

Risk Assessment for Full School Opening in September 2020

This document will be led by national government forthwith and in response to any local or national changes.

Please note: This document will evolve over time and can be used as a working document as leaders plan and evaluate the September 2020 opening of the school to all pupils

Assumptions

There are still potential barriers and complications to a full return. We can make some reasonable assumptions about the future, but there will ultimately still exist some factors that cannot be predicted. We can make every reasonable adjustment to secure the health and safety of our school users, but we are also bound by any DfE changes that may filter through whilst we conduct this process. For instance:

The government requires all pupils and staff (unless prevented from doing so by medical reasons) to return to school in September 2020.

But

- The government may impose local lockdowns in areas where there is a rise in confirmed CoVid-19 cases
- Confirmed in-school cases may result in Bubble closures whilst staff and pupils self-isolate

By setting down how we might attempt to manage different scenarios of full opening, we can isolate the main constraints and plan models that help to address the variety of scenarios that we might be faced with.

The DfE outlines 5 areas for us to consider:

- Public Health - following advice to minimise coronavirus risks
- School Operations, including attendance, workforce, premises management and catering
- Curriculum, behaviour and pastoral support
- Assessment and Accountability
- Contingency Plans in case of self-isolation of multiple pupils or staff or local outbreaks

These are covered in the clear checklists of key decisions below, with proposed additional actions given our school's particular circumstances. These will be reviewed by school leaders in the event of any local or national changes.

Please note:

- Schools should only open where the *Appropriate/Responsible Body* (Local Authority) consider it safe and correct to do so based on a risk assessment.
- Staff should not be asked to teach and operate schools outside of their contractual requirements and those who are shielded (see Public Health guidance) should be supported and can still play an active role in the school at a distance where appropriate.
- Transition will need to be prioritised to support pupils moving between phases.
- Where there are insufficient staff to meet health and safety requirements, schools will be supported with decisions over closure if all options have been considered and exhausted.

It is important to say that these measures have been taken in order to comply with the most recent government guidance. These measures prioritise the safety of the children, staff and wider community from the spread of Covid-19. They represent our very best effort, but it is impossible to guarantee the safety of children and staff from this new virus.

These changes will be difficult for a number of returning children to understand, and the school environment will look and feel very different. We will make every effort to help our pupils adjust to this new way of working, but we do expect that it will be an unnerving adjustment for some of the children.

This risk assessment will be kept under regular review and communicated to Governors and staff. It will also be published on the school website.

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Risk Assessment for September 2020 Opening

Brunswick House Primary School

This document was produced in line with the following guidance:

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

<https://www.kelsi.org.uk/news-and-events/news/primary/coronavirus/guidance-for-full-opening-in-september>

1. SAFEGUARDING	
Consider:	Action/s
What additional risk assessments/amendments need to be in place for safeguarding of pupils - what will these will look like for setting/schools and pupils (individually identified vulnerability)	Daily phone calls Attendance of DSLs at conferences, DSL meetings to continue.
Has the safeguarding policy been reviewed and amended in light of the current situation?	Yes
Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?	Yes Agreed by FGB
What could the specific issues be for your school?	Non-attendance of vulnerable children
How are you ensuring that someone is responsible for ensuring the policy actions are completed?	Weekly DSL meetings
Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?	Yes Agreed by FGB in April and formally ratified at FGB on 18 th May KCSiE 2020 distributed to all governors at FGB 13.07.2020
How are you making sure that someone is responsible for continuity in safeguarding leadership?	Daily phone calls from DSLs where vulnerable children do not attend. To continue with addition of Flo to support families.
How might you ensure a trained DSL is available, in-person, by phone or video link when required?	Yes
Is there a nominated senior leader to be the onsite safeguarding lead?	Yes
Are leaders aware of procedures for contacting/referring to any other external services?	Yes
Are all who need to, aware of which children have social workers and how to contact them?	Yes, all on My Concern
Do all who need to, know which children are CLA/PCLA, who their Virtual School Head is and how to contact them?	Yes - DSLs
Who is ensuring emergency numbers and alternatives are kept up to date?	Attendance officer

Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?	No Should the school experience staff shortage, HLTAs and known supply cover will be used. DH/DSL to provide safeguarding re-familiarisation for supply teachers.
How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?	Send out in advance of start time (DH/DSL)
How have you ensured that any volunteers have been individually risk-assessed?	Not being used
How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head?	All can be electronically transferred or downloaded from My Concern Inductions to be organised for new staff and buddies allocated
How are you keeping track and recording which staff are onsite daily?	Staffing Plan in place Electronic register
Have you checked that the SCR is up to date with any relocated staff or volunteers and made sure that the appropriate checks have been made?	Yes
Have leaders ensured that the safer recruitment processes are clear and adhered to, for example, being aware of anyone unknown to the school offering themselves as a volunteer?	Yes
How are you ensuring staff are aware and understand that there may be an impact on the mental health of pupils, parents and staff and therefore, have access to whatever support may be available?	Staff have been signposted to all DfE links for mental health facilities. Staff have free access to counselling service from SPS support line. The school has two qualified mental health first aiders. PSHE lead has sent planning to teachers, along links and a bank of teaching resources. Time for staff to plan for Transition with new class for first 4 weeks in September on INSET days: 21 st and 22 nd July INSET days will also provide training on Recovery Curriculum: 1 st and 2 nd September, with additional sessions to train staff in the use of video based teaching platforms and provide staff with support for interpreting education plans for pupils with SEND. Flo accessible to staff 4 days a week. Staff have provided families with Transition leaflets with photos of staff and school areas that they may be unfamiliar with. Regular contact with DH/DSL and DH/Inclusion leader. Below link sent to all families:

	https://www.theeducationpeople.org/blog/young-people-s-mental-health-hereforyou-social-media-campaign/
Have you checked that the school has an online policy which considers safeguarding risks for those pupils accessing home learning?	Staff and pupils have an Acceptable Use agreement in place and all updates from Think You Know and CEOP and National Online Safety group are sent out on a regular basis.
Additional considerations:	
Training of new DH/SENCo	Awaiting face to face KCC course

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2. PREMISES

Consider:	Actions
What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	Floor markers and signage to remain in place. Consider staggered entry and pick up to ensure minimal contact on corridors and staircases. Use different staircases for movement to exits.
How will the entry and exit be supervised and labelled/marked out including appropriate signage?	SLT/Premises staff/Office staff Lines to be added outside the officer and signs made so parents know where to wait and how many people in the office at one time Tape and cones Paint on the playground floor where required. Waiting lines on playground for parents - painted if required Floor markers/tape for 2m reminder markers for pupils. Line markers if required outside the main school office.
Has the capacity and availability of cleaning staff been considered to meet the increased need for premises cleanliness and hygiene	Yes Additional cleaning hours have been agreed with cleaning company for September 2020
What is the availability of current staff and what will need to be increased to accommodate increased demand?	Cleaning: 6 Increase of 1 cleaner per day Caretaking: 2 No increase required
Have the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered - staff need to communicate the time scales for this to be in place.	Yes - Bursar and premises manager Bursars will do purchase orders, handover with new Bursars to include details. Timescale has been within a week thus far Weekly reviews between HT/DHS and premises manager
How will leaders ensure it is checked that staff maintain higher than normal levels of essential supplies to prepare for more frequent cleaning or the possibility of a second outbreak of COVID-19/or cases of COVID-19 and additional 'deeper' cleaning needing to take place?	Bursar will manage this using a spreadsheet and daily contact with premises manager DHs/HT weekly meeting with bursar and premises manager Additional cleaner from Steadfast appointed to conduct regular daily cleans of high touch points.
How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils adhering to social distancing recommendations?	A rota for the use of outside space is in place. Spaces demarcated. Halls not being used in Term 1, except for Breakfast and After School Clubs
How will classes be set out to ensure all pupils can follow DfE recommendations?	Desks and chairs to be arranged to face forwards Children facing forwards.

<p>What areas are safe to be used by pupils that support socially distanced Bubbles?</p>	<p>Classrooms Outside space KCC has approved FS outside space to be used by all 60 pupils, whilst classrooms should be kept as separate Bubble spaces.</p>
<p>If any cases of COVID-19 occur, what will happen and who will be responsible for overseeing this/doing this?</p>	<p>As per 02.07.20 DfE advice: Two or more confirmed cases in a Bubble or an increase in CoVid related absences that the HSE considers to be significant may well result in the self-isolation of that Bubble, unless PHE advice differs. Family members of that Bubble's occupants may well need to self-isolate for 14 days PA/Secretary to contact PHE. PHE advice to be followed. All parents of 'Bubble' affected will be contacted - advised to follow PHE guidance.</p>
<p>Have leaders looked at premises use for lettings to make decisions about whether these will be stopped/some restarted/fully operational again? (May have financial implications for schools as well as in 'normal' times, care for pupils for working parents)</p>	<p>Not until the government decrees that large group gatherings are permitted.</p>
<p>Additional considerations:</p>	

