



Wembrook Primary School

COVID-19– Risk Assessment September 2021

Since the relaxing of government requirements on 16th August 2021 the school has condensed this risk assessment document to reflect current practice in school from September 2021. Although some organisational measures have now ceased we continue to be proactive about keeping the pupils safe whenever possible.

Updated 6.0 September 2021

HAZARD (What is it that could cause harm?)	WHO (Who could be affected either directly or indirectly?)	TRUST CONTROL MEASURES Universal Guidance (What are you already doing to reduce the likelihood of the hazard causing harm?)
Transport Travel to and from School	Staff Children Parents	Educate/inform parents and pupils about the need to recognise social distancing rules during their journey to and from school (schools can only partially control this)
Communication Children not understanding / adhering to measures in place and so increase the spread of COVID-19.	Staff Children Parents	-Time spent going through items relevant to children in this risk assessment. E.g. organisation of classes, break times, toileting, lunch times, pick-up and drop-off and handwashing procedures.
Communication Parents not understanding / adhering to measures in place and so increase the spread of COVID-19.	Staff Children Parents	-Maximise the use of Parent Mail/ website etc. to communicate with parents.
Social Distancing Practicalities Maintaining Social Bubbles	Staff Children	Although the children no longer have specific social bubbles, we positively support social distancing where possible. This includes “mini” assemblies and lining up to have lunch.
Social Distancing Practicalities Social distancing in classrooms	Staff Children	Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space
Social Distancing Practicalities Lining-up	Staff Children	Educate pupils about social distancing when lining-up <ul style="list-style-type: none"> • Use floor markers for younger pupils if needed • Limit the need for lining-up
Social Distancing Practicalities Social distancing - toilets	Staff Children	<ul style="list-style-type: none"> • Staff limit the number of pupils (eg one in, one out)
Social Distancing Practicalities Staff safety - social distancing	Staff Children	Ideally, adults should maintain 2 metre distance from each other, and from children. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. <ul style="list-style-type: none"> • Limit the number of staff accessing the staff room at the same time • Facilitate staff taking their breaks - supervision of pupils must remain constant if possible • Reduce face-to-face staff meetings

		<ul style="list-style-type: none"> • Regular briefings via e mail.
<p><u>Social Distancing Practicalities</u> Close proximity of staff and pupils</p>	Staff Children	Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.
<p><u>Social Distancing Practicalities</u> Visitors to school</p>	Staff Children	Limit visitors to school and do not allow any visitors into school if they are displaying COVID symptoms Produce clear guidance for any contractors if they have to make essential site visits. Essential maintenance should be accommodated wherever possible and where social distancing can be observed. See joint statement from WCC education and property services teams. See also 'Building work and logistics'.
<p><u>Parental Visitors to School Site</u> Increasing spread of COVID-19 by limiting opportunities for social distancing.</p>	Staff Children Contractors Delivery Staff	-Parent phone calls encouraged as a means of communication with home to avoid additional adults on site at the beginning and end of the day for extended periods. -Arrangements made for deliveries to limit the amount of contact with others. E.g. designated areas and processes for how and where to leave goods.

