

**RISK ASSESSMENT / CHECKLIST – AUTUMN TERM 2021 – EDUCATIONAL SETTINGS – UPDATED**

- This form is intended to support all schools (including Alternative Provision, Pupil Referral Units and Special Schools) in reviewing their risk controls during Stage Four of the National Roadmap. **This does NOT mean that you do not have to conduct a risk assessment, we must still manage the risk of illness from the spread of the virus.**
- This risk assessment / checklist should **be used, added to, and modified to suit your school or setting**. You may need to adapt this to your own context and school, including adding further measures and mitigations depending on your cohort. You should fill in the blanks as appropriate and ensure any dates for action are completed. **Please do not forget that you may need to add in additional points which are specific to your setting.** The Word document will expand to enable this.
- The **format of this risk assessment should be familiar to you**, as it is no different to the format you will have used in the last 18 months.
- The form is a series of **positive** statements reflecting the safety of personnel in a school for reopening in the Autumn term 2021. Against each statement, you need to tick either 'yes' or 'no/NA'. If you answer 'no' to a statement, you must either complete that point by putting in measures to meet the standard OR note why you cannot do that. If it is not applicable, please note why. There is an action plan template on the last page.
- Each section has been given a number. When you note your additional controls needed **OR** note that you cannot meet the standard, you can mirror the numbers in the second column, so it makes it clear for you, and also in the action plan.
- The new Government guidance has been followed in terms of risk identification or control measures. This '[Schools COVID-19 Operational Guidance](#)' is frequently updated, alongside the guidance for [Special Schools and other specialist settings](#). **The actions that school leaders should take to continue to minimise the risk of transmission in schools is Public Health advice, endorsed by Public Health England.**
- Please ensure you keep a watchful eye on the Gov.UK website and Suffolk Headlines for any new measures required.
- Further guidance on risk assessments in general can be found on Suffolk Learning and at the Health and Safety Executive (HSE).
- You **must** consult with your staff, your Governing Body / Management Committee during the assessment process and you **must** share the completed assessment with them. Ensure that you make the assessment readily available to Union representatives and parents / carers.

**Important / general points:**

- **Information on self-isolating or mandatory isolation can be sought from Schools' Choice HR who will publish FAQs and updates. This advice will be via Public Health.**
- **Follow Public Health advice on testing and managing confirmed cases of COVID-19. An outline of this regime can be found in the Operational Guidance as above.**
- **Whilst vaccinations for employees are not mandatory, as a County Council we encourage all staff to strongly consider completing a COVID-19 vaccination programme. Please enable staff who are eligible for a vaccination to attend appointments even during term time.**
- **Contingency / outbreak management plan information can be found via the DfE document '[Contingency Framework: Education and Childcare Settings](#)'.**
- **Educational visit information can be gained via [ed.visits@suffolk.gov.uk](mailto:ed.visits@suffolk.gov.uk) or directly to EVOLVE.**

**COVID 19 RISK ASSESSMENT / CHECKLIST FOR AUTUMN TERM 2021**

<b>Date of assessment:</b>	30.08.21	<b>Assessed by (job title / name):</b>	Nuala Gilmore
<b>Local reference number:</b>	935/3048	<b>Other people involved with this assessment:</b>	Debs Shipp, HT
<b>Name and address of school / setting:</b>	Moulton CEVC Primary School, School Road, Moulton, Suffolk, CB* 8PR	<b>Reason for assessment:</b>	Review of previous risk assessments in light of the national move to Stage 4 and removal of some restrictions. Some measures are still in place.
<b>Identification of those at risk:</b>	<ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Their family groups</li> <li>▪ Staff</li> <li>▪ Their family groups</li> <li>▪ Contractors and essential visitors</li> <li>▪ Their family groups</li> </ul>		
<b>Harm which could occur:</b>	<p>Catching or spreading the COVID-19 virus. Symptoms and health effects are well known, and further information in relation to this can be found via the <a href="#">Coronavirus-specific NHS website</a>. <i>This risk assessment is based on guidance from Public Health England, and reflects the information within the DfE's <a href="#">Schools' Covid-19 Operational Guidance</a> updated in August 2021. <a href="#">Additional Operational Guidance for SEND and Specialist Settings</a> has also been published nationally and reflected here.</i></p>		
<b>Headteacher name and signature:</b>			
<b>Chair of Governors / name and signature:</b>			

What are the hazards or where are the dangers?	Control Measure/Standards checklist These are things which are needed to control the spread of the virus as far as reasonably practicable. <b>This is Public Health and DfE advice.</b>	Yes they are in place	No they are not in place /NA	Our school needs to add these following control measures to reduce the risk as far as possible, OR this is why we cannot meet this standard:	Action by when and by who?	Additional Action Completed (initials and date)
<b>1.0 Missing a COVID-19 risk assessment review or not continuing with advised control measures</b>	1. We have ensured that we have reviewed and revised our last set of risk assessments with relevance to COVID-19, have acted on any outstanding actions and completed them. 2. We continue to practice Government and PHE hygiene advice as written into our previous C19 risk assessments, and will ensure that we actively seek updated guidance. 3. We communicate any changes of <b>current practice</b> as a result of any COVID-19 related risk assessment, to staff, students and parents alike.	Y   Y  Y		N/A		
<b>2.0 Catching and spreading the virus – including hygiene measures</b>	1. We require any member of staff, and any pupil, to remain at home if they have symptoms of, or have tested positive for Coronavirus. Any visiting professional, contractor or parent will not be granted access if symptomatic or a known positive case. 2. We have communicated the revised information on self-isolation to staff and families. This can be seen at the end of this risk assessment. 3. We contain any outbreak by following <a href="#">Public Health Suffolk's advice</a> , and have written procedures for this which all staff have been notified of. 4. Parents and staff will be asked to notify us immediately of any tested positive cases. <b>The sharing of this information remains voluntary.</b> 5. We continue to request all personnel on our school site should clean their hands thoroughly and more often than usual, and will maintain the hand hygiene measures upon entering the school.	Y  Y  Y  Y  Y		<b>As national guidance changes, we will seek advice from the Education Covid-19 team</b> <a href="mailto:EdC19@suffolk.gov.uk">EdC19@suffolk.gov.uk</a>		

