

Weston Turville CE School

Risk Assessment: Full Opening of Schools

September 2020

Latest guidance: [school guidance](#)

Parent/carer guidance: [guidance for parents and carers](#)

Guiding principles from the DfE guidance:

Essential measures include –

- *A requirement that people who are ill stay at home*
- *Robust hand and respiratory hygiene*
- *Enhanced cleaning arrangements*
- *Active engagement with NHS Track and Trace*
- *Reducing contacts and maximising distance*

How contacts are reduced will depend on the school's circumstances and will as much as possible include –

- *Grouping children together*
- *Avoiding contact between groups*
- *Arranging classrooms with forward facing desks*
- *Staff maintaining distance from pupils and other staff as much as possible*

System of controls: protective measures

- *Prevention*
- *Response to any infection*

PREVENTION

DfE Guidance	What are the hazards?	What measures will we take?	Who is responsible?
Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who	Transmission of the virus	The school will ensure that –	All staff SLT

Weston Turville CE School

<p>have someone in their household who does, do not attend school.</p>	<p>Disruption to school caused by staff absence due to virus symptoms</p>	<p>Children or adults with Covid-19 symptoms (new continuous cough or high temperature or loss of taste/smell) or have tested positive in the last 10 days do not come to school.</p> <p>Those who develop symptoms while at school are sent home, told to self-isolate for 10 days and asked to arrange for a Covid-19 test.</p> <p>Family members of those displaying symptoms, including siblings, self-isolate for 14 days from when the person had the first symptoms.</p> <p>Children who develop symptoms in school are isolated in the Staff Room until a parent can collect them. A member of staff from the child's social bubble, using PPE, will supervise the child, and if the child uses a toilet (changing room toilet) it will be cleaned and disinfected before the next person uses it. The Staff Room will be thoroughly cleaned and disinfected after use.</p> <p>The Thames Valley Health Protection Team 'Guidance for Childcare and Educational Settings in the Management of Covid-19' flowchart document is clearly displayed in the Hill Retreat and other public areas.</p> <p>Everyone who has been in contact with the symptomatic person washes their hands for 20 seconds with soap and water and/or uses a hand sanitiser.</p> <p>Staff who have cared for an infected child, or other children who have been in contact with them stay in school unless they develop symptoms themselves.</p> <p>All staff and pupils are offered the opportunity to have a flu vaccination to minimise the possibility of contracting infections other than Covid-19.</p>	<p>Parents/carers</p> <p>Visitors</p>
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Weston Turville CE School

Clean hands more often than usual.	Transmission of the virus	<p>The school will ensure that –</p> <p>Pupils and staff wash their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <p>There is plenty of hand sanitiser and it is easily accessible for all.</p> <p>Pupils are supervised when using hand sanitiser.</p> <p>Where pupils bring their own sanitiser to school staff are aware of it, it is stored in plain sight and used only by the child who brought it.</p>	Everyone
<p>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p> <p>Public Health England does not recommend the use of face coverings in school due to misuse, interference in communication and pupil fear of others wearing them.</p>	Transmission of the virus	<p>The school will ensure –</p> <p>There are plenty of lidded bins around the school that are clearly labelled and regularly emptied.</p> <p>Encourage children to use the ‘Catch it, bin it, kill it’ approach and understand why.</p> <p>Those wearing face coverings on arrival are asked to place them in a lidded bin where they are disposable or a plastic bag where they are re-useable. They will then wash their hands thoroughly.</p> <p>Windows and doors will be kept open across the school where possible to aid ventilation and lessons will take place outside where appropriate.</p>	<p>All staff</p> <p>Caretaker</p> <p>SLT</p>
Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.	Transmission of the virus	<p>The school will ensure that –</p> <p>All areas are cleaned regularly, with an emphasis on frequently touched surfaces such as door handles.</p>	<p>All staff</p> <p>Caretaker</p> <p>SLT</p>

