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<p>School: Glenbrook Primary School</p>	<p>Name: Jane Scarsbrook Sign:</p>	<p>Date of 2nd Review: 4.11.20 – Use of intervention space and changes to procedure of reporting positive cases</p> <p>Date of 3rd Review: 5.11.20 – Second National Lockdown revisions and contingency plan for ensuring continuity of education</p> <p>Date of 4th Review: 30.12.20 – Response to school opening under tier 4 restrictions and contingency planning framework</p> <p>Date of 5th Review: 25.01.21 - Introduction of home lateral flow device testing</p> <p>Date of 6th Review: 01.03.2021 - preparation for re-opening on 8th March 2021. <i>Please note – notes for the contingency planning framework have been kept within the body of the risk assessment since the contingency planning framework remains in place in case of significant rise in case numbers and instruction to close/partially close from the DfE</i></p> <p>Date of 7th Review: 17.05.2021 <i>Please note – notes for the contingency planning framework have been kept within the body of the risk assessment since the contingency planning framework remains in place in case of significant rise in case numbers and instruction to close/partially close from the DfE</i></p>
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		<p>Date of 8th Review: 28th June 2021 – approach to end-of-year school events</p> <p>Date of 9th Review: 1st September 2021: re-opening following move to step 4 nationally and the new guidance the anyone over 18 years who is fully vaccinated and everyone under 18 years and 6 months no longer needs to self-isolate when identified as a close contact</p>
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AMENDED

This document outlines the arrangements for the full opening of all schools in the Gipsy Hill Federation. This risk assessment also outlines our approach to mitigate risk in the case of primary school closures to all but the children of critical workers and vulnerable children. Each individual school adds site specific arrangements, such as the timetabling of staggered starts to the school day and so on. Where present, these are highlighted throughout the document and / or appear as appendices to the main document, as follows:-

Appendix A – details cleaning arrangements for specific sites

Appendix B – details the groupings for each site to reduce transmission of COVID19. These will be unique to the site as they will depend on physical aspects of the premises, staffing, academic need, pupil roll. HoS should explain the rationale for their decision, indicating how it supports government guidance. This appendix, with clear headings for each section, will include:-

- Individual class groups where these are maintained
- Larger groups (e.g. year groups, or paired classes) if essential to facilitate efficient lunch service and play time arrangements
- Larger groups (for example year groups, or paired classes) if essential to facilitate targeted or specialist group interventions

Appendix C - Staggered arrival/ departure arrangements, including entrances used and staffing of these

Appendix D – Allocation of toilets

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Appendix E – Cover arrangements for staff absence / PPA etc

Appendix F – Timetable for use of outdoor areas for play, learning etc

Appendix G – Timetable for staff room use

Appendix H – Timetable for lunch arrangements indicating which classes use lunch hall or eat in rooms, and the sequence of attendance and necessary cleaning arrangements between groups.

Appendix I - Flowchart school response to suspected or confirmed COVID-19 cases to be followed for suspected or confirmed cases.

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FURTHER INFORMATION:

This risk assessment should be used alongside the government guidance below:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

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

<https://www.hse.gov.uk/coronavirus/assets/docs/risk-assessment.pdf>

Added in review 31.10.20

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Added in review 4.11.20:

<https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020>

<https://www.gov.uk/guidance/new-national-restrictions-from-5-november>

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

Added in review: 30.12.20:

<https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021>

<https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings>

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Added in review 01.03.21:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

<https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>

<https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities>

Added in review 01.09.2021:

From 16th August, identified close contacts who meet the below criteria will no longer be legally required to self-isolate:

- i. fully vaccinated and at least 14 days have passed since receiving the recommended doses
- ii. aged under 18 year and 6 months
- iii. taken part in or currently part of an approved COVID-19 vaccine trial
- iv. not able to get vaccinated for medical reasons

The following school policies have been reviewed and updated as required:

- *Behaviour Policy*
- *Safeguarding & Child Protection Policy*
- *Health and Safety Policy*
- *Infection Control Policy*
- *School Business Continuity Plan to be adapted by each HoS*
- *First Aid Policy*
- *Administration of Medicine on Schools Premises Policy*
- *Attendance Policy*
- *Intimate Care Policy*
- *Positive Handling Policy*
- *Supporting Pupils at School with Medical Conditions Policy*
- *Uncollected Children Policy*

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The following abbreviations are in use throughout this document:

- *GHF – Gipsy Hill Federation*
- *GB – Governing Body*
- *EHT – Executive Headteacher*
- *Hol – Head of Inclusion*
- *HoS – Head of School*
- *SENDCo – Special Educational Needs and Disability Co-ordinator*
- *CT – class teacher*
- *PO – premises officer*
- *FSO – Family Services Officer*
- *DSL – Designated Safeguarding Lead*
- *SAO – Senior Administrative Officer*
- *DHI – Deputy Headteacher for Inclusion*

AMENDED Please note - when referring to staff, this will also include volunteers and trainee teachers

	Recommended controls/Mitigation and Protective Measures	In place? Yes/No	By whom?	Deadline
Sub sections	Key section: Awareness of and adherence to policies and procedures			
Awareness of and adherence to policies and procedures	<ul style="list-style-type: none">• Health and Safety Policy has been updated in light of the COVID-19 advice• All staff, pupils and volunteers are aware of all relevant policies and procedures including, but not limited to, the following:<ul style="list-style-type: none">- Health and Safety Policy- Infection Control Policy- First Aid Policy• All staff have regard to all relevant guidance and legislation including, but not limited to, the following:<ul style="list-style-type: none">- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013	No	EHT HoS HoS	21.8.20

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<p>AMENDED</p>	<ul style="list-style-type: none"> - The Health Protection (Notification) Regulations 2010 - Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' - DfE and PHE (2020) 'COVID-19: guidance for educational settings' 			
	<ul style="list-style-type: none"> • The relevant staff receive any necessary training that helps minimise the spread of infection. 	Yes	HoS, HoI	31.8.20
	<ul style="list-style-type: none"> • The school keeps up-to-date with advice issued by, but not limited to, the following: <ul style="list-style-type: none"> - DfE; NHS; Department of Health and Social Care; PHE, Lambeth and Southwark local authorities. 	Yes	HoS, EHT, HoI	Ongoing
	<ul style="list-style-type: none"> • Staff are made aware of the school's infection control procedures in relation to coronavirus including access to Lateral Flow Device testing (see more details at the end of the risk assessment) 	Yes	HoS, HoI	31.8.20
	<ul style="list-style-type: none"> • Parents are made aware of the school's infection control procedures in relation to coronavirus via text, letter and school website– they are informed that they must not send their child to school if they have <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in the last 10 days, or if another household member develops coronavirus symptoms. In both these circumstances the parents/carers should call the school to inform the school of this and that they will be following the national Stay at Home guidance. In all GHF schools this will be achieved through repeat texts and emails home, use of GHF website and school notice boards, materials to be available in most commonly spoken languages in school community. Where there are concerns around compliance / understanding, FSOs/SLT will make direct contact. 	Yes	HoS, EHT, HoI	From 16.7.20 onwards and repeated
<ul style="list-style-type: none"> • Pupils are made aware of the school's infection control procedures in relation to coronavirus and are informed that they must tell a member of staff if they begin to feel unwell. In all GHF schools this is achieved through class teaching, circle times, virtual assemblies, adult re-enforcement and modelling. All to be repeated regularly, and reinforced through positive praise. 	Yes	HoS	2.9.20 onwards and repeated	
	Yes	HoS	From 16.7.20	

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<p>AMENDED</p>	<ul style="list-style-type: none"> Staff and pupils are made aware of the process for removing face coverings when pupils and staff who use them arrive at school, and for staff during the school day, and this is communicated clearly to parents and staff. This is included in information about infection control procedures as described above, and is monitored by school staff at entry points to the school. The Staff and Volunteer Confidentiality Policy and Pupil Confidentiality Policy are followed at all times – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus. 	<p>Yes</p>	<p>HoS</p>	<p>onwards and repeated</p>
<p>Sub sections</p>	<p>Key section: Prevention</p>			
<p>Minimise contact with individuals who are unwell with COVID-19 symptoms</p> <p>AMENDED</p> <p>AMENDED</p>	<ul style="list-style-type: none"> Pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in at least the last 10 days, and anyone developing those symptoms during the school day is sent home. Signage at entry points to the school makes this clear. Staff are aware of the process and are reminded as needed. Parents are reminded through use of website, text, emails, signage and direct contact FSO / SLT as needed. Any pupils or staff returning from abroad must follow government guidance regarding isolation periods/quarantine rules when travelling to the UK. The school promotes and staff are encouraged to engage with twice weekly asymptomatic testing. Staff and household members who are not either fully vaccinated or 18 and under to isolate in case of a positive LFD test (see further details re: LFD asymptomatic testing further into the risk assessment) prior to accessing PCR test. Following the PCR test, please follow the flowchart in appendix I. Details of asymptomatic testing available to families and household members of primary-aged children to be shared with all parents/carers. In case of a positive LFD test, household members who are not either fully vaccinated or 18 and under will isolate prior to accessing PCR test. Following the PCR test, please follow the flowchart in appendix I. 	<p>Yes</p>	<p>HoS</p>	<p>Ongoing</p>

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<p>AMENDED</p> <p>AMENDED</p> <p>AMENDED</p> <p>AMENDED</p>	<ul style="list-style-type: none">• If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they are sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the time they develop symptoms. Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms. unless they are fully vaccinated and/or are under 18 years and 6 months.• If the pupil or member of staff tests negative they (and members of their household) can stop self-isolation and return to school when they no longer have symptoms fever.• If a child or adult is sent home with suspected COVID-19 symptoms, any other members of their household in Glenbrook School or at any other GHF site (pupil or staff) must also be sent home if they are not fully vaccinated and are over 18 years and 6 months. School offices should offer to assist families / staff in making contact with other GHF sites, or any other educational setting if requested to do so by the family / school adult.• School offices will maintain a log of isolation dates for pupils, with likely return dates. Pupils (and their siblings) or school adults who are self-isolating for 10 days because someone in their household has tested positive will not be re-admitted to school earlier.• School offices will maintain a log of isolation dates for staff and will share this with GHF HR• Staff must supply isolation notes, medical certificates and any test results where applicable to the school office. These will be scanned and sent to GHF HR to retain in HR files.	<p>Yes</p> <p>Yes</p>	<p>SAO</p> <p>HoS</p>	<p>Ongoing</p> <p>Ongoing</p>
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<p>AMENDED</p>	<ul style="list-style-type: none">• If a child is awaiting collection, they are moved, where possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. A window should be opened for ventilation. If it is not possible to isolate them, they are moved to a well-ventilated area which is at least 2 metres away from other people and where others have access to PPE. The isolation room at Glenbrook Primary School is the CPD room (on the ground floor next to the Reception Office). In the event this room is in use or multiple children are waiting to be collected, the alternative area is the Year 4 intervention room on the first floor.• If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. The identified toilet at Glenbrook school is the individual disabled toilet near the large hall or for EYFS/KS1 children, the nearest toilet cubicle adjoined to the CPD room.• Everyone will wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings#left-area.• PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <u>safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</u> guidance.• In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.			
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AMENDED	<ul style="list-style-type: none">Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or and they have been requested to do so by NHS Test & Trace and are not fully vaccinated and are over 18 years and 6 months.https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings#left-area.guidance to be followed to clean the area and to bag, remove and store any waste for disposal until the outcome of the test is known.Any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the Administration of Medicine on School Premises PolicySpillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the guidance in <u>Cleaning in non-healthcare settings</u> https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings#left-area.			
Good hand hygiene practice	<ul style="list-style-type: none">The School will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.Supervision of hand sanitiser use will take place due to risk around ingestion. Younger pupils and pupils with complex needs will continue to be helped to clean their hands properly.The school will build hand washing routines into school culture, supported by behaviour expectations set out in the school Behaviour Policy.Pupils arriving at school wearing a face covering are instructed not to touch the front of their face covering during use or when removing them. They immediately wash their hands on arrival, (or sanitise hands with alcohol based rub) dispose of temporary face coverings in a covered bin or	Yes	HoS	Ongoing

