

# AMENDMENTS TO ORIGINAL ADDED IN LINE WITH CHANGING GUIDANCE

- Green text 5th June 2020
- Purple text 12th June 2020
- Pink text 4th July 2020
- Blue Text 13th July 2020
- RED Text 28th August 2020

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? Look at the activity processes or substances used that could cause harm to health or injury. Use a line for each one identified.	Who is affected or exposed to the hazards? (Staff, Students, Visitors, Contractors, Etc.)	What severity of harm can be reasonably expected? (See definition Table 1)	What precautions (existing controls) are already in place to either eliminate, or reduce the risk of an accident or harm occurring?	What likelihood is there of an accident or harm occurring? (See Definitions Table 1)	What is the Risk Rating (see Risk Rating Matrix Table 2)
Staff training	Staff are not aware or do not understand the requirements for working safely when returning to work	Staff and pupils	Minor to Serious	Training and written instruction has been provided re operation procedures outlined in the Risk Assessment to all our staff - this includes:		Low
				What to do if suspect they or member of family have Covid 19  Day to day organisation and procedures including arrangements for cleaning, staff welfare facilities and travel to work		
				Importance of keeping teaching bubbles separate during the day Arrangements for breaks and lunchtimes Safeguarding- updated briefing note to all staff. Including the continued importance of all staff acting immediately on any safeguarding concerns and any updates to school procedures re: recording concerns, contacting DSL or DDSL Procedures to follow if they suspect a child in their bubble is displaying symptoms Changes to school behaviour policy Curriculum adaptation required re social distancing Site security and fire safety Use of PPE (where applicable)  Whisper Safeguarding Platform launched with guidance from SLT about correct procedure to follow SWAN video watch Thrive Behaviour		
Pupil Wellbeing	Pupil anxiety	Pupils	Serious	a. Bubbles to be supported by class teacher and TA where insufficient staff 2 TAs will lead a bubble – children will be familiar with at least one of these adults. b. Where necessary consider reduced time in school within the allocated bubble to ensure transition is successful from home to school	Possible	Medium

				<p>c. ELSA provision available for children who are distressed - 2 metre social distancing rule will apply Will this impact on the 'bubble'? Could it be done outside? (is it possible due to staffing levels)</p> <p>d. PSHE / THRIVE based curriculum will be used alongside seesaw/dojo activities to support children's well-being.</p> <p>e. Bubble machines will be used to provide a welcoming fun feature for children to ease anxiety upon arrival.</p> <p>Comforters for children – not to be shared. Washed daily. Remain in school.</p>		
		Ineffective reintegration of young vulnerable/pupils who have not attended school for a number of weeks causes anxiety and distress	Pupils	<p>Serious</p> <p>As parents will not be able to stay with their parents to support reintegration we will discuss arrangements on individual basis where we anticipate difficulties in this area</p> <p>We will ensure that we have a contact number for the parent so that we can call them to collect their child or provide reassurance to the parent if required. If a child will not separate from their parent at the drop off point they will have to return home .</p>		Low
	<b>Provision of First Aid</b>	Inadequate first aid treatment exacerbates injury	Pupils and Staff	<p>Serious</p> <p>qualified First Aiders (Including Paediatric) are available as required.</p> <p>First aid supplies in all bubbles including PPE for dealing with minor injuries</p> <p>Staff briefing in use of PPE and first aid guidance lidded bins provided in each class for disposal of tissues, wipes and PPE</p> <p>Video and written guidance about use of PPE including visors</p> <p>Staff made aware of the qualified first aiders</p>	Improbable	Low
		Risk of spreading/contracting virus due to close contact with children, e.g. administering first aid resulting in direct transmission of the virus		<p>a. Additional Epi-pen/inhaler to be held in the office for extraordinary first aid requirements</p> <p>b. controlled medication to be retained in the locked medical cabinet as per normal procedure</p> <p>c. Controlled medication that requires recorded administration to be administered using normal procedures and using a 2m rule – if 2m is not possible administration with use of visor? - medical emergency takes priority over the maintenance of social distancing</p> <p>All precautions as above</p> <p>First aid administered in class or on the playground or in play area. If further assistance needed – walkie talkies/cards/telephones used to call office staff, who will support with PPE. 1st aid supplies, record forms and PPE available in groups/bubbles.</p>	Improbable	Low