3. Health and Safety

Consider:	Actions
How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?	Covid-19 Home/School agreement to be sent by office team to all families in September - to be returned signed by parents (and child if KS2) by the second week back of Term 1. Reminder to current parents that agreement remains in place.
What procedures will be in place for staff to safely return to school and prepare classrooms for the phased return of pupils?	PPE Separate break out areas, using small hall Use of IT suite for PPA Practice time to go through procedures, prepare classroom and to plan for Recovery Curriculum (4 INSET days) Deep summer clean
What are the PPE needs for the staff at school? Consider contact and risk assess?	Rubber gloves Aprons Masks Due to return of children who require help with toileting, feeding and movement, additional items are: Plastic aprons Visors
Have leaders explored how PPE equipment will be obtained and the timing for this as this will impact upon the pupils entering the school and staff attending?	Yes. All in school Re show PPE video to school staff returners Additional supplies purchased for September 2020, kept under review by DHs/premises manager
What assurance is gained about continual supply of PPE to sustain a phased re-opening safely? Especially for intimate care.	Bursar/KCC finance officer to keep in regular contact with suppliers
Has consideration been given for cases of COVID-19 and what will happen following this? For example, deep clean, Bubble self-isolation?	On receipt of a confirmed case, school secretary to contact PHE to inform and receive advice. School follows PHE advice. Secretary to contact client.services@kent.gov.uk if deep clean is advised. This service is bespoke and will be at an additional cost to the school.
How are leaders adjusting their procedures to meet the current needs of the school?	Entry and departure from school building (pupils and parents) with 420 returning. Consider time delays to avoid Bubbles congregating at pinch points. PPA to take place once every two weeks (for one whole day) to ensure HLTAs are entering less bubbles. Staff to wait in outside vestibule if another staff member is signing in.

	<p>Daily H and S feedback from premises staff - inform relevant personnel of any changes required.</p> <p>Phased lunch/break periods keep KS1 and KS2 staff on separate lunch and morning breaks, reducing numbers using break out spaces.</p> <p>Equipment that is used by several staff communally, such as kettles, photocopiers, walkie-talkies etc must be wiped down with alcohol wipes before and after each use. Staff rooms will need to remain reconfigured.</p> <p>Whole school staff meetings to be held as phase meetings.</p> <p>Keep the downstairs photocopier to large hall. Continue to use the small hall as a break out space for staff.</p> <p>Where there are sinks in teaching rooms, children and adults should be encouraged also use these as well as toilet sinks where this is possible, to wash their hands, on arrival and just before they leave the room.</p> <p>Three additional sink troughs to be purchased and installed before September 1st - three taps each - situated in FS outside area and 2 on main playground.</p>
How are leaders ensuring that a named person has responsibility for reviewing and adapting the risk assessment/s?	Daily meetings - DHs and HT
How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?	Plan in place and shared with all staff
How will parents drop off and collect pupils at the beginning and end of the school day? What will this look like in your school and how will the social distancing be implemented visually and supervised if necessary?	<p>Plan in place and shared with all families.</p> <p>All signage and floor marking will remain in place as this has proven successful in keeping adults socially distanced at these times.</p>
<p>Have leaders checked the building and grounds for health and safety issues?</p> <p>Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing?</p> <p>Check if the boiler and heating, utilities, and internet services are working?</p>	<p>Premises manager and deputy caretaker carry out daily premises and boundary checks.</p> <p>PAT testing - August 2020</p> <p>All other checks completed on a timetable.</p> <p>Dedicated IT technician manages server.</p> <p>Isle Landscapes manage grounds maintenance.</p>
What additional checks need carrying out to ensure all aspects associated with COVID-19 are thought about and actions taken?	<p>Play resources are cleaned in Milton after every use, if shared.</p> <p>Toilet timetable to reduce time taking children to toilet (set bubble has a time where the whole class can go to the toilet) On other occasions KS2 children may take responsibility for checking if someone else is in the toilet before they enter by saying "permission to enter" KS1 children must be accompanied by an adult.</p> <p>Outside breaks/time timetabled</p> <p>Lunch in rooms</p>

Correct use of household disinfectant will kill off the virus on most surfaces. Cleaning staff should wear washing-up style gloves and aprons. Particular attention should be paid on touch areas such as bannisters, door handles, grab rails, taps and toilet handles.

Continue with packed lunch box and water bottle - limit all other items coming to and from school until further guidance is given.

Pupils to wear PE kits to school on PE days

Cleaners are up to speed with daily cleaning requirements.

Keep water fountains and hand driers turned off.

Keep Air Conditioning in IT suite turned off.

Tissues will now be placed in lidded classroom bins (Younger children may need teacher or TA to put their foot on the pedal for them but this is quicker than taking them to the toilet and avoids corridor congestion.)

Regular bin emptying to continue.

No use of the lift - children unable to climb stairs will be placed in downstairs classrooms.

Continue with soap and hot water available to all school users.

Provide sanitiser and supplies of tissues for all school users.

Hand Driers to be switched off.

Large hall to be used as an additional area if the Blue Room is occupied.

Support staff to use visors provided where they are supporting children in different Bubbles or working in more than one Bubble.

Additional considerations:

Continue with hand sanitisers in entrance in case of pre-arranged visitors to the school.