	<p>6. We ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p> <p>7. We understand and adhere to the wearing of PPE only where necessary and advised.</p> <p>8. We understand that the Government no longer advises the general wearing of face coverings within the school premises, however we understand that there are circumstances where it is recommended that they are worn<sup>1</sup> or are chosen to be worn. <b>DS has written to parents, expressing that sending their child into school with a mask is a personal choice: pupils must be provided with a suitable case for the mask for the pupils to store the mask to mitigate the risk of transmission through the touching of a mask. Staff will not be responsible for reminding pupils to wear their mask.</b></p> <p>9. Following the latest update in Suffolk Headlines, the following updates have been made:  All siblings who live in the same house as the positive case should get a PCR test from the third day following the initial positive PCR. If this comes back as negative and the siblings feel well, those siblings can return to their education setting.  <ul style="list-style-type: none"> <li>• If any sibling develops symptoms, they should isolate immediately and take another PCR test.</li> <li>• If any sibling tests positive, they should isolate immediately.</li> </ul> Any parents or carers who still want their child to continue to attend school have the right to send their child into the setting. In these situations, the child or young person should produce a negative PCR test and continue to undertake a daily Lateral Flow Test for four days and attend school only if negative.</p> <p>10.</p>	<p>Y</p> <p>Y</p> <p>Y</p>				
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<sup>1</sup> See ['In circumstances where face coverings are recommended'](#) – part of Schools' Operational Guidance

<p><b>3.0</b> <b>Social distancing and bubbles – Non-adherence to Government guidance for the workplace vs local requirements.</b></p>	<p>1. Whilst social distancing (and bubbles) have been removed as mandatory control measures in schools (and therefore the workplace) we understand there may be a specific need within the cohort. At this point of notification, we will seek advice from our SHaW Advisor, our HR consultant and / or Occupational Health.</p> <p>2. Where a risk assessment for individual students or staff is either required or requested, this will be carried out without delay.</p> <p>3. We understand that our outbreak / contingency plan should cover the possibility that bubbles may have to be reintroduced for a temporary period.</p> <p>4. We will continue to review our behaviour policies irrespective of the easing of restrictions. We will communicate these clearly and consistently to staff, students, and parents or carers with clear and reasonable expectation of student behaviour set out.</p> <p>5. We work with other professionals who may need to visit our school, to ensure that both we and they adhere to our hygiene requirements.</p>	<p>Y</p> <p>N/A</p> <p>Y</p> <p>Y</p> <p>Y</p>		<p>Review if this is required</p> <p>See contingency plan</p> <p>Review as SLT and discuss with staff before FGB</p> <p>Hand hygiene materials are next to the sign-in book, along with sign, reminding visitors to use this.</p>	<p>NG/DS/CE If required</p> <p>NG/DS If required</p> <p>SLT Sep '21</p> <p>All staff</p>	
<p><b>4.0</b> <b>Virus spreading - School and public transport</b></p>	<p><b>1. Dedicated school transport:</b> We have worked with relevant Council personnel / private providers to ensure that <b>as far as possible:</b></p> <ul style="list-style-type: none"> <li>• that hand sanitiser is available for use upon boarding and disembarking</li> <li>• that vehicles are cleaned more frequently</li> <li>• that queuing and boarding is organised and controlled</li> </ul> <p><b>2. Wider public transport:</b> We have encouraged parents, staff and pupils to walk or cycle to school where it is possible, appropriate or safe to do so.</p>	<p>Y</p> <p>Y</p>		<p>LA chartered, First Stop travel cleaning schedules confirmed.</p> <p>School's different zones for drop -off and collection work</p>		

	Where it is impossible for people to walk or cycle, and public transport is required, we refer them to the Government Guidance ' <a href="#">Coronavirus (Covid-19): Safer travel guidance for passengers</a> '.			towards mitigating the risk of spreading during these times.		
<b>5.0</b>  <b>The risk of not ensuring robust cleaning throughout the school premises</b>	<ol style="list-style-type: none"> <li>All frequently touched surfaces inside and outside the school are cleaned via an appropriate cleaning schedule.</li> <li>We have ensured that relevant cleaning materials to include wipes are provided wherever required.</li> <li>We will follow the PHE guidance named '<a href="#">Cleaning of non-healthcare settings</a>'.</li> <li>We use cleaning products which include standard detergents and ensure that if a contracted cleaning company is used, that we liaise with them to understand what their products are and their efficacy.</li> </ol>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		<p>VERTAS responsible for whole school cleaning. Key touch points are cleaned in school by CT/TA as part of daily routine. All staff are expected to wipe touch points such as fridge, taps, photocopier after use.</p> <p>All staff to inform SD if the stock of wipes or other cleaning materials is becoming low. SD to order</p> <p>SD to order approved products from approved LA suppliers. VERTAS to confirm that the efficacy of their products is suitable for use during the pandemic.</p>	<p>All staff Ongoing</p> <p>SD and all staff</p> <p>SLT to monitor SD</p> <p>NG to email VERTAS for confirmation</p>	
<b>6.0</b>  <b>Understanding correct PPE requirements</b>	<ol style="list-style-type: none"> <li>We understand that additional PPE for COVID-19 is only required in a very limited number of scenarios: <ol style="list-style-type: none"> <li>where a young person <a href="#">becomes ill with COVID-19 whilst at school and we have to have close contact</a>, or</li> <li>when performing <a href="#">aerosol generating procedures (AGPs)</a></li> </ol> </li> <li>We ensure that our stocks of required PPE will be maintained, are in date and are of the appropriate type.</li> </ol>	<p>Y</p> <p>N/A</p> <p>Y</p>		<p>AGPs that are commonly performed in education and children's social care settings include:</p> <ul style="list-style-type: none"> <li>non-invasive ventilation (NIV)</li> <li>bi-level positive airway pressure ventilation (BiPAP)</li> <li>continuous positive airway pressure ventilation (CPAP)</li> <li>respiratory tract suctioning beyond the oro-pharynx<sup>[footnote 1][footnote 2]</sup></li> </ul> <p>Procedures that are not classed AGPs include:</p> <ul style="list-style-type: none"> <li>oral or nasal suction</li> <li>the administration of nebulised saline, medication or drugs</li> <li>chest compressions or defibrillation</li> <li>chest physiotherapy</li> <li>the administration of oxygen therapy</li> <li>suctioning as part of a closed system circuit</li> <li>nasogastric tube insertion and feeding</li> </ul> <p>Education and children's social care settings, health providers and local teams work together to build on existing processes in place when implementing COV adjustments.</p> <p>SD to audit on PD day to ensure stocks are sufficient.</p>	<p>SD</p>	