				<p>Before starting CPR, to minimise transmission risk, use a cloth or towel to cover the patient's mouth and nose, while still permitting breathing to restart following successful resuscitation</p> <p>If available, use:</p> <ul style="list-style-type: none"> <li>a fluid-repellent surgical mask</li> <li>disposable gloves</li> <li>eye protection</li> <li>apron or other suitable covering</li> </ul> <p>Only deliver CPR by chest compressions and use a defibrillator (if available) – <u>don't do rescue breaths</u></p>	
				<p>If giving first aid to someone, you should use the recommended equipment listed above if it is available</p> <p>You should minimise the time you share a breathing zone with the casualty and direct them to do things for you where possible.</p> <p>After delivering 1st Aid - Ensure you safely discard disposable items and clean reusable ones thoroughly. Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible.</p>	
<p><b>Contact with infected persons or exposure to the virus within the school building</b></p>	<p>Person contracts cv19 as result of direct contact with an infected person (or asymptomatic person)</p>	<p>Pupils and Staff, Parents</p>	<p>Serious</p>	<p>Parents and staff must engage with the NHS Test and Trace process</p> <p>positive case as identified as positive test or identified as having been in '<b>close contact</b>' with positive by test and trace are asked to self-isolate. Health teams will support schols to identify '<b>close contacts</b>' (see below)</p> <p>*direct close contacts face to face with an infected individual for any length of time, within a metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin)</p> <p>* proximity contacts, extended close contact (wihin one to two metres for more than 15 minutes) with an infected individual</p> <p>* travelling in a small vehicle like a car, with an infected person.</p> <p>PHE rapid response to two or more cases, may recommend a larger group of pupils self-isolate. Whole school closure will not generally be necessary, this advice will be followed.</p> <p>Outbreak testing if required will focus on class, then year group, then whole school in line with PHE outbreak controls.</p>	

				<p>Schools have received 10 test kits from the government - these are to be kept in a locked cupboard. These are to be given to a parent/carer who collects a child if the school feels they may not attend or complete the test then school staff can consider supporting the parent to undertake the test in school.</p> <p>If anyone in the school becomes unwell with a <b>new, and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia)</b>, they must be sent home and advised to follow guidance, which sets out that they should self-isolate <b>for at least 10 days</b> and should arrange to have a test to see if they have coronavirus (COVID-19) (removed continuous and changed to persistent)</p> <p>Should the school decide that a child should be isolating but the parent refuses a decision will be made to ensure safety of the school population, supported by the guidance. <i>"In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19)."</i></p>		
	<b>Measures to reduce contamination</b>	Use of shared resources	Pupils and Staff	<p>Serious</p> <p>Remove excess furniture to increase space (if capacity to do so). Desks to be spaced out as far as possible but not impeding fire escape routes and exits. Lessons planned for individual work (not pairings or collaborative group work) YR/1/6 Children to have personal set of resources available to them in labelled tray/basket /zippy wallet. Not to be shared with peers. YN/ RB as appropriate Malleable resources, such as play dough, should not be shared between groups. Sand pits cannot be thoroughly cleaned between uses; they should not be used. Individual sand trays can be given to each child as a personal resource (these cannot be shared) Fixed play equipment is to be placed out of use.</p> <p>Outdoor equipment and toys are appropriately cleaned between being used by different bubbles. Remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. In EYFS the sharing of toys and resources is reduced within each bubble of 8. Any toys or resources that are shared within a bubble of 8 can be easily cleaned between different 'bubbles' e.g. water tray.</p>	Improbable	Low