Weston Turville CE School

<p>Different groups don't need to be allocated their own toilet blocks but toilets need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</p>		<p>All staff have access to cleaning equipment so they can contribute to keeping the school clean during the day, particularly tables, chairs, equipment and toilets.</p> <p>Children are encouraged to wash their hands thoroughly after using the toilets.</p>	
<p>Minimise contact between individuals and maintain social distancing wherever possible, while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. The balance between them will change depending on:</p> <ul style="list-style-type: none"> • children's ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Maintaining distinct groups that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate. In order to resume the full range of curriculum subjects schools may</p>	<p>Transmission of the virus</p>	<p>The school will ensure that –</p> <p>Pupils are allocated social bubbles within their classroom blocks. These will be Years 5/6, Years 3/4, Years 1/2 and EYFS 1&2.</p> <p>Pupils do not mix with other bubbles.</p> <p>Pupils remain in their own classroom blocks during lesson times.</p> <p>Pupils in Years 3-6 will be encouraged to socially distance, and staff in these classes will also distance where possible, except in the case of children with EHCPs/SEND who need closer support.</p> <p>Children in EYFS and Years 1 and 2 will not be able to social distance but will be encouraged to observe the hygiene rules closely.</p> <p>One pupil at a time uses the toilets in the Junior blocks.</p> <p>Arrival and departure times are staggered. These will be –</p> <ul style="list-style-type: none"> • Years 5&6, rear entrance, 9am-3.30pm • Years 3&4, infant playground entrance, 9am-3.30pm • Years 1&2, infant playground entrance 8.30-3.00pm • Reception, regular side gate, 8.30-3.00pm • Pre-School, regular side gate, 8.30-11.30am and/or 12.15-3.15pm 	<p>All staff</p> <p>SLT</p> <p>Barnowls</p> <p>AiP</p> <p>Volunteers</p>

Weston Turville CE School

<p>need to change the emphasis on bubbles from the summer term and increase the size of these groups.</p> <p>We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Siblings may be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Staff should keep their distance from pupils and other staff as much as they can, ideally 2 metres.</p> <p>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term.</p> <p>Schools should carefully consider keeping children within their year groups or bubbles where possible for extra-curricular activities. If it is not possible to maintain bubbles being</p>		<p>Parents collecting from the infant playground entrance (Years 1-4) are invited to stand in the socially-distanced squares on the playground and staff release children to them.</p> <p>Parents are encouraged not to gather in groups at the school gates, and only enter the site via the main entrance one at a time.</p> <p>Breaktimes are staggered as follows –</p> <ul style="list-style-type: none"> • Years 5&6, junior playground, 11-11.15am • Years 3&4, junior playground, 10.30-10.45am • Years 1&2, infant playground, 10.30-10.45am • EYFS, EYFS playground, 10.30-10.45am <p>Lunchtimes are staggered as follows –</p> <ul style="list-style-type: none"> • Years 5&6, junior playground, 12.45-1.45pm • Years 3&4, junior playground, 12.15-1.15pm • Years 1&2, infant playground, 12.00-1.00pm • EYFS, EYFS playground, 11.30-12.15pm <p>Lunches are eaten in classrooms. Where lunches are provided by AiP these are packed lunches and are distributed by MDS. Lunchtime supervision is by MDS in the first instance (one MDS per bubble), with support by other bubble staff where necessary.</p> <p>Staff who move from bubble to bubble (eg Mrs Ellis teaching PE) take extra care to keep their distance from the pupils.</p> <p>PE takes place outside where possible, and in the hall if it is wet.</p> <p>Pupils in Years 3-6 sit in rows with their desks facing the front, and where possible teachers teach from the front.</p>	
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Weston Turville CE School

<p>used during the school day then schools should use small, consistent groups.</p> <p>As with physical activity during the school day, contact sports should not take place.</p>		<p>There are no larger gatherings, such as assemblies, plays, Harvest Festivals etc. Smaller acts of worship and assemblies will take place in the classroom blocks or in the hall and there is one assembly per week per social bubble in the hall with the Headteacher on different days.</p> <p>Extra-curricular clubs take place within the social bubbles, including sports clubs which take place outside or in the hall. Sports clubs will not involve contact sports.</p> <p>There are staff rooms in each block for staff to relax in their bubbles, to enable them to take a break safely and also to protect their mental health. The main staff room will remain out of use to larger groups because social distancing cannot be achieved. This room will be used as an isolation room in the event of a child displaying Covid-19 symptoms.</p> <p>Parent volunteers and peripatetic staff, external specialists etc follow the same social distancing advice as the staff.</p> <p>Contractors visit outside of school hours where possible but observe social distancing if they are on site during the school day.</p> <p>Children have their own sets of stationery and frequently used equipment. Other classroom resources are not shared between bubbles and are cleaned regularly.</p> <p>Other resources that must be shared, such as sports or specialist science equipment, or ipads are cleaned thoroughly after use.</p>	
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Weston Turville CE School

