



Hill Mead Primary School

Risk Assessment for September Opening (COVID-19)

Building on the successful safety and operational measures of the phased re-opening

Hill Mead's September Opening will build on the successes and learning during the phased re-opening, during this period there were no reported cases of COVID-19 of pupils or staff. The format follows the Joint Union Guidance Checklist.

Risk Assessment Consultation and Communication

Before opening, this risk assessment will be reviewed and agreed with all staff, union representatives and Hill Mead's Governing Body.

Parents/carers and pupils will be informed of planned measures to protect them and others.

The risk assessments will be reviewed before reopening if circumstances change.

Risk Assessment Review

The implementation of the safety measures will be continually monitored by the Leadership Team, SENCOs and Senior Teachers.

**Hill Mead COVID-19 Risk Assessment
August 2020**

		Joint Union Checklist Question	Hazards/Risks	Control Measures
Legal Requirements and Communication		Has your school met its legal requirement to update its risk assessments to include additional/revised control measures needed for a return to full opening in September?	<ul style="list-style-type: none"> - Will there be full consultation with union reps and staff on the revised risk assessments for full opening in September? - Will parents/carers and pupils be informed of planned measures to protect them and others? - Has it been agreed that the risk assessments will be reviewed before reopening when circumstances may be different, and periodically thereafter? - Has the process included risk assessments for individual staff at greater risk, for example pregnant women, new mothers, older staff, disabled staff and Black staff? - Has the process also included risk assessments for individual pupils identified as at greater risk, including users of wheelchairs and other physical aids? - Will the risk assessment be undertaken by a 'competent person(s)' as defined by the Management of Health and Safety at Work Regulations 1999? - Will there be satisfactory arrangements for information, instruction, training and 	<ul style="list-style-type: none"> • There will be full consultation with all staff, union reps and Hill Mead's Governing Body on the risk assessment for September opening. • The Head Teacher will write to parents & carers informing them of all safety measures and plans. This will be accessed from the letters page on the school website, and announced & linked to on the homepage. Parents and carers will also be notified by text. • As circumstances change before and after September opening, the risk assessment will be reviewed. The implementation and effectiveness of the safety measures and plans will be continually monitored by the school leadership. • Individual risk assessments will be carried out for staff at greater risk, in collaboration with the union reps and advice sought from Lambeth HR and Lambeth Health Protection Team. • Individual risk assessment will be carried out for pupils with additional needs. • All relevant sharing of information and training for staff will be carried out before September opening: including consultation on the risk assessment; an appendix detailing procedures and timetabling; and safe use & disposal of PPE. • All staff will be encouraged to share feedback on the implementation of the safety measures. The school leadership, SENCOs and senior teachers will monitor the implementation on a daily basis. • An alternative plan will be made if full opening is not possible in September. • The agreed risk assessment will be shared with all contractors (including cleaning and catering) and visitors. • The risk assessment will be available on the school website.

			<p>supervision to ensure that procedures are implemented and maintained?</p> <ul style="list-style-type: none">- Will there be a system for flagging up deficiencies in the risk assessment and ensuring that changes are introduced; and do all staff know about this?- Will the school have an alternative plan in case, for any reason such as a renewed local lockdown, full opening cannot take place at the beginning of September? If so, what is it?- Has there been co-ordination between the school and any on-site contractors in the development and sharing of risk assessments?- Have arrangements been put in place to ensure the findings of the school risk assessment will be shared with visiting workers and/or their employers?- Have catering and cleaning arrangements been included in the risk assessment, including in relation to shared equipment as well as social distancing?- Will the finished risk assessment be circulated to all staff and published on the school website?	
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<p>Protective Measures</p>	<p>Minimising contact with those who are unwell</p>	<p>Has your school adopted satisfactory control measures to minimise contact with those who are unwell?</p>	<p>- Will everyone in the school community be informed and reminded not to come into school if they have COVID-19 symptoms or have tested positive in the last 7 days, and to self-isolate for at least 7 days and arrange to be tested if they develop symptoms?</p> <p>- Will a system be adopted and publicised for anyone who develops COVID-19 symptoms to be sent home or collected asap by parents/carers, and for all staff & students to be reminded to wash or sanitise their hands if they have come into contact with them?</p> <p>- Will arrangements be in place for children awaiting collection to be kept isolated in a room with closed doors, open windows and separate bathroom available (including when more than one child is awaiting collection)?</p> <p>- Will these areas be cleaned afterwards to reduce the risk of infection to others. With whom has this been agreed?</p> <p>- Will PPE always be available for members of staff tasked with supporting children in these circumstances, and will they be trained in its safe use and disposal?</p>	<ul style="list-style-type: none"> • Parents & carers will be reminded that they must not bring their child/children to school if any family or household member has COVID-19 symptoms or has tested positive in the last 10 days. If tests have not been taken, parents will be requested to arrange a test and to keep the school informed via email or text. • Anyone tested positive with symptoms should self-isolate for at least 10 days. All family or household members should self-isolate for 14 days from the day the person first had symptoms. Anyone tested positive without symptoms should restart a 10-day self-isolation as soon as symptoms arise. • Temperature checks will be administered to pupils upon arrival at school. These checks will be taken by staff in each year group bubble before the pupils enter the school building. Parents will be asked to wait until the temperature check is complete. If a pupil has a high temperature, they will be asked to return home with their parent, who will be advised to monitor for further symptoms and keep the school informed. • All staff (including cleaning and catering staff) will be reminded that they must not come to school if they or any family or household member has COVID-19 symptoms, or have tested positive in the last 10 days. Staff will be instructed to arrange to be tested if they have symptoms. • Planned visitors to the school (including contractors) will be reminded not to come in if they have COVID-19 symptoms, or have tested positive in the last 7 days. They will be asked to inform the school if they develop symptoms or test positive following a visit. • If a pupil develops COVID-19 symptoms during the school day, the pupil will be sent home as soon as possible. The pupil will be taken to the back office (ground floor) to wait to be collected, accompanied by an adult (in PPE) to supervise and monitor. The windows will be open and the door closed. They will be allocated a separate toilet. The back office and toilet will be cleaned afterwards by the ground floor cleaner. • The affected year group bubble will be temporarily closed pending testing of the pupil. If the pupil tests positive, all pupils and staff in the bubble will be asked to self-isolate for at least 7 days, as per government guidance. • Staff will be sent home as soon as they report symptoms during the school day. The staff member will be instructed to arrange a test, and to self-isolate for at least 10 days.
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	Cleaning hands	Has your school adopted satisfactory control measures to clean hands more often than usual?	<ul style="list-style-type: none"> - Are measures in place with sufficient time allocated, for pupils and staff to clean their hands (with soap & warm running water or sanitiser) when they arrive at school, return from breaks, change rooms, and before & after eating? - Will mid-session breaks be long enough to allow hand washing for all students and staff? - Will lunch breaks be long enough to allow hand washing as well as eating and drinking? - How many additional hand washing or sanitising locations will be needed? - Will soap, warm water and sanitiser be available at all times? - Are satisfactory arrangements proposed to avoid overcrowding particularly 	<ul style="list-style-type: none"> • All year group bubbles will be provided with hand sanitisers for each class. A hand sanitiser will be attached to the wall by each classroom door. An additional sanitiser will be available for each class to use throughout the day. • All classrooms are equipped with a sink and will be supplied with all necessary cleaning products. The premises officer will make daily checks of supplies. Soap and warm water will be available at all times. • All pupils will use hand sanitiser after their temperature check before entering the school building, and before & after their morning and lunchtime breaks. • All pupils will be trained to use the wall hand sanitiser whenever they enter the classroom during the school day. • Pupils will wash their hands in the classroom sinks, before snack and lunch. • Pupils will be supervised and guided by staff in classrooms & toilets, to ensure they wash their hands thoroughly with water and soap. • Pupils will have lunchtimes in their separate year group bubbles. Sufficient time will be allocated for hand-washing and cleaning of surfaces. • Staff will support any pupils who are unable independently to wash their hands thoroughly with water and soap.