				<p>With effect from 4th July the guidance from School Effectiveness states that it will be possible for schools to use their outdoor play equipment with the exception of open sand. Where possible avoid more than one bubble using the equipment at a time. Good hand hygiene before and after using the play equipment. Decision at TM is that we will not be opening the outdoor play equipment before the end of the Summer Term. RM and CM to make a decision</p> <p>when re-opening outdoor play equipment this will be put on a rota to allow access by one group/bubble per week, enabling a clear weekend before the next has contact with the equipment.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between groups/bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different groups/bubbles.</p>		
				<p>Supervision of the use of hand sanitiser should take place considering the possible ingestion risk, to minimise this adults can spray childrens hands for them.</p> <p>Skin friendly cleaning wipes can be used as an alternative to support very young children or those with complex needs.</p> <p>Both adults (most likely) and children who change rooms must wash their hands or use hand sanitiser when they do so.</p> <p>MDSA and TA allocated to group/bubble and remain with them for duration, not alloated to specific zone for lunchtime cover (RM)</p> <p>Children will need to be reiminded on correct hand washing proceddure (use of demonstration sink) most children will have been at home and will need teaching again and reminding how to do this correctly.</p> <p><b>Reading Books</b> Reading books are to be issued to children and when these are collected in they must be 'out of circulation/use' for minimum of 72 hours. These could be returned to a box Mon-Thurs and held for 72 hours and are able to be re-issued the follwng week??? where will books be stored and ensure library/non-fiction books are available?</p>		

			<p><b>I-pads, Laptops and chrome books</b> are to be allocated to an individual for the session/lesson/day/week (as necessary). The device must be fully cleaned between users, but not in such a way as to damage it e.g. excessive liquid. If they cannot be sufficiently cleaned then they must remain out of use for a minimum of 72 hours (cleaning is preferable)</p>		
	Pupil numbers and room sizes impede the means to reduce contact		<p>We must reduce the number of contacts between children and staff. This can be achieved through keeping groups separate (in bubbles/ year groups) and through maintaining distance between individuals. These are not alternative options and both measures will help.</p> <p>The emphasis will be supporting the children not to touch the staff. 2m distance around the teacher for those staff who are leading more than one class (those moving around) and class teachers &amp; teaching assistants from Y2 upwards. Or where this is not possible 1m+ side by side. Staff will need to demonstrate to the children what 2m social distancing looks like, and that whenever possible this must be done. This will require ongoing regular reminders from staff to staff and children.</p> <p>we will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves.</p> <p>Contact between children will be reduced by being grouped together in year group bubbles to support effective curriculum delivery. RM's groups/bubbles will be Nursery &amp; reception, Y1&amp;Y2, Y3&amp;Y4, Y5&amp;Y6, RB. <b>WF will be.....?</b> All references in the RA to year groups/bubbles will mean these groups for RM/WF</p>		

			<p>whatever the size of the year group/bubble they should be kept apart from other groups/bubbles. Older children should be encouraged to keep their distance within groups/bubbles.</p> <p>For the majority of the time an allocated group of adults will support each 'bubble'. Adults will endeavour to maintain a 2 metre distance from each other, and from the children as the adults are statistically at a higher risk. Having year group bubbles allows for intervention groups, breaks and improved staff well-being and mutual support</p>	
	Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces		<p>It will be necessary to record the names of pupils when they are in a situation that is not the classroom e.g. intervention groups, music lessons, (those beyond the normal class routine), and any close contact that takes place between children and staff in different groups e.g. via first aid records.</p> <p>All desks to face forward, or in a double horseshoe with pupils sat side by side Y2-Y6. Children will have a designated space which will be rotated as the class teacher sees fit.</p> <p>Minimise movements of whole groups and individuals outside of the classroom during the school day.</p> <p>Acts of worship/Assemblies and other typically communal events to take place in groups/bubbles (not whole school).</p>	
			<p>Whole school Assemblies can take place via online platform to enable all classes to 'attend' virtually together.</p> <p>Staff allocated to set STAFF REST AREAS and social distancing to be adhered to when in REST AREA these will vary in size and location but will alleviate all staff using a single space.</p> <p>When going to photocopier walk briskly past other staff to access. If photocopier in use wait away from the copier - 2 metres apart. Hand sanitiser to be used before and after using photocopier. Alcoholic wipes also to be used to wipe</p>	