		<p>Pupils bring a bag, lunch box, coat, books etc into school, and teachers/pupils take books home but unnecessary sharing is avoided.</p> <p>PPE is used by staff only where a child exhibits symptoms or a child has intimate care needs.</p>	
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RESPONSE TO INFECTION

DfE Guidance	What are the hazards?	What measures will we take?	Who is responsible?
<p>Engage with the NHS Test and Trace process.</p> <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England protection team.</p> <p>Buckinghamshire's local team is the Thames Valley Health Protection Team and the number is 0344 225 3861 (or 0844 967 0083 for out of hours).</p>	<p>Transmission of the virus</p>	<p>The school will ensure that –</p> <p>Staff and parents understand that they need to be ready and willing to –</p> <ul style="list-style-type: none"> • Book a test if they are displaying symptoms and cannot come to school until the outcome is known. • Provide details of anyone they have been in close contact with. • Self-isolate if they have been in contact with someone who develops symptoms or tests positive for the virus. <p>Staff and parents know they can book a test through –</p> <ul style="list-style-type: none"> • https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ (essential workers have priority access so staff should identify themselves as such) • Telephoning NHS 119 <p>Staff and parents know they must inform the school immediately of the results of a test.</p> <ul style="list-style-type: none"> • If it is negative and they feel well they can stop self-isolating. Their household can also stop self-isolating. • If it is positive they must self-isolate for 10 days from the onset of the symptoms but can return to school after this with a cough or loss of taste/smell. They must not attend 	<p>All staff and visitors</p> <p>Parents/carers</p> <p>SLT</p>

Weston Turville CE School

		with a high temperature. Other members of the household must self-isolate for the full 14 days.	
<p>Manage confirmed cases of Covid-19 amongst the school community.</p> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with 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. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to 	Transmission of the virus	<p>The school will ensure that –</p> <p>Any confirmed cases of the virus are reported to the Thames Valley Health Protection Team immediately.</p> <p>The team’s instructions are followed in full.</p> <p>The appropriate template letter is sent to parents and staff.</p> <p>The names of those infected are not shared except with those who need to know.</p>	SLT

Weston Turville CE School

<p>face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none"> • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>The health protection team will provide definitive advice on who must be sent home.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u>. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still 			
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Weston Turville CE School

<p>develop the coronavirus (COVID-19) within the remaining days.</p> <ul style="list-style-type: none"> if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p>			
<p>Contain any outbreak by following local health protection team advice.</p> <p>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>	Transmission of the virus	<p>The school will ensure that –</p> <p>The Thames Valley Health Protection Team's instructions are followed in full.</p>	SLT

Weston Turville CE School

<p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by the whole school if necessary, in line with routine public health outbreak control practice.</p>			
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OTHER SCHOOL OPERATIONS

DfE Guidance	What are the hazards?	What measures will we take?	Who is responsible?
<p>Dedicated school transport (Year 3 swimming and other day trips)</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent so social distancing rules do not apply.</p> <p>The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:</p> <ul style="list-style-type: none"> how pupils are grouped together on transport, where possible this should 	<p>Transmission of the virus</p>	<p>The school will ensure that –</p> <p>Only pupils from one social bubble will be on a coach at the same time.</p> <p>Pupils use hand sanitiser when boarding the coach and disembarking.</p> <p>The risk assessment from the coach company is adhered to by all staff and pupils.</p> <p>Where the coach is 'shared' by Aston Clinton School for swimming (ie. the coach drops off one school, collects the next, drops off, then collects etc) additional cleaning of the coach takes place between groups.</p>	<p>SLT</p> <p>Motts Coaches</p> <p>Green Park Swimming Pool</p>

Weston Turville CE School

<p>reflect the bubbles that are adopted within school</p> <ul style="list-style-type: none"> • use of hand sanitiser upon boarding and/or disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible 			
<p>Attendance expectations</p> <p>School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; • schools' responsibilities to record attendance and follow up absence • the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</p>	<p>Pupils falling further behind in their studies, health & mental well-being</p>	<p>The school will ensure that –</p> <p>All parents are aware of the requirement for their children's attendance at school.</p> <p>All staff revert to filling in the registers as before the pandemic and SIMS is updated to show and monitor attendance.</p> <p>The school's Attendance Policy is fully adhered to.</p> <p>Remote education is provided to those who are unable to attend school due to –</p> <ul style="list-style-type: none"> • self-isolation due to symptoms of themselves or a family member • shielding (if local rates of the virus increase) • the advice of health professionals in relation to individual pupils with health needs <p>Nobody with legitimate reasons for absence as above is penalised for poor attendance.</p> <p>Support is provided to parents, pupils and staff who are anxious via staff and other agencies.</p>	<p>SLT</p> <p>All staff</p>

