



GRANGE PRIMARY SCHOOL

Risk Assessment – Full Opening of the School

September 2020

Disclaimer: This document is based on the Official Governmental Guidance

Official Government Guidance documents used (not an exhaustive list):

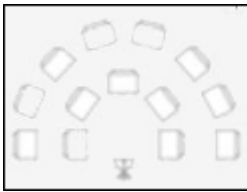
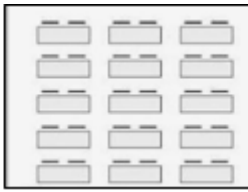
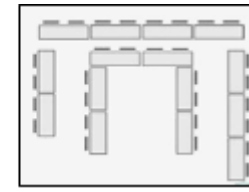
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

GPS Steps for Full Opening in September Preparation



Please note: This risk assessment is under a regular review and aspects of it may be a subject to change.

Key: SLT (Senior Leadership)
PT (Premises Team)
SBM (School Business Manager)
T (Teachers)
TSS (Teaching Support Staff)
PW (Play Workers)
AT (Admin Team)
CT (Cleaning Team)

What are the hazards?	Who might be harmed	Controls Required	Additional Controls/measure applicable to school context	Action by who?	Action by when?	Actioned	
Buildings	Staff Children	All health and safety compliance checks have been undertaken before opening follow schools planned premises management schedule.					
<i>Reduce mixing within education or childcare setting by:</i>							
accessing rooms directly from outside where possible		<ul style="list-style-type: none"> • Signs at entry/drop off points. • 1m distance tape on the ground within the immediate vicinity of the edge of the building. • Doors/stairwells allocated to Year group bubbles. 			PT, SBM PW, AT		
considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors		<ul style="list-style-type: none"> • The school is designed in zones, no through traffic for others not in that zone. • Signage in place to indicate those zones. • Staggered start times, playtimes, lunchtimes in place to avoid social bubbles interacting on stairwells. • For Years 2-6 children will be seated for the autumn term side by side, facing forward, in either rows, a 'rounded horseshoe' or a 'double horseshoe' arrangement. Children will sit in a designated space and not change seats for different subjects. 			PT, SBM PW, AT		
  		<ul style="list-style-type: none"> • Children in EYFS (and Year One in the Autumn term) will be following a free flow, play based curriculum. To reduce contact, there will be limited numbers of children sat on the carpet with others seated in chairs around or at the back of the carpet area. Whole class teaching sessions will be no longer than 15 minutes and all classrooms will be well ventilated. It will not be possible, nor is it required, to enforce social distancing measures with children in EYFS. This means that children will come into contact with all the children in their class and they are likely to come into contact with all the children in the year group during outside free flow and lunchtimes. Staff will endeavour to maintain a 2 metre distance from each other, and from the children as the adults are statistically at higher risk. 					
staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time:							

		<p>staggering lunch breaks - children and young people should clean their hands beforehand and enter in the class they are already in, signage by MUGA to guide the children;</p> <p>groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</p>	<ul style="list-style-type: none"> • Staggered lunch breaks with 20min per class bubble ,i.e. <ul style="list-style-type: none"> ○ Three year groups will be visiting the AM Hall at any given day; the rest of the year groups will be receiving their packed lunches in their classrooms. ○ Execute daily rota: <ul style="list-style-type: none"> ▪ Day 1 EY/KS1 ▪ Day 2 KS2 • Children in Class bubbles wash their hands upon entry to AM Hall • Hand Towels used to dry hands • Dinner tables cleaned between groups • Signage in place to indicate travel in and out of the hall • Staggered start times, playtimes, lunchtimes in place to avoid social bubbles interacting on stairwells. • Handwashing facilities available on each floor. • Soap dispensers are topped up daily and checked throughout the day. • Handwashing facilities cleaned throughout the day by on-site cleaner and premises staff. • Chartwells have provided a template menu which will allow for a combination of food options for sit-down meal in the hall or a ‘takeaway’ meal to be eaten in classrooms which can be readily prepared to reduce the number of children sitting in the hall. • Rota established for groups of children to have either a sit-down meal in the dining hall or a ‘takeaway’ meal eaten in classrooms. 	PT, SBM PW, AT		
		<p>ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</p>	<ul style="list-style-type: none"> • Instruction from adults and monitoring of children using toilet facilities • Toilets allocated to each year group. Additional signage to label toilets for boys and girls. 	PT, T, TSS		
		<p>noting that some children and young people will need additional support to follow these measures (for example, routes round school marked with other meaningful symbols, and social stories to support them in understanding how to follow rules)</p>	<ul style="list-style-type: none"> • Visible marking on floors, children friendly signs on doors. • ‘Keep Left’ signage on the walls indicating direction of travel together with directional arrow • Gaffer tape crosses placed on the corners of rugs in Early Years indicating where children can sit. 	PT, SBM		