				<p><i>Remove all soft toys, and any toys that are hard to clean, such as those with intricate parts . This has been removed from the guidance, however use is still to be minimised and any soft toys must be machine washable and washed</i></p> <p><i>The government is not recommending the universal use of face coverings in schools - Primary school children will not be required to wear a face covering. Face coverings will not be necessary in the classroom even where social distancing is not possible</i></p>			
	<p><b>Minimising contact (Social distancing)</b></p>	<p>Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of staggered start/finish times of school day</p>	<p>pupils, parents, staff</p>	<p>Serious</p>	<p>where necessary we will arrange separate 'holding' areas for each group/bubble entering school to minimise contact (ideally these should be outside if weather permits) and/or suitably staggered start/finish.</p> <p>we will encourage parents to make other arrangements for travel to/from school other than driving e.g. walking, scooting, cycling to prevent congestion</p> <p>Where possible staff should walk or cycle to school to set a good example and ensure there is less congestion. Where this is not possible parking a short distance away and walking is still preferable</p> <p>All children will have to enter the building on their own, saying goodbye to their parent at the external door/gate where they will be greeted by a member of staff</p> <p>Staff will be on duty to supervise gates at the start/end of the school day.</p>		
		<p>Social distancing and curriculum delivery - whole school</p>				<p>Staff will be expected to maintain a 2 metre distance from pupils and other staff as much as possible.</p> <p>we will maintain distinct groups/bubbles that do not mix to ensure we are able to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>we will make sure that we avoid contact between groups/bubbles by ensuring there are staggered starts and finish to the school day, staggered playtimes, lunchtimes and planned timetables for shared spaces.</p>	



We have considered the group/bubble size (class / year group/ phase) so they do not restrict the normal operation both educationally and logistically of the school and have decided these will be year group bubbles to ensure effective teaching and groupings for phonics, interventions and to support childrens and staff well being.

each class needs to consider the order in which children enter and leave the classroom to ensure safe movement in/out of the class.

All teachers and staff can operate across different classes and year groups to facilitate the delivery of the school timetable, they included RWI support as required. Where they do so they should maintain social distancing of 2m spacing or side by side teaching of 1m+  
Groups/bubbles should be kept apart when moving around school, at particular times e.g. start/end of day a one way system may support this.

children who are seated on the carpet should be suitably distanced and where possible on 'marked' carpets every other spot/space and others suitably spaced, seated in chairs around the edge. Where possible children seated on the carpet should be there for no longer than 15 mins as this would be considered close contact.

**Supply teachers and peripatetic teachers** and/or temporary staff can move between schools. These visitors should be recorded and have received an induction of the TMAP protective measures before starting work

**BSC/ ASC** - we recognise that this where possible must remain a consistent group of children and that these children are then grouped in the chosen space (hall) within an allocated space & table for their year group/bubble children Y2-Y6 will still be expected to socially distance. The adults supervising can oversee these groups/bubbles but remains socially distanced. Both clubs will move to booked places only in autumn term to avoid children coming and going and to ensure consistent staffing. 'Ad hoc' places will not be available for the time being

**Cloakrooms** - the use of cloakrooms in EYFS, CNRB and Y1 is acceptable as there is no expectation for the children to socially distance. Y1-Y6 to ensure that we maintain social distancing where possible coats will be placed on the back of chairs and lunchboxes next to/under tables.

**Marking in class** - teachers will be encouraged to keep books at school and not take these home. They will be encouraged to pile and sort as per marking discussions to ascertain pupil next steps/needs. Verbal feedback is to be given and where suitable the use of visualisers/Apple TV to support this process. marking (including discussions) with a pupil should be brief where required, side by side and socially distanced.

**Group work and interventions** - Interventions will not take place with children from mixed groups/bubbles together and shared spaces will be allocated (for the time being) to a single group (with the exception of specialist teaching rooms e.g music studio). Those delivering interventions should work in classrooms wherever possible rather than withdrawing children and if they need to talk with an individual child this should take place outside. Where possible avoid the need to walk through spaces allocated to other groups/bubbles. Children working in learning spaces outside the classroom should take all equipment they require with them to the intervention. Staff and children will wash their hands before returning to their own classroom.