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	<p>place reusable face coverings in a plastic bag they take home with them, and then wash their hands again (or sanitise hands with alcohol based rub) before heading to their classroom. Guidance on https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe provides more advice.</p> <ul style="list-style-type: none"> • There will be adult supervision at all entry points to the school to ensure correct hygiene and disposal / storage of masks is maintained. The adult on duty will have access to a supply of suitable plastic bags as needed. • The bin used for disposal will be emptied after children and adults have arrived for the school day, and as needed throughout the day. The contents will be disposed of in accordance with guidance in https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe • Sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitisers in classrooms and other learning environments • The school maintains adequate stock of soap, hand sanitiser and paper towels. The PO is responsible for ensuring that supplies are topped up at the start of the school day and that dispensers are working properly. All staff are responsible for advising the PO / school office if stock appears to be running low at any point during the school day. • Lidded bins are provided for disposal of used paper towels etc, and will be emptied regularly as needed. All staff are responsible for alerting the PO if bins become too full at any point. 	Yes	PO	Ongoing
Good respiratory hygiene	<ul style="list-style-type: none"> • 'Catch it, bin it, kill it' approach continues to be very important, suitable number of tissues and lidded bins available in the school to support pupils and staff to follow this routine. Pupils are reminded frequently, and adults model correct behaviour. • The school keeps sufficient stock of tissues. All adults are responsible for alerting the school office if stock in any area appears to be running low. 	Yes Yes Yes	HoS SAO	Ongoing Ongoing Ongoing

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<p>AMENDED</p>	<ul style="list-style-type: none"> • Younger pupils and those with complex needs are helped to follow this guidance. Where appropriate, individual risk assessments for pupils with complex needs will be written in partnership with parents and the young person. • Risk assessments are used to identify pupils with complex needs who struggle to maintain good respiratory hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant. • The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene, which staff in GHF schools will use as needed. • PHE, based on current evidence, does not recommend the use of face coverings in primary schools for pupils, or in classrooms for staff. This evidence will be kept under review. 	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>CT / SENDCo</p> <p>SENDCo</p> <p>CT</p> <p>HoS</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Increased ventilation</p> <p>AMENDED</p>	<ul style="list-style-type: none"> • Good ventilation is important, and should be maximised wherever possible by opening windows, and propping open doors, as long as they are not fire doors, where it is safe to do so. In Glenbrook this is achieved by:- <ul style="list-style-type: none"> ○ Ensuring all classroom windows and windows in common areas, toilets, offices and staff rooms are opened in the morning by the premises officer, or other designated member of staff ○ To ensure site security at the end of the school day, Glenbrook has made the following arrangements to ensure windows are closed: <ul style="list-style-type: none"> ▪ Premises Officer closes all intervention room windows (rooms not in use) before 3.30pm; DH does sweep of ground floor classrooms; HT does sweep of top floor classrooms after school; cleaners do final check at 6pm ○ In Glenbrook, the following external doors can be propped open during the school day, as there are no safeguarding concerns because other secure barriers are in place to prevent undesired egress / ingress on the school site or building: lunch hall doors, CPD room, Reception classroom, Year 1 and Year 2 classrooms have doors that open to playgrounds. They can be propped open to increase ventilation when in use and when EYFS & KS2 playground gates are locked (9.15am – 3pm) ○ Ventilation to ensure constant air flow throughout the day will be maintained in all shared spaces, including classrooms. Additional 	<p>Yes</p>	<p>HoS, PO</p>	<p>Ongoing</p>

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	<p>ventilation by fully opening windows and doors to create a draft over a sustained period of time will be created at all times where pupils are e.g. out to play/lunch. Relaxation around uniform/dress code rules are in place to support staff and pupils to be adequately dressed during the colder months.</p>			
Enhanced cleaning	<ul style="list-style-type: none"> • PHE guidance for cleaning non-health care settings is followed (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings), in addition to • There will be more frequent cleaning of rooms or areas which are used by different groups, as detailed in Appendix A. • Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters are cleaned more regularly than normal with standard products such as detergents or bleach; In Glenbrook school this will be done according to the cleaning schedule in Appendix A • Heads and POs should liaise with the cleaning contractor to devise an 'evening' and 'daytime' cleaning checklist. • The PO / HoS will carry out spot checks to ensure that the arrangements made for enhanced cleaning are being carried out effectively, and record this in a log. Any remedial action required is detailed, and Appendix A updated as necessary. • Cleaning materials will be kept away from younger children to prevent ingestion. Where children are trained to help and involved in cleaning their own work areas or resources, safe cleaning products are chosen, such as washing up liquid, and children are supervised. These arrangements, if in use, are detailed in Appendix A • Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) are removed. Minimised where their removal does not impact the educational provision for pupils. • Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it. Details are found in Appendix D 	Yes	HoS, PO	Ongoing
AMENDED		Yes	CT, PO	By 02/09
		Yes	HoS, PO	Ongoing

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	<ul style="list-style-type: none">• At Glenbrook school, year groups / phases will be allocated the following toilet areas to minimise movement around the school Details are found in Appendix D• At Glenbrook school, these arrangements are used to ensure that pupils in years Reception to Year 6 visit the toilets in such a way that overcrowding is avoided Details are found in Appendix D , including the arrangements for the supervision of younger pupils• At Glenbrook school, arrangements for pupil access to toilets at break times are as follows: Reception Class access their own toilets; Year 1 and Year 2 both access KS1 toilets; KS2 access KS2 toilets. Details are found in Appendix D• The COVID-19: cleaning of non-healthcare settings guidance is followed.• Outdoor playground equipment should be cleaned more frequently. The arrangements for this at Glenbrook school are listed in Appendix A• Resources used inside and outside by wrap around care providers / GHF staff are subject to the same guidance. Contracted extended care providers will detail arrangements for cleaning resources in their risk assessment, which will be shared with and approved by the Extended Services Manager. A copy of this risk assessment is available in school and can be shared with service users.• The Extended Services Manager will ensure a regular review and intermediate spot checks are in place to monitor compliance. These reviews should be logged, and shared with the HoS.• Glenbrook school uses its own staff for After School and Breakfast club. In these cases the Extended Services Manager will devise the risk assessment and the HoS will carry out reviews and spot checks as above.• Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the infection control section of the Health and Safety Policy and Cleaning in non-healthcare settings guidance	Yes	Extended Services Manager	In place prior to any start of service
		Yes	HoS, PO	Ongoing

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	<ul style="list-style-type: none"> • Cleaners are employed by the school to carry out daily, thorough cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy. • The Executive PA arranges enhanced cleaning to be undertaken where required, and as requested by the HoS / PO – advice about enhanced cleaning protocols is sought from the local health team. Schools short of cleaning product supplies, should email DfE-CovidEnquiries.COMMERCIAL@education.gov.uk • The PO and HoS monitor the cleaning standards of school cleaning contractors and liaises with the Executive PA to commission any additional measures required with regards to managing the spread of coronavirus. • The schedule of cleaning detailed in Appendix A notes which staff members / cleaning contractors have the overarching responsibility for given areas. The PO / HoS will carry out and log routine inspections and spot checks. However, ALL staff are expected to be mindful of the need for thorough cleaning and should immediately alert the HoS if they have any concerns. • The Executive PA will hold regular meetings with the cleaning contractors to monitor service provision. 			
<p>Minimise contact between staff / pupils / visitors in school</p> <p>AMENDED</p>	<p>Please note arrangements in place for the Autumn term have been reviewed in preparation for re-opening on 8th March 2021. In line with updated guidance from the local authority, bubble sizes are kept as small as is operationally possible in accordance with the wider needs of the school. Contact between classes/year groups to be minimised wherever possible and where it will not have a detrimental impact on the educational provision for pupils.</p> <ul style="list-style-type: none"> • Levels of community transmission and any concerns regarding local variants will be taken into consideration when making decisions that impacts contact between classes/year groups. setting bubble group sizes • The groupings of pupils in bubbles follows the guidance below • Minimising contact between classes/year groups will be achieved at Glenbrook school as outlined below: 	Yes	HoS	31.8.2020