			<p>when pupils are gathering to wash or sanitise their hands?</p> <p>- How will the school ensure that young pupils and those with complex needs can be assisted, and that sanitiser isn't ingested or misused in other ways?</p>	
	Use of face coverings in schools			<ul style="list-style-type: none"> • Pupils, staff and visitors who choose to wear face coverings will be allowed to do so. • The Head Teacher can ask staff or visitors to wear face coverings depending on the circumstances e.g. changes to local restrictions. • The school will provide safe disposal of temporary face coverings and support pupils in the safe storage of reusable face coverings – sealable bags.
	Ensuring good respiratory hygiene	Has your school adopted satisfactory control measures to ensure good respiratory hygiene?	<p>- Will pupils be regularly reminded to catch their coughs and sneezes with a tissue or elbow?</p> <p>- Will the 'catch it, bin it, kill it' approach work with Early Years children? (If not, alternative measures will need to be in place - see section on PPE)?</p> <p>- Will windows be kept open at all possible times to aid ventilation?</p> <p>- Will doors be kept open where possible to aid ventilation?</p> <p>- Will air conditioning only be used when it is deemed safe to do so?</p>	<ul style="list-style-type: none"> • Pupils will be reminded regularly to catch coughs and sneezes with a tissue or elbow. • Teaching staff will continue to use the 'catch it, bin it, kill it' approach. This was successfully adapted for younger children during phased opening. • See Section: Pupils with SEND for Individual risk assessment for pupils unable or less able to catch their sneezes and coughs. • All classrooms, offices and staff break areas are supplied with tissues, and checked on a daily basis by the premises officer. • All in-door bins have been replaced with lidded pedal bins and will be equipped with double bags. • Cleaning staff and the premises officer will be given clear guidance on the emptying and sanitising of bins and their secure disposal. • The premises officer will be responsible for dealing with waste from those suspected to be infected. • All classrooms except one Year 1 room have opening windows to the outside and direct access to outside spaces. The Year 1

			<p>- Will any mechanical ventilation systems be run continuously, with any air recirculation switched off or set to as low a level as possible REHVA guidance?</p> <p>- What arrangements are in place to keep every classroom and other work area supplied with tissues at all times?</p> <p>- Will lidded bins with double bagging be available in every classroom and work area?</p> <p>- Will arrangements be made for emptying and sanitising bins regularly, and for keeping bin contents in a secure area prior to collection?</p> <p>- Will there be different processes for dealing with waste from those suspected to be infected?</p> <p>- Will paper towels and bins be provided in every toilet/washroom area and hot air hand dryers disconnected?</p>	<p>classroom without windows to the outside is adjacent to the conservatory with opening windows. Windows will be kept open as much as possible to aid ventilation.</p> <ul style="list-style-type: none"> • Windows in the halls, stairwells and communal areas will be kept open as much as possible to aid ventilation. • Hill Mead normal practice is that all classroom doors are kept open, and this will continue. Corridor and stairwell fire doors will be kept closed. These door handles will be cleaned regularly throughout the day. • Hand dryers in toilets have been taken out of action. All toilets have paper towel dispensers, and lidded pedal bins with double bagging. • There is no air-conditioning in the building.
	Introducing enhanced cleaning	Has your school adopted satisfactory control measures to introduce enhanced cleaning, including for frequently touched surfaces?	<p>- Will cleaning arrangements be extended to cope with the increased numbers of staff and pupils in attendance in September?</p> <p>- Is there capacity amongst the cleaning staff to meet these increased requirements? If not, will additional cleaners be engaged?</p> <p>- Will advise to pupils emphasise the need to adhere</p>	<ul style="list-style-type: none"> • The school's cleaning contractors have adapted their service (including cleaning during the school day) to ensure that the increased cleaning requirements are fully met. There will be a dedicated cleaner for each of the three floors of the school building and a dedicated all-day cleaner for Nursery & Reception. This will require an additional cleaner for the school. • There will be a particular cleaning focus on surfaces that are touched by multiple people such as photocopiers, door handles, table/counter tops, computers (including mouse and keyboard), light switches, telephones, chairs, bannisters, toilets and toilet handles, sinks, taps and other areas touched regularly.