**Talk 4 Writing & Times Tables** These can proceed but **MUST NOT** be loud or projected voices (see singing guidance for chanting) where possible outdoors and at all times no face to face. Use of voice scales in classrooms to support understanding of acceptable volume for specific activities.

**Reading records** these will still be used for children to record their reading at home, the child/parent will be responsible for writing in this to keep a record of their reading. These can be shared with the teacher via photo on seesaw or

**BSC/ ASC** - we recognise that this where possible must remain a consistent group of children (the same as they are in during the school day) and that these children are then grouped in the chosen space (e.g.hall) within an allocated space & table for their year group/bubble. We should keep children in small groups of no more than 15 children with the same children each time wherever possible (do not mix groups unless absolutely necessary) and at least one staff member, depending on the type of provision or size of the group.  
Multiple groups of 15 plus staff can use the same shared space, if that is necessary, with distancing between the groups.

			<p>Cloakrooms - If the backs of chairs, under or next to tables becomes impractical due to wet clothing or this restricts the safe the movement around the room then a managed and supervised use of coat pegs may be required whereby pupils are socially distanced when hanging/collecting their coat.</p>		
Social distancing and curriculum delivery - EYFS, Y1 and Complex Needs Resource Base			<p>Children in EYFS, (and Year One in the Autumn term) will be following a free flow, play based curriculum. To reduce contact, there will be limited numbers of children sat on the carpet with others seated in chairs around or at the back of the carpet area. Whole class teaching sessions will be no longer than 15 minutes and all classrooms will be well ventilated.</p> <p>For the purposes of this Risk Assessment children in Year 1 as well as EYFS are to be considered 'young children' as we recognise that they cannot socially distance.</p> <p>We recognise that younger children and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p>		
Social distancing and curriculum delivery- Y2 - Y6			<p>For Years 2-6 children will be seated for the autumn term side by side, facing forward, in either rows, a 'rounded horseshoe' or a 'double horseshoe' arrangement. Children will sit in a designated space and not change seats for different subjects. however they will need to change seats after a designated period of time (to prevent 'friend' fatigue)</p>		
Social distancing and curriculum delivery - Whole school - Music specific			<p>There may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. This would include learning Times tables by loud chanting.</p> <p>Consider how to reduce the risk, particularly when pupils are playing instruments in groups such as in music lessons by physical distancing and playing outside wherever possible</p>		

				<p><b>Use of computers / iPads / music technology in class music lessons.</b> One pupil to a workstation or iPad. If help is needed, the pupil will step away from the workstation or put the iPad down to allow the teacher to use it ( the teacher must clean the screen or sanitise hands immediately after touching).Keyboards, touchscreens and control surfaces to be wiped down before and after use with antiseptic wipes or cloths soaked in disinfectant and well wrung out. Residues to be wiped off with dry cloths.</p> <p><b>Ensembles</b> Minimum 2m distancing observed by everyone. Teacher stands at least 3m from nearest player. Players must be one to a stand.Shared instruments (percussion, keyboards) will need to be cleaned appropriately.</p> <p><b>singing</b> Pupils take up the maximum space possible and in no circumstance, less than 3m<sup>2</sup> per pupil. Teacher to be at least 3m from the nearest pupil. (note this would NOT be in a classroom with a full class). Discouraging loud singing in favour of quality of sound in quiet singing. Ventilation is key. Could you sing with the windows open, even if you have to wear coats? Or better yet sing outdoors?</p> <p><b>First Access (non blown instruments)</b> All participants respect social distancing of at least 2m.Teacher(s) at least 2m from nearest player at all times and 3m when practical.Enhanced hand hygiene is routinely observed. Note: instruments that are not mouth-blown can be shared but additional cleaning must take place,</p> <p><b>First access (blown instruments)</b> Teacher(s) at least 2m from nearest player at all times and 3m when practical. sharing instruments is not considered safe. How do you ensure that pupils only play on the instrument issued to them, particularly if instruments are stored together? Teachers must not play on students' instruments</p>		
<b>Toilets</b>	Exposure to infection from inadequate social distancing and poor hygiene	Staff and pupils	Serious	<p>although different groups of don't need to be allocated their own toilets blocks, Wherever possible a set of toilets is allocated to a year group/bubble this will help us to maintain the integrity of our 'groups/bubbles.</p> <p>Where toilets are shared between year group/bubbles we will allocate certain toilet stalls to a particular year groups and additional cleaning will be in place.</p> <p>For older children the need to visit the toilet during teaching time will be discouraged as it is not possible to supervise all older children as they visit the toilet with the potential risk of cross 'bubble' contamination where toilets are shared.</p> <p>All children should wash hands after they have been to the toilet and be reminded to do so.</p> <p>Staff to use the toilet nearest to their work area and where possible use the same toilet</p>		