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<p>AMENDED</p> <p>AMENDED</p> <p>AMENDED</p> <p>AMENDED</p>	<ul style="list-style-type: none">• The groupings in use in Glenbrook school are shown in Appendix B (to be published 01/09/20)• The deployment of staff in bubbles in use in Glenbrook school are shown in Appendix B (to be published 01/09/20)• The planned deployment of staff in more than one bubble to ensure that the full educational offer is available in Glenbrook school is shown in Appendix B (to be published 01/09/20)• The HoS at Glenbrook school will maintain a log of any deviations from the arrangements described in Appendix B, and will review and amend arrangements as needed, and if deviations are likely to persist and will formalise these arrangements accordingly.• The number of contacts between pupils and staff is reduced. This is achieved through keeping groups separate (in 'Bubbles') and through maintaining distance between individuals. The balance between the Bubbles and social distancing is based on: Consideration is given to:<ul style="list-style-type: none">• Pupils ability to distance;• The layout of the school site;• The feasibility of keeping distinct groups separate while offering a broad curriculumMore information on groups can be found in COVID-19: <u>Guidance for full opening</u>• When staff or pupils cannot maintain distancing, particularly with younger pupils, the risk can also be reduced by keeping pupils in the smaller class sized groups. In Glenbrook school Reception is kept in a class-sized group.• Staff should reduce contact across classes/year groups wherever possible only move between bubbles when absolutely necessary. Where staff need to move between classes and year groups, where possible they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Ventilation will also be prioritised in these circumstances.			
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<p>AMENDED</p> <p>AMENDED</p> <p>AMENDED</p> <p>AMENDED</p>	<ul style="list-style-type: none">• Adults to avoid close face to face contact and minimise time spent within 1 metre of anyone.• 5.11.20 In situations where social distancing between adults in settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors. In Glenbrook school the arrangements are that staff and parents have been advised to wear face coverings in communal areas and in the playground IF 2m distance from other adults cannot be maintained. Due to the staggering of break times and space in the building, social distancing from other adults can be maintained in most situations so wearing face coverings in communal areas is not mandatory.• 30.12.20 - All staff and visitors (unless exempt) will be requested to wear face coverings when moving around the school and in communal areas (staff rooms, toilets etc)• 01.03.21 - All staff and visitors (unless exempt) to wear face coverings in the following situations: where social distancing between adults isn't possible; when moving around the schools; and when using communal areas including toilets, staff rooms etc. In the staff room, a communal area where use of face coverings may be reduced due to the consumption of food and drink, strict adherence to additional mitigation will be required: sticking to the maximum number of staff allowed in the staff room area at any one time, 2m+ social distancing, good levels of through ventilation.• Pupils old enough should be supported to maintain distance and not touch staff and their peers.• Classrooms and other learning environments are organised to maintain space between seats and desks where possible.• From Year 2 onwards, pupils are seated side by side and facing forwards, rather than face to face or side on.• Large gatherings such as whole school, whole key stage or assemblies of more than one group /bubble are avoided, and groups kept apart.			
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<p>AMENDED</p>	<ul style="list-style-type: none">• The teaching timetable and pedagogy is revised to implement the arrangements where possible, by:-<ul style="list-style-type: none">• Minimise the use of intervention which involves pupils or staff crossing bubbles and secure as much intervention as possible from within the 'bubble team'. Where pupils need to access specialist provision (e.g. speech and language therapy, creative art therapy etc.), this should be prioritised. Additional risk assessments will be put in place with additional risk mitigation to reduce the risk of transmission (e.g. use of Perspex screens, ventilation, strict adherence to social distancing and cleaning guidelines etc.)• Continue to have this in place until at the least the end of Spring term – to review dependent on community transmission rates following the Easter holidays. Update 17th May – in line with low levels of community transmission and the national move to step 3 of the roadmap, interventions will be prioritised with additional mitigation as needed. Wherever possible, contact across classes/year groups will be minimised when putting provision in place.			
<p>AMENDED</p>	<ul style="list-style-type: none">• Plan for lessons or activities which keep groups apart and movement around the school site to a minimum; see Appendices F and G• Maximise the number of lessons or classroom activities which could take place outdoors; see Appendix F• Additional measures are put in place to support the management of specialist interventions (cc. separate risk assessment on website under inclusion)• Staggered small assemblies based on existing groups already created by virtue of lunch / play arrangements or intervention arrangements. Further mixing of groups for the purpose of assemblies is not allowed. If small assemblies are used then pupils should be spread out to permit social distancing. Visitors, such as parents for assemblies are not permitted. Key	<p>Yes</p>	<p>HoS, EHT, Hol, Executive PA, Extended Services Manager, DSL</p>	<p>Ongoing</p>

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<p>AMENDED</p> <p>AMENDED</p>	<p>events e.g. performances etc. Key events will be open to a reduced audience size of parents. This will be assessed on an event-by-event basis and communicated with parents accordingly Note requirement for additional cleaning between groups.</p> <ul style="list-style-type: none">• 'Teams' can be used for virtual assemblies in classrooms• Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time; See arrangements for Glenbrook school in Appendices F and B• Drop-off and collection times are staggered and communicated to parents; See arrangements for Glenbrook school in Appendix C• Parents' drop-off and pick-up protocols are planned and communicated so that they minimise adult to adult contact; at Glenbrook school one adult can accompany child into playground as playground space allows social distancing and clear separation of bubble areas. <ul style="list-style-type: none">• Non-essential face-to-face meetings between parents and staff are discouraged and alternative forms of communication (phone calls, emails, text messages, virtual meetings) are in place.• Opportunities for parents to engage in key events will be communicated on an event-by-event basis No visitors to come on site unless for the delivery of specialist services or provision, or for essential meetings. 01.03.2021 Continue to have this in place until at the least the end of Spring term – to review dependent on community transmission rates following the Easter holidays. 17.05.2021 On-site visitors to be kept to a minimum. Where there is a clear educational, safeguarding or welfare purpose, visitors to be allowed on site. Any visitor coming on site must be agreed by the headteacher. <ul style="list-style-type: none">• Staff meetings to be accessed via Teams from classrooms. Only class teams to access staff meetings together from the same room.	Yes	CT	In place at start of school term and revisited regularly
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<p>AMENDED</p>	<p>01.03.2021 Continue to have this in place until at the least the end of Spring term - to review dependent on community transmission rates following the Easter holidays.</p> <p>17.05.2021 This will continue to be in place until national guidance changes on indoor mixing.</p> <p>It is recognised that some more complex meetings e.g. for children with more complex needs; to support successful transition; for core group meetings linked to Child Protection Plans etc., face-to-face meetings might be necessary to support effective partnership working to achieve the best outcomes for the child(ren). Where face-to-face meetings take place, these should take place in a well-ventilated room where 2m social distancing can be maintained throughout the meeting. Clear expectations around hygiene measures will be communicated to all in the meeting and lack of adherence will result in the meeting being terminated.</p> <ul style="list-style-type: none">• 5.11.20 where such meetings must happen, the school has the right to ask that all adults wear face coverings.• 30.12.20 where such meetings take place, all adults will be requested to wear face coverings (unless exempt). These will be provided by the school where appropriate.• 01.03.2021 Where such meetings take place, all adults will be required to wear face coverings (unless exempt). These will be provided by the school where appropriate. Only those needed in the face-to-face meeting to be present; all other participants in the meeting to dial in virtually - to be reviewed after Easter holidays dependent on community transmission.• 17.05.2021 This will continue to be in place where social distancing (2m+) and ventilation is not possible until national guidance changes on indoor mixing.• September 2021: Training, staff meetings and staff briefings will continue to be accessed in small groups or in large spaces where social distancing can be maintained and using virtual platforms to support wider access.			
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	<ul style="list-style-type: none">• Pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. And are seated at the same desk;• Movement around the school building is reduced to minimise contact.• Mixing within education or childcare setting is minimised by:<ul style="list-style-type: none">• accessing rooms directly from outside where possible; in Glenbrook school this is possible for the following classes:<ul style="list-style-type: none">• Reception, Year 1 and Year 2• Staggered break times and allocation of different stairwells to classes on first floor ensures that groups are apart as they move through the setting where spaces are accessed by corridors• staggering lunch breaks and pupils clean their hands beforehand and enter in the groups they are already in or pupils are brought their lunch in their classrooms. Glenbrook has discussed these arrangements with the catering contractor. The arrangements and rationale is described in Appendix H• The number of pupils using the toilet at any one time is limited; see Appendix D• The use of shared space such as halls is limited and there is cleaning between use by different groups; see Appendix A• The use of staff rooms are staggered in line with children's break times to limit occupancy. Signs on communal doors indicate maximum number of people to use the room at any one time in order to ensure safe distancing. See Appendix G• The use of offices is carefully considered to ensure 2m distancing is maintained. Additional mitigations such as perspex screens should be used if required. If necessary, use of offices should be timetabled to minimise numbers using them. Other staff should not enter offices or workspaces if this compromises the 2m distancing of staff working there. Signs indicate maximum number of people in offices and communal areas.• Key contractors (catering, cleaning and wraparound care provision) are made fully aware of the school's risk assessment by the Executive PA /			
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<p>AMENDED</p>	<p>HoS / Extended Services Manager. Their risk assessments are also shared with and agreed by the school.</p> <ul style="list-style-type: none">• Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school's arrangements and follow site guidance on physical distancing and hygiene and the use of face masks on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors. Visitors will be informed that their contact details might be shared with an appropriate NHS/public health bodies in the case of an outbreak or for contact tracing where appropriate. GHF School offices will develop an information sheet for their school and ensure visitors have read this in advance. They will also maintain a booking system for visits, ensuring that only essential visits occur during the school day. Each office will maintain a log of visitors for use in Track and Trace if needed.• Classroom based resources, such as books and games, are used and shared within the class the Bubble; these are cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or Bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between Bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different Bubbles; Class teachers are responsible for ensuring that shared resources are cleaned or left unused for the appropriate length of time. They should ensure safe storage and labelling of items being left unused. Teachers should ensure their weekly lesson planning takes this requirement into account, and that resources are organised ahead of time. Cleaning materials are available in all classrooms.• Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Class teachers should ensure that such items are stored tidily, and that unnecessary overcrowding does not occur when pupils store or access these items. Careful classroom management is essential to ensure distancing, Pupils and teachers can take books and other shared resources home, although unnecessary sharing is avoided.			
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<p>AMENDED</p>	<p>Rules on hand cleaning, cleaning of the resources and rotation apply to these resources.</p> <ul style="list-style-type: none"> • Staff and pupils have their own individual and very frequently used equipment, such as pencils and pens, these are not shared; • Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between use by different groups. Contact sport to be avoided. Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels of cleaning and hygiene. <u>COVID-19: Guidance on phased return of sport and recreations.</u> Class teacher must ensure that their lesson planning supports these aims, and that they adhere to the timetabling of outdoor or indoor spaces to avoid unnecessary congestion occurring. • Lessons which include singing, chanting, playing wind or brass instruments or shouting may cause an additional risk of infection. Control measures of physical distancing, playing outside, limiting group size to 15, positioning pupils back to back or side to side, avoiding sharing of instruments and ensuring good ventilation are put in place. The Director of Music is responsible for timetabling the arrangements for each site to meet these requirements. <p>Lessons which include singing, chanting, playing wind or brass instruments can now take place.</p>			
<p>Where necessary, wear PPE</p>	<ul style="list-style-type: none"> • The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> ○ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained ○ where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used 	<p>Yes</p> <p>Yes</p>	<p>HoS</p> <p>SENDCo</p>	<p>Ongoing</p> <p>Ongoing</p>