Weston Turville CE School

<p>Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.</p> <p>If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent.</p> <p>Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment).</p> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).</p> <p>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p>		<p>Pupils with SEND are reassured by having the changes in routines carefully explained. Some children may find the handwashing / sanitiser experience difficult and are given extra support.</p> <p>Use the 'catch-up funding' provided by the government to support the progress and attendance of those in need of re-engagement.</p> <p>Staff are aware of the requirement to attend school.</p> <p>Socially distanced alternatives are provided for clinically vulnerable, extremely clinically vulnerable or pregnant staff where possible.</p>	
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Weston Turville CE School

<p>Most staff will attend school.</p> <p>Staff who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>			
<p>Supporting staff</p> <p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing.</p>	<p>Deterioration of staff mental health</p>	<p>The school will ensure that –</p> <p>Staff have access to a support network of colleagues and line managers.</p> <p>Staff are signposted to organisations and health practitioners who can support mental health.</p> <p>Governors and senior staff check on the workloads of staff and remove any unnecessary bureaucratic loads.</p> <p>All staff adhere to the Reduction of Stress Policy.</p>	<p>SLT</p> <p>Governors</p> <p>All staff</p>
<p>Deploying support staff and accommodating visiting specialists.</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p>	<p>Pupils falling further behind in their studies, health & well-being.</p> <p>Classes being sent home in the event of a teacher's absence due to a lack of staff.</p>	<p>The school will ensure that –</p> <p>Teaching assistants are deployed appropriately to the bubbles in order to support children with SEND and other needs.</p> <p>Teaching Assistants are included where appropriate in the delivery of catch-up programmes to pupils.</p> <p>Teaching Assistants cover classes with a qualified teacher's support, including the Headteacher's, where the class teacher is</p>	<p>SLT</p> <p>SENCo</p> <p>Visitors</p>

Weston Turville CE School

Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher.		<p>absent. Teaching Assistants are not expected to cover classes where they feel uncomfortable to do so.</p> <p>Visiting specialists are fully aware of the school's risk assessment and observe social distancing where possible.</p> <p>Visitors are asked to wear masks to enter the main entrance and speak with the office staff.</p>	
<p>Supply teachers and other temporary or peripatetic teachers</p> <p>Schools can continue to engage supply teachers and other supply staff during this period.</p> <p>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p> <p>Mixing of volunteers across groups should be kept to a minimum and they should social distance where possible.</p>	<p>Transmission of the virus</p> <p>Pupils missing out on external support and tuition</p>	<p>The school will ensure that –</p> <p>Only a small number of supply teachers, volunteers and peripatetic staff attend the school. Those over 70 and/or with underlying health conditions are not asked to volunteer.</p> <p>All visiting staff and volunteers are given a copy of the risk assessment and expectations are made clear.</p> <p>Volunteers will only support one bubble.</p> <p>The library will be closed but each class will be given a selection of books for children to borrow. There will be no library clubs.</p>	<p>SLT</p> <p>Supply teachers</p> <p>Volunteers</p> <p>Peripatetic staff</p>
<p>Staff Leave</p> <p>We recognise that school staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be</p>	<p>Staff being absent due to quarantine measures</p> <p>Staff burning out with overwork and stress</p>	<p>The school will ensure that –</p> <p>Staff take a break of reasonable length from school. During the summer holidays the school is fully closed for three weeks.</p>	<p>All staff</p>