<b>7.0 First aid and/or supporting students and staff with medical needs</b>	<ol style="list-style-type: none"> <li>1. We are aware that additional PPE is NOT required to treat pupils or students who need first aid UNLESS they show COVID-19 symptoms.</li> <li>2. We have reviewed the assessments for all our staff and returning students who have medical needs or their parents/carers and have made any adjustments necessary.</li> <li>3. We have ensured that we are aware, as far as possible, of new students' and staff medical conditions so that we may be able to consider their needs in light of COVID-19.</li> <li>4. Our staff have been trained to administer medications or provide intimate care and are aware of the need for relevant controls in each student's situation, to include the use of PPE <i>if</i> required/or chosen to do so.</li> <li>5. We will seek advice so as to support parents, pupils or staff who are deemed clinically extremely vulnerable.</li> </ol>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>N/A but Y if newly applicable</p>		<p>NG to meet with relevant staff</p> <p>TM to send out request for updated pupil detail forms in the first week. Staff to meet with DS to discuss updated medical conditions, if relevant.</p>		
<b>8.0 Premises management controls</b>	<ol style="list-style-type: none"> <li>1. We welcome contractors on site only by appointment and they are required to adhere to all social distancing measures.</li> <li>2. We liaise with contractors to be assured of their own measures of hygiene and control measures in general via their risk assessment.</li> <li>3. The school has ensured that relevant property statutory compliance checks have been completed and records updated, alongside usual daily and weekly checks .</li> <li>4. We ensure that all waste from potentially infected persons is disposed of as per current <a href="#">Government Guidelines</a>.</li> <li>5. We understand the importance of good ventilation and follow professional guidance<sup>2</sup> on air conditioning and ventilation.</li> </ol>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		<p>VERTAS to ensure that the compliance checks are completed. H&amp;S governors to monitor.</p> <p>Staff to be reminded about doffing and donning procedures, as well as disposing of waste.</p> <p>See ventilation guidance at the end of this document.</p>		

<sup>2</sup> Suffolk Learning's Safety, Health and Wellbeing's [Coronavirus page](#) hosts a precis of relevant professional advice on ventilation updated August 2021

<p><b>9.0</b> <b>The impact of the pandemic on staffing, and staff welfare, and also the mental wellbeing of students</b></p>	<ol style="list-style-type: none"> <li>1. We recognise that the pandemic has been incredibly stressful for staff, students, and parents/carers. Therefore, we are sharing all our resources for good mental health and wellbeing and signpost to relevant professional bodies.</li> <li>2. We are aware of the Leadership Wellbeing assistance from the LA.</li> <li>3. We are actively promoting our Employee Assistance Programme and the Occupational Health Service to all staff via notice boards, email communication and word of mouth.</li> <li>4. We are aware of the Stress and Mental Health web pages on the H&amp;S site on Suffolk Learning, where resources can be found for staff.</li> <li>5. We are aware of the LA's signposting for the mental wellbeing of all students and ensure that this is cascaded.</li> <li>6. We have ensured that all staff are aware of any changes in all health and safety protocols, especially if they are returning to work.</li> </ol>	<p style="text-align: center;">Y</p> <p style="text-align: center;">No staff are returning to work, but additional time will be given to new starters.</p>	<p>The school continues to invest in the services of a counsellor. As part of the school's catch-up plan, pupil small group well-being groups will begin.</p> <p><a href="https://www.suffolk.gov.uk/children-families-and-learning/wellbeing-for-education-return/staff-wellbeing/">https://www.suffolk.gov.uk/children-families-and-learning/wellbeing-for-education-return/staff-wellbeing/</a></p> <p><a href="https://www.schoolschoice.org/Human-Resources-and-Payroll-Services/Employee-Assistance-Wellbeing-Service">https://www.schoolschoice.org/Human-Resources-and-Payroll-Services/Employee-Assistance-Wellbeing-Service</a></p> <p><a href="https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/stress,-mental-health-and-wellbeing">https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/stress,-mental-health-and-wellbeing</a></p> <p><a href="https://www.suffolk.gov.uk/children-families-and-learning/suffolk-children-and-young-peoples-emotional-wellbeing-hub/">https://www.suffolk.gov.uk/children-families-and-learning/suffolk-children-and-young-peoples-emotional-wellbeing-hub/</a></p>		
<p><b>10.0</b> <b>Administration and the continual knowledge of the risks of catching and spreading the virus</b></p>	<ol style="list-style-type: none"> <li>1. We regularly review national guidance from PHE, the NHS and the Education related pages on GOV.UK</li> <li>2. We receive and read <i>Suffolk Headlines</i> and disseminate this to all staff which details further support and information.</li> <li>3. We know where to find Suffolk Schools' Safety, Health and Wellbeing advice on Suffolk Learning</li> </ol>	<p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p>	<p>Most relevant information to be shared at staff meeting and communicated via staff bulletin.</p>		





## Disposing of coronavirus (COVID-19) waste

The Department for Environment, Food and Rural Affairs has updated its guidance on [how to dispose of waste during the coronavirus \(COVID-19\) pandemic](#) including face coverings, personal protective equipment (PPE) and waste from lateral flow device (LFD) test kits.

