



Grange Park Infant and Nursery School, Lansbury Drive, Hayes, Middlesex. UB4 8SF

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**Grange Park Infant and Nursery School
Risk Assessment in Response to Covid- 19
For the Wider Opening of School**

Covid-19 Generic risk assessment

This Risk Assessment has been written to help Grange Park Infant and Nursery to decide which actions to take, they should undertake an appropriate COVID-19 risk assessment, just as for other health and safety related hazards. This risk assessment must be done in consultation with staff and union representatives.

Completing risk assessment templates

Most people who become infected with COVID-19 will experience mild symptoms, such as fever and cough and are unlikely to become severely unwell.

Based on the current knowledge of COVID-19 infection and transmission, children are unlikely to experience severe illness. Deaths in children due to COVID-19 have been extremely rare. Guidance on educational settings developed by the Association of Directors of Public Health and London Councils states that for these reasons, “children’s settings are currently perceived to be low risk.”

The decision to prioritise younger children in opening schools is based on the evidence suggesting that younger children are less likely to become unwell if infected with COVID-19, and the evidence of the detrimental impact that time spent out of education can have on them. The effectiveness and risk of actions such as opening or closing schools is therefore balanced against their impact on society, and the holistic health needs of the population.

Evidence suggests that when children are out of school there are negative impacts on their physical and mental health. Children are less likely to be physically active, to maintain a healthy weight, and to have positive mental health and wellbeing. Children who are out of school are also more likely to be affected by educational and social developmental deficits, and this is likely to have the greatest impact on those who have the least resources or who are most vulnerable.

The following actions for staff and pupils contribute to reducing the likelihood of COVID-19 transmission, and the severity of the impact:

- Washing hands frequently for at least 20 seconds, using soap and water, or hand sanitiser where soap and water are not immediately available;
- Coughing or sneezing into tissues before binning them;
- Avoiding touching the eyes, nose or face;
- Cleaning and disinfecting regularly touched objects and surfaces using regular cleaning products;
- Ensuring that if staff, pupils (or anyone in their household) develop symptoms of COVID-19, they stay at home and follow guidance on household isolation;
- Ensuring that if staff or pupils are at higher risk of illness from COVID-19 because they are clinically vulnerable (i.e. eligible for a flu vaccine) or extremely clinically vulnerable (i.e. shielding), they are supported to stay at home and follow guidance on social distancing or shielding as appropriate;
- Following government advice and guidance on actions for educational and childcare settings to prepare for wider opening.

If the above advice is followed carefully, any risk of transmission in schools will be greatly reduced.

Further guidance can be found at:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

This Risk Assessment should be completed in conjunction with the guidance above and with schools Initial Planning Framework

School: Grange Park Infant and Nursery School	Name of school: Grange Park Infant and Nursery	Review Date: 21st May 2020	
Assessment Date: 21st May 2020	What/who is being assessed? Biological hazard- Covid-19 within educational settings (This is a generic risk assessment for schools with signposts to the relevant Government guidance. Schools will need to include any specific controls they have in place to this document).		
Name of Assessor:	Head Teacher Kiran Thapar	Responsible Person / Body	On behalf of Grange Park Infant and Nursery School Governing Body
Actions:	Completion of the risk assessment	Head Teacher <ul style="list-style-type: none"> • Kiran Thapar 	Consultation of final draft risk assessment by the senior leadership team.
Actions:	Approval of the risk assessment	Chair of Governors Dr Harjinder Rahanu	Approval of final risk assessment
Signature;	Chair of GB: Dr Harjinder Rahanu		Date:
signature	Head Teacher: Mrs Kiran Thapar		Date:

Task / Activity Area	Hazard	Who might be harmed and how?	<p>What are your existing controls?</p> <p><i>SLT's to write what is being done now and then refer to Recommended controls:</i></p> <ul style="list-style-type: none"> • <i>Possible controls for consideration to be adapted or deleted as necessary</i> 	<p>Recommended Control Measures</p> <p><i>SLT's to move Recommended Controls into Existing Controls once they have been implemented:</i></p>	Action by who/when	<p>Likelihood of occurrence after Recommended controls added</p> <p>1-Very Unlikely 2-Unlikely 3-Possible 4-Likely 5-Very Likely</p>	<p>Impact</p> <p>1-Negligible 2-Minor 3-Moderate 4-Major 5-Extreme</p>	<p>Overall Risk</p> <p>Low Medium High</p>
Buildings/ Facilities	Biological hazard- Covid-19	Staff Pupils visitors Parents	<p>All health and safety checks have been maintained during the partial closure of the building.</p> <p>Health and safety check undertaken of the premises/facilities and building compliance, especially if school has been closed, e.g.</p> <ul style="list-style-type: none"> • Water treatments • Fire alarm testing • Repairs • Grass cutting • PAT testing • Fridges and freezers • Boiler/ heating servicing <p>Internet services</p>	<p>Updated overarching school risk assessment in place – with</p> <p>Water temp checks carried out monthly.</p> <p>Shower heads cleaned, descaled every 3 months.</p> <p>All taps, shower heads and toilets flushed weekly.</p> <p>Main kitchen dishwashers flushed weekly.</p> <p>Main kitchen oven steamers flushed weekly.</p> <p>Thermostatic mixer valves in classrooms serviced yearly.</p> <p>Legionella samples taken and tested yearly.</p>	Premises Manager HT	2	2	Low

				<p>Fire alarm tested weekly.</p> <p>Fire alarm serviced 3 monthly</p> <p>Fire risk assessment carried out yearly.</p> <p>PAT testing carried out yearly</p> <p>Boilers serviced yearly, twice yearly in nursery.</p> <p>Fridge and Freezer responsible individuals identified</p>				
Cleaning and Hygiene	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19.	<ul style="list-style-type: none"> • <i>Frequent hand cleaning and good respiratory hygiene practices (see 5-6)</i> • <i>Daily cleaning of classrooms and equipment Training for staff w/b 1st June</i> • <i>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere w/b 11th May</i> • <i>Keep spaces well ventilated using natural ventilation (opening windows) or ventilation units</i> • <i>Display hand washing poster at all entrances</i> 	<p>Follow the COVID-19: cleaning of non-healthcare settings guidance</p> <p>See more detailed enhanced cleaning regime in response to covid</p> <p>Clean surfaces that are touched frequently</p> <p>To prevent the indirect spread of the virus from person to person, regularly clean frequently-touched surfaces must be cleaned using detergents and bleach, as these will be very effective at getting rid of the virus on surfaces. See Appendix 1 detailed cleaning schedule</p> <p>Follow the Public Health England (PHE) guidance on cleaning for non-healthcare settings.</p> <p>Clean surfaces that children and young people are touching, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters, toy, teaching and learning resources.</p> <p>Door closures systems to be checked</p>	Classrooms ready for w/b 1 st June	2	2	Low

			<p><i>Ventilation</i></p> <p><i>Soft Toys / soft furnishing</i></p> <p><i>Clothing</i></p>	<p>and ready.</p> <p>Internal doors may be propped open if needed but class teacher is responsible for the removal of door stop in the event of a fire alarm</p> <p>Doors may be propped open and if needed door stops. All staff are reminded that they will be responsible for closing doors stops in the event of a fire.</p> <p>Remove soft toys, soft furnishing and extra furniture not being used to create space in the classroom to enable safe distancing</p> <p>All pupils to wear comfortable home clothes suitable for the weather (not party clothes)</p> <p>No coats required</p> <p>Children can wear trainers without laces (staff won't be able to help a child with laces)</p> <p>No sandals or party shoes</p> <p>No PE kit is required.</p> <p>All pupils and staff within the bubble group must wear fresh clothes to school each day or wash clothes before returning.</p> <p>If a staff member suspects this is not the case for children in the class SLT should be notified immediately.</p>				
Dealing with suspected cases of	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19.	<ul style="list-style-type: none"> • <i>Where the child, young person or staff member tests negative, the rest of the group remain in their setting and the fellow household members</i> 	When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days Follow guidance	HT/DHT/ SLT	3	4	Medium