Weston Turville CE School

<p>working hard to prepare for all pupils to return from the start of the autumn term. Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return.</p> <p>As would usually be the case, staff will need to be available to work in school from the start of the autumn term.</p>		<p>Staff understand that they are expected to attend school from the beginning of September.</p> <p>Those choosing to visit countries where quarantine rules are in place take unpaid leave for any days they are absent at the beginning of term.</p> <p>Those caught out unexpectedly by quarantine rules are expected to carry out work from home.</p>	
<p>Safeguarding</p> <p>Schools should consider revising their child protection policy to reflect the return of more pupils.</p>	<p>Children not being safe, especially those who have spent lockdown in unsafe homes</p>	<p>The school will ensure that –</p> <p>The LA model child protection policy is adopted by governors.</p> <p>All staff are aware of and understand the policy.</p>	<p>SLT</p> <p>Governors</p> <p>All staff</p>
<p>Educational Visits</p> <p>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage.</p> <p>In the autumn term, schools can resume non-overnight domestic educational visits.</p> <p>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.</p>	<p>Transmission of the virus</p> <p>Children missing out on extra-curricular activities and enrichment</p>	<p>The school will ensure that –</p> <p>No residential visits take place until the guidance changes.</p> <p>Risk assessments for trips include measures taken to protect pupils and staff from the virus, by the school, the coach company and the venue.</p> <p>All those attending, and parents, are fully aware of the expectations.</p> <p>Educational visitors provide a risk assessment.</p>	<p>SLT</p> <p>Green Park Swimming Pool</p> <p>Motts Coaches</p>
<p>School uniform</p> <p>We would encourage all schools to return to their usual uniform policies for the Autumn</p>	<p>Deterioration of children's general attitude to school, and adopting a more casual approach</p>	<p>The school will ensure that –</p> <p>Parents are aware of the requirement for pupils to wear school uniform.</p>	<p>SLT</p> <p>All staff</p> <p>Parents/carers</p>

Weston Turville CE School

Term. Uniforms do not need to be cleaned any more often than usual.	Transmission of the virus while changing for PE in the changing rooms	<p>The School Uniform policy is implemented.</p> <p>Junior aged pupils wear their PE kits to and from school on days that they have PE in order to avoid changing in the close proximity of the changing rooms.</p> <p>Infants change into and out of PE kits in their classrooms.</p>	
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CURRICULUM, BEHAVIOUR AND PASTORAL SUPPORT

DfE Guidance	What are the hazards?	What measures will we take?	Who is responsible?
<p>Curriculum expectations</p> <p>The key principles -</p> <ul style="list-style-type: none"> • Education is not optional • The curriculum remains broad and ambitious • Remote education, where needed, is high quality and aligns as closely as possible with in-school provision <p>So schools are asked to -</p> <ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: • Aim to return to the school's normal curriculum in all subjects by summer term 2021 • Plan on the basis of the educational needs of pupils 	<p>Children falling further behind and not catching up on what they have missed.</p> <p>The attainment gap broadening for disadvantaged pupils</p>	<p>The school will ensure that –</p> <p>Lessons and timetables return to as normal an approach as possible.</p> <p>Baseline assessments are carried out for all children at the beginning of the term so that gaps can be identified and plans put in place to address them. These will include the NFER end of year assessments from the previous year group for maths and reading and a piece of writing for Years 2-6, and a phonics baseline for Years 1&2.</p> <p>Staff use the Liaison Group documents to make clear to the receiving teacher what has been taught to the children before the Covid shutdown.</p> <p>Where topics were not taught last year teachers let the next teacher know, and also provide a list of those children who did not engage with the Seesaw learning platform during the lockdown period.</p> <p>Music is taught outside where possible and with appropriate social distancing. Instruments are cleaned between uses. Where</p>	<p>All staff</p> <p>SLT</p>

Weston Turville CE School

<ul style="list-style-type: none"> Develop remote education so that it is integrated into school curriculum planning <p>Relationships and sex education (RSE) for primary aged pupils and becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.</p> <p>Pupils in EYFS should focus on the prime areas of learning.</p> <p>For pupils in KS1 and 2 leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p> <p>Music presents an additional risk of infection in environments where people are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example,</p>		<p>the lesson involves singing or the use of wind instruments children are taught in groups of no more than 15. Year 3 children have their own labelled recorder.</p> <p>There is a consultation with parents about RSE during the Autumn Term with a view to launching it in the Summer Term.</p> <p>Staff will be signposted to the DfE training modules on teaching Relationships, Sex and Health Education.</p> <p>PE will be taught in social bubbles, preferably outside or in the hall when it is wet. Equipment is cleaned thoroughly between groups, or each group has its own equipment.</p> <p>There is no contact sport.</p>	
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<p>physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p> <p>For PE and other physical activity pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p>			
<p>Catch-up support</p> <p>£650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year.</p> <p>Alongside this universal offer, we will roll out a <u>National Tutoring Programme</u>, worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the</p>	<p>Disadvantaged pupils falling further behind their peers</p> <p>Non-disadvantaged children not catching up following the lockdown</p>	<p>The school will ensure that –</p> <p>The catch-up funding allocated to the school is spent on high-quality tutoring individually and in groups.</p> <p>Applications are made to the National Tutoring Programme once pupils’ needs have been assessed.</p>	SLT