			<p>to the same standards of hygiene and behaviour throughout all areas of the school?</p> <p>- Will all areas be thoroughly cleaned on a daily basis, with particular focus on frequently handled surfaces such as door handles, light switches, table/counter tops, handrails & bannisters, chairs, computers (including mouse and keyboard), photocopiers, telephones, shared learning resources or toys, specialist equipment for SEND pupils, toilets and toilet handles, sinks, taps and other areas touched regularly, with additional cleaning during the day as necessary? Has it been agreed who will undertake this work?</p> <p>- Will each classroom be provided with gloves and disinfectant spray in case a pupil coughs or sneezes on a piece of equipment or furniture?</p> <p>- Will adequate arrangements be in place for cleaning of shared items which cannot be left unused for 72 hours between use?</p> <p>- Will arrangements be in place to limit the extent to which pupil belongings and school items are brought into school or taken home, and to store belongings safely when in school?</p>	<ul style="list-style-type: none"> ● Each classroom will be provided with protective gloves, disinfectant wipes and spray (spray will be used in open spaces). The school has sufficient supply of small, medium and large gloves ● Non-essential furniture and equipment has been removed from all classrooms to aid cleaning and minimise cross contamination. All book corners have been removed. ● Only essential teaching and learning resources will be kept in the classrooms to aid cleaning. ● Additional learning resources will be brought into the classrooms only when needed. At the end of the day they will be labelled to be cleaned. No physical resources other than these selected items will be available to the children. ● If resources need to be shared between year groups, these resources will be used on separate days to ensure daily thorough cleaning. ● As much as possible, shared resources will be rotated on a weekly basis so that they can be isolated for 72 hours. ● Each pupil from Year 1 – 6 will be provided with an individually named resource pack (pen, pencil, ruler, highlighters, scissors and glue) in zip-wallet. Pupils will be trained to only use and care for their own resources. ● Each pupil from Nursery to Year 6 will be provided with a zip-wallet for their individual reading book and reading record. This will enable book covers to be cleaned when changed. ● iPads will be assigned to up to 4 named pupils each, clearly labelled, and will be cleaned between use. ● The school will continue its normal practice of staggered playtimes in separate year groups in their allocated area. Each year group will have its own set of equipment rotated every other day. The equipment will be left out for cleaning in the named space at the end of each day. ● There will be strict limits on what pupils bring in and take home from school. Pupils will only be allowed to bring in their own water bottle, hand sanitizer, face covering, authorised medication, reading book and reading record (in zip-wallet) and PE kit. Teachers will remind pupils of this rule, and parents will be informed.
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	Minimising contact and maintaining social distancing between individuals	See section on 'Social Distancing'		
	Wearing personal protective equipment (PPE) where appropriate	Has your school adopted satisfactory control measures for wearing PPE?	<p>- As part of the risk assessment will appropriate PPE be provided for staff at significant risk, due to necessary close personal contact with pupils who can't control behaviour such as spitting, coughing or sneezing, or whose behaviour or learning needs to be physically managed, including in Early Years and SEND settings?</p> <p>- For these staff, will each staff member be risk assessed to ensure that the most appropriate PPE for their individual needs and nature of work (e.g. changing students/working with risk of regular spitting), is sourced for their use in the workplace? (e.g. hearing aid users cannot wear ties around the ears, BSL users or those who need children to see their mouth will</p>	<ul style="list-style-type: none"> • The school will complete individual risk assessments for pupils who can't control their behaviour such as spitting, coughing or sneezing, or whose behaviour or learning may need to be physically managed. The risk assessment will consider strategies to support the individual pupil, and safety measures for staff and other pupils. PPE will be provided for staff at significant risk. • Risk assessments will be prepared for specific staff tasks which may incur additional risks e.g. Intimate Care, First Aid, use of specialist equipment. The assessments will ensure that the most appropriate PPE will be used. • Individual staff risk assessments will be completed for those staff members previously deemed to be extremely clinically vulnerable, clinically vulnerable (including pregnant women) or otherwise at higher risk, or who have vulnerable family members, who are returning to work in school. These assessments will ensure that the most appropriate PPE will be provided. • Any staff member (including cleaning and catering staff), visitors or contractors who chose to wear a face covering or mask will be allowed to do so. • Any pupil who chooses to wear a face covering or mask will be allowed to do so.

			<p>need clear masks etc.)?</p> <p>- Will appropriate PPE also be provided for staff previously deemed to be extremely clinically vulnerable, clinically vulnerable (including pregnant women) or otherwise at higher risk, or who have vulnerable family members, who are returning to work in school?</p> <p>- Will all staff or pupils who choose to wear a face covering, whether a face mask/face visor or both, for purposes of personal reassurance be permitted to do so? (The HSE says that if staff choose to wear face coverings, this should be supported by employers.)</p>	
	Engaging with the NHS Test & Trace process	Has your school adopted satisfactory control measures to engage with the NHS Test & Trace process?	<p>- Will arrangements for compliance with the NHS Test and Trace system be communicated to all staff, students, visitors and parents?</p> <p>- Will these arrangements provide that children sent home with symptoms do not return to school until either the isolation period has passed or a negative test result is provided?</p>	<ul style="list-style-type: none"> • All staff, pupils, parents and visitors will be informed that the school will comply with the NHS Test and Trace system. • Any staff member who has COVID-19 symptoms (reason for absence or sent home) will be instructed to be tested, and will not be able to return to work until a negative test is provided. • Any pupil who is sent home with symptoms will not be able to return to school until either the isolation period has passed, or a negative test result is provided. • The school will immediately contact the local Public Health England health protection team as soon as a positive test is reported.