Covid-19			<p><i>can end their self-isolation.</i></p>	<p>on 2. If a household member or a child or staff member has symptoms, or tests positive for COVID-19, the child/ staff member should self-isolate for 14 days. There will be a mechanism for communicating with parents & other household members about the need to self-isolate through the school office. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario. <u>Government guidance</u> to be followed. Staff/children will not be allowed to attend school unless they have a test that is proven to be negative or following 7 days isolation.</p> <p>Child will be given a face mask to wear</p> <p>Child will be taken to wait outside of the class room and sit on a chair maintaining safe distance</p> <p>Member of staff will put on face mask, apron and gloves and escort the child to the Amber Classroom</p> <p>Put on general use PPE (Appendix 2). Child will be taken to the Amber Class by one staff member using external doors only</p> <p>Covid-19 symptoms of a child in the Nursery, Silver / Turquoise Class come round pass the Nursery Gate and onto the Reception playground</p> <p>Green and Red Class use external doors to go into the Isolation Room</p>				
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				<p>(Amber Class)</p> <p>Ring the school office and ask for help from another adult to support the person left in the class – maintain two of members of staff ratio even in emergency situations in the classroom</p> <p>Office (if not already, will contact the child’s family to pick up the child) member of staff and pupil will remain in the Isolation Room (Amber Class) until child is picked up.</p> <p>Adult will maintain social distance, not comforting the child physically, but definitely reassuring the child all the time.</p> <p>If one child is already in the Isolation Room (Amber Class), then take them to the conservatory or if weather permits they sit on a chair outside the Amber Class.</p> <p>Staff member to wash hands and dispose of PPE Appendix 2 This should go into the lidded bin or peddle bin located in the Isolation Room (Amber Class)</p> <p>Staff member to clean down room, wash hands and return to classroom.</p> <p>If a toilet is needed during this time they will use the Reception toilet from the outside. These toilets will be closed off to everyone else if it should be used until they can be cleaned</p> <p>If a class is in here the male staff toilet should be used still using the outside door via the toilets to come inside</p> <p>Make a list of children and adults the</p>				
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				<p>child has been in contact with in case confirmed Covid-19</p> <p>IF A CHILD IS SENT HOME WITH SUSPECTED COVID-19 THE WHOLE GROUP WILL BE SENT HOME UNTIL CONFIRMATION</p>				
<p>Dealing with suspected cases of Covid-19</p> <p>Nursery</p>	Hazard covid-19	Pupils, Staff, parents	<p>Children in Nursery are not able to say if they are unwell.</p> <p>This will be very much up to the adults to ascertain a child's health and often this is derived by close contact and by talking in a supportive manner to the children.</p> <p>This will be difficult to do with the restrictions we have to follow due to the corona virus, staff and other children will be placed at risk unknowingly and it is a risk we cannot take</p>	<p>Nursery children will not be able to tell us they are feeling unwell</p> <p>Nursery will not attend until September when the disease may be under better control</p>	T/DHT Governing Body	5	5	High
<p>Dealing with suspected cases of Covid-19</p> <p>Reception</p>	Hazard Covid 19	Pupils, Staff Parents	<p>Children in Reception are not able to say if they are unwell, but they can be asked at a distance and they will say if they are not well and the procedures in place for checking temperature, nature of a cough and expressing that they feel unwell can lead to protective actions.</p> <p>This is still a high risk given the age of the children at 4-5 years old.</p> <p>This will be difficult to do for Reception aged children also with the restrictions we have to follow, staff and other children will be placed at risk unknowingly and it is a risk we will have to test initially and review</p>	<p>With safe measures in place outlined in the Risk Assessment we can stagger the Reception children and review the plans in place before opening the school to other year groups and more children</p>	HT/ DHT	4	4	Medium

			the risks involved					
Dealing with suspected cases of Covid-19 Year 1	Hazard Covid 19	Pupils, Staff Parents	<p>Children in Year 1 are able to say if they are unwell, they can be asked at a distance and they will say if they are not well and the procedures in place for checking temperature, nature of a cough and expressing that they feel unwell can lead to protective actions.</p> <p>This is still a high risk given the age of the children at 5-6 years old.</p> <p>This will still be difficult for Year 1 aged children but they will be able to follow the restrictions we have to follow, staff and other children will it is we will have to test this initially and review the risks involved</p>	With safe measures in place outlined in the Risk Assessment we can stagger the Reception children and review the plans in place before opening the school to other year groups and more children	HT/DHT	4	4	Medium
Contact with someone suffering from coronavirus	Biological hazard- Covid-19	Pupils Staff, Visitors Parents could become infected with COVID-19 by coming into contact with someone suffering from the coronavirus	<p>Staff will be fully involved in the week leading up to the planned opening of the school in a range of training activities to become accustomed to the new arrangements and part of this induction will be a common understanding of what to do if someone is displays symptoms of the corona virus</p> <p>By undertaking daily temperature checks of all pupils and staff as they enter the site, schools can identify anyone who may be infected and send them home.</p> <p>This measure is achievable while we have reduced numbers of pupils attending school and entry times are staggered.</p> <p>A non-contact thermometer will be available in all the classrooms for</p>	<p><i>Any pupil, staff member or visitor or who displays symptoms See appendix 3) will be sent home or they will be taken to the dedicated Isolation Room (Amber Classroom) until they can go home.</i></p> <p>They are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death</p> <p>Ask for the Welfare Assistant for the non – contact thermometer and take the child's temperature</p> <p><i>One adult from the class base will guide the child from a safe distance to the Isolation Room(Isolation room (Isolation room</i></p>	Staff HT / DHT Welfare Assistant	2	4	Low

			<p>Reception and we will review this procedure when more children join as it has to be manageable and resources have to be available, for example difficulties in purchasing enough thermometers.</p> <p>Staff have full understanding of risk assessment</p> <p>Staff adhere and reinforce the rules put in place regarding what to do if someone displays symptoms with corona virus</p>	<p><i>(Isolation room (Amber Class)</i></p> <p><i>The member of staff supervising should wear a face visor, mask, gloves and apron. A supply of this PPE will be stored in the Isolation Room and also in their classroom</i></p> <p><i>There will be PPE in the Classroom also for the staff members in the classroom in case they have to help</i></p> <p><i>Medical room and each classroom will have enough PPE for three members of staff daily in the event of this kind of emergency.</i></p> <p><i>All children with Symptoms will be escorted via external doors to the Isolation room (Isolation room (Isolation room (Amber Class) using the external doors only even if it is the longer way round.</i></p> <p><i>No child with symptoms will be allowed on site and sent home if they display symptoms as recommended by DfE guidelines</i></p> <p><i>Staff will not be allowed on site if they display symptoms and will be sent home following the same system as given to the children</i></p> <p><i>Class staff will have access to class cleaning kit including</i></p> <ul style="list-style-type: none"> <i>- Pedal or lidded bin</i> <i>-3x Soap</i> <i>-Tissues dispenser full with two spare</i> <i>-Spare toilet roll</i> 				
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				<p><i>-gloves</i></p> <p><i>all staff will have face visors to use if they wish if they have to work closely with a child</i></p> <p><i>3 x PPE kits for emergencies detailed above (mask, Gloves, apron goggles or covering for eyes)</i></p> <p><i>-Hand sanitiser</i></p> <p><i>-Cleaning roll x 3</i></p> <p><i>- Disinfectant spray</i></p> <p><i>-Cleaning cloth -Spare Bin Bags</i></p>				
Social distancing	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.	<p>Staff will be fully involved in the week leading up to the planned opening of the school in a range of training activities to become accustomed to the new arrangements and part of this induction will be a common understanding of Social Distancing.</p> <p>Staff have full understanding of risk assessment</p> <p>Staff adhere and reinforce the rules put in place regarding social distancing</p>	<ul style="list-style-type: none"> • <i>Avoiding contact with anyone with symptoms</i> • <i>Minimising contact and mixing of groups</i> • <i>Desks should be spaced as far apart as possible – MINIMUM 2 METRES (discussed with class staff)</i> • <i>Pupils and staff are always in the same small groups each day, and different groups are not mixed during the day, or on subsequent days</i> • <i>Display social distancing poster at all entrances and in common areas</i> <p>Where possible all windows and doors should remain open depending on weather conditions</p> <p>Doors may be propped open and if needed door stops. All staff are reminded that they will be responsible for closing doors stops in the event of a fire.</p>	All members of staff	2	4	Medium