There are guides to using PPE here: <https://www.gov.uk/government/publications/COVID-19personal-protective-equipment-use-for-non-aerosol-generating-procedures>

Once cleaning is finished, the PPE and cleaning cloths should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish. Staff should wash their hands after they have disposed of their used PPE and cloths.

PPE is recommended when:

- Moving, isolating or supporting a child with symptoms of COVID-19.
- Cleaning an area where a child with COVID-19 symptoms has visited.
- Working with children whose care routinely already involves the use of PPE due to their personal care needs.

All these changes will act as an addendum to the school's Health and Safety policy.

For any additional advice, contact client.services@kent.gov.uk

Ensure PPE meets the following standards:

Disposable gloves: BS EN 374 or EN 455 (with AQL 1.5)

Apron/Apron with sleeves: no standard

Eye protection: EN 166 Fluid resistant Masks: BS EN 14683 or ISO 22609

Contact details for the Kent Health Protection Team:

In hours: 0344 225 3861 (option 0 then option 1), Out of hours: 0844 967 0085, Email: KPU-Kent@phe.gov.uk

Continue to report accident/incidents using your usual process: Community and Voluntary Controlled schools report via the online accident/incident form on KELSI:

<https://www.kelsi.org.uk/policies-and-guidance/health-and-safety-guidance>

Note there has been an update to the RIDDOR guidance in the event of contracting COVID-19 in the workplace, HSE - RIDDOR reporting COVID-19

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4. Human Resources/Personnel

Consider:	Actions:
Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?	Provide new staff with protocol
How are leaders ensuring there is a communication link with staff who have to remain shielded in September so they are supported and their situation is monitored to ensure their well-being?	Weekly phone calls with a senior leader Remotely linked to meetings Email link with staff
When looking at staffing and the changes being made, are there staff that could potentially be redeployed to support the school working effectively?	All staff are deployed in their usual roles
Is there a clear system of support through the bereavement policy that ensures staff are clear about the support and systems in place?	Contained within the Special Leave policy
What support is offered to staff to help staff who are anxious and/or concerned?	Every member of staff has access to 7 free counselling sessions through SPS that the school pays for. Two in-school mental health first aiders Access to school Flo 4 days a week In-school temporary NEU rep
How are leaders inducting staff new to the school in September? Are the appropriate checks being made and overseen including the SCR checks and records?	Phase leaders provide induction - using this risk assessment as an addendum to induction information Nominated buddies provide day to day communication Secretary/PA maintains SCR
How will recruitment be managed?	Using Google Hangouts Socially distanced interviews where required using small hall
Check any staff contracts that need to be issued, extended or amended in light of the current situation and for the future.	Secretary to complete actions on this.
Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?	Checked and all staff informed INSET days 21/22 July allocated to complete end of year appraisals. Pay Panel to meet in September to check and approve
Additional considerations: There may be situations where there has been a death within the school community, which may or may not have been related to COVID-19. Consideration should be given to the support that the school can put in place to enable staff to deal with this situation. Brunswick House staff have access to free Staff Care Services (OH) and Employee Assistance Programme (counselling): https://cantium.solutions/brand/staff-care-services/ 03000 411411	

5. GOVERNANCE

Consider:	Actions:
How are governors involved in the discussion and planning for the school re-opening?	FGB: July 13 th 2020, using Google Hangouts Regular emails/phone calls All documentation is shared. FGB Extraordinary meeting in September
What are governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff?	Governors will have this document and regular updates from DHs and HT where required
How will leaders evaluate what is feasible to do and how will they effectively communicate to reassure parents/other stakeholders and communicate with LA/trust authorities?	By completing this risk assessment/planning document Regular communication with staff Regular newsletters to parents Monthly SIA phone calls booked
What are leaders doing to ensure governors are aware of what is happening and what input are governors having in the decision-making process? How do leaders decide what governors need to know and how frequently they receive information? How might this be being determined?	DfE updates, KCC letters and communications to parents, staff and governors Governors consulted on this plan and responses included where relevant
How involved are governors in communicating with parents and the school's community?	Co-signing communications to parents
Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?	Regular communications with co-chairs and vice chair Google Hangouts set up for safe communication with larger groups
How will governors know that the plans they have participated in are being followed and adhered to?	As above Small termly HT updates
How will governors evaluate the impact of their work to welcome back all pupils in September? What ways can this be achieved that would not cause additional work?	FGB July 2020 and September 2020 Regular communications between HT and Co Chairs and vice chair.
Who are governors working with to ensure that this risk assessment is effective?	HT DHs Bursar Premises manager
What aspects of governance are being put to one side to deal with the immediate situation? When do leaders envisage these to be reviewed as being or not being required?	Committee meetings: autumn 2020 Review at September 28 th FGB
How are governors ensuring they will be providing support to leaders in the next academic year?	Emails Google Hangout governor monitoring meetings
Additional considerations:	

