipment. <p>Senior School</p> <ul style="list-style-type: none"> All break times will be supervised by an adult There will be a duty rota in place Students will wash their hands before and after break Each year group will have areas clearly marked on the back lawn 	<i>M</i>	

			<ul style="list-style-type: none"> • There will be no games allowed which involve contact or shared equipment. • There will be a safe supervision point on the back lawn <p>Yr7 - area in front of the cricket pavilion Yr8 - Walled garden Yr9 - Back lawn Yr10 - Back lawn Yr11 - Back lawn Yr13 – Sixth form area or the back lawn</p> <p>NB. Social spaces will be out of bounds because of concerns re social distancing – to be used for 1:1 sessions</p>		
Transport	Information shared with parents regarding pupils travelling to school	<i>Staff/Students /Visitors/ Contractors</i>	<ul style="list-style-type: none"> • Parents to be informed of school’s intentions for dedicated transport arrangements via email, parent mail and letter (where required) and followed up with a courtesy call • Information regarding transport to also be shared on school website 	<u>L</u>	
	Dedicated school transport arrangements	<i>Staff/Students</i>	<ul style="list-style-type: none"> • Pupils where possible will be grouped to reflect their “bubble” • Students will sanitise hands when boarding and disembarking • Additional cleaning will be carried out before and after journeys • Students will observe social distancing when waiting to board school transport • Students over the age of 11 will wear face coverings • Spare face coverings will be provided by the school in case any student fails to have one 	M	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-2-school-operations

			<ul style="list-style-type: none"> • Drivers will wear face coverings (unless medically they are unable) • Windows will be opened to aid ventilation • Driver should try to maintain distance • Driver will open and shut doors • No member of the public should approach or be allowed on the vehicle • School mini policy should be adhered too • Students will fill the minibus from the back to the front • Students will be dropped off at the designated areas in the morning • Students will be collected from the plot car park (students will wait to board the bus at the appropriate area while observing social distancing) 		
<p>Catering</p>	<p>Arrangements to provide food to staff and students on site</p>	<p><i>staff/Students /Visitors/ Contractors</i></p>	<ul style="list-style-type: none"> • Food will be brought to student learning bases • Staff will wear appropriate PPE while delivering food • Where possible the same member of staff will enter the same “bubble” each time they deliver or collect • Catering team will collect waste in appropriate bags • Any hot food will be contained in appropriate commercial grade boxes to ensure food is kept at the right temperature • Staff will ensure high standards hand hygiene and respiratory hygiene • Mixture of hot food and packed lunches will be made available where possible. 	<p>L</p>	<p>https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</p>

	<p>Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that children do not mix with children from other groups.</p>	<p><i>staff/Students /Visitors/ Contractors</i></p>	<ul style="list-style-type: none"> • Students will take lunch in their home spaces (i.e the classrooms they are in) • Break times and lunchtime each “bubble is allocated a specific area • Initially the school will offer a packed lunch service and then it will look to expand this to serve a variety of hot and cold meals where possible. <p>PREP</p> <ul style="list-style-type: none"> • Nursery have their own space • R & Yr1 – Reception play space and their own classrooms • Yr2 & Yr3 – their own classrooms and half of the playground and grassed area at the rear of meadow court • Yr4 & Yr5 – Their own classrooms and half of the playground and grassed area at the rear of meadow court • Yr6 - Their own classroom and senior school based Prep playground <p>SENIOR SCHOOL</p> <ul style="list-style-type: none"> • Yr7 – Maths 1&2, Music. Their outside space will be the cricket outfield near the pavilion • Yr8 – Science lab 3, MFL2 & Maths 3. Their outside space will be the walled garden • Yr9 – Reps room & Geography. Their outside space will be a marked area on the back lawn • Yr10 – MFL1, History & Drama. Their outside space will be a marked area on the back lawn • Yr11 – Eng 1, Eng 2 & Eng 3. Their outside space will be a marked area on the back lawn 	<p>M</p>	
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			<ul style="list-style-type: none"> • Yr13 – Sixth form classrooms and library. They will use the sixth form social spaces • Staff will either be supervising or having lunch with their tutor/class groups • Staff not on duty or with a tutor group will be able to use the dining hall • Dining hall to be set up by site staff as a socially distanced staff room and work area • Behaviour policy will be in place • All students will always be supervised by an adult to ensure of good respiratory hygiene and social distancing • Outside spaces will be clearly marked out and signed by Estate team this will also be regularly checked 		
<p>PPE</p>	<p>Face covering use in school</p>	<p><i>staff/Students /Visitors/ Contractors</i></p>	<ul style="list-style-type: none"> • The use of face coverings is encouraged in communal areas of the school and in cases where 2m social distancing cannot be kept • The use of face coverings within the school is down to the individual choice of the staff member • The school has supplied staff with 2 ply face coverings for school use • The school has also a supply of temporary masks in case that students who wish to use a mask do not have one • Face coverings will be used on school transport • When pupils and staff who use them arrive at school, they must not touch the front of their face covering during use or when removing it 		<p>www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</p>