	<p>Managing confirmed COVID-19 cases in the school community</p>	<p>Has your school adopted satisfactory control measures to manage confirmed COVID-19 cases in the school community?</p>	<p>- Will the school undertake to follow DFE advice on sending home anyone who has been in close contact with confirmed cases, and advising them to self-isolate for 14 days?</p> <p>- Will these arrangements provide that children sent home with symptoms do not return to school until either the isolation period has passed or a negative test result is provided?</p> <p>- Will specific staff members be appointed to liaise with the local health protection team as necessary, and identify close contacts in the event of any confirmed cases?</p> <p>- Will the school seek the advice of the local health protection team on sharing information about the identity of confirmed cases?</p>	<ul style="list-style-type: none"> • See sections 'Minimising Contact' and 'Engaging with NHS Test & Trace' regarding control measures and containing outbreaks.
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	Containing outbreaks	Has your school adopted satisfactory control measures to contain any outbreak by following local health protection team advice?	<p>- Will an assurance be given that staff will be told whenever a child or staff member goes home with COVID-19 symptoms?</p> <p>- Will an assurance be given that trade union reps will be involved including in liaison with the local health protection team?</p> <p>- Can an assurance be given that all necessary information about potential outbreaks will be treated as urgent and shared with staff at an early stage?</p>	<ul style="list-style-type: none"> ● Responding to and managing a potential outbreak will be the school's highest priority. Sharing information with staff will be managed to maximise the safety of all staff and pupils, and to prevent unnecessary distress. ● Staff in an affected year group bubble will be aware of any pupil or staff member sent home with COVID-19 symptoms. Staff and pupils in the affected year group bubble will immediately wash and sanitise their hands. ● Any other staff who have been contacted with the affected year group bubble will be informed immediately and advised to wash and sanitise their hands. ● All shared resources will be removed for thorough cleaning. ● The school's union reps will be informed, and involved in liaising with the local health protection team. ● All other staff will be informed at the appropriate time to minimise distress to both staff and pupils. Given the safety measures in the bubble approach, staff who have not had contact with the affected year group bubble, will be informed at the end of the school day. ● Informing staff who are considered high risk may occur earlier. This will be included in their individual risk assessment. ● If there are 2 or more confirmed cases with 14 days or an overall rise in sickness absence where COVID-19 is suspected, the school will take immediate action, working with the local health protection team. ● If there is an outbreak in the school, larger numbers of pupils and staff may be sent home to self-isolate and the closure of the whole school may be considered.
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<p>Social distancing</p>	<p>Grouping children</p>	<p>Has your school adopted satisfactory control measures for social distancing when grouping students?</p>	<ul style="list-style-type: none"> - Have decisions been made to keep the size of bubbles as small as possible? - In primary schools, does the school plan to restrict the size of bubbles to no larger than one class? - Given that Early Years children cannot socially distance will sufficiently small groups/bubbles be maintained at all times? - Will teachers working with students in a particular bubble remain separate from students in other bubbles at all times? - If no, will steps be taken to minimise the extent to which teachers move between bubbles? - Will support staff working with students in a particular bubble remain separate from students in other bubbles at all times? - If no, will steps be taken to minimise the extent to which support staff move between bubbles? - Will an assurance be given that classroom support staff will not be expected to teach whole classes as a result of these arrangements? - Will arrangements ensure that pupils with special needs receive consistent support from the same key workers where possible? 	<ul style="list-style-type: none"> ● The school's approach seeks to keep the size of the bubbles as small as possible without compromising the general safety of all pupils and staff, the effective operation of the school, or the quality of education provision. ● The school will operate a two-tier bubble structure. Most of the time, the size of each bubble will be no larger than one class. Each class has an assigned class teacher and teaching assistant, and they will stay within this bubble most of the time. ● Each class will also be in a year group bubble, and will stay within this bubble at all times. Staff in the year group bubbles will need to move between class bubbles for specific tasks such as joint planning & resourcing, and individual or group teaching. ● Cover arrangements for PPA and absences may necessitate other staff (Deputy Head, out-of-class senior teachers and additional teachers) moving between year group bubbles. This movement will be kept to a minimum. ● Sports coaches who supervise playtimes will need to move between year group bubbles. This movement will be kept to a minimum, with each sports coach assigned to specific year group bubbles. ● Given that Early Years children cannot socially distance, Early Years will operate a one-tier bubble structure. The school has assigned a cleaner for Early Years available throughout the day to maximise hygiene levels, and for thorough cleaning of shared resources at the end of every day. ● Additional teaching assistants have been assigned to each group according to the SEND needs of each year group. These additional teaching assistants will provide consistent support. ● All year groups have additional teaching rooms adjacent to their classrooms. These spaces provide access to small group teaching, quiet spaces, specialised provision (sensory activities) and withdrawal of pupils if necessary. These spaces will not be used by other year groups. ● The school's IT support is through the CLC. Technical support is provided remotely and on-site, and very rarely requires access to classrooms during the school day. The school will provide a joint risk assessment with the CLC, which will include use of the IT Suite. Given the heightened risk of cross-contamination, the ICT suite will not be used until this specific risk assessment has been agreed with the CLC, staff, union reps and Hill Mead's Governing Body.
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	Measures within the classroom	Has your school adopted satisfactory control measures for social distancing within the classroom?	<p>- Will the layout of classrooms be adapted and furniture removed in order to increase distance between staff and pupils, and between staff and other staff?</p> <p>- Will the school's arrangements ensure that staff maintain a 2 metre distance from other staff and students at all times?</p> <p>- Will pupils who are old enough to maintain distancing from staff and their peers be expected and supported to do so?</p> <p>- Will other measures be adopted in the classroom to offer protection to staff in cases where children cannot be expected to maintain social distancing, e.g. SEND/Early Years pupils?</p>	<ul style="list-style-type: none"> • All non-essential furniture has been removed from all classrooms to maximise physical distance between staff and pupils and between staff and other staff. • There will be a whole-school template of essential furniture for all classrooms to maximise the distance between staff and pupils and between staff and other staff. The school acknowledges that a 2 metre distance is not possible, given the class sizes and size of the classrooms. The whole school template will seek to maximise physical distancing. • All in-class book corners have been removed from Year 3 - 6. However, there will be book displays to promote reading. In Early Years and Year 1 & 2 bubbles, there will be allocated reading spaces using gym mats, and a small number of baskets of books. • Individual risk assessments for children with SEND will consider all possible adaptations & strategies to maximise physical distancing, and protection to staff and others. • The school acknowledges that Early Years and younger pupils cannot be expected to maintain physical distancing. The selection and layout of furniture and resources in the Early Years will be designed to minimise close distances, particularly between staff.