<b>Pupil Attendance</b>	pupils non attendance clinical/PHE advice	pupils		<p>School attendance is mandatory from the beginning of the autumn term, usual rules for attendance apply. shielding advice will cease on 1st August 2020 this means the small number of shielding pupils can also return to school.</p> <p>shielding will only be advised should it be required 'localised shielding' due to local rates.</p> <p>Where a pupil cannot attend due to clinical or PHE advice they should have immediate access to online learning.</p> <p>If a child has a social worker and they do not attend school the social worker must be informed.</p> <p>where a pupil is following PHE or clinical advice absence will not be penalised</p>		
				<p>shielding will only be advised should it be required 'localised shielding' due to local rates or by a specialist following a consultation</p> <p>Attendance will be coded as per govt advice - pupils not attending a session who meet the criteria for 'not attending in circumstances related to coronavirus (COVID-19)' should be recorded using code X. The guidance outlines when the 'X' code should and should not be used for recording Covid related absence.</p>		
<b>Playtimes</b>		pupils		<p>For the majority of their time in school the children will be with their own teacher and support staff, at playtimes and lunchtimes they will be in their year groups. This will <i>'make it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible'</i>.</p> <p>During break times there will be a timetable and/or zoning to ensure that groups/bubbles do not share spaces at the same time, to limit contacts.</p>		
<b>Clubs</b>				<p>there will be NO clubs offered in Term one, this will be reviewed in light of guidance for Term two. Should the situation enable clubs from Term 2 onwards then these will be within the year group/bubble. NO external club providers (other than contracted sports coaches) will be offered.</p>		
<b>School offices</b>				<p>School offices will remain closed to visitors. Parents should do all they can to ensure that children have all that they need for the day (e.g. packed lunches) at the start of the day and if there is an emergency meaning that their child needs to be collected at a different time should telephone the school first. Senior staff will then arrange to meet parents with their child in the open air. All other communication should be done by telephone or e-mail.</p>		
				<p>should a child be late to school or require collection due to a medical or other appointment outside of normal school times they will be signed in and a member of their bubble staff will collect them and escort them to class. If they are to be collected early this will be arranged in advance and the child will wait in the medical room for their parent to collect them.</p>		