<p><u>Classroom Organisation</u> Increase virus transmission through equipment and furnishings.</p>	<p>Staff Children</p>	<ul style="list-style-type: none"> -To increase space in each classroom, remove non-essential furniture so that 1 metre social distancing rules are adhered to. -Removal of non-essential soft furnishings. E.g. cushions and soft toys. -Limit the amount of toys with intricate parts which are hard to clean. -Minimise the sharing of equipment such as text books, pencils, pens etc. Hint – label a set of resources for each child. -Children should sit at the same desk in the same classroom where possible. Cloakrooms to be used as little as practically possible. Equipment are all brought in and left at individual desk area.
<p><u>Enhanced Cleaning/ Hygiene</u> Virus can live on hard surfaces for up to six days and be easily transmitted.</p>	<p>Staff Children</p>	<ul style="list-style-type: none"> -Procedures and protocols regarding warning symptoms signs of Covid-19 (e.g. temperature, cough etc.) including actions to take, isolation, communication clearly with parents/carers/ staff. -The following surfaces will be routinely cleaned in the enhanced school cleaning schedule: toys, books, desks, chairs, light switches, door handles, door pushes, whiteboards, IT equipment used, banisters etc. -Staff limited to working with only one class, where at all possible and restricted to certain areas of the building(s). -Children to arrive with thoroughly washed hands, and must wash hands and use the hand sanitisers that are placed at entrances and in classrooms -All classes have sanitiser and anti-bac wipes to clean incidental spillages and stored appropriately when not used. -Children with symptoms need to stay home with expectations continually being communicated home. -Children who come to school with symptoms are sent home immediately. -Designated location where children go to be isolated if needed. Front meeting Room.
<p><u>Access to Toilets and Handwashing Stations</u> Spread of virus through poor sanitation processes.</p>	<p>Staff Children</p>	<ul style="list-style-type: none"> -Frequently wash their hands with soap and water for 20 seconds and dry thoroughly. -Children prompted to wash hands when: on arrival, before eating any fruit/ snacks, any toilet trips, before and after lunch, and also as and when children cough and splutter. -For children who have accidents and need help to be changed, staff will be given appropriate safety equipment. - There will be additional resources placed in staff toilets.
<p><u>Emotional Needs</u> Children of keyworkers and vulnerable pupils will need to be in school everyday</p>	<p>Staff Children</p>	<p>School Learning Mentor will monitor attendance and contact individual families and pupils if they are not attending</p>
<p><u>Emotional Needs</u> Some pupils will not have had any social contact with anyone out of their immediate family (some may not even have had the use of social media)</p>	<p>Staff Children</p>	<p>Staff to monitor closely and look at safe social interaction games within their bubble.</p>

and hence seeing their friends may be emotionally overwhelming		
<p>Emotional Needs Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)</p>	Staff Children	<ul style="list-style-type: none"> • Prior to opening, encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible) • Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. Eli Williams • If required, access specialist support for the pupil, and if need be their family
<p>Emotional Needs Pupils with social and emotional difficulties may struggle with managing their behaviour when in school and the routines of school life.</p>	Staff Children	<ul style="list-style-type: none"> • Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (ie prevention is better than cure)
<p>COVID-19 Positive Children who develop symptoms of COVID-19 and spreading it quickly to other members of the school.</p>	Staff Children	<ul style="list-style-type: none"> -Designated room or area where the child is isolated whilst waiting to be collected. -Appropriate PPE given for member of staff who is supervising child whilst awaiting collecting. -Deep clean of room is needed as soon as child has left the building.
<p>Attendance Safeguarding risks occurring by not accounting for children who should be in school.</p>	Children	<ul style="list-style-type: none"> -Daily attendance logs clearly matched with who we are expecting in. -Individual calls/ communication to all families entitled to return to school to determine their intention.
<p>Children presenting challenging behaviour Children with challenging behaviour may require intervention which breaches social distancing guidelines and cause distress to themselves and others.</p>	Children Staff	<ul style="list-style-type: none"> -Key pastoral staff to not be placed on a rota so they are flexibly available. -Children with challenging behaviour should be placed with their class teacher where possible.
<p>First Aid Some instances of first aid treatment may require physical contact</p>	Staff	<ul style="list-style-type: none"> -Disposable gloves to be used -Disposable ice packs available in school and should be used -Any problems to be dealt with by Simon or Lisa
<p>Quality of Education How do to compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?</p>	Staff Children	<p>Identify key component knowledge and skills within individual year groups and subjects areas.</p> <ul style="list-style-type: none"> • Prioritise these when pupils return to school (if pupils return before the summer break, these gaps can start to be filled then, if not a period of time in the first half of the autumn term will need to be allocated to this before beginning the following year's planned curriculum)