	Measures elsewhere	Has your school adopted satisfactory control measures for social distancing elsewhere in the school?	<p>- Will the school avoid large gatherings on site, e.g. assemblies with more than one-year group?</p> <p>- Will there be a one-way system with appropriate floor markings and single file walking if necessary?</p> <p>- Will there be arrangements for safe movement on staircases and in lifts?</p> <p>- Will there be arrangements for pupils who need additional assistance with movement around the school?</p> <p>- Will lunch breaks be staggered? If so, how many separate lunch breaks will this require, allowing time for cleaning of surfaces between sessions?</p> <p>- Has provision been made for cleaning staff to clean between sittings?</p> <p>- If lunch breaks are to be staggered, is there capacity amongst the catering staff to meet the increased hours? If not, will additional staff be engaged?</p> <p>- Will arrangements for access to pupil toilets ensure that overcrowding is prevented and that dignity/privacy can be maintained for pupils with SEND and for very young pupils?</p>	<ul style="list-style-type: none"> • There will be no whole school assemblies. These will be conducted at the class bubble tier. • There will be a one-way system in operation within the school building with appropriate signage. • Individual risk assessments for children with additional needs will consider adaptations and assistance with movement around the school. • Lunchtimes are staggered, and additional time has been allocated for hand washing and cleaning of tables. • The school catering contractors have adapted their timings to meet the needs of the school. • Each year group bubble will be assigned their own toilets for use during lesson times. For the older year groups use will be very minimal. Staff will ensure that all pupils sanitise their hands when re-entering the classroom. • The ground floor toilets used during playtimes will be supervised and cleaned throughout. Sports Coaches and Teaching Assistants supervising playtime will apply the whole school system for managing the use of the pupil toilets. Pupils will be reminded of the importance of hygiene, and will wait outside the toilet if they are in use. • There is a separate risk assessment for the toileting of Early Years and for their intimate care. • The school leadership will monitor movement around the site at all transitions, including the beginning & end of the day; and ensure appropriate staffing levels. • Staggered playtimes, lunchtimes and no assemblies will ensure that there is no overcrowding. • Pupils who need to be withdrawn from the classroom, will generally remain in the area of their year group bubble. An appropriate whole school staff member will be contacted to make further withdrawal arrangements where necessary. In this case, it is most likely the pupil will be sent home, to ensure the safety of staff and other pupils.
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			<p>- Will arrangements be in place for staff to be on duty at all times monitoring safe movement around the site?</p> <p>- Will the school adopt other arrangements to keep movement around the school site and overcrowding to a minimum?</p> <p>- Has space been identified for pupils who need to be withdrawn from the classroom for whatever reasons?</p> <p>- Will there be arrangements to allow staff to take their breaks away from pupils and in a safe environment?</p> <p>- Has the school conducted a review of HACCP procedures to consider and reflect any impact from these changes on food safety. Of help will be the FSA guidance for food businesses on adapting and reopening due to COVID-19?</p>	<ul style="list-style-type: none"> • Staff in each year group bubble will be allocated areas for their comfort breaks (with breakfast, tea & coffee & microwaves provided). They will not be able to mix with staff from other bubbles. • Staff in each year group will be allocated specific toilets. Given the evidence that COVID-19 transmission in schools is most prevalent when staff mix, these safety measures are a high priority. Staff will be instructed to minimise contact with each, and always maintain physical distance. • The school will carry out the review of HACCP procedures regarding food safety.
	Measures for arriving at and leaving school	Has your school adopted satisfactory control measures for social distancing on arrival and departure?	<p>- Will there be staggered start and finish times to reduce contact between pupils?</p> <p>- Will there be arrangements in place to prevent overcrowding at the school gate and any other potential areas of overcrowding?</p> <p>- Will sufficient staff be on duty to monitor safe arrival and departure for each group of pupils, including to support pupils who need it (those with SEND/anxiety etc.)?</p>	<ul style="list-style-type: none"> • Members of staff will be on duty to monitor the gates; and a one-way system will be introduced. • Parents will be informed of drop off and pick up arrangements via written communication. Specific times will be allocated to each teaching group, and parents will be requested and encouraged to be punctual. • Members of staff on duty during arrival and pick up times will assist the parents, and there will be signs to guide them through the one-way system and to their child's pick up and drop off locations. • Arrival times will be staggered to manage overcrowding and congestion at the school gates, and to ensure social distancing.