6. Staffing and Well Being

Consider:	Actions:
How are leaders going to communicate and consult over this document?	Share with staff and governors: 17.07.20 Publish on website once finalised. Send planning documents and transition information to parents: 20/07/20
How will staff keep themselves safe and be kept safe?	By following all PHE regulations and using PPE and social distancing as appropriate Staff have been instructed not to run any after school clubs in term 1 - this will help to alleviate tiredness in the first term at least and enable teachers to focus on their teaching and their own welfare. By issuing all families with CoVid-19 Home/School agreement.
How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?	Through constant dialogue and coaching Referral to SPS counselling Compassionate leave as appropriate Reviewed weekly at DSL and phase meetings Staying in touch with working from home colleagues. Talk time with mental health first aiders
What models of staffing are required for the school to be able to operate feasibly?	14 classes, 14 teachers, 4 HLTA2s One HT, two DHs
What are the variables that will need to be considered to staff the school and what are the options if this changes from day-to-day?	Staff illness - supply staff HLTA2 cover DH class cover
What support will staff require to effectively manage the return of pupils to school?	All the aspects of this risk assessment, pastoral support, timetables and lesson plans, PPA, INSET days for training in remote learning platforms, all cleaning and relevant PPE requirements, regular phase meetings, the freedom to adapt lesson timings and planning in response to children's needs during transition weeks.
How will staff working arrangements be different and how will you involve them in this process?	Restructured furniture Focus on Recovery Curriculum, incorporating PSHE sessions. Verbal feedback encouraged in place of marking in the first few weeks back. INSET days to provide time for the above
Tutoring Programme:	Library and year 6 POD to be set aside for group tutoring Individual teacher risk assessments where requested by vulnerable adults Additional teachers inducted by DH and subject to all the necessary checks. PPE visors and separate stationery provided on request.
What cover plans have been thought of should leaders/teachers have significant absence? (all staff)	The school has regular contact with trusted supply agencies and supply teachers 4 HLTA2s and 2 deputies
Additional considerations:	

Covid Specific Training for staff:

Free: The New Way Ahead for Educators: Whole-School Strategies for Coping with the Anxieties of Reintegration

THE EDUCATION PEOPLE are offering 4 training courses: Supporting children with anxiety, Supporting and Understanding trauma, Understanding Self harm, Self-care toolbox

The Recovery Curriculum - Barry Carpenter

NCSL training courses on welcoming pupils back in September

Free E-Learning Mental Health Training with Maidstone Mind: Supporting staff emotional wellbeing and mental health - The Kent website enables an adult to navigate their way to support.

LIVE WELL KENT - can help you improve your mental and physical health and wellbeing. Free.

The Emotional Wellbeing in Education Settings COVID-19 leaflet provides further emotional wellbeing advice and services for adult substance misuse, domestic violence, extremism and financial hardship.

<https://www.mentallyhealthyschools.org.uk/>

7. Vulnerable (FSM/SEND/Specific identified pupils/groups)

Consider:	Actions:
What is the current level of knowledge leaders have about the vulnerable groups of pupils? How will this inform future planning for their provision?	Experienced inclusion leader in place INSET day in September to provide further SEND information to staff
How will leaders ensure SEND/FSM/Identified pupils' needs are catered for?	Provision maps Individual learning plans SEND training sessions for staff Highly skilled teaching assistants Regular contact with parents and specialist teachers (remote meetings if required) HLNF and EHCP applications Recovery Curriculum: Term 1 Assessments that inform interventions/catch up tuition from highly skilled tutors Support for parents and pupils who may be isolated or in local lockdown. SENCo to provide support to teachers on how to differentiate resources/activities to scaffold Home Learning where needed High quality video teaching where Bubbles are in lockdown/isolation, taking vulnerable pupils' learning needs and styles into consideration.
How are leaders making sure vulnerable pupils are safe and accounted for?	Daily phone calls for vulnerable non-attenders Phone calls/remote meetings with parents/social workers/Early Help workers. Attending remote conferences
What additional support measures will require consideration for pupils with SEND to understand social distancing? (thinking about the younger pupils/varying independence levels)	Risk Assessments Clear rules, expectations, routines and sanctions that are followed consistently by all relevant staff Home/School agreement discussed and agreed with parents Visual posters and floor markers
How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?	Appropriate Communication with the child and parent/s SENCo support for planning with teachers Timetabled interventions/support activities. 2m away from pupil or visor
What arrangements have been made with the local authority to ensure the EHCPs are continued?	In place
How are resources being adapted for vulnerable pupils?	In response to their needs, these may be different on return in September
How are leaders thinking about the needs of pupils with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members?	Transition leaflets to be sent: 20/07/21 SENCo communicating with all relevant families, including those of new starters SEN information for all staff - September 2020 Additional tutoring for identified children.
Additional considerations:	