<p>Social distancing by capacity of age group Nursery</p>	<p>Biological hazard covid -19</p>	<p>Pupils, staff parents visitors</p>	<p>Children socially distancing Nursery children aged 3-4 years of age</p> <p>https://www.gov.uk/government/publications/overview-of-scientific-information-on-coronavirus-covid-19</p> <p>Spread and vulnerability to disease</p> <p>1. Infectivity and transmission in children</p> <p>The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that:</p> <ul style="list-style-type: none"> • There is a high degree of confidence that the severity of disease in children is lower than in adults. •evidence yet to determine whether susceptibility to disease is different to adults. • The susceptibility to infection of younger children (up to age 11 to 13) might be lower than for adults, but the degree of confidence in this is low. For older children there is not enough evidence yet to determine whether susceptibility to infection is different to adults. • There is no evidence to suggest that children transmit the virus any more than adults. Some studies suggest younger children may transmit less, but this evidence is mixed and provides a low degree of confidence at best. 	<p>Children in Nursery will not attend until September</p>	<p>HT/ DHT Governing Body</p>	<p>5</p>	<p>5</p>	<p>High</p>
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<p>Social distancing by capacity of age group</p> <p>Reception</p>	<p>Hazard</p> <p>Covid-19</p>	<p>Pupils, staff, parents, visitors</p>	<p>Children socially distancing for Reception aged pupils aged 4-5 years of age</p> <p>https://www.gov.uk/government/publications/overview-of-scientific-information-on-coronavirus-covid-19</p> <p>Spread and vulnerability to disease</p> <p>1. Infectivity and transmission in children</p> <p>The exact rates of infectivity and transmission of children is not fully known yet; this is a novel virus and the scientific understanding is developing all the time. However, the current understanding is that:</p> <ul style="list-style-type: none"> • There is a high degree of confidence that the severity of disease in children is lower than in adults. • evidence yet to determine whether susceptibility to disease is different to adults. • The susceptibility to infection of younger children (up to age 11 to 13) might be lower than for adults, but the degree of confidence in this is low. For older children there is not enough evidence yet to determine whether susceptibility to infection is different to adults. • There is no evidence to suggest that children transmit the virus any more than adults. Some studies suggest younger children may transmit less, but this evidence is mixed and provides a low degree of 	<p>We will test our systems with this slightly older group of children week beginning 8th June initially part-time, morning only including lunch.</p> <p>We will test how the children, staff , parents manage with:</p> <p>social distancing hygiene measures cleaning routines pupils, staff wellbeing the school's capacity to cope and respond to an outbreak of corona virus</p> <p>Week beginning 15th June, the children will be invited to attend for a full day in their bubble groups</p> <p>THE WHOLE PROCESS WILL BE KEPT UNDER REVIEW AND THE SCHOOL WILL CLOSE TO THE MAJORITY OF CHILDREN IF IT DOES NOT HAVE THE CAPACITY FOR EXAMPLE STAFF MEMBERS MAY FALL ILL, THERE BE AN OUTBREAK OF THE CORONA VIRUS, AND WE WILL RESPOND TO THIS ACCORDINGLY</p>	<p>HT/DHT</p> <p>GOVERNMENT BODY</p>	<p>5</p>	<p>5</p>	<p>Medium</p>
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			confidence at best.					
Approaches to potential breaches of Social distancing	Biological hazard-Covid-19	Staff, and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.	<p>Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches of:</p> <ul style="list-style-type: none"> Handwashing Cleaning Conversations with parents Inability to sustain agreed social distancing eg staying in bubble group Code of conduct to be signed by students and parents Regular reminders given; posters in all classrooms + work spaces. <p>Risks assessments around students who might struggle to follow expectations</p>	<p>Deliberate breaches by staff, parents and children will not be tolerated and appropriate measures taken for the different individuals, eg for staff this would be a disciplinary matter, for parents prevented from entering site, child will be sent home.</p> <p>Zero acceptance of deliberate breaches of safe social distancing</p> <p>Appendix 4 Addendum to the Behaviour Policy</p>	SLT All members of staff	2	4	Medium
Training prior to re-opening	Biological hazard-Covid-19	Pupils, Staff, Parents	<p>Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).</p> <p>Agree any flexible working arrangements needed to support any changes to usual patterns (for example, staggered start/end times).</p>	<p>The ambition is to deliver training in small groups observing safe distancing.</p> <p>Training will consist of:-</p> <ul style="list-style-type: none"> Sharing the risk assessment and develop a common understanding Addendum to the Behaviour Policy in response to Covid -19 Practical training by Welfare assistant or watch video on use of PPE Emergency Evacuation and maintaining social distancing Cleaning regime for each day and individual responsibility 	HT DHT Welfare Assistant	2.	2	Low

				First Aiders				
HR/ Staffing (teachers, support staff and non- teaching staff)	Staff absence due to Covid-19	Children will not be able to attend if there are not enough members of staff with suitable experience and qualifications	Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education). Agree staff workload expectations (including for leaders). Not enough staff with correct qualifications/ level of experience	Staff will complete a Self Declaration for re-opening of School Use the government website to receive info about testing https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested Appendix 5 Self Declaration Form Plan to respond to increased sickness levels Staff are clear on returning to work with guidance. Consider options if necessary staffing levels can't be maintained	HT	4	5	High
Staff Well Being	Covid-19	All staff members	Approach to support wellbeing, mental health and resilience, including bereavement support. Leaders will be understanding of the concerns and anxieties that individual members of staff have about increasing the number of pupils and staff attending school. They will have conversations with staff about those concerns and any measures the school can take to support them.	Staff are encouraged to seek to professional support through Vita Health Counselling Service the school buys into to support their well being Training plan in place for staff on new approaches.	HT SLT	4 Likely	4 Impact	Medium
Staffing in Nursery	Hazard Covid-19	Specialist skills to teach specific age groups are	Identify staff who can't return to school at this point (for example, those who are extremely clinically	Consider options if necessary staffing levels can't be maintained	HT /DHT/Chair Schools HR	5.	5.	High

		<p>recognised as important for children of Nursery age</p> <p>Children will not be able to attend if there are not enough members of staff with suitable experience and qualifications</p>	<p>vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education).</p>		<p>guidance</p> <p>SLT</p>			
Flexible working for staff		<p>Capacity to ensure there are enough members of staff to ensure the safety of the children while being taught</p> <p>Capacity for a team of staff ready to respond in case of an emergency</p>	<p>The school management will ensure that there are enough members the teaching staff and staff who are suitably qualified to fulfill all the roles and responsibilities required for the safe opening of the School</p> <p>To ensure that the school's core purpose of educating the children can continue</p> <p>To ensure there are enough members of staff on site to step in during an emergency</p>	<p>See separate document</p> <p>Most teachers who are not covering the age group but can return to school will be able to work from home.</p> <p>They will adopt a flexible approach to this whereby they may need to come into school for resources, IT, photocopying or to attend meetings.</p> <p>They will also be placed on a Response Team Rota which will be to ensure that if a teacher covering a class becomes ill or there is an emergency, there is a small team of staff who can step in immediately</p> <p>The Response Team will be a teacher and a daily rota will be devised with other members of essential staff</p> <p>Teaching assistants who are able to attend work will do so and support the school prepare for the new academic year</p> <p>The head teacher/ deputy head</p>	<p>HT /DHT/Chair</p>	3.	3.	Low