For schools and colleges, LFD waste is not considered to be healthcare waste.

You should segregate LFD waste from any recyclable packaging or other material. Outer packaging provided with the LFD test kits can be recycled or disposed of through your existing waste streams.

Once a LFD test is complete:

- all of the used LFD test kits (swabs, cartridges and devices) should be placed in the small waste bag provided with the kit, this should then be put in your black bag waste bins
- any disposable equipment such as face coverings, gloves, or aprons worn during the LFD testing process, either by those doing the test or those supervising others, should be put in your black bag waste bins

Under your [waste management duty of care](#) you must ensure that all waste produced onsite, including from the LFD test kits, is handled appropriately by a licenced waste management company.

# Ventilation and heating in school premises – another control measure against the Coronavirus

## Schools' Safety, Health and Wellbeing – Autumn Term 2021

This guidance is replicated from the version published in October 2020, at the height of the pandemic. Whilst the Government works on issuing schools CO2 monitors to gauge air flow and quality, we still need to ensure that our buildings are well ventilated. By doing this, we will be adding to the control measures against the spread of COVID-19, as far as reasonably practicable.

The balance between allowing free flow of natural air and the need for thermal comfort appears difficult during the colder months. However, we are still in the position of having to ventilate schools to attempt to keep the virus at bay. Important points to note are:

- Windows should be opened where safe, and “wherever possible”. All associated risks must be taken into account, such as restrictors, etc.
- Increased ventilation is one of several recommendations to reduce the risk of SARS-CoV-2 transmission indoors and therefore should be used in conjunction with other government advice including good hygiene practices, workplace cleaning, regular testing and currently, a vaccination programme.
- Ventilation is a very important way of diluting any airborne pathogens and there is good evidence showing that room occupants are more at risk of catching an illness in a poorly ventilated room than in a well-ventilated room. This is because in a poorly ventilated room occupants are exposed to a higher concentration of airborne pathogens, and the risk will increase with a greater amount of time spent in such an environment.

**If you are concerned that your heaters are not Covid-19 safe to use because they re-circulate the air in the room, please contact your Property Account Manager (Property Advisor), or the company who maintains and services them. This is not something which can be determined remotely by your Safety, Health and Wellbeing Advisor.**

During cooler weather, it will be necessary to balance the benefits of increased ventilation rates against the need to maintain the thermal comfort of the people in the room. You will need to be a little creative to find thermal comfort and to ventilate successfully. Below are some examples as to how you can approach this during the autumnal and wintry weather:

- Fully open windows before classrooms are occupied and during breaks but keep them only partially open during lessons
- Fully opening some windows to gain air changes but selecting those that are not directly next to both staff and pupil's desks / work areas
- Make sure everyone is dressing appropriately for the cooler weather –
  - some schools have allowed ‘home clothes’ instead of uniform so that layers are easier to wear
  - encourage the use of long sleeves, thick tights and jumpers
  - allow pupils to wear their coats in the classroom if appropriate
- If needed, external fire doors (final exit doors) can be opened – remember to secure them open and keep an eye on the hinge area

- Remember that any screen or partitions you have in rooms will alter air flow.

DfE ventilation information was released in 2020 as part of an update to the 'Guidance for full opening: Schools' document. This document is superseded by 'Actions for Schools during the coronavirus outbreak' and should be read in conjunction with the 'Schools COVID-19 Operational Guidance'. A precis of the DfE guidance is as follows:  
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***“... it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:***

- *mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance*
- *natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air*
- *natural ventilation – if necessary external opening doors may also be used*

***To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:***

- *opening high level windows in preference to low level to reduce draughts*
- *increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)*
- *providing flexibility to allow additional, suitable indoor clothing.*
- *rearranging furniture where possible to avoid direct drafts*

***Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.”***

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You may find it useful to have a wall thermometer in each populated area, and take temperature readings three times per day – beginning, middle and end of the school day. It may take a couple of weeks to get to grips with how efficiently the ventilation and heating is working in conjunction with each other, but those initial readings may give you an idea of ventilation patterns.

**The information has been précised from the following sources:**

- 1) HSE – air conditioning and ventilation <https://www.hse.gov.uk/coronavirus/equipment-andmachinery>
- 2) CIBSE COVID-19 Ventilation Guidance V4 - 23 October 2020 <https://www.cibse.org/coronaviruscovid-19/emerging-from-lockdown> useful information about natural and mechanical ventilation systems and changes to consider and as we head into winter
- 2) Cambridge County Council and Essex County Council advice to staff (shared by RESOG members)
- 3) RoSPA members’ article “The Science of Viral Airborne Particles”
- 4) Times Educational Supplement article “Coronavirus: How to ventilate your classroom properly” – article by Dr Chris Iddon of the CIBSE: <https://www.tes.com/news/coronavirus-how-ventilate-yourclassroom-properly>
- 5) Suffolk Public Health advice
- 6) DfE Guidance – updated 21 October 2020 <https://www.gov.uk/government/publications/actionsfor-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> this is based on the CIBSE guidance above.