			<p>- Will arrangements be in place throughout the day to ensure that unauthorised visitors are not admitted and authorised visitors allowed in?</p> <p>- Will parents/carers be instructed that they may not come onto the premises unless they have an appointment or it is an emergency situation?</p>	<ul style="list-style-type: none"> • There is a one-way system in place for drop off and pick up with clear signage. Parents, Carers and pupils will enter the main school gate, and exit via the pitch gate. These gates will be supervised during these times. • There will be additional staggered starts to the day to support social distancing for EY/SEND pupils. • The school will continue to follow the normal safeguarding procedures to ensure no unauthorised visitors enter the school site, and that authorised visitors are informed of the schools' safety measures. • Parents and carers will be informed that they may not come onto the premises unless they have an appointment.
The school workforce	Staff who are vulnerable or otherwise at increased risk	Has your school made satisfactory plans to address vulnerable and higher risk individuals?	<p>- Has the school agreed to carry out individual risk assessments for each employee taking account of their personal and household circumstances and local circumstances with regard to COVID-19?</p> <p>- Has the school in particular agreed to individual risk assessments for staff who are clinically extremely vulnerable, clinically vulnerable (including pregnant employees) or at increased risk (in particular older staff, disabled staff and Black staff) or who live with such people?</p> <p>- Has the school agreed that these risk assessments will be reviewed at the start of the September term, taking account of any changes to personal or local circumstances?</p> <p>- Has the school agreed that all employees who are</p>	<ul style="list-style-type: none"> • The school continues to be fully committed to ensuring the safety and well-being of all staff. In these exceptional circumstances, the schools' commitment to equality and fairness is paramount. Staff must be assured that personal circumstances will remain confidential and the school is committed to their well-being. • Before the September opening, the school will survey all staff to identify: relevant changes in personal or circumstances; new staff concerns and possible support; staff who may require individual risk assessments; and resource implications. • Individual risk assessments will be completed with staff who are clinically extremely vulnerable, clinically vulnerable (including pregnant employees) or at increased risk (in particular older staff, disabled staff and Black staff) or who live with such people. • Individual risk assessments will determine whether individual staff members may require additional safety measures at school e.g. amended roles to ensure social distancing, wearing PPE or working from home. • Individual staff risk assessments will be completed in full collaboration with the staff member and with the support of union reps. • The staff survey and individual risk assessments will inform any necessary staffing changes for the September opening.

			<p>clinically extremely vulnerable (CEV) or live with CEV people will be permitted to work at home in September if they wish to do so?</p> <p>- Has the school agreed to consider appropriate measures for employees who are clinically vulnerable or at increased risk, such as working at home, working in amended roles at home or amended roles in school where it is possible to maintain social distancing, or wearing PPE where desired?</p> <p>- Has the school agreed to plan for September on the basis that not all members of staff will necessarily be able to attend school then?</p>	
	Supporting staff – workload and wellbeing	Has your school made satisfactory plans to address well-being and workload?	<p>- Will formal confirmation be given to staff that the overall working day will not be longer for any members of staff as a result of these changes and that for hourly paid staff any additional hours required will be on a voluntary basis, agreed with individual staff members and will be paid?</p> <p>- Will the school agree to conduct a workload impact assessment which addresses the level of staff workload and working time demands in the light of proposed working arrangements from September?</p> <p>- Will the school consult formally on directed time</p>	<ul style="list-style-type: none"> • The school does not expect any changes to the length of the working day for staff, and will continue the school's practice to pay staff for additional hours. • In collaboration with the union reps, the school will conduct a staff survey on the impact of the changes on workload, working demands and well-being following the second week of opening. This survey will contribute to the review of the current plans and inform changes. This survey will be in addition to the school's commitment to encourage ongoing feedback and comments from staff. • The school has allocated 3 INSET days before the September opening, for planning and preparation time. There will be no formal training, except in relation to the safety measures (see section on Legal Requirements). • Guidance for staff regarding the September opening will be shared via online year group meetings. • NQTs will be allocated a mentor in addition to their induction tutor to support their initial induction. RQTs and any staff anxious about

			<p>arrangements for teachers, and publish an overall school calendar and individual directed time calendars?</p> <p>- Will the school allocate additional planning & preparation time to staff for the autumn term?</p> <p>- Will the school review and identify additional support for newly and recently qualified staff, staff new to the school, and any staff anxious about returning or continuing to work at home?</p> <p>- Will INSET days be used in a way which best supports staff in relation to wider opening?</p> <p>- Will there be other arrangements to support staff wellbeing such as stress and workload surveys and provision of individual support for staff experiencing anxiety or effects of trauma?</p> <p>- Will the school continue with online meetings and keep to a minimum physical meetings in order to reduce transmission and time spent in the school building?</p> <p>- Will the school consider PPA and directed time outside pupil hours being spent working from home?</p>	<p>returning or continuing to work at home will be offered specific support or mentoring from the leadership team or out-of-class senior teachers.</p> <ul style="list-style-type: none"> • The school will collaborate with the union reps to identify additional support to teaching assistants and non-teaching staff. • The school will continue to communicate with all staff via email and online meetings. There will be no whole staff meetings or training until further notice. • The school already has a flexible approach to teachers completing their PPA at home. Whenever possible, this will be allowed.
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	<p>Support staff and visiting specialist staff; supply staff; and staff taking leave</p>	<p>Supplementary Questions</p>	<p>- Is the expectation that support staff will carry out their normal role as per their job description?</p> <p>- Will any additional work and hours be agreed with the member of staff and paid accordingly?</p> <p>- If teaching assistants are to be asked to lead groups or cover lessons, will they be the right grade (e.g. HLTAs, Cover supervisors) and will they have the support, training, skills and experience needed?</p> <p>- Will the school consider alternative arrangements for external agencies which minimise the need for physical visits, in-person observations and face to face assessments?</p> <p>- Has the school agreed that any staff required to quarantine in September as a result of holidays booked prior to the Government's quarantine announcement will be able to work at home or be allowed paid leave of absence?</p> <p>- Are there arrangements in place to ensure only essential visitors are allowed on site?</p> <p>- Are there arrangements in place to ensure that visiting staff are considered during any test and trace process and can be contacted if necessary?</p>	<ul style="list-style-type: none"> • The school does not expect any changes to the role and tasks of support staff. • The school does not expect any changes to the length of the working day of staff, and will continue the school's practice to pay staff for additional hours. • If any teaching assistant is requested to cover classes they will receive additional payment (as an unqualified teacher). • Specific arrangements will be put in place for all external agencies e.g. SALT, Eps, SWs, maximising online meetings. • Staff required to quarantine in September as a result of holidays booked prior to the Government's quarantine announcement will be able to work at home. • Only essential visitors will be allowed on site. • Track and Trace information will be requested from all visitors. • The school will continue to pay agency staff their full salary if they have to self-isolate.
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			- Do the staff working for contractors in schools have access to full contractual sick pay and is the real living wage paid as a minimum?	
School operations	Dedicated school transport	Has your school made satisfactory plans for dedicated school transport including statutory provision?	<p>- Will protocols be put in place for drivers/escorts to report to a member of staff any child who they deem to be unwell on the journey to school?</p> <p>- Will this include isolation of other students on that transport and the driver and escort?</p> <p>- Will drivers and escorts be instructed not to pick up students displaying symptoms?</p>	See section below on 'SEND'
	Wider public transport	Has your school made satisfactory plans for wider public transport?	<p>- Has the school ascertained how many pupils currently travel to school using public transport and begun discussions with the local authority and/or Local PHE Health Protection Team on alternatives?</p> <p>- Will alternatives be promoted which, where possible, avoid a significant increase in car journeys?</p>	<ul style="list-style-type: none"> • A significant proportion of the pupils live beyond a reasonable walking distance from the school. • The school will support parents' and carers' decisions regarding their transport arrangements based on their assessment of minimising the risk to their children.
	Student attendance	Has your school made satisfactory plans for student attendance?	- Will a flexible approach to mandatory attendance be adopted based on "working towards full attendance" and recognising the differing circumstances of families and pupils?	<ul style="list-style-type: none"> • The school will work towards full attendance recognising the different circumstances and anxieties of families and pupils. The school will not fine parents for non-attendance. • The school will contact all parents and carers of non-attendees to identify the reasons for non-attendance e.g. anxiety, difficulties with