				/member of the SLT/Sendco /Safeguarding lead and deputy/ first aider/ welfare assistant/Site manager, cleaners/ kitchen staff and office staff will be on site				
Staffing Nursery	Hazard Covid-19	Capacity to ensure there are enough members of staff to ensure the safety of the children while being taught Capacity for a team of staff ready to respond in case of an emergency	It will be difficult for the Nursery to return under the present stringent requirements for health and safety. The school have made physical adjustments to the Nursery environment applying all the Government guidelines. Our evaluation is that the children will not gain by attending a Nursery session because of the changed learning environment, limited learning opportunities as resources will have to be limited to maintain hygiene; the restrictive nature of social distancing and the alien environment they will encounter as well as the changed interactions with the adults they have not seen and this will be harmful in the long term.	Nursery will not return until September due to their inability to socially distance	HT /DHT/Chair	5.	5.	High
Parents Communication	Biological hazard- Covid-19	If all children return to school then according to government guidance we would only be able to accommodate one year group as all classrooms would be used for them, and this will be the	Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with you're the local authority regarding plans. Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).	A schedule of content and timing for communications to parents will be created. Parents will be informed that they will not be penalised for not sending their child to school Clear communication will continue with regard to children's return and the rules in place for safety while on the site	SLT	2	2	Low

		first children returning to school which is Reception	Parents will be informed about attendance					
Free School Meals /catering / Lunch / water bottles/ snacks / Breakfast Club		Families of Children on FSM will be facing hardship due to the corona virus, unemployment, housing social deprivation	<p>FSM must continue to receive FSM vouchers if they do not attend school and we will consider arrangements for those year groups still out of school and eligible for benefits related free school</p> <p>Children will all have a school packed lunch which will be consumed in the classroom</p> <p>Children can bring a water bottle/ this may be reviewed</p> <p>A healthy snack will be provided by the school kitchen so children</p> <p>Breakfast club and after school clubs will not run for the time being due to difficulties with managing the principle of ‘ bubbles”</p>	<p>Continue to provide FSM vouchers through the National voucher scheme and continue to identify families NOT eligible for this benefit and provide support as previously</p> <p>Packed lunches will be prepared in a controlled environment by the catering staff and reduces the risk of food items from different households</p> <p>It will be difficult to manage BC and AC due to difficulties managing bubble group and cannot be controlled</p>	HT SLT School Office Head of kitchen Kitchen staff	2	3	Low
						5	5	High
Vulnerable children and children of Critical workers	Biological hazard- Covid-19	Children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and	Continue with current arrangements to support children of critical workers and vulnerable children by maintaining regular telephone contact with the family, emailing regularly to inform them how they can stay in touch, maintain a high level of communication with the attached social worker, follow up any concerns and additional resources the families may need.	<p>Parents will be further encouraged to attend school giving them the same reassurances of safety against the corona virus as to other families.</p> <p>We plan to keep these groups of children together depending on need in a separate bubble.</p>	Safeguarding Lead SEND-co SLT	2	2	Low

		shielding, or medical advice or further guidance suggests they should not attend).						
Safeguarding	Biological hazard-Covid-19	Children currently with Child Protection Plans and CIN plans as well as those previously on CP will be under considerable pressure as a result of the Lockdown, existing challenging circumstances will be exaggerated and managing the restrictions will place additional pressure on families	<p>The safeguarding procedures will remain in place to ensure pupils who do not attend are still contacted regularly. This includes fortnightly call. Staff must continue to regularly update the DSL on contact and concerns. Phone calls will continue where possible or if needed be shared with additional staff. This will be updated following update of provision.</p> <p>The normal safeguarding procedures will continue as if the school is fully open.</p>	<p>An addendum to The Safeguarding Policy has been written and approved by the Full Governing Body on 12th May 2020</p> <p>See Appendix 6</p>	Safeguarding Lead SLT	2	2	Low

Behaviour Management		<p>Children will have to cope with different expectations for their behaviour to ensure social distancing</p> <p>Consequences of them not understanding the new rules for behaviour could be serious and expose others to danger</p>	<p>Update behaviour policy to reflect the new rules and routines necessary to reduce risks</p> <p>Agree how to communicate this to school staff, students and parents</p>	<p>Policy to be updated and shared with staff during the training period prior to opening the school to more children</p> <p>Appendix 4</p> <ul style="list-style-type: none"> • Parents will only enter school grounds to drop or collect their child at the assigned times marked lines to maintain a safe distance. Managed by the Premises manager, deployed staff and SLT • Entry into school will be direct into classrooms not using corridors. • Pupil to be accompanied by only one parent which will be outlined to in parent communications • Visitors by appointment only and for the purposes of site safety and maintenance. 	<p>PSHE coordinator</p> <p>SLT</p>	<p>3 Rec</p> <p>5 Nur</p>	<p>3 Rec</p> <p>5 Nur</p>	<p>Medium Rec</p> <p>High Nursery</p>
School lessons/ activities	Biological hazard- Covid-19	<p>Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases,</p>	<ul style="list-style-type: none"> • <i>Consider which lessons or classroom activities could take place outdoors</i> • <i>Use the timetable and selection of classroom or other learning environments to reduce movement around the school or buildings</i> • <i>there will be no assemblies</i> • <i>Stagger break times (including lunch), so that all children are not moving around the school at the same time.</i> <p>Lunch will be a packed lunch from the school kitchen for the first two weeks of return to school</p>	<p>Refresh the school timetable, decide which lessons or activities will be delivered.</p> <p><u>Government guidance</u> to be followed.</p> <p>Lining up based on 2 m distancing on returning to class. All breaks and lunch to be staggered.</p> <p>Children in reception to have own designated desk, with own equipment tray and movement will be restricted within classroom managing 2m distance.</p> <p>This will include any playtime</p>	<p>HT/ DHT</p> <p>SLT Class Teacher</p>	<p>2</p>	<p>3</p>	<p>Low</p>