			<ul style="list-style-type: none"> • 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 heading to their classroom. • information on donning and doffing of face masks and coverings will be made available to staff and students via posters and emails 		
	PPE requirements and appropriate supplies in place.	<i>staff/Students /Visitors/ Contractors</i>	<ul style="list-style-type: none"> • PPE will be referred to as: Fluid resistant face shield (also known as Type IIR) Disposable gloves Disposable plastic apron Eye protection (example a face visor or goggles) • PPE will be required by a supervising adult when a student or staff member is suspected of COVID 19 symptoms while in school and they cannot maintain a distance of 2 meters while awaiting collection • PPE will be required if child or young person has a routine intimate care plan • PPE is NOT required beyond what is normally needed for work • Estate team to monitor stock levels • Estates and Facilities Manager will order stocks when they fall below the set level 	L	https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe
	Long term approach to obtaining adequate PPE supplies in place.	<i>staff/Students /Visitors/ Contractors</i>	<ul style="list-style-type: none"> • School has multiple suppliers to access for supply of PPE • List of suppliers provided DFE and Essex county council is kept by Estate and Facilities Manager 		

<p>Response to suspected/ confirmed case of COVID19 in school</p>	<p>Approach to confirmed or suspected COVID19 cases: during school day</p> <ul style="list-style-type: none"> • Which staff member/s should be informed/ take action • Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated • Cleaning procedure in place 	<p><i>staff/Students /Visitors/ Contractors</i></p>	<ul style="list-style-type: none"> • SLT will be notified • Lead First aider will be notified who will treat individual and help to isolate, will record on Bromcom and make PHE aware • G Bird Notified who will inform cleaning teams • Parents will be notified to come collect student • Next of kin will be contacted if a member of staff displays symptoms • Access to testing is already available to all essential workers. This includes anyone involved in education, childcare or social work - including both public and voluntary sector workers, as well as foster carers. Education settings, as employers, can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal. • Parents or next of kin will be advised that the household will have to self-isolate for 10 days • Parents and staff should be notified that an individual has displayed symptoms especially those who have been in close contact or with the school setting • Cleaning teams will sanitise areas and clean • Follow gov.uk guidance • If a child is awaiting collection, they should be moved, if possible, to the first aid room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. 	<p>M</p>	<p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-2-school-operations</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p>
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	<ul style="list-style-type: none"> • Arrangements for informing parent community in place 		<p>Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <ul style="list-style-type: none"> • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. • PPE should 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). • In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. 		
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			<ul style="list-style-type: none"> • If an individual tests positive for COVID 19, the health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious • If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. 		
	<p>Approach to confirmed COVID19 cases in place: outside of school hours</p> <ul style="list-style-type: none"> • Approach to relocating CYP away from certain parts of the school to clean, if possible • Cleaning procedure in place • Arrangements for informing parent community in place 		<ul style="list-style-type: none"> • Relocating teaching rooms, so cleaning can take place if it hasn't already been done • SLT will be notified • Lead First aider will be notified who record on Bromcom • G Bird notified who will inform cleaning teams • Next of kin will be contacted if a member of staff displays symptoms • Access to testing is already available to all essential workers. This includes anyone involved in education, childcare or social work - including both public and voluntary sector workers, as well as foster carers. Education settings, as employers, can book tests through 	M	<p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p>