8. Curriculum: Home/School

Consider:	Actions: In School Teaching	Actions: Home Learning (contingency plans in case of self-isolation of multiple pupils or staff or local outbreaks)
What will the curriculum look like in September? And the remainder of the autumn term? (including Home Learning)	<p>All staff have been informed of the school's intention to provide a Recovery Curriculum for all pupil in the first 4 weeks of September - to include PSHE, circle time, active learning, smaller learning chunks, time for outdoor activities, creative learning. Teachers will have the freedom to change their timetables to suit the pace required for the children - some pupils may not have the stamina for long lesson times. Teachers will also need to plan in sensory breaks that can be taken in the classroom. Before the end of term 1, teachers will conduct assessments to inform planning for Term 2 and beyond. The foundation stage and year 1 will still be able to access their outside area and share resources that have been appropriately cleaned and quarantined. They will have a carpet area but children must sit in the same spot for each carpet session. Year 1 will provide activities in Term 1 that build on from the children's exit points from the Foundation Stage in March 2020.</p>	<p>Remote learning using Google teaching platform - training to be provided by computing lead on INSET day in September. Continued links to websites and resources the school has subscriptions for e.g. mathletics, as well as high quality and safe learning links researched by staff. Weekly newsletters. Activity packs provided for pupils with no printing and/or computer facilities. Ensure that pupils with a social worker have been ordered a KCC laptop. Long periods in front of a screen is not healthy for most primary aged children, but especially very young children. Staff will need to provide a blended programme of learning that combines high quality online teaching with stimulating paper based and physical activities. Communication with parents will be crucial to establish how well the children are adapting again to home learning and to sort out any technical issues that may arise.</p>
How will the quality of the curriculum and its delivery be monitored?	<p>Regular USLT drop ins in Term 1 and 2. Subject leader drop ins and book monitoring in Term 2</p>	<p>To be discussed with staff in Term 1</p>
How will pupils' behaviour be managed - break with school routines and expectations	<p>Using the school behaviour policy and new Home/School agreement Positive handling and exclusion should be used as a last resort. It will be essential to write high quality behaviour plans that are agreed with the child and the parent/s. Continue with values-led behaviour strategies. Ensure all staff are familiar with the Behaviour/sanctions grid and apply it consistently. Include in induction</p>	

<p>How will the curriculum address the impact upon learning for pupils linked to well-being - loss/stress/concern? And how will pupils' learning be balanced appropriately with their personal experiences and well-being? How will this inform their curriculum?</p>	<p>Incorporate PSHE sessions that have been recommended and links made available by PSHE leader The curriculum will be nurturing and stimulating in the first instance - children need time to adapt to being back at school, time to talk, time to rediscover themselves as a learner and a Brunswick House pupil. Activities will be provided that support this and adapted to incorporate pupils' needs and interests.</p>	<p>Teach PSHE lessons using the online Google platform Provide regular communication to pupils who are at home Send links home to parents. Pupils may well find self-isolation or a local lockdown traumatising and will need activities that have been adapted to respond to their situation.</p>
<p>What adaptations are being made to the curriculum to take account of the gap in education children have experienced</p>	<p>As above A whole school focus on reading (and phonics at FS and Key Stage One) Adapted timetables/lesson times. Assessments at the end of term 1 to enable teachers to start identifying pupils' gaps. Catch up programmes and tutoring where required in Term 2 onwards.</p>	<p>Reading activities Video sessions</p>
<p>Have leaders reviewed the school's typical annual calendar of events to decide when decisions will be taken about cancelling or going ahead with them; residential visits, parent evenings, sporting events. How can these aspects be achieved differently?</p>	<p>FS 2020 entrants' plans already in place and communications with pre-schools, nurseries and the families have been happening with providers and parents/carers since June. Home visits arranged to take place in school at the beginning of Term 1, socially distanced, along with Stay and Play sessions. The July DfE guidance does not support inviting groups or gatherings into school - no other events can be planned at this time. Curriculum Presentations for each year group can be emailed to parents and any queries brought to Parent Forum which will continue to take place fortnightly in Term 1.</p>	
<p>Additional considerations:</p>		