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	<ul style="list-style-type: none"> ○ Individual risk assessments to be put in place for children with intimate care or medical needs that require the use of PPE. These will be written and shared with parents and the young person. ● Read the guidance on <u>safe working in education, childcare and children's social care</u> for more information about preventing and controlling infection and follow <u>SCC PPE guidance</u>. 			
Sub sections	Key section: Response to Infection			
<p>Test and trace</p> <p>AMENDED</p>	<ul style="list-style-type: none"> ● NHS Test and Trace process to be followed and understand how to contact their local <u>Public Health England health protection team</u>. Staff members and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> ○ <u>book a test</u> if they are displaying symptoms <u>or if they have had a positive LFD test (or two void LFD tests)</u>. Staff and pupils must not come into the school if they have symptoms <u>or have had a positive LFD test (or two void LFD tests)</u>, and must be sent home to self-isolate if they develop them in school. <u>A positive LFD test (or two voids) leads to: a) staff member and their household (if they are not fully vaccinated and are over 18 years and 6 months)isolating; b) close contacts who have not been fully vaccinated and are over 18 years and 6 month self-isolate including anyone who has been in close contact in the period starting 48 hours before positive LFD test. Staff member with positive LFD test books PCR. If PCR test = negative, close contacts and member of staff can stop self-isolation.</u> ○ All pupils can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit ○ provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace ○ <u>self-isolate</u> if they have been in close contact with someone who tests positive for coronavirus (COVID-19) or if anyone in their 	Yes	HoS	Ongoing

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<p>AMENDED</p>	<p>household develops symptoms of coronavirus (COVID-19). f they are not fully vaccinated and are over 18 years and 6 months</p> <ul style="list-style-type: none">• A small number of home testing kits available to be given directly to parents/carers collecting a child who has developed symptoms at school or staff who have developed symptoms at schools, where providing a test will increase the likelihood of them getting tested.• Staff are required to book the first possible test that they can access and inform their Head of School of the result as soon as they receive it.• Parent code of conduct states that parents must access a test for their child if their child develops symptoms for coronavirus (Covid-19) and inform the school immediately once they have received the result.• The school will ask parents and staff to inform them immediately of the result of the test:<ul style="list-style-type: none">○ If someone tests negative, if they feel well and no longer have fever symptoms similar to COVID-19 they can stop self-isolating. They may have another virus, such as a cold or flu, in which case it is still best to avoid contact with others until they feel better. Where other members of the household were self-isolating, they can stop self isolating.○ If someone tests positive they should follow the <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10 day period starts from the day when they first became ill. If they develop symptoms after they test positive, the 10 day isolation period starts from the day that they develop symptoms, not from the day of the test. If they still have a high temperature, they should keep self isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days. if they are not fully vaccinated and are over 18 years and 6 months			
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	<ul style="list-style-type: none">All GHF sites will ensure that this advice is regularly given to parents via newsletters, website etc. Whenever possible, the advice will be translated into the languages of the school community, or a text message sent in their own language urging them to seek assistance from a trusted member of their community to assist with translation.			
Managing confirmed COVID-19 cases Flowchart AMENDED, please add to appendix I and reprint for notice boards in school AMENDED	<ul style="list-style-type: none">Flowchart school response to suspected or confirmed COVID-19 cases to be followed for suspected or confirmed cases. This flowchart can be found as Appendix I, and should be displayed in all school offices. Please note that any close contacts who are fully vaccinated and/or are under the age of 18 years and 6 months will not be required to self-isolate but will instead be encouraged to take a PCR test.If someone who has attended the site tests positive for COVID-19, the school must immediately contact the local health protection team. The local health protection team will also contact the school if they become aware someone who attends the school has tested positive.NHS Test and Trace will now carry out contact tracing and will work with members of staff and/or parents/carers of pupils who have tested positive to identify and advise close contacts. In some circumstances, NHS Test and Trace might contact the school to support in the management of a potential outbreak and to support in the identification of close contacts.Where there are 5 or more confirmed cases between groups (children, pupils, students or staff) who are likely to have mixed closely, within a 10-day period or 10% of children, pupils, students or staff who are likely to have mixed closely test positive for Covid-19 within a 10-day period, thehealth protection team will provide guidance to support a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious and ensure they are asked to self-isolate.Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means:<ul style="list-style-type: none">Direct close contacts – face to face contact with an infected individual for any length of time, within 1 metre, including being	Yes	HoS	In case of suspected and confirmed cases

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<p>AMENDED</p> <p>AMENDED</p> <p>AMENDED</p> <p>AMENDED</p>	<p>coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none">○ Proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual○ Travelling in a small vehicle, like a car, with an infected person● The health protection team will provide definitive advice on who must be sent home. To support them in doing so, the DfE recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. For all GHF sites, this information will be found in the relevant appendices, specifically B and E● A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. <p>Please note: HoS will work in partnership with the local health protection team and will follow public health guidance and the guidance from the local health protection team. However, HoS will not delay instructing identified contacts to isolate and will use materials provided by the local health protection team to make appropriate decisions and inform close contacts accordingly.</p> <ul style="list-style-type: none">●● Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and:● if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. <p>Please note negative LFD tests do not mean that anyone instructed to self-isolate no longer needs to isolate. The full 10-day isolation period must be completed.</p>			
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<p>AMENDED</p>	<ul style="list-style-type: none">• if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ if they are not fully vaccinated and are over 18 years and 6 months• Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p> <ul style="list-style-type: none">• All GHF sites will ensure that this advice is regularly given to parents via newsletters, website etc. Whenever possible, the advice will be translated into the languages of the school community, or a text message sent in their own language urging them to seek assistance from a trusted member of their community to assist with translation.• Remote education plan in place by the end of September 2020 for individual pupils or groups of pupils self-isolating.• Remote education plan is published on the GHF website and can be found here: https://www.ghf.london/home-learning			
<p>Contain any outbreaks</p> <p>AMENDED</p>	<ul style="list-style-type: none">• If two or more cases are confirmed within 10 days or 10% of those who would be considered close contacts or an overall rise in sickness absence where COVID-19 is suspected, there may be an outbreak and the local health protection team will advise on any additional action required. Schools must call the dedicated advice service, who will escalate the issue to the PHE local health protection team where necessary and advise if additional action is required.• Schools to have a proportionate recording process in place to record any close contact that takes places between pupils and staff in different groups	Yes	HoS	In the case of an outbreak

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<p>AMENDED</p>	<p>to help with the management of contact tracing and in the case of a suspected outbreak.</p> <ul style="list-style-type: none"> Follow local health protection advice, this may include a larger number of other pupils self-isolate at home as a precaution. In these circumstances, remote education will be put in place in line with our home learning offer outlined at https://www.ghf.london/home-learning Whole school closure should not be considered except on the advice of health protection teams In consultations with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who tested positive. Remote education plan in place by the end of September 2020 for individual pupils or groups of pupils self-isolating. Remote education plan is published on the GHF website and can be found here: https://www.ghf.london/home-learning 			
<p>Sub sections</p>		<p>Key section: Pupil attendance</p>		
<p>Securing attendance of pupils</p> <p>AMENDED</p>	<ul style="list-style-type: none"> Systematic procedures in place to track pupil attendance Contact all parents of children who have not returned to school and set up meetings to discuss reasons why their child has not returned to school and identify support that can be put in place to support a process of re-integration back into school Contingency curriculum plans to include careful consideration for supporting continued access to appropriate learning opportunities for all pupils in the case of lockdown or a period of isolation. Access to remote education will also be tracked to ensure equity of access for all pupils. This will also include appropriate welfare checks for all pupils. Attendance will be mandatory from 8th March For Lambeth schools, the Lambeth attendance protocol will be followed and advice sought from the Education Welfare team following 4 days of non-attendance (or non engagement in remote education). For Crawford, advice will be sought from Southwark Education Welfare Team. 	<p>Yes</p>	<p>HoS / SAO / SENDCo / FSO</p>	<p>Start of Autumn term</p>

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	<ul style="list-style-type: none"> Schools will continue to work in partnership, where appropriate, with social care. 			
<p>Pupils unable to attend on advice of medical professionals</p> <p>AMENDED</p>	<ul style="list-style-type: none"> Individual curriculum plan to be put in place to secure appropriate provision Regular contact from a qualified teacher to ensure pupil is able to access appropriate support for their learning as well as ensure opportunities for building on knowledge and making progress Second National Lockdown 5.11.20, pupils who are categorised as being Clinically Extremely Vulnerable will be asked to shield. Pupils in this category will be notified by letter or by their clinician. See https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020 30.12.2020 This continues to be the case whilst we are under tier 4 restrictions. 01.03.2021 This continues to be the case until 31st March. Additional pupils might have been identified under the new shielding category. Appropriate remote education provision to be continued for these pupils, in partnership with the local authority and other services where appropriate. 17.05.2021 All Clinically Extremely Vulnerable pupils should be back in school unless otherwise advised by their medical consultant. 	Yes	HoS / SENDCo / FSO	In case that pupil is not able to attend school based on medical advice
Sub sections	Key section: Managing emergencies			
Ensuring rapid communication	<ul style="list-style-type: none"> All pupil emergency contact details are up-to-date, including alternative emergency contact details, where required. Parents are contacted as soon as practicable in the event of an emergency. Pupil alternative contacts are called where their primary emergency contact cannot be contacted. School offices follow up any discrepancies – eg the school is unable to contact a parent using contact details supplied 	Yes	SAO	Start of Autumn term

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	<ul style="list-style-type: none"> Parents and carers are frequently reminded to update contact details should they change 			
Dealing with medical emergencies	<ul style="list-style-type: none"> The school has an up-to-date First Aid Policy in place which outlines the management of medical emergencies – medical emergencies are managed in line with this policy 	Yes	Hol / HoS	31.8.2020
Sub sections	Key section: Transport to school			
Staff, parents and pupils travelling to school	<ul style="list-style-type: none"> Staff, parents and pupils are encouraged to walk or cycle to their education setting where possible; Staff, parents and pupils are discouraged from using public transport, where possible particularly during peak times; School is aware of the children attaining the age of 11 during Year 6, who travel by public transport, and will provide support and guidance regarding the requirement to use a face covering. <p>AMENDED</p> <p>30.12.20 Car sharing is discouraged wherever possible. Under current guidance, car sharing is only permitted for exempt reasons. Additional risk mitigation (as few people as possible, consistent car share arrangements with the same people, open windows, use of face coverings, being seated to ensure maximum distance between passengers and ensuring face to face contact is avoided, additional cleaning of key touchpoints in the car after each journey) is in place where car sharing cannot be avoided. This information to be shared with all staff.</p> <p>AMENDED</p> <p>September 2021 – there is now no advice against car sharing. Additional risk mitigation as outlined above should be considered.</p>	Yes	HoS	Ongoing
Managing School Transport	<ul style="list-style-type: none"> Very rarely, children attending GHF schools are eligible to use dedicated school transport. When such arrangements are in place, SENCOs will follow relevant DfE and local authority guidance and add this to the individual risk assessment for that child. 	Yes	SENDCo	In case of child using dedicated school transport
Sub sections	Key section: Mental Health of children and adults			