			<p>an online digital portal. There is also an option for employees to book tests directly on the portal.</p> <ul style="list-style-type: none"> • Parents and staff should be notified that an individual has displayed symptoms especially those who have been in close contact or with the school setting • Cleaning teams will sanitise areas and clean • Follow gov.uk guidance • If an individual tests positive for COVID 19, the health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious • If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. 		
	<p>Process in place to engage with the Test and Trace and contact tracing process.</p>		<ul style="list-style-type: none"> • Vice Principal has access to the employer referral portal to be able to book staff in for testing 	<p>L</p>	<p>https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</p>

	<p><i>Refer to ECC and public health guidance for more information.</i></p>		<ul style="list-style-type: none"> • Individuals can book a test on the NHS and gov.uk website • The school will work with Public health England and the NHS in response to any Covid 19 outbreak 		<p>https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p>
<p>Pupil Re-orientation</p> <p><i>back into school after a period of closure/ being at home</i></p>	<p>Approach and expectations around school uniform determined and communicated with parents.</p>		<p>Whole School (Prep and Senior)</p> <ul style="list-style-type: none"> • It is DfE guidance that Schools return to normal uniform rules and expectations, therefore this is what we intend to do: • ‘We ... encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. • 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.’ • However, the one caveat to this will be that all pupils wear Forest school / PE kit on the days when they have Forest School, PE or Games so that there is no need to change for those activities. A spare change of clothing should be brought in on those days in case there is a need to change afterwards, but this should only be in exceptional circumstances. 	<p>L</p>	<p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p>
	<p>Changes to the school day/timetables shared with parents.</p>		<p> This will be communicated alongside the documents sent out with the Risk Assessment.</p>	<p>L</p>	

		<ul style="list-style-type: none"> Key considerations will be the start and end of the day for drop off and pickup, alongside any other changes required in order to manage bubbles of students. The intention is for the School timetable to continue as normal, but there will inevitably be internal changes to rooming for some lessons, which will be communicated to pupils and staff. 		
All students instructed to bring a water bottle each day.		<p>Prep</p> <ul style="list-style-type: none"> All parents will be advised that their child must bring in a water bottle for the day. No water fountains will be available. Children who wish to fill their water bottles from available taps will only be able to do so at breaks under adult supervision, following social distancing guidelines. Adult will turn the tap on, leave it on for all to fill their bottles and then turn it off at the end of the process. <p>Seniors</p> <ul style="list-style-type: none"> All students and parents will be advised that each child should bring enough water with them to keep them hydrated throughout the day. No water fountains will be available. 	L	
Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff.		<p>Prep:</p> <ul style="list-style-type: none"> During school inset wellbeing and returning to school will be a focus. Prep teachers to make wellbeing part of the day, check in at the beginning of the day and throughout. Use government resources to support the wellbeing of the children 	L	

	<p>This includes bringing together pupils who have remained in school during closure and those at home and celebrating non-academic achievements of pupils whilst at home/ during school closure.</p>		<p>(https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak)</p> <ul style="list-style-type: none"> • Assembly focus for Autumn Term on wellbeing. • During class time children and teachers to celebrate learning that happened in the summer term both inside and outside of school. • Teachers to either arrange a Zoom meeting with returning students to show classroom, entrances and exits and answer any concerns about return or photographs as age appropriate. • Extended Tutor Time will be built in to re-orientate students. • Yr 1- 6: expectations to be prepared and shared each morning on Teams. Zoom meetings to be held for Year 1- 6 for pupils at home alongside those in school. R to use Tapestry. <p>Seniors:</p> <ul style="list-style-type: none"> • Extended Tutor Time will be built in to re-orientate students. • Tutors to inform students of procedures/ expectations on return. • Share routine and learning hubs of year groups. Procedures for break/ lunch/ school rules. AG to share resources. • AG to share links for support from networks: • https://nipinthebud.org/information-films/tips-for-returning-to-school/ 		
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			<ul style="list-style-type: none"> • https://www.nspcc.org.uk/keeping-children-safe/away-from-home/at-school/ • https://youngminds.org.uk/starting-a-conversation-with-your-child/ • https://www.escb.co.uk/childrenyoung-people/looking-after-my-mental-health/ • Pastoral staff: Tutors/ HoH/ EK/ AG/ AW to monitor those identified needing support. • Back to school AW and AG have emailed and offered to reintegrate those on transition and those who are vulnerable. Appointments tbc some parents have not responded. 		
	Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.		<p>Prep:</p> <ul style="list-style-type: none"> • Wellbeing, mental health and resilience will be a key focus in assemblies as well as during PSHE within the classroom. https://youngminds.org.uk/resources/school-resources/supporting-your-pupils-through-the-covid-19-pandemic/ <p>Seniors:</p> <ul style="list-style-type: none"> • Assemblies in the first few weeks to support well-being, tutor times to focus on discussion and sharing links to support. AG to share information. • HoH to focus on return to school in first weeks. 	L	
	Re-orientation support for school leavers is developed.		<ul style="list-style-type: none"> • All tutors to support all year groups with re integration and share links as above. 	L	
	Consideration of the impact of COVID19 on families and whether any		<p>Prep:</p> <ul style="list-style-type: none"> • KH to monitor list of those regarded as vulnerable. 	L	