**Phased Plan for September 2021 Onwards\***

*\*To be used alongside the latest government COVID guidance and school's risk assessment. Any plans in this document are subject to change based on reviews of each phase, and any changes to COVID/H&S guidance or risk assessments. This largely covers the practical changes taking place due to changes in national guidance, rather than curriculum recovery.*

	<b>Phase 1: September to October HT</b>	<b>Phase 2: October HT to Christmas</b> <i>(Planned but may be revised based on data available nearer the time.)</i>	<b>Phase 3: January onwards</b> <i>(Planned but may be revised based on data available nearer the time.)</i>
<b>Drop-off and collection</b>	<ul style="list-style-type: none"> <li>10-minute window for drop-off <b>and</b> collection of all children).</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Same as Phase 1.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Phase 1.</li> </ul>
<b>Break times</b>	<ul style="list-style-type: none"> <li>Years 1-3 to use playground and MUGA</li> <li>Years 4-6 to use the field, weather permitting. This ensures children have more space to utilise during their break.</li> <li>Staff, where possible, remain in KS teams.</li> <li>For wet playtimes, CTs and TAs to 'tag team' a break.</li> </ul>	<ul style="list-style-type: none"> <li>Move to a more staggered approach as it is likely that the field will be out of action.</li> </ul>	<ul style="list-style-type: none"> <li>Keep under review.</li> </ul>
<b>Lunch</b>	<ul style="list-style-type: none"> <li>Children will no longer eat lunch in their classrooms.</li> <li>Lunch will be served from the hatch.</li> <li>Lunches will remain staggered across the school to reduce the number of children using both the hall and playgrounds at any one time.</li> <li>MDSAs to supervise specific areas for the classes to which they are assigned (see separate timetable).</li> <li>Some lunchtime clubs e.g. library, JRSO club etc. will be reintroduced.</li> </ul>	<ul style="list-style-type: none"> <li>Further lunchtime clubs introduced, with potentially further mixing allowed within clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Potentially further mixing allowed within clubs.</li> </ul>
<b>Bubbles/mixing classes</b>	<ul style="list-style-type: none"> <li>We will return to allowing children in different classes to mix, but initially this contact should be planned and recorded e.g. break times between the same two year groups, music lessons, intervention groups with registers.</li> <li>Ad-hoc and informal mixing should not take place.</li> <li>Bubble system may need to return as part of contingency plan (in discussion with public health).</li> </ul>	<ul style="list-style-type: none"> <li>Review Phase 1 and adjust as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Phase 2.</li> </ul>
<b>Good hygiene</b>	<ul style="list-style-type: none"> <li>Good hygiene, including hand washing, "catch it, bin it, kill it", coughing into an elbow, will continue to be encouraged.</li> <li>Sanitisers outside classrooms to be maintained and refilled by caretaker.</li> </ul>	<ul style="list-style-type: none"> <li>Keep under review based on latest guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Keep under review based on latest guidance.</li> </ul>

	<ul style="list-style-type: none"> <li>Classroom staff responsible for ensuring other hygiene materials are available in classrooms e.g. tissues, soap. Paper towels will be checked and replenished by the caretaker each day. CTs/TAs to ensure sufficient tissues and anti-bacterial sprays are in class.</li> <li>Children should wash/sanitise their hands: <ul style="list-style-type: none"> <li>Coming into school</li> <li>Before eating at break</li> <li>Returning to the classroom after break</li> <li>Before eating at lunch</li> <li>Returning to the classroom after lunch</li> <li>As they leave school</li> <li>At any other time when hands are unclean e.g. after sneezing.</li> </ul> </li> </ul>		
<b>Regular LFD testing</b>	<ul style="list-style-type: none"> <li>Staff will continue to be encouraged to take part in twice-weekly LFD testing using home testing kits.</li> <li>This is to pick up any asymptomatic cases and shouldn't be used where people are symptomatic (PCR tests should still be used).</li> <li>LFD testing remains voluntary.</li> </ul>	<ul style="list-style-type: none"> <li>Follow latest government guidance on home testing.</li> </ul>	<ul style="list-style-type: none"> <li>Follow latest government guidance on home testing.</li> </ul>
<b>PE Kits</b>	<ul style="list-style-type: none"> <li>Children will continue to attend school in their PE kit on their PE day, for Yrs 1-6.</li> <li>A PE timetable to be shared with parents/carers so they know when to send their child into school in their PE kit.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Phase 1.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Phase 1.</li> </ul>
<b>Interventions</b>	<ul style="list-style-type: none"> <li>Mixed-class interventions can resume, as long as a register is kept of children taking part (for contact tracing as well as intervention record keeping).</li> <li>Teachers and TAs can work across several year groups to meet the needs of the children across the key stage / school.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Phase 1.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Phase 1.</li> </ul>
<b>School trips</b>	<ul style="list-style-type: none"> <li>School trips, including residential, to return.</li> <li>Each trip should be risk assessed and should additional COVID risks be identified, e.g. cases within group on trip, high risk at trip location, these risks should be mitigated if possible, or the trip should be postponed.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Phase 1.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Phase 1.</li> </ul>
<b>Parent visits</b>	<ul style="list-style-type: none"> <li>Volunteering may resume, with registers of contact, <b>once there is agreement with staff and governors.</b></li> <li>Further parent visits <b>where distancing between parents /carers and children can be maintained</b> will resume e.g. music performances.</li> </ul>	<ul style="list-style-type: none"> <li>Explore possibility of further parents visits where mixing will take place should COVID rates/local restrictions allow.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Phase 2.</li> <li>Come and play sessions reintroduced in Early Years, with registers being taken and face coverings required.</li> </ul>

	<ul style="list-style-type: none"> <li>• Face coverings required when parents/carers come into the office.</li> <li>• Parents /carers should book appointment to meet with staff, unless there is a safeguarding or welfare concern.</li> <li>• Possibility of further parent visits with larger groups of parents/carers (where distancing between adults/children can't necessarily be maintained) to be explored for Autumn 2 if possible e.g. Christmas Fair.</li> </ul>		
<b>Parent meetings</b>	<ul style="list-style-type: none"> <li>• A hybrid approach to parent meetings will be taken.</li> <li>• Some information meetings/workshops will be offered in person and some will take place over Zoom.</li> <li>• In the same way, if parents request an individual meeting with a teacher, this may take place over the phone or in-person.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather feedback on hybrid approach and continue if positive/adapt as necessary.</li> <li>• Hybrid approach to Parents' Evening, with some appointments in-person, and some via Zoom/Teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Phase 2.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Full guidance on weekly homework expectations will be shared with parents and carers near the start of term.</li> <li>• Full expectations of homework will resume so we ask for support and encouragement with this to ensure learning taking place in school is consolidated at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Phase 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Phase 1.</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>• A reduced/hybrid timetable of assemblies initially to allow for a reduced capacity in the hall. This could include-</li> <li>• Years 1 – 3 will form Group A, and Years 4 – 6 will form Group B.</li> <li>• Monday at 09:15 (in class)</li> <li>• Tuesday at 09:15 singing assembly for Group A</li> <li>• Wednesday at 09:15 singing assembly for Group B</li> <li>• Thursday, Celebration assembly at 09:15 via Zoom</li> <li>• Friday NG 09:15</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies will resume for the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>• Reception will join assemblies.</li> </ul>
<b>Remote learning</b>	<ul style="list-style-type: none"> <li>• Remote learning, via Google Classroom and Oak National Academy will be available for children who are not able to attend due to coronavirus restrictions.</li> <li>• Children will have access to a range of online resources on day 1 of isolation (Oak National Academy), and from day 2, will have access to learning from the class teacher.</li> <li>• Parents can request technology support from school if required.</li> <li>• Further information available in the Remote Learning Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Phase 1 unless a change to guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Phase 1 unless a change to guidance.</li> </ul>