		even death.		<p>equipment</p> <p>Children will be in colour groups wearing PE team bands reminding them the colour group they can mix with including the adults initially</p> <p>Contact between different groups of children, and between adults will be limited.</p> <p>Corridors to be used on a one way where possible, otherwise staff members will observe safe distancing eg waiting for one another to pass until it is safe.</p> <p>Assembly points for each group marked by Premises Manager</p> <p>Markings for parents for dropping off</p> <p>Signage to remind parents of social distancing</p> <p>Lunch time staff will remain with their colour group the whole time.</p> <p>Group should be no more than 5.</p> <p>They will remain with them for the outdoors and be responsible for taking them to the toilet</p>				
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Transport Arrangements	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death.	<ul style="list-style-type: none"> • <i>Staff parents and students are encouraged to walk or cycle to their education setting where possible</i> <p>The office will not be open for parents to visit in person but they can telephone or email the school</p> <p>Children will only move around school in their small groups and not mix with other children, however they are permitted to walk past one another in corridors although this should not be needed – the risk of contracting the virus by walking past one another has been assessed as minimal therefore one-way systems are not necessary.</p> <p>We need to acknowledge that it is impossible for young children to socially themselves and we cannot guarantee this, although all the measures described in the risk assessment are designed to avoid this. However, we must try to reduce contact as much as physically possible.</p>	<p>Schools, parents and students should follow the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u></p> <p>Everyone will be encouraged to walk or cycle into school, and warned to avoid taking public transport during peak times.</p> <p>For anyone who needs to take public transport, they'll be referred to <u>government guidance</u>.</p> <p>If home to school transport will be running (i.e. buses, minivans), discussions will be held with the providers to make sure their staff:</p> <ul style="list-style-type: none"> • Follow hygiene rules • Try to keep their distance from passengers where possible • Do not work if they or a member of their household are displaying coronavirus symptoms <p>Drop off and pick up routines</p> <p>Parents will be informed of the staggered timings for arrival and collection time of their child. Changes to drop off and pick up routines will be required.</p> <p>A queuing system and a process for staff, parents to greet each child will be carried out at a distance, ensuring children they wash their hands immediately on arrival, and then go straight to their classroom.</p>	All staff members SLT Welfare Asistant Frist Aid Staff	4	3	High
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				<p>Visitors</p> <p>Limit the external visitors to the school during school hours.</p> <p>Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)</p> <p>Teachers will not engage in conversations with parents, but will politely wave and if parents want to contact the teacher they can email or they can telephone the school.</p> <p>Children will be directed to wash their hands on arrival and sit at their tables and wait for the adult to give them further instructions at their designated table each day with their own work tray containing all the resources they will need.</p>				
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Use of PPE	Biological hazard- Covid-19	Pupils, Staff, parents and pupils could become infected with COVID-19.	<ul style="list-style-type: none"> • <i>Individual pupil risk assessment and/or behavioural support plan to be reviewed and updated for children EHC Plans and where a child is displaying non compliance with social distancing regularly.</i> • <i>Staff related risk assessments to be updated for those that are vulnerable, such as those who are pregnant</i> 	<p>For staff looking after children with complex special educational needs and providing direct personal care (at a distance of less than 2 metres), the following PPE should be available for use by school staff:</p> <ul style="list-style-type: none"> • Disposable gloves; • Disposable apron; • Fluid resistant (type IIR) surgical mask; • Eye protection where there is a risk of splashing of bodily fluids. <p>Each child with EHC will have a PPE care plan in place detailing when and where PPE will be needed. This will be completed when a child is confirmed and prior to attendance.</p> <p>PPE should also be provided in the following cases:</p> <p>Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs. If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their care needs.</p> <p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home, and a distance of 2 metres cannot be maintained.</p> <p>PPE should be disposed of in line with Government guidance on <u>cleaning in non-healthcare settings</u>.</p> <p>Staff training on PPE for all staff with a</p>	HT/ DHT SLT Welfare Assistant Premises Manager Cleaning Team	2	2	Low
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				<p>stronger focus on Isolation Room (Isolation Room (Amber class).</p> <p>Disseminated training from school Nurse / Welfare Assistant / see video (appendix 8)</p> <p>PPE boxes or bags for each class.</p> <p>Staff in the Isolation Room (Isolation Room (Amber Class) to have supply of PPE weekly to meets needs of children on a 1st June.</p> <p>To dispose of waste from people with symptoms of coronavirus, such as disposable cleaning cloths, tissues and PPE:</p> <p>put it in a plastic rubbish bag and tie it when full</p> <p>place the plastic bag in a second bin bag and tie it</p> <p>put it in a suitable and secure place marked for storage for 72 hours and then place it in the general bin.</p> <p>Waste should be stored safely and securely kept away from children</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p>				
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Leaving the school	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19.	<ul style="list-style-type: none"> • <i>Stagger collection times.</i> • <i>Parents only to enter the school according to the agreed timings to minimise time on school grounds</i> <p><i>Parents will stand on the marked lines and wait. Managed by the Premises manager, deployed staff and SLT</i></p> <ul style="list-style-type: none"> • Only one parent should collect their child and avoid bringing siblings to school which will be outlined to in our parent communications 	<p>Movements of pupils to be staggered to maximise social distancing as per <u>Government guidance</u>.</p> <p>Staff and pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. This should be done in line with hand washing Appendix 7</p>	<p>Site Manager</p> <p>Staff members</p> <p>Parents</p>	3	3	Medium
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Creating safe Bubble Groups	Hazard Covid-19	Pupils, Staff, visitors	<p>No more than 10 children in any one group in Key Stage 1</p> <p>No more than 10 children in any one group in Reception</p> <p>Children will phased in from week beginning 8th June</p> <p>Week 1 part time</p> <p>Week 2 children</p> <p>Staff will not mix with other bubbles.</p>	<p>Each class/bubble group will have its own section marked out on the playground.</p> <p>The Reception playground will be split into three play zones for Turquoise, Green and Red. Playtime will be staggered in the first instance</p> <p>All children need to be encouraged to bring a hat to school and apply sun cream before school on warm days. This will be shared with parents.</p> <p>Only use designated areas. Wash hand before and after outside space is visited. No fixed equipment (play frames etc can be used at any time).</p>	HT / DHT Class teachers /TAs/ SMSAs	3	3	Medium
Creating a Bubble group for Nursery	Hazard Covid - 19	Pupils, Staff, Visitors	<p>Applying the welfare guidance in the EYFS for Nursery as recommended by the DFE, which are;</p> <p><i>“For children aged three and over in maintained nursery schools and nursery classes in maintained schools</i></p> <p><i>There must be at least one member of staff for every 13 children:-</i></p> <p><i>At least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002 at least one other member of</i></p>	<p>Staff may use any of the identified spaces but only these spaces. They can leave site but are encouraged to obey social distancing if they do.</p> <p>Use of mobile phones during lesson time will be allowed to enable easy communication as staff will use the outdoors more frequently.</p>	HT / DHT Governing Body	5	5	High

			<p><i>staff must hold a full and relevant level 3 qualification”</i></p> <p>As a school we do not agree that the current welfare guidelines will ensure the safety of the children during a pandemic</p> <p>We have evaluated different scenarios and in our view the children will not benefit of having such a different experience of nursery education</p>					
Different Groups Medical Needs	Hazard Covid -19	Pupils, staff, parents and visitors	<p>Children Underlying Medical Conditions</p> <p>Nursery, Reception and Year 1</p> <p>Ensure all parents of children with medical needs have been contacted</p> <p>Update their treatment plans</p>	<p>Where possible, outside learning can take place in only the designated areas if the playground for each bubble. Resources cannot be shared and everything used should be returned to the classroom. Cleaning of hands before and after each outside visit is essential.</p>	. HT/DHT Welfare Assistant	5	5	High
Different Groups SEND	Hazard Covid-19	Pupils, staff, parents	<p>SEND / Behaviour</p> <p>Children who have a SEND diagnosis that impacts on their ability to follow instructions for their own safety and safety of others</p>	<p>A SEND Risk assessment will be carried out and the school will inform the parents if the school feels the risk is too high for the child, other children and staff members. This will be on going</p> <p>See Appendix 9 (risk assessment template)</p> <p>The same applies for children who are immature and present challenging behaviour requiring staff to restrain and therefore have close contact with</p>	HT/ DHT SENDco Governing Body	5	5	High

				<p>the child.</p> <p>In consultation with parents each child SEND Children who are unable to adhere to the social distancing required in t his risk assessment will not be able to attend during the early period of reopening. This will be totally on a case by case basis. Specific SEND needs will be met through the provision of equipment eg sensory toy packs</p>				
BAME / EAL		Pupils, Staff, Parents	<p>Ensure parents receive clear guidance on social distancing and they fully understand the full impact and measures that need to be taken to protect themselves and others</p> <p>Messages have been difficult to communicate to parents with a high level of direct support via telephoning and email</p> <p>Explore offering translation of key documents to support families</p> <p>The school website facility enables parents to convert to home language.</p>	<p>BAME / EAL</p> <p>Children have early acquisition of English. A majority of our families are from the black, asian minority ethnic groups.</p> <p>Black,Asian and minority ethnic (BAME) communities are being disproportionately impacted by COVID-19 and have a higher risk of serious illness and death. Across all ethnic groups, older people are at greatest risk from this disease. Therefore, it is important to consider children and staff who live in intergenerational households and the possible impact on their loved ones, particularly if they are from a BAME background</p>	HT/DHT Governing Body	4	4	Medium
Anxiety of returning to school	Hazard Covid -19	Pupils,staff, parents	<p>Staff will mitigate any anxiety the children have by engaging them quickly into the activities prepared for them</p> <p>Singing songs, actions songs to distract the children and make social</p>	<p>Children will find Social distancing procedures and a limited curriculum will be very distressing for them</p> <p>It is highly likely that the pupils will have separation anxiety having been so close to their families during the</p>	HT/ DHT/Class Teachers/ Teaching Assistant	4	4	Medium

			<p>distancing into a game</p> <p>Celebrate the change and ask the children to say what is different</p> <p>Try and talk about why the Nursery had to close for so long in an age appropriate manner without alarming the child.</p>	<p>school closure</p> <p>The children iare used to accessing a wide variety of resources and have the opportunity to lead their own learning. The environment and the way they learn will be completely different to them and there will be no opportunity to properly prepare the children for this and could be incredibly distressing for them.</p> <p>We would not be able to use any of our normal procedures to support the children which would include welcoming parents .</p> <p>This could be very distressing.</p>				
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Appendix 1 Cleaning Schedule

Appendix 2 PPE Poster

Appendix 3 What do if Corona virus is suspected

Appendix 4 Addendum to the Behaviour Policy and Guidance for Parents

Appendix 5 Self Declaration Form for all staff

Appendix 6 Addendum to the Safeguarding Policy

Appendix 7 Hand washing Poster

Appendix 8 Video for PPE link on utube

Appendix 9 Risk Assessment form for SEND children

Appendix 1 Cleaning Schedule

COVID-19 Safe ways of working

A visual guide to safe PPE

General contact with confirmed or possible COVID-19 cases

- Eye protection to be worn on risk assessment
- Fluid resistant surgical mask
- Disposable apron
- Gloves

Aerosol Generating Procedures or High Risk Areas

- Eye protection eye shield, goggles or visor
- Filtering facepiece respirator
- Long sleeved fluid repellent gown
- Gloves

General Safety Instructions:

- Clean your hands before and after patient contact and after removing some or all of your PPE
- Clean all the equipment that you are using according to local policies
- Use the appropriate PPE for the situation you are working in (General / AGPs or High Risk Areas)
- Take off your PPE safely
- Take breaks and hydrate yourself regularly

For more information on infection prevention and control of COVID-19 please visit:
www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control

Appendix 3

Child has persistent symptoms (as per NHS guidance) a high temperature

a new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours
-Loss of smell or taste

<https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-in-children/>



Child will be given a face mask to wear



Child will be asked to wait outside of the classroom or next to external (age dependent)



Member of staff will put on face mask, apron and gloves and escort the child to the Isolation Room (Amber Class).