	<p>additional support may be required:</p> <ul style="list-style-type: none"> • Financial • Increased FSM eligibility • Referrals to social care and other support • PPG/ vulnerable groups 		<p>Seniors:</p> <ul style="list-style-type: none"> • AG/ AW monitor list of those regarded as vulnerable, plans for support will flex as the situation evolves. 		
<p>Remote Education Contingency Plan</p>	<p>All students have access to technology and remote learning offer is available to be switched on as a contingency when needed.</p>	<p><i>Bubble needs to self-isolate because of a positive case of COVID19.</i></p>	<p>All children are expected to be in School from September but remote learning strategies will be deployed should a pupil be required to self-isolate or shield as per the government's guidelines or in the case of a partial or whole School/geographical lockdown.</p> <p>Prep School</p> <ul style="list-style-type: none"> • Remote learning to be delivered through Teams from Year 1 – 6. Tapestry for Reception students. • Zoom meetings with teachers 9am, 11am and 3pm (11am flexible) • Teams to be reassigned/created for the new academic year. • Training for all new staff, staff who have not been using Teams and parents to be provided. • All staff, students and parents clear on expectations of remote learning. <p>Senior School</p>	<p>L</p>	<p><i>Audit of devices needed for new joiners.</i></p>

			<ul style="list-style-type: none"> • Remote learning contingency available and ready to be 'switched-on' when needed. • New staff to be briefed during Inset with follow up sessions as needed. • New students to be trained by their Tutors (with support if required) during the first days of school as part of their induction. Tutors will audit devices and check each student has access to the Microsoft platform. • New parents to have contingency plans communicated by Parentmail with a follow up Zoom offered. • Updates and plans for blended learning to be shared with staff, parents and students. • Lessons to be delivered through Teams using Office 365. • All students have their own devices. • Teams to be reassigned/created for the new academic year. 		<p><i>Survey to all parents about availability of devices – also introducing 1:1 program for Yr 5 & 6 students to support Remote learning and transition into Senior School.</i></p>
<p>Transition into new year group</p>	<p>Online/ website support for families and young people around transition.</p>		<p>https://www.miracle-recreation.com/blog/helping-children-transition-easily-into-a-new-school-environment/?lang=can https://essexfamilywellbeing.co.uk/service/school-transition/</p>	L	

<p>What will need to be different this year because of COVID19?</p>			<p>https://www.tinies.com/our-favourites/transition-from-primary-to-secondary-school.html</p>		
	<p>Plan for transitions between school years taking into account what needs to be different due to partial opening, remote and face to face:</p> <ul style="list-style-type: none"> • EY to Primary • Primary to Secondary • Vulnerable children • Children with SEND • Physical and sensory needs, including adaptations, equipment etc (lead in times) • Post 16 • School Leavers 		<p>Prep:</p> <ul style="list-style-type: none"> • All students received either a presentation, video or had a Zoom meeting with their new teacher before the end of the school year (2019-20.) • Reception teacher having settling-in meetings with all Reception children and parents w/c 24.08.2020 • All staff clear on procedures for in class teaching and remote learning. • All staff aware of vulnerable/SEND children, monitored regularly. <p>SEND:</p> <ul style="list-style-type: none"> • AW has arranged Summer holiday meetings with SEND children who have been highlighted as anxious about returning. • AW / NM to contact all parents of SEND children during the first 2 weeks to ensure smooth transition. • LSAs to liaise with Maths / English teacher to ensure any gaps in knowledge can be covered in 1:1 sessions. <p>Seniors</p> <ul style="list-style-type: none"> • AG is supporting with new families transitioning. Emails to vulnerable students who may need early re integration. • GLM / AG met new pupils entering Year 7 by Zoom in Summer 2020 • Tutors to engage with all new students to ensure they have all support and information in 	<p>L</p>	