<p><b>Face coverings</b></p>	<ul style="list-style-type: none"> <li>• Face coverings no longer required at drop-off/collection.</li> <li>• Face coverings are required for use in the reception area and other communal areas, and if visiting school alongside other parents for an event or performance e.g. music performance.</li> <li>• Contractors will require face coverings when working alongside others, or if working in communal areas.</li> <li>• Where visitors are working with a smaller, consistent group of children or individuals (e.g. supply teachers, workshop providers, reading volunteers), face coverings will not be required but will be a personal choice.</li> <li>• For staff, face coverings around school will be a personal choice, but are no longer required in communal areas. Staff should wear face coverings amongst large groups of visitors where distancing cannot be maintained.</li> <li>• <b>If parents require their child to wear a face covering, they must supply a zip-lock bag and sanitiser for their child to minimise transmission from touching. Staff will not be responsible for the supervision of or reminding of wearing of masks.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review guidance on face coverings and amend approach as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Review guidance on face coverings and amend approach as necessary.</li> </ul>
<p><b>Staffroom</b></p>	<ul style="list-style-type: none"> <li>• Distancing no longer required therefore timetable no longer required.</li> <li>• Used dishes and cutlery should be cleaned in the dishwasher.</li> <li>• Microwaves, taps, fridge door etc., should be cleaned between use.</li> <li>• Staff are welcome to eat lunch in the Breakfast Club room and library when not in use, if they prefer more space (max. 4 staff at a time).</li> </ul>	<ul style="list-style-type: none"> <li>• Review need for Breakfast Club room/ library as additional space.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Phase 2.</li> </ul>
<p><b>Cleaning</b></p>	<ul style="list-style-type: none"> <li>• Additional cleaning of touch points around communal areas of school, including toilets, by caretaker, ensuring these areas are cleaned at least twice a day.</li> <li>• Teaching staff in classrooms have access to cleaning materials to clean further if necessary (e.g. if someone sneezes over a surface).</li> <li>• Additional time with cleaning contractors to allow for further cleaning to take place.</li> </ul>	<ul style="list-style-type: none"> <li>• Review cleaning guidance and amend as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Phase 2.</li> </ul>
<p><b>Symptoms/ Isolation</b></p>	<ul style="list-style-type: none"> <li>• There has been a change to the rules on self-isolation.</li> <li>• Staff, children and parents/carers should self-isolate straight away and get a PCR test (a test that is sent to the</li> </ul>	<ul style="list-style-type: none"> <li>• Follow latest government guidance on isolation.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow latest government guidance on isolation.</li> </ul>

	<p>lab) as soon as possible if they have any of these 3 symptoms of COVID-19, even if they are mild:</p> <ul style="list-style-type: none"> <li>○ a high temperature</li> <li>○ a new, continuous cough</li> <li>○ a loss or change to your sense of smell or taste</li> </ul> <ul style="list-style-type: none"> <li>• They should also self-isolate straight away if: <ul style="list-style-type: none"> <li>○ they've tested positive for COVID-19 – this means they have the virus</li> <li>○ someone you live with has symptoms or tested positive (<b>unless</b> you are not required to self-isolate – check below if this applies to you)</li> <li>○ you've been told to self-isolate following contact with someone who tested positive – find out what to do if you're told to self-isolate by NHS Test and Trace or the NHS COVID-19 app</li> </ul> </li> <li>• If someone they live with has symptoms of COVID-19, or has tested positive for COVID-19, they will not need to self-isolate if any of the following apply: <ul style="list-style-type: none"> <li>○ they're fully vaccinated – this means 14 days have passed since their final dose of a COVID-19 vaccine given by the NHS</li> <li>○ they're under 18 years, 6 months old</li> <li>○ they're taking part or have taken part in a COVID-19 vaccine trial</li> <li>○ they're not able to get vaccinated for medical reasons.</li> </ul> </li> </ul>		
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**Contingency Plan September 2021**

**1. The aim of this plan**

If our school or local area sees an extremely high prevalence of coronavirus (COVID-19) infection rates and existing measures in our community have failed to reduce this, the appropriate authorities will decide which additional measures to implement to help contain the spread. These measures may involve implementing a number of restrictions, which could include the partial closure of schools and childcare settings in our area. Measures may also be necessary to help minimise the impact from new coronavirus variants. This contingency plan, also known as an 'outbreak management plan', outlines how the school will operate if further restrictions are implemented. The school will work closely with the local health protection team (HPT) and implement provisions as advised by the team. This is a live document that will be reviewed by the Headteacher, in conjunction with other key stakeholders, as and when the situation develops.

**2. Restrictions to Attendance**

- 2.1. The government has advised that all schools should continue to operate as normal and that all pupils should attend school unless required to self-isolate.