		<ul style="list-style-type: none"> • Take into account the online learning that pupils may have engaged in during the school closure (in some areas there may have been a high level of engagement and this should not be ignored) • Use pupil premium funding to provide disadvantaged pupils with more intensive/catch up support • Target those pupils with greatest need of additional support. Base lining of all children to support judgements re where children are at against year group expectations?
<p><u>Quality of Education</u> Covering the full range of subjects - staff moving from class to class, peripatetic teachers, supply staff</p>	Staff Children	Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Staff who visit more than one setting should ensure they are familiar with and abide by the social distancing and hygiene requirements in each individual setting. Schools should make their requirements available.
<p><u>Quality of Education</u> Online or home learning may need to continue for some pupils, running alongside return to school for other pupils. Plan this for contingency if a second wave or a local outbreak of COVID necessitates school closure.</p>	Staff	<ul style="list-style-type: none"> • Make sure teacher workload is managed well • Plan a bridging unit that pupils in school and at home could all work on at the same time <p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, school should have the capacity to offer immediate remote education. We are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. In developing these contingency plans, the school should follow the detailed expectations set out in section 5 of the guidance released on July 2. We should avoid an over-reliance on long-term projects or internet research activities. The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided.</p>
<p><u>Quality of Education</u> Curriculum adaptations</p>	Staff	<p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.</p> <p>Prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</p>
<p><u>Quality of Education</u> Specific subjects where the risk of passing on any infection could be higher - music</p>	Staff	There may be an additional risk of infection in environments where people are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in

		larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.
Quality of Education Specific subjects where the risk of passing on any infection could be higher - sport	Staff	Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.
Quality of Education Catch up	Staff	Schools will receive catch up funding - exact allocations to be decided. Schools can use this funding as they see fit to support pupils' catch up. Alongside this , the DfE National Tutoring Programme which will deliver tuition to the most disadvantaged and vulnerable young people.
Safeguarding School staff are not aware of safeguarding incidents that occurred during the school closure	Staff	DSLs maintain contact with social workers/keyworkers of pupils with CP Plans, CIN Plans and Early Help Plans <ul style="list-style-type: none"> • Any developments during lockdown are recorded on the system • Ensure that school information is up-to-date – safeguarding leads at LAs to send DSLs information in relation to new referrals as a matter of urgency • Ensure any guidance issued re safeguarding is followed
Safeguarding Pupils may have suffered forms of abuse during lockdown and they have not had the opportunity to disclose these to anyone	Staff	<ul style="list-style-type: none"> • Ensure that there are opportunities for whole class PSHE lessons/circle times/discussions, group activities and one-to-one discussions (if required) for pupils to share feelings/ anxieties/thoughts in a safe manner (this will be of benefit to all pupils) • Build capacity on the pastoral team - there may be a spike in disclosures when pupils return. Head and Deputy to ensure they have the capacity to support Eli if required.
Safeguarding Some parents may choose to home educate rather than have their children return to schools.	Staff	Inform the LA
Safeguarding	E Williams Head	School attendance will be mandatory again from the beginning of the autumn term. Communicate with parents well in advance. Contact LA, following normal procedures if any pupil's absence becomes a concern.
Safeguarding Shielding	Staff	Where children fail to attend school as parents are following clinical and/or public health advice, absence will not be penalised. If parents of pupils with significant risk factors are concerned, school discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. School should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).