			<p>place they need for the start of School under new conditions</p> <ul style="list-style-type: none"> AG and HoH to ensure that Year 7 and all new students have support in place they need 		
Safeguarding	<p>Consideration given to any CYP who may need support with their return to school and consultation has been undertaken with the family and other agencies involved.</p>		<ul style="list-style-type: none"> See above for info regarding children with SEND who may need support with return. AG / KH and HoH supporting children and families who need this most 	<i>L</i>	
	<p>Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.</p>		<ul style="list-style-type: none"> Safeguarding training on return will cover who and how to report for all staff. 	<i>L</i>	
	<p>Updated Child Protection Policy in place.</p>		<ul style="list-style-type: none"> Policy has been reviewed and amended. Addendum added for Covid 19 and changes to procedures for related policies has been completed. 	<i>L</i>	
	<p>Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable CYP to return to school.</p>		<ul style="list-style-type: none"> Monitoring of those on the identified vulnerable list has taken place. 	<i>L</i>	
	<p>Where physical contact is required in the context of managing behaviour, ensure appropriate hygiene measures are in place to</p>		<p>Prep</p> <ul style="list-style-type: none"> Staff are trained on how to use and potential scenarios where this may be needed ie physical restraint/First Aid. 	<i>M</i>	

	mitigate any risk of transmission.		<ul style="list-style-type: none"> PPE to be made available should it be required – SLT and GB to advise <p>Seniors</p> <ul style="list-style-type: none"> Students who may have IHC plans have de-escalation as part of this. Where there is an issue staff should email SLT for support. PPE to be made available should it be required – SLT and GB to advise 		
Curriculum / learning environment	Current learning plans, revised expectations and required adjustments have been considered.		<p>Prep School</p> <ul style="list-style-type: none"> Curriculum outlines for each year group to be reviewed to accommodate any gaps in learning due to lost face to face sessions. Initial assessment to take place to identify gaps in learning and to inform planning. Curriculum outlines reviewed to accommodate possible distance learning due to further closures. Resources for lessons to be provided for personal use in packs to avoid sharing and movement within the classrooms. <p>Senior School</p> <ul style="list-style-type: none"> Curriculum outlines for each subject reviewed to accommodate any gaps in learning due to lost face to face teaching. Lesson delivery will differentiate catch up for different groupings. Setting of students in Year 7 to be delayed until second half of Autumn Term 	M	

			<ul style="list-style-type: none"> • Assessment and Feedback Policy reviewed and adapted to incorporate the new procedures in line with social distancing. • Increased low stakes formative assessment. • Year 11-13 mock examinations redesigned to incorporate two formal assessment opportunities instead of one. • If possible, resources for the session to be handed out while the students are not in the room to prevent circulation in the classroom. • Use of personal laptops and Microsoft Teams means most resources can be shared electronically and support given online. 		
	<p>Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?</p> <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"> • PE – including no contact sport • Practical science lessons • DT/ FT 		<p>Prep Nursery Plan activities that access the outside space as much as possible, rotate toys to ensure thorough daily cleaning, activities that supports social distancing as much as possible.</p> <p>R – Year 6</p> <ul style="list-style-type: none"> • Separate risk assessments will be completed with subject specialists for: Science, DT, Food & Nutrition, PE, Music and Drama. • Computing will be in the specialist Suite with cleaning in between group use and the use of external doors for entry/exit. • Food, DT, Drama and Music will be delivered in the Prep Classrooms initially, with subject specialists. • Science lessons that usually take place in the Senior School labs will be delivered in Prep classrooms initially, potentially in the Labs for 	<i>M</i>	