- 2.2. The contingency framework is designed to act as a containment measure where: • There is extremely high prevalence of coronavirus. • Other measures have already been implemented. • There is a need to minimise the impact from a new coronavirus variant. For most education and childcare settings, whichever of these thresholds is reached first: • 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or • 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day
- 2.3. Restrictive attendance measures, of the kind set out in the contingency framework, must not be implemented by schools without the explicit agreement of the DfE.
- 2.4. Restricting attendance in any form will only be used as a last resort, initiated following a ministerial decision. Where restrictions to attendance are implemented following government advice, they will be kept to a minimum, allowing for the maximum number of pupils to attend education; however, in all circumstances, priority will be given to vulnerable pupils and the children of critical workers to attend full time.
- 2.5. As part of their outbreak management responsibilities, LAs, Directors of Public Health, and HPTs may advise individual settings or a cluster of closely linked settings to limit attendance in one of the ways described in this section.
- 2.6. Where LAs judge that wider containment action is needed and wish to limit attendance within an area, they will work with their Regional Partnership Team to escalate a proposal to the central Local Action Committee command structure.
- 2.7. Unless advised otherwise, the school will allow all pupils to attend. If the contingency framework is implemented, the school will only allow the following pupils to attend on-site provision: • Vulnerable pupils • Children of critical workers • Pupils in in year groups advised by the DfE
- 2.8. High-quality remote education will be provided for all pupils not in attendance, in line with the Pupil Remote Learning Policy.
- 2.9. The school will lift restrictions as soon as it is advised by the government that it is appropriate to do so.

### **3. Infection prevention and control**

- 3.1. The school's Infection Control Policy will continue to be adhered to – this policy meets the requirements set out in the DfE's system of controls.
- 3.2. Any member of the school community who displays symptoms of coronavirus will be required to self-isolate and encouraged to get a confirmatory polymerase chain reaction (PCR) test. Tests can be booked online or ordered by telephone via NHS 119. Critical workers, including school staff, have priority access to testing.
- 3.3. All schools are currently being provided with rapid-result lateral flow device (LFD) testing kits, which include PPE, to identify asymptomatic cases of coronavirus.
- 3.4. If a variant of coronavirus classed as a variant of concern (VoC) is identified within the school's geographical area, the school will partake in targeted testing by the Department of Health and Social Care (DHSC) to help suppress and control any possible new cases. The school will also adhere to advice from Directors of Public Health in relation to the temporary reintroduction of face coverings.
- 3.5. If a pupil develops symptoms of coronavirus while on site, they will be taken to a designated isolation area (the SEN Zone) while they wait to be collected. If required, the pupil will be supervised while they await collection. If the supervising member of staff is unable to socially distance, e.g. due to the pupil's age or needs, they will wear PPE. After the pupil has left the premises, any areas they were in will be cleaned. The pupil's parents will be encouraged to get their child tested with a confirmatory PCR test as soon as possible. The pupil will be required to self-isolate for at least 10 days – remote education will be arranged for them immediately.
- 3.6. If a staff member develops symptoms while on site, they will be directed to go home immediately to self-isolate and to get a PCR test. Cover arrangements will be put in place.
- 3.7. Any staff members or pupils who have been in close contact with a symptomatic individual at school will not need to self-isolate unless they develop symptoms themselves.
- 3.8. Fully vaccinated adults, and pupils under the age of 18, who have been identified as close contacts of a positive case via the NHS Test and Trace service, will not need to self-isolate unless advised by a healthcare professional.
- 3.9. Individuals also do not need to self-isolate if: • They live in the same household as someone who has tested positive for coronavirus, unless they develop symptoms themselves. • They have taken part in or are currently part of an approved COVID-19 vaccine trial. • They are not able to get vaccinated for medical reasons.
- 3.10. Adults who receive their second dose of the vaccine close to 16 August will need to continue to follow the same rules as unvaccinated adults until two weeks after their second dose. Unvaccinated adults and adults who have only had one dose of the vaccine will need to continue to follow the rules on self-isolation if they have been identified as a close contact of a positive case.
- 3.11. Those aged 18 will continue to follow the same rules as under-18s until six months after their 18th birthday, when they will begin to follow the self-isolation rules for adults. Government guidance previously said 18 years and four months.
- 3.12. If an individual tests positive, the school will contact the DfE Helpline on 0800 046 8687 and select Option 1, where a team of NHS advisers will decide what action is needed based on the latest public health advice. The school will follow the expert advice, which could include working with the local HPT if the situation is escalated by the advisers.

- 3.13. It is important to think about taking extra actions if the number of positive coronavirus cases in the school substantially increases, as this could indicate that coronavirus transmission is happening in school.
- 3.14. The following thresholds will be used as an indication of when to seek public health advice, whichever is reached first: • Five children out of every 30 (**or equivalent proportion**), pupils, students or staff who are likely to have mixed closely, test positive for coronavirus within a 10-day period • 10 percent of children, pupils, students or staff who are likely to have mixed closely test positive for coronavirus within a 10-day period . The school will also enforce the latest advice in Suffolk Headlines, regarding sibling and other household close contact cases. (see risk assessment above)
- 3.15. When a threshold is reached, the school will review and reinforce the testing, hygiene and ventilation measures already in place. The school will also consider: • Whether any activities can take place outdoors, e.g. exercise, assemblies, or classes. • Ways to improve ventilation indoors that will not significantly impact thermal comfort. • One-off enhanced cleaning, focusing on touch points and any shared equipment.
- 3.16. A director of public health may provide the school with advice that reflects the local situation. In areas where rates of positive cases are high, this could mean that the thresholds for extra actions are higher than the threshold set out above.
- 3.17. The school will seek additional public health advice if there is concern regarding transmission in the school, either by phoning the DfE helpline on 0800 046 8687 or in line with other local arrangements. The school will also refer to the government's contingency framework for further information.
- 3.18. The individual's close contacts at school – where they do not fulfil the criteria outlined in this section of the contingency plan – will be contacted by the NHS Test and Trace, and advised to take a PCR test. If more individuals test positive, the school will follow advice from the local HPT, which may include requiring more people to self-isolate. Staff who do not need to isolate and young people under the age of 18 years and six months who have been identified as a close contact should continue to attend school as normal.
- 3.19. As the result of an outbreak during step 4 of the coronavirus recovery roadmap, a temporary requirement could be implemented for staff to resume wearing face coverings in areas other than crowded spaces where they are likely to come into contact with others they would not normally meet. This could include face coverings being reintroduced in communal areas and classrooms for members of staff. The school may also be required to reintroduce the use of bubbles in order to resume social distancing and limit the transmission of coronavirus. The school will adhere to any conditions set out by the local health protection team.