			<p>- Will arrangements be in place to support families of Black students, students with SEND and others who may have increased concerns about resuming full attendance, particularly in areas where deaths from COVID have been high?</p> <p>- Will arrangements remain in place for remote education for students who cannot attend schools?</p> <p>- Will the school ensure that its workload impact assessment includes remote education for students unable to return to school?</p>	<p>transport, SEND, family members shielding. The school will seek to provide appropriate support for these families, aiming to work towards full attendance.</p> <ul style="list-style-type: none"> • The school approach to attendance and support provided, will endeavour to recognise the specific needs of our primarily BAME community. • Home learning and additional support will be provided for those pupils who cannot attend school. • The school will consider the implications of staff workload, and take appropriate measures in consultation with staff and union reps.
	Educational visits	Has your school made satisfactory plans for educational visits?	<p>- Does the school intend to resume domestic educational visits not involving an overnight stay?</p> <p>- Will staff be fully consulted on the resumption of a programme of educational visits and on individual proposed visits?</p> <p>- Will additional support be available from the Educational Visits Co-ordinator or other senior member of staff when planning any visit so that assurances can be given that venues are COVID-secure?</p>	<ul style="list-style-type: none"> • All educational visits in the first half of the Autumn term will be local trips within walking distance. There will be no use of public transport. • The Education Visits Co-ordinator will revise the school's template for risk assessments, and provide staff with additional support. • The Education Visits Coordinator will review the school's position at the end of the first half of the Autumn term, or when circumstances change.
	School uniform	Has your school made satisfactory plans for school uniform policy in order to make it easier for everyone to wear clean clothes?	<p>- Will a relaxed uniform policy be in place?</p> <p>- Will this also apply to staff dress codes?</p>	<ul style="list-style-type: none"> • The school does not need to change the schools' uniform policy, as the uniform is simple (no ties, shirts, blazers or hats). • The school does not need to change the staff dress code which is smart/casual.

	Extra-curricular provision	Has your school made satisfactory plans for extra-curricular provision?	<p>- Does the school intend to resume any breakfast and after-school provision?</p> <p>- If so, will this be done without increasing contact and mixing, and without increasing staff workload?</p>	<ul style="list-style-type: none"> • Appropriate plans for breakfast club and after-school provision will be made after the initial September opening. Plans will be informed by safety considerations, capacity and level of need.
Education provision	Curriculum Expectations	Has your school made satisfactory plans to address curriculum expectations?	<p>- Have staff been consulted on changes to the curriculum aimed at 'recovery' that is relevant and responsive to children and communities, that uses approaches and content from the previous year's curriculum?</p> <p>- Has additional time been provided for staff to ensure new activities and remote learning can be thoroughly and collaboratively planned?</p> <p>- Does your timetable give each year group access to all curriculum subjects and is there a good balance between core and foundation subjects?</p> <p>- Does the timetable include sufficient creative subjects, and space for dialogue and sustained thinking?</p> <p>- Will staff be consulted about spending catch-up funding, and about the best ways to plan small group work for students, to enable consolidation?</p>	<ul style="list-style-type: none"> • Staff will be given clear guidance for planning the curriculum. • Learning will be planned around the pupils' records of achievement, to provide pupils with continuity with their home learning, and experiences at home during the school closures. • Activities will be open-ended to allow the teaching staff to assess pupils progress since the school closures, and identify key gaps. • The school has allocated 3 INSET days before the September opening, for planning and preparation time. There will be no formal training, except relating to the safety measures (see section on Legal Requirements). • All pupils will access all curriculum subjects, and there will be a good balance between core and foundation subjects. Modifications will be made in line with safety measures e.g. use of specific PE resources. • Hill Mead's approach to creative learning and thinking will continue. Planning will be reviewed by the school leadership, and appropriate feedback given. • The school leadership will decide on the spending of catch-up funding in consultation with the senior teachers.