Put on general use PPE (appendix 2). Child will be taken to the Isolation Room (Amber Class) one staff member using external doors only

(If only one member of staff in the classroom contact the school office and a staff member will be sent to your class to cover).



Office (if not already, will contact the child's family to pick up the child) member of staff and pupil will remain in the Isolation Room (Amber class)) until child is picked up.



If a second child becomes ill and one child is already in the Isolation Room (Amber Class)the next child sit on chair outside the Isolation Room (Amber Class) with second adult supervising



Staff member to wash hands and dispose of PPE (as per guidance see Appendix 2). This should go into a lidded bin



Staff member/cleaning staff to clean down room, wash hands and return to classroom. The office will then be updated of the pupil going home

If a toilet is needed during this time use the Reception toilet entering from the outside door. If a class is in here the male staff toilet should be used. Toilet used will be shut to everyone else

Grange Park Infant and Nursery School

ADDENDUM TO THE BEHAVIOUR POICY IN RESPONSE TO COVID-19

Behaviour and Expectations Policy - COVID-19 Addendum

Safety and Hygiene

At all times, children and their families should follow the guidance on self-isolation if they or anyone in their household develop coronavirus symptoms. Children should not attend school if they are showing symptoms, or if you or any of your household are self-isolating. This is consistent with advice from the Chief Medical Officer. More information is available here: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stayat-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

- If a child is clinically extremely vulnerable, or they live with someone who is extremely clinically vulnerable, they will have been asked to follow government advice to 'shield'. If any member of the household is shielding, the child must not come to school.

- Children and staff must wear clean clothes every day; therefore, school uniform is **not** required. We will review this in September. Please ensure children wear sensible and comfortable home clothes and shoes. By sending children back to school, parents are agreeing to follow these rules:
 - ✓ **All pupils to wear comfortable home clothes suitable for the weather (not party clothes)**
 - ✓ **No coats required**
 - ✓ **Children should wear trainers or shoes without laces (staff won't be able to help a child with laces)**
 - ✓ **No sandals or party shoes**
 - ✓ **No PE kit is required**
 - ✓ **All pupils and staff within the bubble group must wear fresh clothes to school each day or wash clothes before returning.**

- Children should bring a water bottle from home with their name clearly written on the front.

- A healthy packed lunch will be provided in school. Your child **must not bring any items from home into school**. They must **not** bring book bags, reading records or lunchboxes. Children will preselect their choice of packed lunch as they usually do. This menu will be published on the school website.
- Adults and children must agree to wash their hands on entry to school, before break time, after break, before lunch, after lunch, before leaving school, and anytime that they visit the toilet or cough/sneeze in to their hands. Children and staff must comply with this expectation.
- There will be regular cleaning of shared areas and toilets. At various intervals, adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment that will be stored appropriately and safely within the classrooms.
- Resources will be cleaned regularly. Unfortunately this means there will be a limited number of resources available for children.
- Classrooms will be equipped with soap, water, hand sanitiser, tissues and lidded bins for disposal of waste. These supplies will be replenished regularly.
- Classrooms will be well ventilated, with windows and doors to the outside open as much as possible.
- Children will have new hygiene rules explained and will be expected to follow these rules. Parents and teachers must encourage children not to touch their mouth, eyes and nose.
- In case of a toileting, accident or fall, children will be encouraged to change themselves and clean their scrape or cut. If this is not possible, staff may help them with the use of PPE. For staff looking after children with complex special educational needs and providing direct personal care (at a distance of less than 2 metres), PPE will be used. PPE will be disposed of according to government guidance.
- Any medication (including inhalers/EpiPens) must be in date for your child to attend school. We will let you know if any medication is out of date. Children may be taught by an adult who is unfamiliar to them. Their medical needs will be shared with any adults working in their designated bubble. If any medication is administered, adults must wear a face visor, mask and gloves to further reduce the risk of spreading the virus.

The School day

Children will be allocated into bubbles/groups. Unfortunately, we cannot accept any requests for friendship groups. Groups will be created from existing classes where possible to ensure your child is with others from his/her class.

Possible contact between different groups of children, and between adults will be reduced whilst onsite. Children will be educated in small groups/bubbles and will have the same key adult/s with them during each session. These adults may not be from your child's class or year group, although the children will be of the same age. Groups will be educated in one room which is likely to be different to their normal classroom. They will remain in that room for the duration of the day and will not mix with different groups of children.

- Classrooms will have all unnecessary furniture and equipment removed including any soft furnishings. Children will have a tray in which to keep their equipment, which will be kept at their table.
- All classrooms will be organised with individual tables placed 2 metres apart. There will be some outside time (weather permitting) and playtimes and lunchtimes will be staggered so that there is no mixing between bubbles.

- On warm days children should wear a sunhat to school and suncream must be applied before school.
- Each bubble will have their own outdoor equipment, which will be cleaned regularly.
- Children will eat lunch in their classroom with two school meals supervisory adults supporting them. Rubbish will be disposed of and all surfaces will be cleaned after lunch.
- Children will be allocated specific play spaces outside.
- Climbing frames will **not** be accessible.
- Children will be in colour groups wearing PE team bands reminding them the colour group they can mix with including the adults.
- Although there will be limited movement around the school, it is expected that when it is necessary to do so, children follow a one-way system with their key adult at all times. Transitions within corridors will be kept to a minimum. Corridors will be used as a one-way system where possible, staff and children must observe safe distancing eg waiting for one another to pass until it is safe.
- Children will go to the toilet as they would do in a normal school day, but will be accompanied by one adult from the bubble group. Children must wash their hands afterwards. Each class will have designated toilets, which will be cleaned at regular intervals during the day.
- For the time being, there will be **no school on Fridays** to allow for thorough cleaning.

Drop off and collection

Although it is understandable that parents/carers may want to socialise during these times, we politely ask you not to do so, and to respect the Government's social distancing guidelines. We also ask you to disperse as soon as possible so groups of children can arrive and depart safely.

- There will be no breakfast or afterschool clubs as groups are not permitted to mix outside of their bubble.
- Pick up and drop off times will be staggered for different bubble groups.
- A social distancing (2-metre) queueing system will be in place to drop off/collect children. This will ensure that parents do not come in to contact with more people than necessary.
- Only **one** parent/carer can drop off/collect, and parents should avoid bringing siblings.
- Parents must follow the entrance and exit routes.
- Parents should not approach staff members when dropping and picking up children. There will be no handover discussions between staff and parents.
- There will be no assemblies for children or parents to attend.
- Parents will not have access to the school building or teachers. The office will not be open for parents to visit in person but they can telephone or email the school.

- Markers will be placed on the floor at 2m intervals at the entrance to school. Staff will welcome children from the playground. Parents will leave the children as per agreement by the correct gate immediately.
- Parents should not socialise on the playground or outside the school gate.
- Parents must be punctual when dropping off and collecting their children. If a child is late for their start time, parents/carers must rearrange a new drop off time with the school office directly. This is only if lateness is informed in advance. Late comers may not be admitted.
- Any child that displays signs of distress or upset at drop off may be asked to go home with their parents/carers and come back the following day.
- Parents/carers MUST have their mobile phones turned on and available for any emergency calls throughout the duration of the time their child is in school. It is essential that the School has up-to-date contact details.