Use outside space:						
		for exercise and breaks	<p>Main Playground:</p> <ul style="list-style-type: none"> • Outdoor spaces organised to accommodate year group bubbles • All play equipment audited (equipment that cannot be used to be carefully packed and stored in outdoor games store and labelled not in use). • Playworkers plan for more than one activity in a zone with requisite equipment and each bubble uses one zone each day. • Playworkers draw up rota for supervising areas, any additional play equipment that can be easily cleaned and stored to be ordered. • Suitable receptacles for cleaning outdoor equipment to be transported to an outdoor tap for cleaning. • Disinfectant available (BAC D10) for adding to water for cleaning as well as PPE. These have been used and stored with in line with COSHH regulations. Water fountains switched off and taped over and children will use their own water bottles only. EYFS Playground: • Existing play equipment audited to separate equipment that can be transported and cleaned easily. • Equipment not in use to be stacked and stored and covered with tarpaulin and labelled out of use. • The large storage containers to be used to store extra equipment that is not in use. • A hose available for cleaning down the rubber crumb and any outdoor equipment. • Two new outdoor containers purchased to allow easy access to playtime resources. <p>All staff on duty on any of the playgrounds to wear a bumper First Aid Bags All First Aid incidents recorded electronically (training will take place during the Inset days in September 2020).</p>	PT, SBM PW, AT, T, TSS		
		for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff				

For shared rooms:					
		<p>Staff restrooms allocated on each floor shared by Phases:</p> <p>Phase 1 – HT office Phase 2 – Year 1 or Year 2 satellite Phase 3 – Staffroom Phase 4 – Top Hall Health Mentor/ Wellbeing Officer/Play workers – PPA room</p>	<ul style="list-style-type: none"> • AM Hall set up with dining furniture to facilitate social distancing, only EY and either KS1 or KS2 on any given day • Any furniture not in use to be stacked out of the way to facilitate enough space to move around the hall at a safe distance. • One door used for coming in and one door used for leaving the AM Hall. • Taped line in front of servery for children to stand behind provides distance between themselves and staff behind the counter and avoid leaning on servery surfaces. • Consider placing salad in individual pots/plates for grab and go. • Where possible doors are kept open for air ventilation • Antibacterial/disinfectant spray available for cleaning door handles. • Rest room area for staff working in each phase to be equipped with tea/coffee making facilities, small fridge purchased for storing milk and chilled food. 	PT, SBM AT	

		<p>stagger the use of staff rooms and offices to limit occupancy:</p> <p>Adults toilet facilities: Ys N,R,1 and 2 ground floor adults toilets Years 3&4 toilets next to the staff room Year 5 Adult toilet on top floor Year 6 Disabled children's toilet Y6 wing</p>	<ul style="list-style-type: none"> • Staff toilets to be clearly marked for use by which phase. • Rest room and toilet areas included in the routines for the on-site cleaner. • First aid kit available in all classrooms. • Antibacterial wipes, paper towels available for spot cleaning as necessary. • Walkie Talkie available to make contact in case of emergency with office or premises team. • The office/reception fitted with a Perspex screen, PPE, including visors available for personal use. 			
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What are the hazards?	Who might be harmed	Controls Required	Additional Controls/measure applicable to school context	Action by who?	Action by when?	Actioned
Shared Resources	Children Staff	Reduce the use of shared resources:				
		<ul style="list-style-type: none"> •by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff 	<ul style="list-style-type: none"> • Individual water bottles purchased and labelled 	PT, SBM, T, TSS		
		<ul style="list-style-type: none"> •by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently 	<ul style="list-style-type: none"> • Individual stationery pouches ordered and labelled 	SBM, T, TSS		
		<ul style="list-style-type: none"> •although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts 	<ul style="list-style-type: none"> • additional cleaning personnel available throughout the day (2 additional cleaners between 11:30 and 2:30 pm) • cleaning products, including tissue, hand towels and PPE available in every class bubble room and rest rooms • each year group bubble is allocated own resources 	SBM, Cleaning Company, PT (also monitors), T, TSS		