<b>Ventillation</b>				Windows and/or doors will be left open even as the weather gets colder. Children will be allowed to wear coats in class with permission from their class teacher. Where possible teachers may take the opportunity to move some subject teaching or groups outside.		
<b>PPA Cover</b>				The government advice makes it clear that adult staff members can now work across groups of pupils as they are able to regulate their behaviour and maintain an appropriate, safe distance from pupils. PPA and class cover arrangements which may bring additional adults into contact with groups of pupils will continue. In these cases, staff will maintain appropriate distance from the children for their own and the children's safety.		
<b>Lunches, water and snacks</b>				we intend to offer hot lunches for all those eligible or wish to purchase one, using online ordering and payment		
				Some children may need to walk and collect their lunch to eat in their classroom. There will be staggered sittings in the hall with alternative table arrangements; for Y2-Y6 these children will be seated along one side of the tables only. EYFS, RB & Y1 are able to be seated normally as they are not expected to socially distance		
				All pupils should have their own school water bottle that is untouched by other children or staff, whether it comes from home or is one that is provided by the school. Water is available in school to refill children's own water bottles. Plastic cups may be available and can be allocated to a child for the duration of the day and must then be placed in a dishwasher at the end of the day (no child should be deprived water).		
				KS2 children will be asked to bring their own 'healthy' this snack which must remain with their own personal effects.		
<b>PE, games and coaching</b>				On their designated PE day(s) children can wear PE kit rather than uniform in school and when travelling to and from school on those days. This will help to reduce the use of extra bags and the need for the older children to find spaces to change, (sweaty bodies and clothes). Children will need their school jumper and joggers in cold weather. staff will socially distance from the children during taught sessions.		
				We will endeavour to have as many PE and games sessions outside as we can. We will be using our normal coaching organisations/staff as allowed in the guidance, but these staff will socially distance from the children during taught sessions.		
				When using the hall for PE the number of pupils will need to be limited to 15 and the children cannot sit on the floor as this would then require cleaning, children need to sit on mats/spots/benches which can be wiped down.		
				PE games will be non contact and socially distanced, skills based activities as per PE planning.		

			<p><b>No PE Kit</b> Parent will be phoned to provide kit, if unable to do so spare kit will be used. Spare PE kit will be allocated to each group/bubble this will be given to a child with no kit, they will place their own clothes in a plastic bag and keep at their table. At the end of the session they will reverse to procedure and the used PE clothes will be washed in the school machine at the end of that day.</p> <p>PE resources will be cleaned after each use.</p>		
<b>Blended learning/Agile Classrooms</b>			<p>There is a requirement that we provide a full time education for all pupils not at school full time whether through planned part time, timetable or due to self-isolation. We will do so via seesaw and upload planned learning for them to access at home.</p> <p>Online learning will be further developed/discussed to be available should there be localised lockdown and or closure of groups/bubbles or the whole school.</p>		
			<p>If children travel to school with a facecovering, this should be removed by the child with guidance/support from staff on how to do so safely (recall PPE don/doff training). Fabric facecoverings should be put in a plastic bag and placed with the child's personal possessions. Staff must not handle the child's facecovering.</p> <p>If staff travel to school with a fabric face covering, they are responsible for removing this themselves safely and placing in a plastic bag, (recall PPE don/doff training).</p> <p>If CNRB, Reception, Nursery children will not settle and require a parent to support them on their first day/session for a short period of time, the parent may do so but only if wearing a facecovering as we recognise this may be difficult period of time.</p> <p>Adults (e.g. professionals) in for meetings where 2 metre social distancing cannot be adhered to re confidentiality face masks will be supplied and worn by members of staff and visitors.</p> <p>Adults present on site e.g. for undertaking work on premises or collection of unwell child, (inc short settling session beginning of term for YrR) face masks/coverings must be worn by visitors where social distancing cannot be adhered to e.g. ill child then members of staff will also wear a face mask.</p>		
<b>Face coverings</b>			<p>Updated guidance on face coverings issued for schools - it remains that they are not advised for primary aged children. "<i>children under the age of 11 (Public Health England do not recommend face coverings for children under the age of 3 for health and safety reasons)</i>"</p> <p>government guidance states "<i>You should also wear a face covering in indoor places where social distancing may be difficult and where you will come into contact with people you do not normally meet</i>"</p>		
			<p>Local trip and non-residential trips can take place subject to suitable risk assessments and venue risk assessments/provision being acceptable and of a safe standard.</p>		
<b>Trips</b>					

			School transport requirements do not require children to wear facecoverings when in shared transport. Transport companies Risk Assessments will be reviewed and adhered to if external transport is used.		
<b>Volunteers</b>			Volunteers in school should be kept to a minimum and be the same and regular. They should work with the same groups/bubbles where possible and follow social distancing guidance. . Where necessary a new DBS may be required to be completed again (tbc).		