#### 4. Transport

- 4.1. Pupils and staff attending school will be encouraged to walk or cycle wherever possible and to avoid public transport. The government has removed the legal requirement to wear face coverings but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet – this includes public and dedicated transport to schools. If pupils and staff need to use public or dedicated transport, they may be asked to wear a face covering while travelling, unless exempt in line with government guidance, e.g. due to a disability.
- 4.2. Transport services to and from the school will continue to operate as normal during times of local restriction where pupils are still attending. In the event that such services are not able to operate as normal, the Headteacher will consider alternative options and communicate these to all parents and pupils in advance.

#### 5. Teaching and learning

- 5.1. If restrictions to on-site education are required, the school will offer immediate access to high-quality remote education for all pupils who are required to remain at home. All remote learning will be delivered in line with the school's Remote Learning Statement.
- 5.2. Where advised during a local outbreak, further restrictions may be enforced with regards to certain musical and sporting activities, e.g. singing, for pupils attending on-site provision, to help reduce the risk of transmitting coronavirus via aerosols. Restrictions may also be reintroduced to contact and indoor sports. The school will follow the advice provided by the local HPT.
- 5.3. The school will use a range of remote teaching methods to cater for all different learning styles. This includes: - Google Classroom - Times Table Rockstars - Lexia (for those with an account)
- 5.4. Teachers will ensure lessons are suitable to the class group's age and ability, inclusive for all pupils, and will be adapted, where necessary, to account for the needs of disadvantaged pupils and pupils with SEND.
- 5.5. When teaching pupils who are working remotely, teachers will: • Set assignments so that pupils have meaningful and ambitious work each day. • Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally. • Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos. • Assess progress by using questions and other suitable tasks and use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge. • 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. • Provide opportunities for interactivity, e.g. questioning and reflective discussion. • Provide scaffold and opportunities to apply new knowledge. • Enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate. • Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

- 5.6. In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Headteacher will assess this need, keeping pupils’ best interests in mind, and will not take the decision lightly.
- 5.7. Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 5.8. The school will utilise the support available through the DfE’s ‘Get help with technology during coronavirus (COVID-19)’ scheme. Under the scheme, the school can order laptops, tablets and support if they do not have access to a digital device or the internet through other means: • Clinically extremely vulnerable pupils across all year groups who are not attending school in line with government and/or clinical advice • Pupils in any year group who have been advised to shield
- 5.9. Before distributing devices, the school will ensure: • The devices are set up to access remote education. • Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely. • Arrangements follow the procedures outlined in the school’s Loaning School Equipment Policy.
- 5.10. Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils’ homes, ensuring infection control measures are adhered to as part of this process.

#### **6. Returning to school**

- 6.1. The leadership team will work with the LA to ensure pupils only return to school when it is safe for them to do so by the government. Prior to the return of more pupils and staff, all relevant risk assessments will be reviewed.
- 6.2. Where advised to do so by a Director of Public Health and/or the local HPT, the school may encourage staff to undertake LFD tests at home prior to their return to school and/or for a period of time following their return. The school will continue to recognise that testing is voluntary.
- 6.3. The Headteacher will inform staff, pupils and parents, prior to the return to school, whether any further restrictions, such as the use of bubbles and face coverings, have been resumed.
- 6.4. After a period of self-isolation, or the relaxation of restrictions, the Headteacher will inform parents when their child will return to school.
- 6.5. The leadership team will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

#### **7. Safeguarding**

- 7.1. Ensuring safeguarding arrangements remain effective during periods of restricted attendance is a key priority. Our Child Protection and Safeguarding Policy has been updated to include provisions for keeping pupils safe during the coronavirus pandemic, both at home and in school.
- 7.2. We will continue to ensure that: • The best interests of pupils always come first. • If anyone in the school has a safeguarding concern about a pupil, they act immediately. • A DSL or deputy DSL is always available. • Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site. • Pupils who remain at home are protected when they are online.
- 7.3. A trained DSL or deputy will remain on-site where possible. Where this is not possible, e.g. they are required to self-isolate, the school will ensure that the DSL or deputy, or a DSL or deputy from another school, are available to contact at all times.

#### **8. Wraparound care**

The school’s wraparound care (both indoor and outdoor provision) will be provided to all pupils; however, where restrictions are required, wraparound care will only be provided onsite to pupils who are eligible to attend school full time.

#### **9. Food provision**

- 9.1. We will provide meal options for all pupils who are attending school.
- 9.2. We will provide FSM vouchers or food parcels to eligible pupils who are not attending school, where they: • Are self-isolating. • Have had symptoms or have tested positive. • Are not attending due to the implementation of local restrictions advised by the government.
- 9.3. The school catering team (VERTAS) will work with our food providers to prepare meals or food parcels, for collection or delivery, to eligible children during their time at home.

#### **10 Communication**

- 10.1. The school will communicate its plan for addressing any imposed restrictions with parents, including in relation to: • Opening arrangements. • Access for specific targeted groups where applicable, such as certain year groups, vulnerable pupils and children of critical workers. • Any reviews of the school’s protective measures as part of our risk assessments. • The arrangements for remote working.
- 10.2. All relevant stakeholders will be kept up-to-date with the circumstances of any imposed restrictions and how these affect the school as the situation develops.
- 10.3. If any member of the school community wishes to discuss any concerns relating to the school’s provision during this period, they should contact the following as appropriate: • Staff – their line manager • Pupils – their class teacher • Parents/carers – SLT