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<p>Pupils' mental health has been adversely affected during the period of school closure/partial closure and by the COVID-19 crisis in general</p> <p>AMENDED</p>	<ul style="list-style-type: none"> • Recovery curriculum as a universal whole-school approach to support emotional well-being and mental health • Trained staff (YMH first aiders, Creative Art Therapists, Trauma Informed Schools Practitioners etc) to provide support and/or mentoring of in-class support • Access to a range of resources and interventions accessible to all staff to provide targeted support. • All school accessing 4 training webinars developed by Trauma Informed Schools. • School to work in partnership with LA to access additional support through Educational Psychology Service and CAMHS, where appropriate. • School to work in partnership with appropriate charities e.g. Winston's Wish, where needed • 01.03.2021 Approach to re-opening shared with all staff with a focus on children's physical health, mental health and assessing their new starting points in their learning. <p>September 2021: Continued focus on supporting children's physical health, mental health alongside the delivery of the academic curriculum.</p>	<p>Yes</p>	<p>HoS / Hol</p>	<p>Ongoing</p>
<p>Pupils' mental health impacted by returning to lockdown or isolation within the household</p> <p>AMENDED</p>	<ul style="list-style-type: none"> • Contingency curriculum planning to include focus on children's emotional and mental well-being • 01.03.2021 Additional Emotional Explorers Universal Intervention to be shared with all staff on 10th March to roll out across all classes. This has been timetabled for. • Additional training and support to be made available in response to the re-opening. 	<p>Yes</p>	<p>HoS / Hol</p>	<p>Ongoing</p>
<p>Staff mental health has been adversely affected during the period of school closure/partial closure and by the COVID-19 crisis in general</p>	<ul style="list-style-type: none"> • All staff to be encouraged to regularly discuss well-being and raise concerns including proactive opportunities facilitated by senior leadership team and line managers, including around workload. • Staff signposted to resources and websites, including helplines regularly through briefing messages. 	<p>Yes</p>	<p>HoS</p>	<p>Ongoing</p>

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<p>AMENDED</p>	<ul style="list-style-type: none"> • Details of the Employee Assistance Support Programme displayed in the staff room and staff toilets. • All staff to receive updated safeguarding induction • Whole-staff INSET focused on wellbeing in November. Continued focus in regular staff briefings and through support structures/approaches in place. At Glenbrook this includes morning briefings and end-of-day optional social catch-ups to support teacher to teacher communication; access to employee support lines and frontline worker support lines – shared with whole staff. DH has received mental first aider training; continuing commitment to minimising after school workload through use of flexible self-selected CPD menu • Additional training and support to be made available in response to the re-opening. 			
<p>Staff mental health impacted by returning to lockdown or isolation within the household including the impact of working from home</p>	<ul style="list-style-type: none"> • Staff working from home due to self-isolation have regular catch-ups with line managers and working from home guidance will be shared in this situation. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans have been agreed with support provided where necessary. 	<p>Yes</p>	<p>HoS</p>	<p>Ongoing</p>
<p>Pupils and staff are grieving because of loss of friends or family</p>	<ul style="list-style-type: none"> • The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council’s critical incident team and the LA’s educational psychologist team • Support is requested from other organisations when necessary. 	<p>Yes</p>	<p>Hol, HoS</p>	<p>Where appropriate</p>
<p>Sub sections</p>	<p>Key section: Curriculum support to promote ‘recovery’</p>			
<p>Children may have fallen behind in their learning during the school closure and achievement gaps will have widened</p> <p>AMENDED</p>	<ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers’ planning. • Contingency curriculum plans to include careful consideration for supporting continued access to appropriate learning opportunities for all pupils in the case of lockdown or a period of isolation. This can be found published on our website under www.ghf.london/home-learning 	<p>Yes</p>	<p>HoS, Hol, CT, SENDCo</p>	<p>Start of the Autumn term</p>

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<p>AMENDED</p>	<ul style="list-style-type: none"> • Access to appropriate learning tools in the home to be fully established in September and strategy identified to support all pupils to have appropriate access to learning tools in case of a period of isolation. <i>Appropriate access in place for almost all pupils; additional support being sourced for families who still need support and appropriate alternative remote education plans in place for these families.</i> • Children to receive taught lessons on how to utilise online learning platforms and other learning tools in case of a period of isolation • Contingency planning to include approach for children accessing provision at SEN support or for children with EHCPs to continue to access provision in case of lockdown or a period of isolation • Following a period of settling in, provision planning will be informed by teachers' knowledge of the children to identify possible additional interventions for children who have fallen behind in their learning. • <i>01.03.2021 Approach to re-opening shared with all staff with a focus on children's physical health, mental health and assessing their new starting points in their learning. This will inform pupil review meetings that will support curriculum planning informed by teacher assessment and targeted intervention where appropriate for the summer term. This will also inform handover and wider strategies for the return back in September.</i> • 			
<p>Children may need to re-socialise and familiarise with new routines</p>	<ul style="list-style-type: none"> • Clearly communicated recovery curriculum lead by the trauma informed staff team • <i>01.03.2021 Approach to re-opening shared with all staff with a focus on children's physical health, mental health and assessing their new starting points in their learning.</i> 	<p>Yes</p>	<p>Hol</p>	<p>Start of the Autumn term</p>
<p>Sub sections</p>	<p>Key section: Safeguarding</p>			
<p>The lack of availability of Designated Safeguarding Leads may put children's safety at risk</p>	<ul style="list-style-type: none"> • Designated Safeguarding Lead training for all existing DSLs was renewed June/July 2020 	<p>Yes</p>	<p>Hol</p>	<p>July 2020</p>

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	<ul style="list-style-type: none"> Additional members of staff (middle leaders) attended designated safeguarding lead training in June/July 2020 so as to build capacity across the team 			
<p>Increase in welfare concerns linked to additional stresses on families during this crisis, including significant hardship</p> <p>AMENDED</p>	<ul style="list-style-type: none"> Where staffing allows, increase capacity within the pastoral team to support families Adjustments to be made to the role of Designated Safeguarding Lead to support the predicted increase in workload. Working in partnership with LA to signpost parents to appropriate support Working in partnership with local organisations to provide support to families and, where possible, accessing resource for families. 01.03.2021 FSOs have accessed additional training on supporting families experiencing mental health difficulties. 17.05.2021 All DSLs to access mental health and safety planning training to be better equipped to support vulnerable pupils and families 	Yes	HoS, Hol	Start of the Autumn term / Ongoing
<p>Some families might not have access to facilities to engage in virtual meetings or access virtual support and are therefore missing out on key support</p>	<ul style="list-style-type: none"> Set up protocols for statutory meetings, where necessary, to take place on the school site in a socially distanced way if they cannot take place virtually or where a face-to-face contact is necessary See notes for additional mitigation above Set up systems whereby parents can be supported to access key virtual support where needed e.g. use of meeting room and a school computer (using parent login) to log onto a meeting, observing appropriate social distancing and hygiene rules 	Yes	Hol, FSOs	Start of the Autumn term / ongoing
<p>Home learning provision possibility resulted in increased time online and therefore possibility of being exposed to dangers online</p>	<ul style="list-style-type: none"> Clear safeguarding protocols in place and reporting procedures clearly communicated with staff, parents and children Regular reminders out to parents regarding online safety and how to secure their systems at home for their children Online safety lessons to be built into the curriculum to support children to identify the dangers and how to report them to staff members 	Yes	HoS, Hol, FSOs, CT	Ongoing

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Further period of lockdown or isolation will increase time spent online again	<ul style="list-style-type: none"> Staff training to be organised to support wider understanding of how to support online safety 			
Supporting provision for children who are dual registered	<ul style="list-style-type: none"> Work in partnership with parent, child/young person and the alternative provision to complete individual risk assessments 	Yes	HoS, HoI, SENDCo	Where a child is dual registered
Due to staggered start and end times to the day, the gates will be open for a significant period of time both at the start and end of the day.	<ul style="list-style-type: none"> Set up protocols with all staff to ensure that gates are only open when staff are present and when children are actively being dropped off or picked up from school whilst being supervised by adults Parents to be informed of the above protocols 	Yes	HoS	1.09.2020
Pupils arriving late or being collected late could result in additional footfall around the building.	<ul style="list-style-type: none"> Parent code of conduct to be shared with all parents, including the importance of being on time to drop off and collect. Parents who are regularly late dropping off or picking up their children will be requested to attend a meeting with a member of SLT to review arrangements. If a child is dropped off late, Teams will be used to inform the class teacher that a pupil is on their way If a child is picked up late, staff members will return to their classroom with the child and inform the office via Teams. Office will communicate with staff or with SLT as appropriate so that pupil can be supervised in a socially distant way whilst awaiting arrival of adult to collect. 	Yes	HoS / SAO	Ongoing
Visitors on site (professionals, contractors and parents for identified face-to-face meetings) increase footfall and therefore risk of transmission	<ul style="list-style-type: none"> All visitors sign in and out to the school building through the school office. A record of the location of any visitor is maintained to support with any 'test and trace' situation. Any visitor is issued with a copy of the visitor guidance and agree to the points outlined in the visitor risk assessment prior to coming on site. Where guidelines are not adhered to by visitors, HoS to be informed immediately and meetings/work will be terminated and employers informed where appropriate. 	Yes	SAO, HoS	Ongoing

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<p>AMENDED</p>	<ul style="list-style-type: none"> • All visitors on site may be asked to wear a face covering In situations where social distancing between adults is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors. • 30.12.20 All visitors on site will be asked to wear a face covering (unless exempt) when moving around the school building, when using communal areas (staff room, toilet etc.), when engaged in e.g. professionals’ meetings, in situations where social distancing is not possible. Where social distancing is not possible or where the integrity of the bubble will be compromised and the use of a face mask is not appropriate (e.g. when carrying out a specialist assessment), visitors to use Perspex screens to carry out their work. 			
<p>Sub sections</p>		<p>Key section: First Aid and meeting the needs of children with medical conditions/intimate care needs</p>		
<p>The lack of availability of designated First Aiders may put children’s safety at risk</p>	<ul style="list-style-type: none"> • Existing support staff have completed emergency first aid refresher course on line. • Updated paediatric training. • Named first aiders on display around the building. 	<p>Yes</p>	<p>Hol, HoS</p>	<p>Summer 2020</p>
<p>Increased risk of transmission of Covid-19 in the case of an asymptomatic carrier when administering first aid of having to provide additional adult support</p>	<ul style="list-style-type: none"> ▪ Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side, or with adult standing behind child. Adult should maintain height difference, and not interact with children by kneeling or crouching below the child’s face level • PPE has been provided in cases where first aid needs to be administered involving close face-to-face contact - glove, aprons, face mask, face shield/eye protection (where appropriate). • Gloves, aprons, face masks are located in each classroom. Goggles are located in key areas in the building in case of serious injury where first aid needs to be administered for a prolonged period of time. 	<p>Yes</p>	<p>DHI</p>	<p>01.09.2020</p>
		<p>Yes</p>	<p>HoS, DHI</p>	<p>Ongoing</p>