			<p>practicals in the future, using external doors for entrance/exit.</p> <ul style="list-style-type: none"> • Swimming – No swimming initially until further government guidance released (sessions used to ensure full coverage of curriculum) At time of writing the swimming pool has not yet been opened to the public. • PE – outside if possible or within the classroom if wet weather (may be more theory based in this instance) • Forest School / PE kit will be worn all day when those lessons are timetabled so pupils will not need to change in School. However, a change of clothing should be brought in on these days in case it is required. • Peripatetic lessons will not take place in the first instance and additional risk assessments will be undertaken before they are commenced in the future. <p>Seniors Years 7-9</p> <ul style="list-style-type: none"> • Separate risk assessments will be completed with subject specialists for: Science, DT, Food & Nutrition, PE, Music and Drama. • Computing will be in the specialist Suite with cleaning in between group use and the use of external doors for entry/exit. • Science, Food, DT, Drama and Music may be delivered in the Zoned classrooms initially, with subject specialists; practical elements in the specialist areas being introduced where possible following up to date government guidance. 		
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			<ul style="list-style-type: none"> • Games lessons will keep Year group bubbles separate when timetabled together and sporting activities will be risk assessed in line with the most up to date government guidance. • Peripatetic lessons will not take place in the first instance and additional risk assessments will be undertaken before they are commenced in the future. • Forest School / PE kit will be worn all day when those lessons are timetabled so students will not need to change in School. However, a change of clothing should be brought in on these days in case it is required. <p>Years 10-13</p> <ul style="list-style-type: none"> • Separate risk assessments will be completed with subject specialists for: Science, DT, Food & Nutrition, PE, Music and Drama. • Science, Food and DT will be in the specialist Suites or Learning Zones with cleaning in between group use when necessary. • Games lessons will keep Year group bubbles separate when timetabled together and sporting activities will be risk assessed in line with the most up to date government guidance. • Peripatetic lessons will not take place in the first instance and additional risk assessments will be undertaken before they are commenced in the future. • Forest School / PE kit will be worn all day when those lessons are timetabled so students will not need to change in School. However, a change of clothing should be brought in on these days in case it is required. 		
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	<p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> • Wellbeing curriculum • recognising 'non-curriculum' learning that has been done • capturing pupil achievements/outcomes • utilising the DFE 'catch-up' funding and programmes 		<p>Prep</p> <ul style="list-style-type: none"> • First week to include extended class discussion time each morning. Programme of suggested activities for sharing and celebrating non-curriculum learning that has been done and capturing achievements. • Morning routines to incorporate a focus on a well-being curriculum. • Teachers to determine what assessments can be meaningfully delivered and how curriculum paths need to be tailored to do this. <p>Senior School</p> <ul style="list-style-type: none"> • Extended Tutor Time Periods 1&2 on 3rd September and if necessary P1 on 4th September to share experiences, celebrate achievements and to support transition • Adapting curriculum is captured elsewhere. • DfE funding is not applicable • Staff trained and supported in front of classroom delivery style and aware of how best to provide students with additional support. 	L	
	<p>Student behaviour policy reviewed and reflects the current circumstances.</p>		<p>Prep</p> <ul style="list-style-type: none"> • Children keep to their desks as much as possible when in the room • Social distancing charter created for and with the children (Include instructions how to line up, use of toilet, moving around the classroom etc) • Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance 	L	

			<p>Seniors</p> <ul style="list-style-type: none"> • A revised Behaviour policy is in place with an attached Procedures for Rewards and Sanctions to reflect the current situation. • Tutors to advise students. • Posters to reinforce procedures and expectations are shared. 		
	Approach to individual baseline assessment of progress/ gap analysis and how to respond to different 'levels' of progress is developed.		<p>Prep</p> <ul style="list-style-type: none"> • Baseline assessments to completed to identify gaps in learning • Review of target tracker to highlight areas of learning covered during distance learning and to ensure coverage for all learners. • Assessment to inform planning, differentiation in Term 1 <p>Senior School</p> <ul style="list-style-type: none"> • GL assessments Y7/8/9 Maths, Science and English to take place and be used for diagnosis • CEM testing already in place • Y7-11 Increased formative low stakes testing in each subject. Departments to use this as well as tracking and data to inform planning for different levels of progress during lockdown. • Lessons differentiated so students are supported/stretched as required. 	<i>M</i>	
	Consider adaptations to learning environment.		<p>PREP</p> <ul style="list-style-type: none"> • Desks will be placed so that children will not face each other. • Each station will be assigned to a child 	<i>M</i>	