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gap between them and their more affluent peers widening.			
<p>Pupil well-being and support</p> <p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood.</p> <p>Schools should provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.</p>	Pupils' mental health and behaviour deteriorating	<p>The school will ensure that –</p> <p>Staff make the most of the online resources the DfE and partners are providing to support pupil mental health and well-being. In particular the resource in the RSE training modules on teaching about mental well-being.</p> <p>ELSA continues as a priority for individual children with emotional needs.</p> <p>The new Services Support co-ordinator starts her support for individuals and small groups.</p>	<p>All staff</p> <p>SLT</p>
<p>Behaviour expectations</p> <p>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</p> <p>This is particularly the case when considering restrictions on movement within school and new hygiene rules.</p> <p>The disciplinary powers that schools currently have, including exclusion, remain in place. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.</p>	Pupil behaviour deteriorating leading to reduced life chances	<p>The school will ensure that –</p> <p>The behaviour policy and the Covid-19 behaviour policy are updated and communicated with all stakeholders.</p> <p>Pupils will be supported positively with their behaviour and in keeping with each child's needs.</p> <p>Deliberately coughing or spitting at somebody is not tolerated.</p>	<p>All staff</p> <p>SLT</p>

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ASSESSMENT AND ACCOUNTABILITY

DfE Guidance	What are the hazards?	What measures will we take?	Who is responsible?
<p>Inspection</p> <p>Routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public.</p> <p>In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.</p>	<p>Being unprepared for a visit from Ofsted</p> <p>Some pupils not being engaged due to lack of remote learning during the lockdown, or emotional needs due to the pandemic</p>	<p>The school will ensure that –</p> <p>It co-operates with any inspection visits during the Autumn Term.</p>	<p>SLT</p> <p>Governors</p>
<p>Primary assessment</p> <p>All statutory primary assessments will take place in Summer 2021.</p>	<p>Poor pupil outcomes due to lack of preparation</p>	<p>The school will ensure that pupils are prepared for –</p> <ul style="list-style-type: none"> • The EYFS profile • The phonics screening check • The KS1 tests and teacher assessment • The Y4 multiplication tables check • KS2 tests and teacher assessment • Statutory trialling 	<p>All staff</p> <p>SLT</p>

Weston Turville CE School

		<ul style="list-style-type: none"> New Y2 to sit the previous Y1 phonics check during the Autumn Term <p>Year 6 pupils will be enabled to sit the 11+ papers in November.</p>	
Accountability expectations Performance tables are suspended for the year 2019-2020. Ofsted will refer to the 2019 data.	Using 2019-20 data would be misleading because it is incomplete	The school will ensure that – Any data used to self-assess the school's performance is based on the 2019 and past data.	SLT Governors

CONTINGENCY PLANNING FOR OUTBREAKS

DfE Guidance	What are the hazards?	What measures will we take?	Who is responsible?
Process in the event of local outbreaks If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread.	Transmission of the virus	The school will ensure that – It consults and follows the advice of the Thames Valley Health Protection Team.	SLT
Contingency plans for outbreaks For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may	Transmission of the virus Not being ready for closure and opening of childcare facility	The school will ensure that – It is prepared for closing the school in the event of a local lockdown and is able to re-open with keyworker/vulnerable childcare.	SLT All staff

Weston Turville CE School

involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.			
<p>Remote education support</p> <p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.</p> <p>We expect schools to consider the expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p>	Children falling behind further due to virus disruption	<p>The school will ensure that staff –</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. • are ready to switch to remote learning as soon as children are asked to self-isolate. • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos 	<p>All staff</p> <p>SLT</p>

Weston Turville CE School

		<ul style="list-style-type: none"> gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers <p>The school will use the newly set up DfE funded Google Classrooms platform to deliver this. This represents a change from the Seesaw platform used during the Summer Term and staff will be trained in its use.</p>	
The school's risk assessment Schools should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils	Stakeholders not understanding the systems to control the risks and not adhering to them	The school will ensure that – All staff have a chance to review and comment upon the risk assessment. Once senior staff and governors are in agreement the risk assessment will be published on the school's website.	SLT Governors