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	<ul style="list-style-type: none"> • Where appropriate, older children may be asked by the member of staff to wear a face mask when first aid is being administered/intimate care is being provided for a prolonged period of time so as to further reduce risk of transmission. • Staff to follow first aid procedures when administering first aid to pupils or staff 			
<p>Increased risk of transmission of Covid-19 in the case of an asymptomatic carrier providing intimate care</p> <p>Emotional impact on child receiving intimate care due to use of ppe by member of staff</p>	<ul style="list-style-type: none"> • Staff to take above points for administration of first aid into consideration. • Individual Intimate care plan put in place in partnership with the parents and young person. Intimate care plan to detail which ppe is needed in order ensure safe procedures with a clear rationale for its use and purpose. • PPE provided directly to all members of staff named on the intimate care plan specific for the delivery of the intimate care plan • Pupil who has an intimate care plan in place to be supported to understand the use of ppe through e.g. visuals and familiarise themselves with the ppe (e.g. a set to play with themselves) 	Yes	DHI, SENDCo	In case of need for intimate care plan
<p>Increased risk of transmission of Covid-19 in the case of an asymptomatic carrier when administering medication</p> <p>Emotional impact on child when medication is being administered due to use of ppe by member of staff</p>	<ul style="list-style-type: none"> • Staff to take above points for administration of first aid into consideration. • Wherever possible, children to be supported and supervised to administer their own medication e.g. asthma pumps. • Where staff have to administer medication to consider how they position themselves and ensure good handwashing hygiene before and after administration of medication. • Additional advice to be outlined on staff room medical boards regarding the safe administration of common medication, such as asthma pumps. • Where individual medical care plans are in place, amendments are made to reflect increased safety controls needed. 	Yes	DHI, SENDCo	01.09.2020 / Ongoing

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	<ul style="list-style-type: none">• Where appropriate, individual medical care plans to detail which ppe is needed in order ensure safe procedures with a clear rationale for its use and purpose.• PPE provided directly to all members of staff named on medical care plan specific to the delivery of the intimate care plan• Pupil who has a medical care plan in place to be supported to understand the use of ppe through e.g. visuals and familiarise themselves with the ppe (e.g. a set to play with themselves)• Where appropriate, older children to be provided with a face mask to wear whilst medication is being administered			
Sub sections	Key section: Contingency plan for ensuring continuity of education			
	<ul style="list-style-type: none">• This section will be added by September 30th <p>Revision 4.11.20</p> <ul style="list-style-type: none">• When teaching pupils remotely government guidelines expect schools to:<ul style="list-style-type: none">○ set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects○ teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject○ provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos○ gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work○ enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including,	n/a	n/a	n/a

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<p>AMENDED</p>	<p>where necessary, revising material or simplifying explanations to ensure pupils' understanding</p> <ul style="list-style-type: none">○ plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers● In line with the above, in the event of a possible class/year group isolation or school closure all pupils will be able to access our Remote Learning Offer. This will be as follows:<ul style="list-style-type: none">○ EYFS<ul style="list-style-type: none">○ All remote learning will be accessed through Tapestry. This will be accessed by parents/children through accounts that have already been set up by the class teacher and are currently in use○ It will be a combination of the following elements:<ul style="list-style-type: none">○ Age-appropriate play-based activities in line with the EYFS curriculum○ Video story and phonics sessions delivered by school staff○ Links to appropriate learning activities and activities to promote physical and mental wellbeing○ Weekly timetable overview○ Key Stage 1 & 2<ul style="list-style-type: none">○ All remote learning will be accessed through Microsoft TEAMS.○ All children will be linked to their 'virtual classroom' and will be able to access all remote learning through this platform.○ It will be a combination of the following elements:<ul style="list-style-type: none">▪ Live lessons delivered by school staff▪ Video lessons and resources from Oak National Academy, as recommended in the Government guidance▪ Videos and resources from other appropriate sources, e.g. BBC, White Rose Maths▪ A combination of on-screen and off-screen learning tasks▪ Links to appropriate learning activities and activities to promote physical and mental wellbeing			
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<p>AMENDED</p>	<ul style="list-style-type: none"> ▪ Weekly timetable overview <p>In the case of primary school closures to all but the children of critical workers and vulnerable children in line with the government contingency planning framework, provision for pupils not in school will be in line with the above contingency planning to ensure the continuity of education for all pupils.</p> <p>01.03.2021 Remote education offer can be found on ghf.london/home-learning</p> <p>September 2021: Remote education offer for individuals will be made available for those pupils who are isolating because they have tested positive for Covid but are well enough to access school work.</p>			
<p>Sub sections</p>	<p>Key section: Wrap around care</p>			
<p>AMENDED</p>	<ul style="list-style-type: none"> • This is currently suspended to allow demand to be assessed, and hence impact on 'bubbles'. Where possible we aim to reduce the impact on bubbles working with external providers to ensure this can happen in an economic way. Faye Maher to lead on this. <p>21.9.20 – BC, ASC and Holiday Camps to resume. See separate risk assessments</p> <p>01.03.2021 - BC, ASC to resume on 8th March in line with government guidance for wraparound care (where this provision is necessary to support parents to work, attend education and access medical care, and to support pupil's wider education and training). See separate risk assessments.</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p>Sub sections</p>	<p>Key section: Educational visits</p>			
	<ul style="list-style-type: none"> • Currently suspended and will not resume until further notice. Class teachers to draw on other resources and virtual learning opportunities where appropriate. 	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>

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	<ul style="list-style-type: none"> 17.05.2021 Domestic educational day visits can now be organised within class groups/year groups bubbles. Any educational visit must be first agreed by the headteacher and fully risk assessed in line with national guidance for the mitigation against Covid in addition to the usual school protocol. 			
Sub sections	Key section: Use of agency staff			
AMENDED	<ul style="list-style-type: none"> There are no plans to use agency staff to manage covid-related absences.. This will be managed through existing staff, for example Deputy Heads, Specialist Reading Teachers, HLTAs etc. Where agency staff do need to be used, agency staff will receive a full safeguarding and health and safety induction. Where cover is in place for classes for a more sustained period of time, parents will be informed of the arrangements in place for their child(ren). 	n/a	n/a	n/a
Sub sections	Key section: Use of peripatetic music teachers			
AMENDED	<ul style="list-style-type: none"> Currently suspended – will resume once a thorough evaluation of the need for space in the school and all other considerations affecting the RA has been undertaken. 02.11.20: Music lessons resumed, see separate risk assessment <ul style="list-style-type: none"> 01.03.2021 Current plan is for music lessons to resume in the Summer term – alternative arrangements are in place for Spring 2 – see separate risk assessment. 17.05.2021 These are now taking place. See separate risk assessment. 	n/a	n/a	n/a
Sub sections	Key section: ITT placement			
	<ul style="list-style-type: none"> None known as yet. Schools direct staff will work under same RA as all other GHF staff. Section to be completed by half term. In line with government guidance, we will work in partnership with local ITT Providers 	Yes	HoS	Ongoing

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AMENDED	<p>to support student placements. Any ITT provider to share written assurances about their risk assessments and agree to students working within our risk assessments. Adapted placement schedules to be agreed to support measure in place.</p> <ul style="list-style-type: none">01.03.2021 ITT placements are in place - where they have been involved in the delivery of remote education and critical worker/vulnerable children on-site provision, they will from 8th March be on-site full time (other than in the case of the need to isolate). They will work under the same risk assessment as GHF staff and will access LFD testing. Written assurances have been received from the universities that students will uphold our risk assessments and the professional standards expected of all teachers with regard to their professional behaviour.			
Sub sections	Key section: Arrangements for clinically extremely vulnerable staff			
AMENDED	<ul style="list-style-type: none">DfE, PHE and Local Authority guidance will be followed.Individual risk assessments will be carried out together with clinically extremely vulnerable staff. <p>5.11.20 Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past. Staff should talk to their employers about how they will be supported, including to work from home where possible, during the period of national restrictions. See: https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020 https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p>	Yes	HoS	Prior to return to work of clinically extremely vulnerable staff

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<p>AMENDED</p>	<p>30.12.20 The above continues to be the case whilst we are under tier 4 restrictions</p> <p>01.03.2021 This continues to be the case until 31st March, where this will be reviewed. This now includes additional staff who have been identified under the new shielding categories. Individual risk assessments will be put in place for any clinically extremely vulnerable staff who request to still attend work, for clinically vulnerable staff and for pregnant staff. These risk assessments will be informed by public health advice and individual medical advice on a case-by-case basis.</p> <p>17.05.2021 All Clinically Extremely Vulnerable staff should be back in school unless otherwise advised by their medical consultant. Individual risk assessments to be kept under regular review.</p>			
<p>Sub sections</p>	<p>Key section: Use of ‘Catch up ‘ funding</p>			
	<ul style="list-style-type: none"> All schools to ensure thorough assessment of need, establishing learning loss and key priorities in Autumn 1. This will be informed by continued formative assessment, low-stakes assessment and partnership working with parents, pupils and previous teachers. Pupil review meetings to take place to inform strategic planning to support catch up plans, including targeting key identified children (particularly more vulnerable learners e.g. eligible for pupil premium, SEND etc.). Additional provision to be put in place once this key data has been collected to inform best use of funding arrangements. <ul style="list-style-type: none"> 31.10.20 schools will follow the guidance in https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium 31.10.20 Heads will record use of Catch Up Funding on the GHF template provided for this purpose 	<p>Yes</p>	<p>HoS</p>	<p>Start of Autumn term</p>

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<p>AMENDED</p>	<ul style="list-style-type: none"> 01.03.2021 Use of catch up funding will be informed by 'starting point' assessments from the re-opening period, pupil review meetings, assessment judgement re-visits towards the end of the summer term and thorough handover in preparation for handover. These will inform long-term strategic planning for the use of catch up and the wider support that pupils will need following this period of disruption. 			
Key section: Introduction of home lateral flow device testing				
<p>Failure to engage staff in the LTF testing programme – poor participation may result in increasing transmission</p>	<p>-School promotes the use of Lateral Flow (LFT) test kits with staff by providing information and training and support e.g. NHS training video, the correct How-to Self-Test guide etc.</p> <ul style="list-style-type: none"> - All employees are encouraged to participate - LFD tests are approved by the MHRA for the purpose of staff testing 	Yes	HoS	Ongoing
<p>Failure to manage test kits on school premises</p> <p>Failure to follow agreed Standard Operating Procedures may jeopardise the validity of testing resulting in</p> <ul style="list-style-type: none"> false or inaccurate results reduced testing capacity Transmission of COVID-19 injury to users 	<p>Non delivery of test kit supplies is immediately referred to DfE helpline</p> <ul style="list-style-type: none"> - replacement LFT kits are ordered in a timely manner - Supplies of LFT test kits are securely stored between 2 and 30 degrees C - Participants are made aware of who is co-ordinating and monitoring home testing activity (the SAO). Incidents whilst using kits are reported to this person. - Collection times for test kits are staggered to avoid crowding and to maintain social distancing requirements. Face coverings worn - Test Kit Log is used to record lot numbers and confirms issue of correct instructions - Participants collecting test kits sign the Test Kit Log to confirm receipt and are advised how to report their test result - Scheduling of testing is organised to meet operational requirements 	Yes	HoS	Ongoing
<p>Failure to obtain consent from those being tested School and employees</p>	<p>- Participation in home testing is voluntary and by consent. Those staff unwilling to take home tests and who do not display symptoms can attend school.</p>	Yes	HoS	Ongoing