Reception drop off and collection timings are as follows:

Parents enter from the Nursery gate and leave by the field gate so there is a one way system.

Dropping off times

Silver Class 08.50

Green Class 09.00

Turquoise Class 09.10

Red Class: 09.20

Collecting times:

Silver Class 2.50

Green Class 3.00

Turquoise Class 3.10

Red Class 3.20

What if an adult or child has Coronavirus symptoms in school?

A child displaying symptoms will be isolated. Staff will wear personal protective equipment and care for the child, observing the child's experience of the symptoms until they are collected by their parent/carer. PPE will be disposed of according to government guidelines.

If one member of the bubble (child or adult) experiences symptoms of COVID-19, they should immediately be tested. If the result is positive, all members of the 'bubble' will be required to self-isolate and will not be permitted to attend Grange Park Infant School until the isolation period is over. If the result is negative, all members can return. See guidance: <https://www.gov.uk/government/publications/covid-19-stay-at-homeguidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19infection>

If a family member has the virus, the child will need to isolate following the government guidance. If the child begins to display symptoms, they should be tested. The group the child is attending will also be informed and they may also require testing. The school will follow all government guidance.

Behaviour

The above procedures and protocol have been put in place to minimise the risk of contracting the Covid-19 virus and to keep our children and staff as safe as possible. However, in order for us to achieve this we must insist that ALL children, parents and staff play their part in observing and implementing this policy. Any child failing to do so will have to be collected and taken home. Any other inappropriate behaviour will be dealt with as usual as stated in the School's behaviour Policy available on our school website.

Children with challenging behaviour will be supported to return to routine as soon as possible, for example, a visual timetable will be planned, and they will stay for half sessions initially if it is appropriate.

If behaviour is an issue for individual children and that leads to the school not being able to ensure the safety of others, in terms of the virus control, then parents will be contacted.

Regular reminders will be given to children and there will be safety and hygiene posters displayed in school. There will be signs to remind all parents, staff and children of the social distancing rules.

There will be zero acceptance of deliberate breaches of safe social distancing. Breaches by staff, parents or children will not be tolerated and appropriate measures will be taken for the different individuals, eg for staff this would be a disciplinary matter, parents would be prevented from entering site, and children would be sent home.

Behaviour of children with special educational needs

Specific SEND needs will be met through the provision of appropriate resources and children will be supported. A risk assessment will be carried out for any children who have a SEND diagnosis that impacts on their ability to follow instructions for their own safety and safety of others. In consultation with parents, if a child is unable to adhere to the requirements in their personal risk assessment, they may not be able to attend school during the early period of reopening the school. This will be reviewed regularly.

What might change?

- The time you drop off and collect your child and how you do this.
- Your child might have a different classroom teacher.
- Your child may not have all their normal lessons.

- Your child may only come in for some days or shorter days.
- We may change how we serve lunch.
- Home learning will continue but may change form.

For our efforts to be fully effective we ask you to resist from arranging gatherings where children from different groups/bubbles can socialise, ie, in the park, in each other's homes, etc. To do this will only undermine what we are trying to do and may put your child and others at risk.

Appendix 5

Please complete the declaration form and return to the headteacher as soon as possible.

Staff Declaration

Private and Confidential

In order to assist with plans for a phased school re-opening, please complete this form to indicate to the school your current circumstances. Please circle **YES** or **NO** as applicable to each of the following questions.

Name:			
Email:		Phone No:	

<p>1. Are you fit and well to return to work?</p>	<p>YES</p> <p>Please sign the form and return to the headteacher by email</p>	
<p>2. Do you believe you have Covid-19 or are you showing symptoms of Covid-19?</p> <p>Recommended period of isolation: 7 days</p> <p>https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-advice/</p> <p>Please provide an Isolation Note obtainable here: https://111.nhs.uk/covid-19</p> <p>You must not attend work and must remain at home during this period. You should notify the school once you have recovered and are well enough to return to work.</p>	<p>We recommend that if you have symptoms that you apply for a test https://www.gov.uk/apply-coronavirus-test</p> <p>If you have been tested and are awaiting a result, please notify the school immediately.</p>	<p>NO</p>

<p>3. Do you have anyone in your household who is showing symptoms of Covid-19?</p> <p>Recommended period of isolation: 14 days</p> <p>https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-advice/</p> <p>As you are an essential worker, members of your household are eligible for a test and we recommend they are tested as soon as possible https://www.gov.uk/apply-coronavirus-test</p> <p>You must not attend work but you should work from home where this is possible. Please discuss with your manager the work you should undertake.</p> <p>Please provide an Isolation Note if you are NOT working from home: https://111.nhs.uk/isolation-note/</p>	<p>If yes, please indicate the date when the 14 day isolation period will end:</p> <p>.....</p> <p>If you develop symptoms yourself during this period of isolation you must inform the school as soon as possible. We also recommend that you apply for a test https://www.gov.uk/apply-coronavirus-test</p>	<p>NO</p>
<p>4. Do you fall into the clinically <u>extremely</u> vulnerable group? (you will have received a shielding letter from the NHS if you are in this category)</p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>Recommended period of shielding: 12 weeks from receipt of the letter.</p> <p>You must not attend work, but you should work from home where this is possible. Please discuss with your manager the work you should undertake.</p>	<p>If yes, please provide a copy of your shielding letter as soon as possible.</p> <p>If you receive any further letters extending your shielding period, please notify the school as soon as possible.</p>	<p>NO</p>
<p>5. Are you in the clinically vulnerable group?</p>		<p>NO</p>

<p>Clinically vulnerable individuals are those at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the guidance below).</p> <p>https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</p> <p>You should work from home where possible. Please discuss with your manager what work you should undertake.</p> <p>If you cannot work from home, your line manager will discuss with you the safest available on-site roles. You should stay 2 metres away from others wherever possible. You may, if you wish, choose to take on a role that does not allow for this distance if you prefer to do so.</p> <p>If you have to spend time within 2 metres of other people, the school will carefully assess and discuss with you whether this involves an acceptable level of risk.</p>	<p>If yes, please provide brief details:</p>	
<p>6. Is there someone in your household who is in the clinically extremely vulnerable group (see 3 above)?</p> <p>You should work from home where possible. Please discuss with your manager what work you should undertake.</p> <p>You will only be asked to attend work if stringent social distancing measures can be adhered to guidance-on-shielding-and-protecting-extremely-vulnerable-persons</p>	<p>If yes, please provide brief details:</p>	<p>NO</p>
<p>7. Is there any other reason, other than those listed above, which you believe means you cannot attend work?</p> <p>Appropriate protective measures will be put in place for all staff as far as possible to ensure the risk of transmission is reduced and to protect their health and safety at work.</p>	<p>If yes, please provide brief details:</p>	<p>NO</p>
<p>Signature:</p>		<p>Print Name:</p>

Date:	30th May 2020
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All information provided on this form will be treated as confidential and managed in accordance with relevant data protection legislation and guidance. You have a right of access to information held on you under the Data Protection Act 2018. This form will be held securely and retained on your personal file in line with the school's Data Protection Policy.