			<ul style="list-style-type: none"> • Children asked to bring in own stationery (or have packs of stationery labelled with their name on) • Bags and coats to be stored on pegs. • Tubs of resources for individuals if needed – maths cubes etc • Lessons planned so resources are individual and not shared – or on white board • Resources on tables ready for lesson and not distributed within the lesson Plastic packets (zippy) bags used for individual resources • Children encouraged to wash hands / use hand gel before lessons and after each lesson • Lessons planned for individual work (not pairings or group work) • Feedback – using large whiteboard and interactive whiteboard not close interaction • Mark out an area for the teacher – 2m distancing at front of room • Soft furnishings and soft / cloth toys will be removed from use in classrooms <p>Seniors</p> <ul style="list-style-type: none"> • See also 'Classrooms'. • Windows and doors to be open as much as possible for the purpose of ventilation. • Consistent seating plans must be adhered to. • Collaborative and paired activities should not require movement in the room or face to face activities. • Students may share classroom based resources for learning but not any that have been brought from home and any equipment used between bubbles must be cleaned between uses or 		
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			<p>rotated to allow a period of 48 hours (72 hours for plastics) between uses.</p> <ul style="list-style-type: none"> • Students will not be released from a lesson unless it is prearranged or urgent. • There will be a greater use of devices in the classroom. • Students will be required to bring a power bank with them and headphones should they be required. • Feedback will be delivered through Teams or verbally from the front of the class using the IWB and not close interaction. • Paperwork will not be marked unless stored for at least 72 hours – marking electronically is the preferred method where possible. 		
CYP with SEND	Approach to provision of the elements of the EHCP including health/therapies in place.		<ul style="list-style-type: none"> • SENCO is in regular contact with parents to check progress and wellbeing. 	<i>L</i>	
	Annual reviews.		<ul style="list-style-type: none"> • Annual reviews are up to date. Next one is due Feb 2021. 	<i>L</i>	
	Requests for assessment considered.		<ul style="list-style-type: none"> • SENCO managing these. Dates to be scheduled for Year 10 Exam Access Arrangements following social distance procedures. 	<i>L</i>	
	Consider any CYP who may need support with their return to school and		<ul style="list-style-type: none"> • SENCO has been in contact and met with parents and students during the holidays who may need support with their return to school. 	<i>L</i>	

	consult with the family and other agencies involved. <i>Including any support required for CYP to understand new rules i.e. social distancing.</i>		<ul style="list-style-type: none"> • SENCO / NM will meet with these students during the first week to monitor. • SENCO/NM will be in regular contact with parents. 		
Attendance	Approach to promoting and supporting attendance for all-pupils determined, including those who may be anxious.		<p>Prep</p> <ul style="list-style-type: none"> • Clear expectations shared with the school community that all children should attend school. • Thorough and detailed guidance is shared with school community to reassure that all measure have been put into place for a safe return. • Attendance to be closely monitored by staff and Head of Prep. Head of prep to contact parents if attendance becomes a concern. <p>Seniors As above</p> <ul style="list-style-type: none"> • HoH with AG to monitor attendance, AG to review attendance weekly and contact with parents where there is a concern to be actioned by Tutor. HoH support where needed. 	L	
	Approach to support for parents where rates of persistent absence were high before closure.		<p>Prep</p> <ul style="list-style-type: none"> • Follow attendance policy, where concern is raised Head of Prep to contact parents to discuss. <p>Seniors</p>	L	

			<ul style="list-style-type: none"> Follow attendance Policy, where concern is raised meeting with parents via Zoom to be scheduled. Tutor/ HoH/ AG. 		
Communication	Information shared with staff around the full opening plan, returning to site, amendments to usual working patterns/practices and groups.		Letter and RA to be emailed home w/b 17 August Zoom meeting in that week Full training at INSET.	<i>M</i>	
	Governors consulted on full opening plans.		This will take place via documents sent and meeting arranged for w/b 17 August	<i>L</i>	
	Risk Assessment published on website, where more than 50 staff.		This will be published on the website once the Risk Assessment and other documents have been through consultation with staff and Governors,	<i>L</i>	
	Communications with parents on the: <ul style="list-style-type: none"> Plan for full opening Social distancing plan Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning Attendance 		Letter, RA, and 'Headlines' Document to be sent to parents in w/b 24 August Zoom Meeting to take place in the same week	<i>M</i>	