What are the hazards?	Who might be harmed	Controls Required	Additional Controls/measure applicable to school context	Action by who?	Action by when?	Actioned
Transport		Adjust transport arrangements where necessary including:				
		<ul style="list-style-type: none"> encouraging parents and children and young people to walk or cycle to their education setting where possible 	<ul style="list-style-type: none"> Parents to be advised, via email and SMS, to walk or cycle their children to school 	SLT		
		<ul style="list-style-type: none"> schools, parents and young people following the government guidance on how to travel safely (PPE to be worn on public transport) 	<ul style="list-style-type: none"> If parents and staff use public transport, they are advised to follow the government guidance, wearing PPE. 	SLT		
		<ul style="list-style-type: none"> ensuring that transport arrangements cater for any changes to start and finish times 	<ul style="list-style-type: none"> families' drop-off and pick-up times are altered to support safe transport arrangements 	SLT		
		<ul style="list-style-type: none"> make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible 	<ul style="list-style-type: none"> clear guidance to parents and staff; advised to use disposable PPE on public transport, including keeping distance from other passengers children use hand gel/wash hands before leaving home and upon arrival to school 	SLT		

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Timetables	Children Staff	<ul style="list-style-type: none"> adjusted daily timetables to take into account staggered start and end of the school day including staggered play and lunch times 	<ul style="list-style-type: none"> risk assessment carried out on classroom space to decide on exec of furniture Each class starts the day with a morning meeting: https://www.edutopia.org/video/morning-meetings-building-community-classroom Regular PSHE session are built in the weekly timetable 	SLT, PT			
		<ul style="list-style-type: none"> available Learning Satellites to be timetabled for the classes in the respective year groups 	<ul style="list-style-type: none"> Each year bubble is allocated toilets and sinks and fresh water. Rest rooms allocated for the adults from each phase with access to fridge, fresh water and hot water (kettles, or hot water dispensers, urns) 	PT with SLT			
		Create a new daily timetable:					
		<ul style="list-style-type: none"> decide which lessons or activities will be delivered with no sharing of resources between groups 	<ul style="list-style-type: none"> Each year bubble allocated own resources Children use own stationery packs (set up with the start of the school year) Online resources also available to reduce use of paper and stationery 	T, TSS, PT, SLT			
		<ul style="list-style-type: none"> considering which lessons or classroom activities could take place outdoors 	<ul style="list-style-type: none"> a stringent timetable issued to mitigate year and phase bubbles mixing on the playground and avoiding excess of bubbles -co-habiting the playground at the same time playground zoning is put in place 	PT, PW, T, TSS			
		<ul style="list-style-type: none"> use the timetable and selection of classroom or other learning environment to reduce movement around the school premises staggering break times (including lunch), so that all children are not moving around the school at the same time 	<ul style="list-style-type: none"> Staggered breaks and lunch are organised to ensure cross year group-phase bubbles are not moving around the school at the same time Bubbles are allocated breaks spread throughout the day, see above 	T, TSS			
		<ul style="list-style-type: none"> whole school and Key Stage assemblies to be held virtually: Zoom or Microsoft Teams 	<ul style="list-style-type: none"> Some assemblies are replaced by PSHE, Circle time, etc. in class 	T, TSS			
		<ul style="list-style-type: none"> staggering drop-off and collection times 	<ul style="list-style-type: none"> Parents are advised of staggered drop-off and collection times, as each social bubble is allocated a time slot of 10 min. 	SLT			

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		• plan and communicate parents' drop-off and pick-up protocols that minimise adult to adult contact	<ul style="list-style-type: none"> • Signage outside the school support parents to adhere to the safety measures, such as social distancing, • Senior leaders monitor the flow through the gates • Children use hand gel upon entry or wash hands as soon as possible • Parents ensure the children wash hands before leaving for school 	SLT, T, TSS, PT		
		• remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere	<ul style="list-style-type: none"> ○ Classrooms are decluttered and excess of items either stored away, or tacked away tidily to provide more space for social distancing. 	PT, T, TSS, PW		
		• remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)	<ul style="list-style-type: none"> • Furnishing and play equipment risk assessed and anything difficult to clean, removed, or tucked away tidily (with no access to children). 	PT, T, TSS		
		<p>When open</p> <p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> • ensure that children and young people are in the I groups at all times each day, and different groups are not mixed during the day, or on subsequent days • ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, • ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. 	<ul style="list-style-type: none"> • Use the ScholarPack to issue registers for each social bubble and monito. • Circulate daily timetables to ensure everyone is aware, including parents 	T, AT		