Annex 1



COVID-19 school closure arrangements for Safeguarding and Child Protection at GPINS

School Name: Grange Park Infant and Nursery School (GPINS)

Date: 20th March 2020

Date shared with staff: April 2020

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Grange Park Infant and Nursery School Safeguarding, and Child Protection Policy contains details of our individual safeguarding arrangements in the following areas:

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13. Peer on Peer Abuse	9

Key contacts

Important Telephone Numbers	Safeguarding Contacts	Contact Numbers
	Designated Safeguarding Lead Kiran Thapar	Via School office 0203 886 0887 grangepkinf@gpin.school
	Deputy Designated Safeguarding Lead Julie Kernoghan	Via School office 0203 886 0887 grangepkinf@gpin.school
	Nominated Governor for Safeguarding Lorraine Plumber Walrond	Via School office 0203 886 0887 grangepkinf@gpin.school
	Lead Child Protection Schools Adviser and Deputy Local Authority Designated Officer Susan Sidonia Gladish /Hannah Ives from	Children and Young People's Services London Borough of Hillingdon

	January 2020	<p>Civic Centre, High Street, Uxbridge UB8 1UW</p> <p>T: 01895 250010 M: 07753431285</p> <p>T: 01895 277463 Mob: 07702989901</p> <p>Email: mbrown3@hillingdon.gov.uk</p>
	Local Authority Designated Officer (LADO) Maggie Scarlett	<p>Tel: 01895 277463 Fax:01895 277179 Email:mscarlett@hillingdon.gov.uk</p>
	Social Services Referrals (Multi-agency safeguarding Hub (MASH))	<p>lbhmash@hillingdon.gov.uk</p> <p>Tel: 01895 556633 Fax: 01895 277226</p>
	Out of Hours Social Services	Tel: 01895 250111
	Police Hayes Police Station	Tel: 0207 230 1212
	Early Help Coordination Belinda Hearn	<p>Tel: 01895 556144 taf@hillingdon.gov.uk</p>

	Prevent Lead: Fiona Gibbs	Tel:01895 277035 /07946 414637
	NSPCC Whistle-blowing Helpline	0800 028 0285

Any individual school contacts: kthapar@gpin.school jkernonghan@gpin.school

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Grange Park Infant and Nursery School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: *Kiran Thapar and Julie Kernoghan and in their absence a member of the senior leadership team.*

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and GPINS will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, GPINS or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

GPINS will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

GPINS and social workers will agree with parents/carers whether children in need should be attending school – GPINS will then follow up on any pupil that they were expecting to attend, who does not. The school will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

HOW WILL THIS LOOK IN YOUR SCHOOL?

To support the above, GPINS will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, GPINS will notify their social worker.

Designated Safeguarding Lead

GPINS has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Kiran Thapar

The Deputy Designated Safeguarding Lead is: Julie Kernoghan

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all GPINS staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should use a yellow form to report the concern to the headteacher. If there is a

requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors:

NAME Dr Harjinder Rahanu

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter GPINS, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list Check
- there are no known concerns about the individual's suitability to work with Children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, GPINS will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where GPINS are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

GPINS will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

GPINS will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, GPINS will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

GPINS will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct.

GPINS will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by GPINS MAT to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

GPINS is committed to ensuring the safety and wellbeing of all its Children and

Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

GPINS and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages. GPINS recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at GPINS need to be aware of this in setting expectations of pupils' work where they are at home.

GPINS will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Supporting children in school

GPINS is committed to ensuring the safety and wellbeing of all its students. GPINS will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

GPINS will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

GPINS will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where GPINS has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the trust.

Peer on Peer Abuse

GPINS recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Appendix 7



Appendix 8

PPE guidelines for non-medical setting

https://www.youtube.com/watch?v=-GncQ_ed-9w&feature=youtu.be

Appendix 9 SEND Risk Assessment Sample

Risk Assessment Template for Schools and Settings

Introduction	
<p>Due to guidance from Public Health England, all children with significant underlying medical conditions have been asked to stay at home from March 23rd 2020 onwards for a period of 12 weeks. It is likely that in most cases education provision leaders and parent(s)/ carer(s) will be in agreement about where the child is safer, therefore removing the need to complete a written risk assessment.</p>	
Reason for completing this risk assessment	
<p>Schools and settings are being asked to complete this risk assessment if they have concerns regarding their health needs or safeguarding risks. Please add Yes/No in the boxes below to show the reason for completing this risk assessment.</p>	
<p>1. Education provision leaders believe the pupil or student is safer at school, but the parent (s)/ carer (s) believe their child is safer at home</p> <p>This would include, but not be limited to children who have a social worker including children in need, children who have a child protection plan and those who are looked after by the local authority. If the child has a social worker and education provision leader and social worker believe they are safer at school, but the parent (s)/ carer (s) believe their child is safer at home, leaders should complete Part A: health risk assessment <u>and</u> Part B: safeguarding risk assessment. They should then share this risk document with the child’s social worker.</p>	<p>Example answer</p> <p><i>Yes Children with EHC children in reception should stay at home because of their inability to follow stringent distancing rules, safety rules, personal hygiene</i></p> <p>AQ</p> <p><i>M in Nursery</i></p> <p><i>Part B for MS and MS and TM</i></p>
<p>2. Education provision leaders believe the pupil or student is safer at home, but the parent (s)/ carer (s) believe their child is safer at the education provision</p> <p>School leaders should complete Part A: Health Risk Assessment. It is likely education provision leaders will complete this with support from an educational health professional, such as a school nurse.</p>	<p><i>Yes children with social services involvement for four children should be in school, the parents have chosen to keep the children at hom</i></p> <p><i>It would benefit the children to attend school</i></p> <p><i>We have supported the children throughout the partial closure so would</i></p>

		<p><i>continue with the same level of support if they chose not to send children to school</i></p> <p><i><Insert Yes/No></i></p>
<p>3. Education provision leaders and the parent(s)/carer(s) believe their child is safer at home</p> <p>If the child does not have a social worker, education provision leaders are likely to support the parent/carers' decision that the child is safer at home. Leaders may have some lower level safeguarding concerns and choose to monitor the situation. School leaders should complete Part B: Safeguarding Risk Assessment.</p>		<p>Yes</p> <p><i>MS in Green Class</i></p> <p><i><Insert Yes/No></i></p>
Pupil/Student Details		
Name of pupil:	DOB:	Education provision:
Does the pupil or student have an EHC plan? <i><Yes/no></i>	Does the pupil or student have a social worker? <i><Yes/no></i>	Do parent (s)/ carer (s) believe the pupil or student is safer at the educational provision or at home? <i><School/home></i>

Part A: Health Risk Assessment (It is likely education provision leaders will complete this with support from an educational health professional, such as a school nurse)			
	Specific health needs	COVID 19 risk to pupil/student	Control Measures
1. Health risk			
	Aggressive or non-aggressive behaviour that causes increased risk to pupil/student and others	COVID 19 risk to pupil/student and others	Control Measures

<p>2. Behaviour which impacts health risk</p>	<p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Urinating, defecating outside of toilet</i> • <i>Playing with bodily fluids or spitting at others</i> • <i>Mouthing equipment</i> • <i>Licking</i> • <i>Close proximity to others faces</i> • <i>Scratching</i> • <i>Biting</i> 		
<p>Conclusion of health risk assessment: <The pupil or student is safer at the education provision>/ <The pupil or student is safer at home></p>			

CHILD'S

CLASS:

<p>Advantages of staying at home</p> <p>Minimizes risk to the XXX' health, especially for those with underlying health conditions.</p> <p>XXX is with familiar people at an unsettling time. Familiar settings and possessions can support with emotional regulation</p> <p>School staff and other health and care professionals involved with child may be able to provide remote support – SaLT provide Tele therapy via Skype or phone, EP service offer support via phone.</p> <p>XXX' parents could use the time to support toilet training and other occupational therapy targets.</p>	<p>Potential risks of staying at home</p> <p>Will XXX continue to follow routines and structures used at school? His class teacher could provide a timetable/visuals to use at home in collaboration with SaLT.</p> <p>Strain to family of having to care for child around the clock – XXX' needs are very demanding of time and attention which parents may need to seek respite from, his twin sister will also have less attention by default.</p> <p>XXX is often pacified with use of an Ipad which can undo structures put in place to extend his learning, attention and listening.</p>
<p>Potential risks to being at school</p> <p>Risk of catching virus, given close proximity to large group of adults and other CYP, many of whom are children of frontline key workers.</p> <p>Staffing capacity may mean the setting cannot safely meet XXX needs.</p> <p>School routine is significantly different, which is likely to cause confusion and distress for XXX</p> <p>Absence of adults who have a relationship with XXX, potentially increasing distress and reducing effectiveness of care. Setting may have reduced capacity and/or knowledge to positively manage complex SEND including behaviours of concern putting other CYP and adults at risk.</p>	<p>Advantages to being at school</p> <p>Staff have training on supporting children with ASD and communication difficulties.</p> <p>Staff have training on approaches and strategies that support emotional regulation.</p> <p>Time in school would provide some respite for parents to conduct daily tasks, as well as a change of environment and care for his twin sister.</p>

:NAME: _____ DOB:

_____ SEND

NEED: _____