<p><u>SEND and Medical</u> Pupils with underlying health conditions are at a higher level of risk</p>	<p>SENDco Staff</p>	<ul style="list-style-type: none"> • Seek medical guidance for pupils with serious under-lying health conditions, such as cystic fibrosis, who may need to stay at home. • Extra vigilance will be needed for this and other underlying health conditions in relation to social distancing eg for pupils with asthma (safety measures may vary from pupil to pupil)
<p><u>SEND and Medical</u> Staff with under-lying health conditions and/or pregnant staff are at a higher level of risk</p>	<p>Head Staff</p>	<ul style="list-style-type: none"> • Seek medical/HR guidance
<p><u>SEND and Medical</u> Announcement of a return to school for some pupils will cause anxiety</p>		<p>Ensure parents have advance notice of start date, so that they can prepare their child for the return to school (walk to school and back home each day – put uniform on daily – structure the day at home to begin to mirror the day at school</p>
<p><u>SEND and Medical</u> Medicines in school may become out-of-date</p>	<p>M Barkby</p>	<p>An appointed member of staff (possible admin staff) to check all medications and inform parents/necessary bodies if they need to be replaced.</p>
<p><u>Emotional and Behaviour</u> Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)</p>	<p>Head E Williams Staff SEND Co</p>	<ul style="list-style-type: none"> • Encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible) • Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. • If required, access specialist support for the pupil, and if need be their family <p>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</p> <p>Please refer to newly written Bereavement Policy</p>
<p><u>Emotional and Behaviour</u> Pupils with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life.</p>	<p>SEND Co</p>	<p>Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (ie prevention is better than cure)</p> <p>It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. School will work with those pupils who may struggle to re engage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p>
<p><u>Emotional and Behaviour</u> Some pupils may be more vulnerable to exclusion. Behaviour policy may need to be</p>	<p>SEND Co Head staff</p>	<p>Identify the particular pupils who could be vulnerable to exclusion.</p>

reviewed to reflect the additional support needs of your pupils?		
<u>Emotional and Behaviour</u> Some pupils will not have had any social contact with anyone out of their immediate family (some may not even have had the use of social media) and hence seeing their friends may be emotionally overwhelming	Staff	Plan some social 'catching up' time for pupils and their friends that observe social distancing rules (almost a type of speed dating/rotational activity) so that they are emotionally prepared to learn
<u>Emotional and Behaviour</u> Support for emotional wellbeing	SEND Co Head staff	School will reflect on the provision of pastoral care provided by Eli Williams. Teachers to look at activities for all pupils designed to: -support the rebuilding of friendships and social engagement -address and equip pupils to respond to issues linked to coronavirus (COVID-19) - support pupils with approaches to improving their physical and mental wellbeing. Wembrook will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including: -support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues - support for pupils with additional and complex health needs- supporting vulnerable children and keeping children safe. Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.
<u>Emotional and Behaviour</u> Some parents may be reluctant to send their children back to school because of the risk of infection and bringing the virus back into the family home	Head Staff	Reassure parents of the social distancing strategies that are being followed in school and the social, emotional and academic benefits associated with their child being back in school • Provide extra capacity to the attendance team/family support workers, so that they can work with and support relevant families to get their pupils back into school. Head and Deputy to ensure they have the capacity to support Eli if required.
<u>Hygiene</u> Maintaining regular levels of hand washing/hygiene	Staff	Pupils to apply anti-bacterial hand gel as they enter the building at the start of the day and exit the building at the end of the day and regular hand washing opportunities (20 seconds) to be timetabled into daily routines – ensure there are adequate supplies of anti-bacterial hand gel and soap
<u>Hygiene</u> When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	Staff	As many schools do already, educate children and pupils about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a bin and wash hands for 20 seconds
<u>Hygiene</u> What if there are a shortage of cleaners due to self-isolation or illness?	Staff	Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach Points to consider and implement: putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal

		different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet
Hygiene Face coverings	Staff	Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.
Hygiene Shared equipment	Staff	For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be 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
Possible Covid Cases Pupil begins to show symptoms when in school (cough and/or temperature developing)	Head Staff	Pupil isolated and sent home as soon as possible
Possible Covid Cases Use of PPE in school if pupils develop symptoms and need assistance (particularly pupils with SEND)	Head Staff	<ul style="list-style-type: none"> • Research where PPE can be purchased and provide stocks for individual schools based on the number of pupils who attend • This could be centralised to hubs of schools (consortia), MAT leaders, or the LA – PPE should not be required routinely in schools for general purposes
Possible Covid Cases Member of staff begins to show symptoms when in school (cough and/or temperature developing)	Head Staff	<ul style="list-style-type: none"> • Member of staff isolated and sent home and encouraged to use the NHS website to arrange a test (may then be able to return to work if negative - see below)
Possible Covid Cases Test and Trace	Head Staff	<ul style="list-style-type: none"> • The introduction of testing for staff who have symptoms (cough and/or temperature) should ensure that only staff with COVID-19 symptoms are absent • Cover internally where possible to reduce the risk of bringing the infection into the school. This may be preferable to bringing in supply staff who will not be aware of the social distancing rules that are in operation
Possible Covid Cases What to do if anyone shows symptoms of Coronavirus.	Head Staff	Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

<p>Possible Covid Cases Multiple suspected cases or increased absence</p>	<p>Head Staff</p>	<p>Schools should contact the local health protection team when they become aware of a confirmed cases of Coronavirus. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>As of 16th August, isolation of large groups of children will only begin to be considered if there is a significant number of pupils positive in one class.</p> <p>Liaise with Public Health to decide if isolation of classes should take place. This will be the last option.</p>
<p>Possible Covid Cases Outbreak in local area</p>	<p>Head Staff</p>	<p>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. As above, follow local Public Health England guidance. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p>
<p>Educational visits</p>	<p>Head Staff</p>	<p>In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.</p>
<p>Uniform</p>	<p>Head Staff</p>	<p>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p>
<p>Kids Club</p>	<p>Head</p>	<p>Wraparound provision will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles</p>

		where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.
Staff Staff who are clinically vulnerable or previously shielding	Head	Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 School leaders should be flexible - enable staff to work remotely where possible or in roles in school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.
Staff <u>Pregnancy</u>	Head Staff	<p>Advice and guidance from the Government classes those who are pregnant in the list of people who are vulnerable. Those who are pregnant should still take care to minimise contact with others from outside their household and should only return to the workplace if it is demonstrated that it is safe to do so.</p> <p>The advice and guidelines below are deemed appropriate for a "normal" pregnancy they will be further adapted for individuals if there is a need or a request.</p> <p>If there is a need, school along with the pregnant employer will look at:</p> <ul style="list-style-type: none"> • Adjusting working conditions or hours of work. • Letting them sit down if the job involves standing. • Adjusting workload (e.g. not attending after school meetings). • Flexible working if they suffer from morning sickness; • Providing reasonable agreed breaks that may be in addition to those already in the school timetable. • Supporting staff with any ideas about how to support social distancing. • Listen to staff about concerns or worries around social distancing or any other issues about Covid-19. <p>In addition, from 28 weeks the school will endeavour to support pregnant staff with any further concerns or worries they may wish to discuss.</p>
Staff Staff with significant risk factors - such as asthma, diabetes, BAME community member	Head	<p>If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. Individual risk assessments and an equality impact assessment should be carried out.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>

Staff Staff mental health and wellbeing	Head	Strong communication between SMT, Phase leaders and all staff should allow any member of staff who has difficulties to talk and seek help.
Staff Staff deployment - teachers and teaching assistants	Head	Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals, taking into account workload and wellbeing. Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.
Staff ITT trainees	Head	Schools should consider taking on trainees who could: -take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons -be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues -develop or engage in working groups to share best practice around resilience, commitment and team-working -work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload
Staff training implications	Staff	<ul style="list-style-type: none"> • Staff will need to be trained in new procedures and practices such as use of PPE, monitoring social distancing etc.
Governors may be called upon to support leaders for example in appeals, challenging situations or communication with parents	Governors	Governors should ensure that all school policies are up-to-date, reflecting the latest national and local guidance. <ul style="list-style-type: none"> • Behaviour, attendance, safeguarding, social distancing, risk assessments will all need to be reviewed.

This document has been readily available on the shared area since Monday 13th September.