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<p>Failure to follow agreed Standard Operating Procedures and breach of data protection protocols</p>	<p>- Participants are advised of how the test data will be used and have received a copy of the privacy notice</p>			
<p>Persons displaying Covid symptoms or who has contact with someone with symptoms attends the school site to collect LTF test kit.</p> <p>School population may be harmed by transmission of the virus leading to ill health or potential death</p>	<p>Participants should not attend school to collect test kits if:</p> <ul style="list-style-type: none"> - they have any symptoms of COVID 19, or - live with someone who is showing symptoms of COVID 19 if they are not fully vaccinated and are over 18 years and 6 months, or - if they have been advised to self-isolate with a household member, or - have ongoing contact with someone who has received a positive test if they are not fully vaccinated and are over 18 years and 6 months <p>AMENDED</p>	<p>Yes</p>	<p>HoS</p>	<p>Ongoing</p>
<p>Test participants displaying symptoms are advised to take the wrong type of test</p> <p>School Community Failure to follow agreed Standard Operating Procedures may jeopardise the validity of testing</p>	<p>-Anyone with symptoms must book and take a PCR test through the national system</p> <p>-Lateral flow test kits should not be used until the end of the isolation period</p> <p>- If a staff member has had a positive test result confirmed by a PCR test then they do not need to test for 90 days as they should have sufficient antibodies for this period and may show a positive result again during this timeframe.</p>	<p>Yes</p>	<p>HoS</p>	<p>Ongoing</p>
<p>Inappropriate storage and disposal of test kits</p> <p>Failure to follow agreed Standard Operating Procedures may</p>	<p>Workplace – Home test kits once received must be stored inline with guidance provided in a secure location and records kept on distribution to employees.</p> <p>Employees Home</p>	<p>Yes</p>	<p>HoS</p>	<p>Ongoing</p>

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jeopardise the validity of testing	<p>Test kits are stored out of reach of children, other vulnerable individuals and pets</p> <ul style="list-style-type: none">- Test kits are stored at room temperature or in a cool dry place (2-30 degrees C)- Test kits must not be stored in a fridge or freezer or left in direct sunlight- If the kit has been stored in a cool area (less than 15 degrees C) it has been at room temperature for 30 minutes (15-30 degrees C) before it is used by the participant.- All items of the test kit are placed in the waste bag on completion of the test. This is placed in the domestic refuse- Any spillages of test solution are absorbed by wiping with a paper towel or tissue. This is placed in the waste bag- The participant washes their hands before & after testing, and cleans surfaces used for testing			
<p>Difficulty with carrying out throat and mid-turbinate nasal swab or contamination of swabs</p> <p>Participant Failure to use swab correctly may jeopardise the validity of testing and cause injury or discomfort</p>	<p>A complete box of 7 test kits is provided to each participant - adequate supplies for 2-3 weeks of home testing.</p> <ul style="list-style-type: none">-- Participants must not eat or drink for 30 minutes prior to the test- Any damaged swab/test packaging is not used and its non-use reported.- Participants do not re-use any of used/damaged test kits- The participant has discarded the original instructions in the box- Separate revised instructions have been provided to participants with the box of LFT swabs. This provides guidance and illustrations on how to use the swab in throat and nose- Participants must have been shown a training video showing them how to self-swab and must consistently follow the instructions- Participant has available clean flat surface for using test kit and a timing mechanism available- Participant must wash or sanitise hands, use a tissue, and wash or sanitise hands again before opening swab packet- Participants are required to swab both tonsils (or where they would have been) x 4 and the nostrils alongside the lining of the nose- Participant to report any incident with the testing kit or personal injury to the schools.	Yes	HoS	Ongoing

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	- Participants are advised to book and attend a PCR test if they have had two void results in a row			
Participants do not report results to Test and Trace Failure to follow agreed Standard Operating Procedures may jeopardise the validity of testing	Participants receiving test kits are advised how to report their test result on-line when they collect them - Participants book the test on-line on the Covid 19 Test and Trace website (school may book the test if internet access if not available) - Participants have downloaded the NHS Test and Trace App and report test results to Covid 19 Test and Trace website. -- Participants can alternatively telephone 119 to report results - Participants report every test result including void tests - Participants correctly report the test kit ID number	Yes	HoS	Ongoing
Failure to respond to a Positive Test for COVID 19 Other occupants of the school or home environment could be exposed to could be exposed to COVID19 virus	- participant should inform the school of a positive test so cover can be provided - Participant must follow national isolation guidance with their household - The school updates their Covid register if there is a positive Covid result and seeks advice from Local Outbreak Control Team regarding isolation of other contacts	Yes	HoS	Ongoing
Failure by participant to report incidents or concerns about home testing or LTF kits Failure to manage could impact the quality or safety of testing	- Participants are advised to report any concerns/incidents with the test kit to the school. E.g. damaged kit, multiple void tests, unclear results, inability to record results to the school and by telephoning 119 - Incidents requiring medical care should be reported by contacting 111 or 999 - clinical incidents with the potential for harm e.g. a swab breaking in the mouth, or an allergic reaction is reported by the participant as a yellow card concern to the MHRA	Yes	HoS	Ongoing
Failure by school to report incidents or concerns	- Concerns raised by individual participants are recorded and responded to - Repeated incidents or patterns of concern are reported to the DfE helpline	Yes	HoS	Ongoing

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<p>about home testing or LTF kits</p> <p>Failure to manage could impact the quality or safety of testing</p>					
<p>Key Section: End of Year Events</p>					
<p>Sports Day results in mixing of bubbles and increased social contacts through the community</p>		<p>Sports Day to be held on site or in a contained setting (e.g. the grounds of another school). Children to only engage in sporting activities with their bubbles. Children/adults to sit separately and maintain distance from other bubbles at all times. Sports Day to take place outdoors. No spectators to be allowed for Sports Day.</p>	<p>Yes</p>	<p>HoS</p>	<p>On the date of respective Sports Days</p>
<p>Celebration Assemblies — parents join celebration assemblies and increase community contacts and therefore increase the risk of transmission</p>		<p>Celebration assemblies to only take place in person for Year 6. Year 6 celebration assemblies to take place outside or if 2m distance can be maintained in a well ventilated space. Only one parent per child to attend the celebration assembly. Chairs to be set up to maintain social distancing between parents/carers.</p>	<p>Yes</p>	<p>HoS</p>	<p>On the date of the respective celebration assemblies</p>
<p>Year 6 productions — parents attend and increase community contacts and therefore increase the risk of transmission; other classes watch the production and</p>		<p>Only one parent per child to attend the celebration assembly. Chairs to be set up to maintain social distancing between parents/carers. Hall to be well ventilated. Parents/carers to wear masks. Parents/carers attending register their details to ensure social distancing. Production to be filmed for other family members. Other classes to watch e.g. dress rehearsal at a separate time to that of the parents. Classes to maintain 2m distance from other bubbles and ensure that the hall is well-ventilated with a through-draft to reduce the risk of transmission.</p>	<p>Yes</p>	<p>HoS</p>	<p>On the date of the respective productions</p>

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increase risk of transmission					
End of year trips — use of public transport increases risk of exposure and risk of community transmission; venue does not allow for the system of controls to be followed resulting in mixing with other bubbles from e.g. other schools; mixing with other contacts — increased risk of transmission		<p>Trips to only take place in venues that can be reached by foot to avoid all use of public transport. Trips to only take place in venues that can be either reserved for a specific bubble from a school and/or have an area that is designated for a specific bubble from a school to avoid any additional mixing and to ensure that we can continue to work to our system of controls. Where possible, trips could be replaced by visitors coming in to school (in line with visitor risk assessments) to deliver e.g. Workshops.</p> <p>Each trip to be fully risk assessed for Covid-19 as well as other factors. Each trip to be approved by HoS prior to any booking.</p>	Yes	HoS	On the dates of the trips

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Appendix A – details daily cleaning arrangements

Time	Cleaning	Personnel
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7-7.30am	Surface cleaning resources in all classrooms & PPA room. Checked/refilled daily Hand sanitiser stations set up in playgrounds Hand sanitisers in all rooms checked/refilled	PO
10am	Anti bacterial clean of all door handles, stairwell banisters, communal commonly touched surfaces and keyboards in PPA room	PO
Throughout day	School staff clean any shared equipment (washing up liquid supplied in every classroom) PE and playground equipment allocated to a class. Where shared PE equipment is used, wash between groups.	Teachers & TAs
12 - 2	Midday clean of all children's toilets, adult toilets and staffroom area	Abellian cleaners
12.15 – 1.30	Tables in lunch hall cleaned between two sittings (surface cleaner stored with lunch tables away from children)	TAs with class in first lunch sitting.
2pm	Anti bacterial wipe of all door handles, stairwell banisters, communal commonly touched surfaces and keyboards in PPA room	PO
4.30pm – 6.30pm	Evening clean – all table surfaces in classrooms, floors, toilets, doors, windows (school staff to leave at 5.30pm to facilitate cleaning)	Abellian

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NB in the event of child or adult showing symptoms of Covid 19, the guidance below is followed by PO and school staff (using PPE and double-bagging cleaning waste as guidance outlines) in the first instance with areas signposted as closed for cleaning. Thorough clean by Abellian follows as per guidelines. <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

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Appendix B – details the groupings for each site to reduce transmission of COVID19. These will be unique to the site as they will depend on physical aspects of the premises, staffing, academic need, pupil roll. HoS should explain the rationale for their decision, indicating how it supports government guidance. This appendix, with clear headings for each section, will include:-

- Larger groups (e.g year groups, or paired classes) if essential to facilitate efficient lunch service and play time arrangements
- Larger groups (for example year groups, or paired classes) if essential to facilitate targeted group interventions

Individual class groups

At Glenbrook children in class bubble groups are maintained for all teaching and movement about the school. Class bubbles have separate, staggered entrances and exits to the school building and own playground zones at break time. Class bubbles have own playground and PE equipment. Any equipment shared between bubbles is thoroughly washed and/or left untouched for 72 hours before use by a different class.