	Behaviour and pastoral issues	Has your school reviewed its behaviour policy and pastoral systems to make them relevant and appropriate for the Coronavirus period?	<p>- Does the timetable include sufficient/increased time or additional arrangements for social and emotional support for students?</p> <p>- Have pastoral systems been reviewed to support students to make healthy transitions and continue to engage with their learning?</p> <p>- Has sufficient time been allocated to outdoor learning for all pupils, especially in EYFS?</p> <p>- How will learning, transitions and extra support for pupils with SEND be planned?</p> <p>- Has the behaviour policy been reviewed to acknowledge the increased level of trauma and anxiety experienced by students and the impacts on engagement, self-esteem and behaviours?</p>	<ul style="list-style-type: none"> • Hill Mead's approach and practice in supporting the social and emotional development of its pupils is embedded in every aspect of school life. • Hill Mead's curriculum and learning climate is firmly established, and will continue to support pupils' health, transitions, and engagement in their learning. Staff will receive comprehensive guidance on new practices to ensure the effective implementation of all safety measures. • The planning and preparations in EYFS for the September opening, focuses on the maximum use of the outdoor learning spaces. • Additional support for SEND pupils will be fully considered in their individual risk assessments, and reviewed by teaching staff and the school SENCOs. • The schools' existing behaviour policy has consistently and successfully supported pupils' engagement, self-esteem and behaviours- including those pupils attending during lockdown. • Pupils' personal, social and emotional development has been recognised as a key strength of the school - consistently rated Outstanding by OFSTED in the last 3 inspections. • The school will continue to support the personal, social and emotional needs of its pupils in this context, through its consistent implementation of the behaviour and teaching & learning policies. • The school believes strongly that any pupil anxieties will be addressed most effectively by maintaining consistency and continuity with the existing routines, expectations, learning climate and curriculum.
	Assessment and accountability	Has your school made satisfactory plans to address assessment and accountability?	<p>- Has additional time been allocated within teaching time for ongoing assessment of pupils' baseline assessments and transitions from their previous class?</p> <p>- Will staff be consulted on what meaningful assessment will look like following the</p>	<ul style="list-style-type: none"> • Learning will be planned around the pupils' records of achievement, to provide pupils with continuity with their home learning, and experiences at home during the school closures. • These activities will be open-ended, to allow the teaching staff to assess pupils progress since the school closures, and identify key gaps.

			<p>period of closure and remote learning?</p> <p>- [Primary] Has the school agreed that it will not carry out the government's baseline assessment in the autumn term and will not be an early adopter of the new EYFS curriculum?</p> <p>- Will staff be consulted on new, innovative ways of working to build on lessons learnt and use of technology during the lockdown, e.g. use of technology and outdoor learning?</p> <p>- Has the school agreed not to link pay progression to pupil progress in 2020-2021?</p>	<ul style="list-style-type: none"> • The first half of the Autumn term will focus on identifying the pupils key individual targets, and updating the school's pupil progress tables. • The school will not be carrying out the government's baseline assessment in the Autumn Term and is not an early adopter of the new EYFS curriculum. • The school will be consulting with staff on the successes of the home learning during the school closures e.g. continued use of Twitter and the year group blogs for homework. • The school will not change its pay policy. Pay progression is not linked to pupil progress.
Contingency planning		<p>Has your school made Supplementary questions to ask in deciding whether arrangements are satisfactory?</p>	<p>- Will the school put a plan in place for students' remote education in the event of the school needing to close?</p> <p>- Will the school ensure that its workload impact assessment includes possible remote education for all students in the event of the school needing to close?</p> <p>- Will the school ensure that staff and students have full access to Government schemes around the provision of IT equipment?</p> <p>- Will there be full consultation with trade union reps on contingency plans?</p>	<ul style="list-style-type: none"> • In the event of the school needing to close, the school will build on the plans, procedures and practices implemented during the partial opening. • This will include: remote learning provided online, and paper packs to those families that request them; additional resources for SEND pupils; welfare calls to families; and in-school provision for children of critical workers and vulnerable children. • The school will apply similar working practices as during the partial opening. Additional home working capacity will be explored concerning teaching assistants. • In July 2020, the school applied for additional provision of IT equipment. To be followed up. • All staff, Hill Mead's Governing Body and union reps will be fully consulted on contingency plans.

<p>Pupils with SEND</p>			<ul style="list-style-type: none"> - Is the school considering the need for additional preparation time for SEND students to be ready for a full return and therefore planning for a phased, more flexible return of students (e.g. during the first half of the autumn term)? - Will parents, carers and pupils be consulted on planned measures to protect them and others? - Has the process included risk assessments for individual pupils identified as at greater risk, including users of wheelchairs and other physical aids? - Is there a plan in place to assess risk for every child with an EHC plan (most children in a special school setting)? Which staff will be involved in this process? - Have 'bubbles', equipment use, transport, personal care needs etc. been taken into account in the risk assessment? - Has the risk assessment of the school's transport provider been seen and the school been consulted on it? - Has your school considered the implications of the temporary changes to the law on its capacity to support students? 	<ul style="list-style-type: none"> • Individual risk assessments will be completed for all pupils with EHCs, SEND support plans, and for pupils identified as risk to themselves or others in this context. The risk assessment will determine if a pupil would need a phased or more flexible return to school during the first half of the Autumn Term. • Parents and carers will be consulted on the planned measures, and supported if a phased or flexible return is required. • A significant number of pupils with ECHs were individually risk assessed for the partial opening of the school. Their risk assessments will be updated to incorporate changes in the September opening. Their parents and carers will be consulted and supported with any significant changes. • Individual risk assessments will take into account the following: the safety of staff who work closely with SEND pupils; the safety of other pupils; the need for physical intervention by staff to prevent them from harming themselves or others; the risk of airborne contamination, particularly where staff are at risk from spitting or biting and where pupils are unable to catch or control coughs and sneezes; and pupils who are a flight risk. • Appropriate PPE will be provided, and training given on its use and disposal. • Individual risk assessments will be undertaken for pupils who may need additional assistance from an adult when moving around the school. The implementation of social distancing and the approximate use of PPE to protect the pupil and staff members, will be thoroughly explored in the individual risk assessment. • The school has amended its policy for intimate care including individual risk assessments for pupils who regularly require intimate care. • The school SENCOs will liaise with Lambeth SEND transport, regarding risk assessment of transport provided for pupils with ECHs. • The school SENCOs will continue to liaise with external agencies for SEND pupils (Eps, SALT, Bloomfields), to ensure maximum access to these services, and continuity of access online.
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