9. COMMUNICATION - Families

Consider:	Actions: In School	Actions: Isolation/Lockdown
How will leaders communicate with parents leading up to and during this whole school reopening	Individual emails and in-school phone calls HT newsletter Class newsletter Fortnightly Parent Forum meetings Website notices	
How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind?	Email communication Robust risk assessment Remote meetings with SENCo/DH, HT and attendance officer In-school phone calls	
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?	As above	As above SENCo to communicate with teachers where needed to ensure that they are personalising and differentiating Home Learning where appropriate DSL communication to check on well-being
How could a parent group support the school's work with communication and how will communication in general alleviate the anxiety parents have?	Parent Forum to continue every two weeks during Term 1 (and possibly Term 2). Communications from key staff will address individual concerns, reassuring parents that issues are being fully addressed.	Offer remote meeting option to self-isolating parents who are well enough to participate. Notes from Parent Body parent mailed to all parents and staff after each meeting. Communications from key staff will address individual concerns, reassuring parents that issues are being fully addressed.
How will leaders manage attendance with parents?	Clear communication from the beginning outlining the DfE's expectations around attendance. Responding to each case on an individual basis. Regular updates and reminders on HT newsletters and class newsletters.	
How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic, doable and can be transferred seamlessly?	Through clear and consistent communications. Phase meetings to ensure that newsletters have consistent messages SLT meetings to receive feedback from phase groups	Home learning will be responsive to pupils' needs and circumstances. As above SENCo to communicate with teachers where needed to ensure that they are personalising and differentiating Home Learning where appropriate
Additional considerations:		

10. LOCAL AUTHORITY

Consider:	Actions:
Who are the key contacts in the Appropriate Bodies	Polly Sharman Nicholas Abrahams Matt Dunkley/David Adams
Have leaders accessed all the information relevant during this time from Appropriate Bodies?	Yes
What support will leaders require from LA throughout each phase?	Parent complaints Union action Press involvement
What additional support can be brokered - working together - for example, clusters of school, within federations or trusts etc.?	BH is already part of a collaboration of local schools
How will leaders take account and implement the agreed guidance from Appropriate Bodies while sustaining a considered, mass opening of the school to meet DfE statutory guidance?	In depth risk assessment (this document) Consultation with staff, parents and governors Planning Regular reviews and communication
How will leaders share and communicate their planning for re-opening with the Appropriate Body? Clear rationale leaders' secure oversight and planning for their school?	Plans to be shared with staff and sent to governors and parents. Draft risk assessment to be shared with staff and governors before wider publication (including website) Updates sent to clerk Planned letters for each year group.
Leaders monitor actions to ensure realistic expectations are shared, communicated and followed consistently for how this plan impacts upon the quality of learning and outcomes?	Actions and responses are overseen by DH/DH-SENCo and HT Regular phase and SLT meetings to monitor this
Have LA directives been applied and discussed appropriately to ensure consistency and support is used effectively?	All directives in Matt Dunkley's letters have been actioned and also sent to governors.
Are there any other thoughts about what additional support will be required that is additional to the offer that is usually applied?	Email advice from Area Education Officer, safeguarding office and Online safeguarding officer.
Additional considerations:	
KCC guidance:	
<ul style="list-style-type: none"> • https://www.kent.gov.uk • https://www.kelsi.org.uk/news-and-events/news/primary/coronavirus/guidance-for-full-opening-in-september 	

11. FINANCE

Consider:	Actions:
Is there a business continuity plan that can be adapted to reflect any changes to this document?	Yes
What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can these be reclaimed from government for example, increased premises related costs; additional cleaning; support for FSM?	All cost are being logged on a CoVid-19 spreadsheet, with the intention of placing a claim by July 21 st 2020. The government has since changed the list of items that can be claimed for - governors have been informed of this. New cost codes have been added into budget to account for extra costs. These will now not all be reclaimable under the Government scheme for help. The budget is able to support the extra costs at present Continue to monitor expenses and separate out into reclaimable costs
How will leaders of finance ensure invoices etc continue to be paid and authorised when working remotely?	The school has made contact with KCC finance department to ensure that support is on place for September in the event of not recruiting a bursar.
Are leaders aware of the delays and cancellations of some financial returns? For example: BFRO for academies cancelled	The school keeps abreast of all info issued by DfE and SFS
Have all contracts been considered? Cleaning; IT support; catering; financial support services etc	Caterers are already in place. Cleaning contract adjustment as more cleaning is required. IT support contract continues. Support from SFS and SPS are in place.
Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?	Yes - all documented on the budget plan and discussed at May FGB and again at July FGB Lettings income greatly reduced. Allowance made in budget.
Are there financial implications for transport to ensure social distancing arrangements are upheld?	No
Are there visits/trips booked previously, for example, residential whereby monies can be claimed off insurance or refunds applied?	All trips have been cancelled and money refunded to parents. Bushcraft for year 4s (2020) has been postponed to 2021 with money paid carried forward. Danbury residential moved to March 2021 No trips currently planned for the autumn term. All money previously paid in cash returned to the parents.
Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?	There is a healthy rollover over the three year plan. Finances are monitored by the HT and governors at regular intervals.
Additional considerations:	