	<ul style="list-style-type: none"> • Uniform • Transport • Behaviour • Test and trace • Staggered start and end times • Expectations when in school and at home (if self-isolating is necessary) 				
	<p>Pupil communications around:</p> <ul style="list-style-type: none"> • Changes to timetable • Social distancing arrangements • Staggered start times • Expectations when in school and at home (if self-isolating is necessary) • Travelling to and from school safely 		<p>Prep</p> <ul style="list-style-type: none"> • Changes to curriculum will be communicated with school community ie arrangements for PE, Forest School etc. • Arrangements for drop off and collection times and points communicated with school community before reopening and revisited with parents and children as required. • Guidance on cases of Covid-19 within school or at home to be shared with school community before reopening. • e-Bug posters displayed around Prep School: Horrid hands • Super sneezes • Hand hygiene • Respiratory hygiene <p>Seniors</p> <ul style="list-style-type: none"> • Parents asked to relay information from the headlines shared with them by the School. • Tutors to meet with their groups on return 		L
	On-going regular communication plans determined to ensure		After initial communication regarding plans for re-opening with parents there will be regular email communication as plans develop. This will include		L

	parents are kept well-informed		communication before the start of term, alongside communications as plans develop once term starts. There will also be updates via the weekly newsletter.		
Governors/ Governance	Meetings and decisions that need to be taken are prioritised.		There will be a meeting in w/b 17 August to discuss re-opening plans. Any subsequent extraordinary meetings will be scheduled in advance of the termly full Governing Board meeting.	<i>L</i>	
	Governors are clear on their role in the planning and full opening of the school, including support to leaders. Approach to communication between Leaders and governors is clear and understood.		Re-opening plans shared with Governors and discussed in w/b 17 August. Chair of Governors and Vice Chair of Governors in direct contact with Principal, and where necessary SLT to discuss specific details of re-opening plans where necessary.	<i>L</i>	
	Governors prepared for start of school year (clerking, etc).		All Governors in place. Arrangements for introducing new Governors managed by Chair of Governors. Clerking arrangements already in place.	<i>L</i>	
School events, including trips	The school's annual calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the immediate term, including school trips.		<ul style="list-style-type: none"> • There are currently only two trips scheduled for 2020-21 • Ski Trip, Italy, Dec/Jan 2020-21 • Watersports, France June/July 2021 • Current advice is that non-overnight domestic trips can take place. The School will review its position regarding this before committing to any trips. • Where trips are able to run, careful consideration will need to be given to the risk 	<i>M</i>	

			<p>assessment needed for the intended destination</p> <ul style="list-style-type: none"> • Staff should be encouraged to explore other avenues for enhancing learning, such as virtual tours: https://www.theguardian.com/travel/2020/mar/30/10-best-virtual-tour-worlds-most-famous-landmarks • Themed lessons or days can also be used to great effect e.g. STEM day, MFL day, Virtual Country Show • Consideration should also be given to onsite experiences from visiting groups, where socially distancing measures can be more easily controlled e.g. visiting drama groups to work with socially distanced year group bubbles in small breakout groups etc. <p>Educational visits</p> <p>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be</p>		
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			done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.		
Finance	Additional costs incurred due to COVID19 are understood and clearly documented.		Physical purchases have been charged to Maintenance (GB) and recorded.	M	
	Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM		NA	N/A	
	Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.		Recorded in budgets.	M	
	Insurance claims, including visits/trips booked previously.		IE leading on school trip insurance claims.	M	
	Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> • Cleaning • IT support • Catering 		All services are provided in-house and CR working with GB to return to fully operational for school opening.	L	

	Consideration given to any support that may be brokered through working together, for example, partnerships, trusts etc.		Limited support available as not part of a trust or partnership, however GLM receiving information from Associations and regular communication from Government bodies.	L	
Before and after school clubs	Approach in place for before/after school clubs implements the necessary protective measures.		<p>Prep Intention is to run School activities but within bubbles, supervised by class teachers or LSAs if appropriate</p> <p>Senior As above</p> <p>A socially distanced-specific timetable will be produced for activities. Where possible external coaches will still be used but this will need to be cost effective as a result of no year group crossovers of students</p> <p>Offsite activities (Horse-riding and Boxing) will not take place during the autumn term</p> <p>NB. No activities to start until w/b 7 September at earliest to ensure appropriate arrangements can be put in place</p>	M	