Paired classes

To facilitate lunch service, classes are paired but seated separately in the lunch hall with all lunches plated and no shared or communal equipment (cutlery and beakers provided directly to individual children at the serving hatch).

Intervention rooms

Intervention rooms are allocated as needed for small groups, minimising shared use by different classes wherever possible

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AMENDED

~~30.12.20 While school is only open to critical worker and vulnerable children, bubble sizes are maximum 10 children with staffing appropriate to meet the needs of EHCP children. Due to low numbers of children, staggered start and end times to the day paused to bring the onsite provision in line with remote learning timetable.~~

~~Lunch sittings in hall have staggered entry 12/12.15/12.30 with bubble groups separated~~

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Appendix C - Staggered arrival/ departure arrangements, including entrances used and staffing of these

Reception: arrive 8.55am for **9am start; finish at 3.30pm** (Early Years entrance)

Year 1: arrive 8.40am for **8.45am start; finish at 3.15pm** (KS2 entrance)

Year 2 – 4: arrive 8.55am for **9am start finish at 3.30pm** (KS2 entrance)

Years 5 and 6: arrive 8.40am for **8.45am start; finish at 3.15pm** (KS2 entrance)

All Class staff in relevant playground for 15 mins before the beginning of the school day to direct children to hand sanitising stations and lining up points and to remind of safe distancing. SLT and/or FSO/SENDSCO on gate duty throughout staggered start and end times of the day.

AMENDED

~~30.12.20 While school is only open to critical worker and vulnerable children, bubble sizes are maximum 10 children with staffing appropriate to meet the needs of EHCP children. Due to low numbers of children, staggered start and end times to the day paused to bring the onsite provision in line with remote learning timetable.~~

Lunch sittings in hall have staggered entry 12/12.15/12.30 with bubble groups separated

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Appendix D – Allocation of toilets

Reception: use EYFS toilets adjoining Reception classroom throughout school day

Year 1 and Year 2: use Key Stage One toilets throughout school day

Year 3: use Top floor toilets (A) next to classroom during class time/Ground floor KS2 toilets during break time

Years 4, 5 and 6: Top floor toilets (B) near classrooms during class time/Ground floor KS2 toilets during break time

~~All staff based on top floor use top floor adult toilets; all staff based on ground floor use ground floor adult toilets~~

All children's and adult toilets cleaned between 12 and 2 and at the end of the school day; all children wash hands in classroom before going to the toilet and again before returning to the classroom.

AMENDED

30.12.20 Bubble groups use separate toilets nearest to their classroom

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Appendix E – Cover arrangements for staff absence / PPA etc

HLTAs, TAs and SLT covering named and consistent classes in the event of staff absence and PPA wherever possible

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Appendix F & H – Timetable for use of outdoor areas for play, learning, lunch arrangements indicating which classes use lunch hall or eat in rooms, and the sequence of attendance and necessary cleaning arrangements between groups.

All classes moved to hot plated lunches in hall from 14.09.20, staggered and with classes separate and children seated diagonally from each other; playground zones continued (Current playtime/ lunch staggering timetable to be uploaded)

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SEPTEMBER 2020 – 21 whole school timetable



		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
8.30am		EYFS staff set up outdoor learning provision for Reception	8.30am PO opens KS2 playground entrance gate for Years 1, 5 and 6 Hand sanitiser stations in playground for children and lidded bins to dispose of masks used to travel to school Class bubble lining up points indicated with stencils on playground floor All Year 1,5 and 6 Teachers and TAs on duty in KS2 playground to support social distancing.					
8.45am			8.45am School Day starts for Years 1, 5 and 6 Year 1 enter directly into classroom; Year 5 and Year 6 use separate entrances and stairwells to enter school building 8.50am PO opens EYFS entrance gate for Reception Hand sanitiser station in EYFS playground for children and lidded bins to dispose of masks used to travel to school 8.45am Years 2,3 and 4 enter KS2 playground (no earlier to avoid congestion) Class bubble lining up points indicated with stencils on playground floor All Year 2,3 and 4 Teachers and TAs on duty in KS2 playground to support social distancing.					
9am		Reception staff set up outdoor learning provision 8.50am PO opens EYFS entrance gate	9.00am School Day starts for Years 2,3 and 4 9.00am School Day starts for Reception Reception and Year 2 enter directly into classroom; Years 3 and 4 use separate entrances and stairwells to enter school building					
10:00-10:15am	Year 1,5 and 6 break time using separate zones of playground (Year 5 and 6 to alternate use of MUGA)		Year 1 outdoor break in blue playground				Year 5 outdoor break in lower playground	Year 6 outdoor break in MUGA and upper playground
10.20 - 10.35	Years Rec, 2, 3 and 4 morning break time in separate areas of playground (Y2,3 and 4 to alternate use of MUGA)	Reception break time in own playground		Year 2 outdoor break in upper playground	Year 3 outdoor break in lower playground	Year 4 outdoor break in MUGA		
12.15 – 1.15pm	Week 1: all classes have two plated hot lunches in		Year 1				Year 5	Year 6

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SEPTEMBER 2020 – 21 whole school timetable



	the lunch hall per week and packed lunches in the classroom for the remaining three days. <i>To be reviewed after first full week to move to hot plated lunches for all classes every day with cleaning breaks between sittings.</i>	<p>Reception for first full week: Mon – Thur lunch in classroom 12.30 to 1pm. Friday lunchtime slot in Hall 1pm</p>	<p>Lunch in hall first sitting Monday and Wednesday; lunch in classroom Tuesday, Thursday and Friday</p>				<p>Lunch in hall second sitting Monday and Wednesday at 1pm-1.20pm; lunch in classroom Tue, Thur and Fri</p>	<p>Lunch in hall 12.30 Friday and Tuesday 1.10pm; lunch in classrooms Mon, Wed and Thur</p>
12.30 – 1.30pm				<p>Year 2 Lunch in hall first sitting Monday and Wednesday; lunch in classroom Tue, Thur and Fri</p>	<p>Year 3 Lunch in hall first sitting Tuesday and Thursday; lunch in classroom Mon, Wed and Fri</p>	<p>Year 4 Lunch in hall second sitting Tue and Thurs at 12.55; lunch in classroom Mon, Wed and Fri</p>		
3.15pm			End of school day for Year 1				End of school day for Year 5	End of school day for Year 6
3.30pm		End of school day for Reception		End of school day for Year 2	End of school day for Year 3	End of school day for Year 4		

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Appendix G – Arrangements to stagger staff room use

Glenbrook has a small staff and staff breaks are staggered in line with staggered pupil break times (see appendices F & H) and there is a cap on numbers in the staffroom clearly indicated with door signs. The area is ventilated and the seats are arranged at 2m distances.

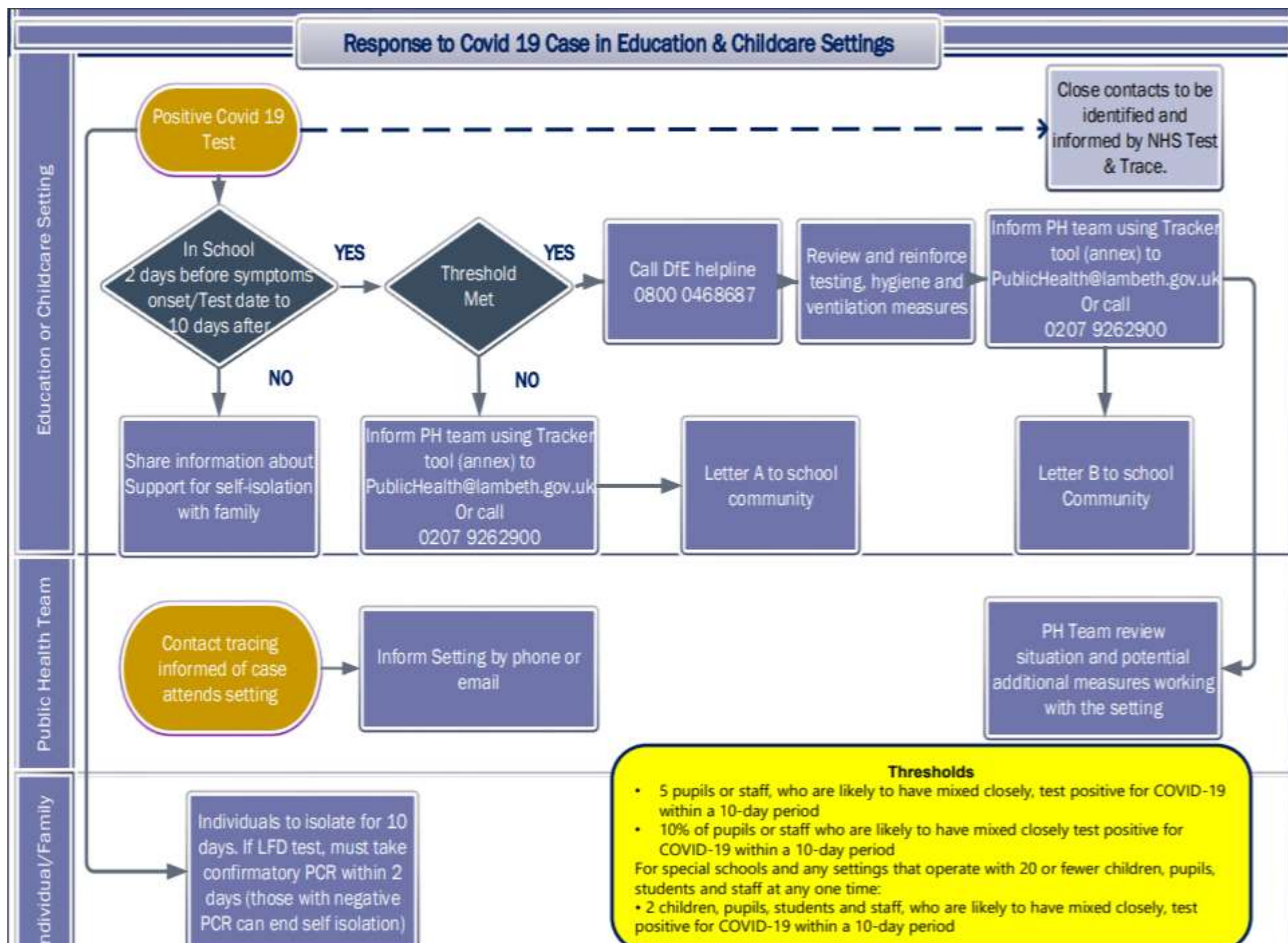
Appendix I – NB updated guidance from PHE added 2.11.20 outlining change to communication procedure for schools with LCRC in the event of a positive case

AMENDED

30.12.20 14 day isolation period changed to 10 days in the event of a positive case in flow charts below

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