12. Additional Considerations: social distancing, catering, uniform, educational visits, transport, swimming

Consider:	Actions:
Have leaders considered the reality of social distancing in the context of their school based upon the size of the school and the care needs of pupils?	Social distancing measures around the school are to remain in place: Bubbles to have dedicated outside spaces, all floor 2m marking to remain, timetables to prevent congregation at pinch points (corridors/staircases), distance markers for parents and children on entering the school, parents encourage to drop KS2 children at the gate to access the one way system independently, PPE available for any staff supporting pupils with intimate care needs, dedicated spaces for staff breaks, communication to all stakeholders re social distancing procedures: newsletters, planning letters to families and staff.
How are transport arrangements being managed and maintained for pupils? How will this look as increased number of pupils attend school at different times/days?	All pupils and parents who live within walking distance of the school are encouraged to walk, cycle, scoot. Currently, there are no staff who are accessing school via public transport.
How will a school day be managed to ensure social distancing for example, breaks, lunchtime?	FS have own breaks system and own dedicated outside space. KS1 and KS2 are on separate timetables and will be allocated own outside space. Lunchtime is currently to continue with lunches in classrooms, due to the time it would take to get 420 children to the dining hall and back and the impact this would have on learning time.
How will the school safely manage trips and the transport for these trips, including swimming lessons?	There are no trips currently planned for the autumn term. DfE guidance is no overnight trips - Danbury has been moved to the Spring term and will be kept under review. Bushcraft trips are scheduled for the summer term - these will also be kept under review. Due to the inconsistent messages about transport and the hygiene of changing rooms, the plans for returning to swimming are still under review.
Has the school considered the DfE guidance to return to a policy of school uniform?	The school will be instructing all pupils to wear school uniform in September - this has also been discussed at Parent Forum. This will help to create a sense of belonging for returning children especially. Clear messages will remain in place concerning the regular washing of school uniform and staff will be vigilant to signs of unwashed/dirty clothes and inform parents at the earliest opportunity.
Has the school organised for school meals providers to resume business safely and how will this be managed?	CH&Co have been operating in the school since June re-opening, providing packed lunches only. There are currently no plans to extend this provision to hot school meals due to the time it would take to get pupils to the dining hall. This is still under review and final plans will be announced once all measures have been considered.
What learning has there been about COVID-19 at home to prepare pupils for return? How can this be supplemented by school information?	Home Learning activities have referenced Covid-19, child friendly posters, books, hand-washing songs, well-being activities. PSHE teaching is seen as a priority in the autumn term by all teachers and will be taught on a regular basis, incorporating talk time, circle time.

<p>What PPE is required to ensure staff safety? (see health and safety)</p>	<p>Visors - for all staff Masks - for staff dealing with first aid and pupils with Covid-19 symptoms Rubber gloves - for all staff Plastic aprons - for all staff</p>
<p>Have leaders considered the risk of a pupil/staff member contracting COVID-19? Is a plan considered for communication of this to alleviate fear, appropriate communication with external agencies (e.g. public health), how testing will be gained for staff/pupils in contact and thereafter dealing with the impact of this?</p>	<p>Parents and staff have been sent DfE links pertaining to this. The school will include additional statements about this in their final communications with parents and staff. There are posters all around school communicating the steps to take. Clear process in place for how to deal with any person/s showing CoVid-19 related symptoms - which will be revisited on September INSET day. Office staff will contact PHE. Individuals will organise testing (unless mass infection - office staff to consult with PHE for advice) Part time Flo with mental health training to support staff and families. SENCo also qualified mental health first aider. SPS counselling free for all staff. PPE video training for staff to be reshown September INSET day.</p>
<p>Has the emotional impact upon staff and pupils been evaluated considering what they may have endured through 'lockdown' and 'isolation' for example, loss, neglect, loneliness. What additional resources can be given to support all staff and pupils to manage and deal with personal circumstances while supporting them through to a form of normality following the trauma?</p>	<p>Recovery Curriculum to be delivered in September. PSHE delivered throughout curriculum delivery, with a clear focus on pupil well-being. Resources for this have already been signposted by PSHE leader. Weekly phase meetings, DSL meetings and access to mental health first aiders. Access to SPS counselling free of charge. Timetable flexibility in response to pupils' needs - smaller chunks of learning time where pupils find longer lessons difficult to concentrate for. Safe space breaks. PPA time with colleague.</p>
<p>How will staff and pupils be supported to deal with the day-to-day living with COVID-19 still being a threat prior to a vaccine?</p>	<p>Drop ins/talk time offered to all staff on request. Governors to undertake staff questionnaire in the autumn term. PSHE curriculum that supports pupils' emotional well-being. Pupil access to the Flo and senior leaders daily. Safe break out spaces.</p>
<p>Can pupils contribute towards future planning? How might this be achieved?</p>	<p>Pupil Questionnaire - Term 2</p>
<p>Additional considerations:</p>	

Useful additional documents and links for reference:

- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>