What are the hazards?	Who might be harmed	Controls Required	Additional Controls/measure applicable to school context	Action by who?	Action by when?	Actioned
		Consider the following steps:				

Communicating plans	tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection)	<ul style="list-style-type: none"> On-going regular communication plans determined to ensure parents, children and visitors are kept well-informed. Parents/carers to be emailed new guidance and plans for re-opening. Text messages to be sent out to specific parents whose children are returning to school outlining any essential information. 	SLT, PT, AT		
	<p>Before the start of the new school year:</p> <ul style="list-style-type: none"> tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) also think about engaging parents and children in education resources such as e-bug and PHE schools resources 	<p>Communications with parents:</p> <ul style="list-style-type: none"> Plan for partial re-opening, including drop-off and collection times, entrances in use and protocols Social distancing plan, clear signage in place Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning 	SLT		
	talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful	<ul style="list-style-type: none"> Information shared with staff around the re-opening plan, returning to site, amendments to usual working patterns/practices and groups. 	SLT		
	communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers	<ul style="list-style-type: none"> Cleaning and catering contractors aware and support the plans for wider opening 	SBM, SLT		
	discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this	<ul style="list-style-type: none"> Cleaning contractors allocate additional cleaning personnel available throughout the day 	SBM, SLT		
		<ul style="list-style-type: none"> 			

	Who might	Controls Required	Additional Controls/measure applicable to school context	Action by who?	Action by when?	Actioned
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What are the hazards?	be harmed					
Cleaning & Hygiene		<p>ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p>	<ul style="list-style-type: none"> • Pump gels and small hand gels (adults only) purchased and made available. • Wall mounted dispensers will be installed at strategic points around the building. • Signage to promote good hand hygiene displayed 	SBM, PT, AT		
		<p>clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</p> <p>Each class supplied with wet tissue for intermittent cleaning of surfaces throughout the day</p>	<ul style="list-style-type: none"> • Carry out deep clean during the summer break and then each half term term) • Areas identified for learning supplied with disinfectant and wipes to clean as we go along. • Cleaners on site during the school day to refresh toilets, doors, door handles, bannisters, switches etc. • Sinks to be checked that those with warm water are fully operational. • Additional 2 cleaners on site during the school day (between 11.30 am and 2.30 pm) to clean and refresh frequently touched surfaces and toilet/rest room areas. • Disposable wipes, tissues, hand towels (and bin for disposal) in all designated classroom areas along with PPE. • Interserve will ensure that our early morning cleaning continues with heightened cleaning routines and operatives have received appropriate training/instruction to carry out these routines (monitored by PT) <ul style="list-style-type: none"> • The cleaning team are making more frequent changes to their equipment (mop heads, cloths, etc.). • Cleaning stores on each floor of the building have sufficient stocks of equipment and products to ensure operatives are not having to collect items from another floor or location and stock levels are checked daily. • Operatives are wearing appropriate work wear and PPE if required. • Operatives are observing social distancing rules. 	SBM, PT		

			<ul style="list-style-type: none"> • Operatives are making use of the hand gels available in school as they enter and leave and observing handwashing routines. <p>Cleaning staff will regularly clean frequently touched surfaces using standard cleaning products (e.g. bleach, detergent), including:</p> <ul style="list-style-type: none"> • Banisters • Classroom desks and tables • Bathroom facilities (including taps and flush buttons) • Door and window handles • Furniture • Light switches • Reception desks • Teaching and learning aids • Books and games and other classroom-based resources • Computer equipment (including keyboards and mouse) • Sports equipment (play workers and class adults) • Hard toys • Telephones • Fingerprint scanners • Outdoor play equipment (play workers and adults in classes) • Teachers will wash their hands and surfaces before and after handling pupils' books. <p>Items that need laundering (e.g. towels, flannels, bedding) will be washed regularly in accordance with the manufacturer's instructions, on the warmest water setting. These items will not be shared between children between washes.</p> <p>Pupils and parents/carers will be asked to limit the amount of equipment they bring into school each day to essentials like, hats, coats and mobile phones.</p>			
<p>ensure that all adults and children:</p>			<p>frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning</p>			

	clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing	<ul style="list-style-type: none"> • Pump gels and small hand gels made available (adults). • Wall mounted dispensers provide additional opportunities to clean hands (delays with installation) • Supply of tissues readily available around the school • Taps run daily to check water running. 	PT, T, TSS		
	are encouraged not to touch their mouth, eyes and nose	<ul style="list-style-type: none"> • Adults are advised and reminded consistently throughout the week. • The importance of not touching their mouth, eyes and nose is explained to children. • Bubble rules agreed, displayed and children reminded on a daily basis. 	T, TSS		
	use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')	<ul style="list-style-type: none"> • Supply of tissues readily available, separate bins with liners for safe disposal which will be emptied throughout the day. • An additional cleaner on site to undertake repeated cleaning routines during the day. 	PT		
	ensure that help is available for children and young people who have trouble cleaning their hands independently consider how to encourage young children to learn and practise these habits through games, songs and repetition	<ul style="list-style-type: none"> • Posters prepared and displayed around the school, each bubble and where the sinks are. • Adults model to children how to wash their hands and that is repeated and monitored regularly, more frequently when a new bubble is formed. • This is already in place and all children received training prior to the school closure; access to websites, resources already available 	AT, PT, T, TSS		
	ensure that bins for tissues are emptied throughout the day	<ul style="list-style-type: none"> • Separate bins with liners for safe disposal which will be emptied throughout the school day. • An additional cleaner on site to undertake this duty as well as other repeated cleaning routines during the day. • Bins are labelled. 	PT, Cleaners		
	where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units	<ul style="list-style-type: none"> • All windows checked that they can be opened, sash windows to be checked so they only open so far. • Designated staff members to ensure windows are opened in the morning and closed at the end of the day. 	PT		
	prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. This will be regularly reviewed by the premises staff.	<ul style="list-style-type: none"> • Hooks are attached to stairwell doors and external doors to facilitate being kept open during the school day. • Door stops made available as necessary. • Designated staff to ensure doors are opened in the morning and closed at the end of the school day. 	PT, T, TSS		

			<ul style="list-style-type: none"> • Other internal doors to be fitted with hooks throughout the building moving forward. 			
		get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed	<ul style="list-style-type: none"> • Cleaning contractor providing additional supplies of anti-bacterial cleaning products, hand soap. • Meeting set up for Thursday 23 July 2020 • School has purchased pump gels and small hand gels, disposable antibacterial wipes. • Repeat orders to ensure good supply. Signage to promote handwashing and clean hygiene. • Staff instructed to check their individual stocks and advise in good time of any items that need replenishing. 	SBM, PT, T, TSS		
		Avoiding spreading infection due to excessive contact and mixing between pupils and staff in lessons	<ul style="list-style-type: none"> • For physical activity, contact sports will be avoided. Outdoor sports will be prioritised where possible, or large indoor spaces used where it is not. Distance between pupils will be maximised as much as possible. • Where pupils are old enough and capable enough, they will be taught and reminded to maintain their distance and not touch staff or peers. • Pupils will be seated side-by-side and facing forwards, and unnecessary furniture will be moved out of classrooms to allow for this. • Lessons that involve singing, chanting, shouting or playing instruments (particularly wind or brass instruments) will be limited to no more than 15 pupils, and will take place outside wherever possible (if taking place inside, the space will be well ventilated). Pupils will be positioned either back-to-back or side-to-side at an appropriate distance. Instruments won't be shared. Singing or instrument playing won't take place in any larger groups such as choirs or assemblies. • Staff can work across different groups in order to deliver the school timetable, but they will keep their distance from pupils and other staff as much as they can (ideally 2 metres apart). This won't always be possible, particularly when working with younger children, but close face-to-face contact will be 			

			<p>avoided, and time spent within 1 metre will be minimised.</p> <ul style="list-style-type: none">• Any pupils with complex needs or who need close contact care will have the same support as normal as distancing isn't possible here. Staff will be rigorous about hand washing and respiratory hygiene.• Supply teachers, peripatetic teachers and other temporary staff will be told to minimise contact and maintain as much distance as possible from other staff. The number of temporary staff entering the school premises will be kept to a minimum.• Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. These staff will be advised to be rigorous about hand washing and respiratory hygiene.• Pupils will be kept in the same groups at all times each day, and be kept separate from other groups. Note: this doesn't have to be an 'all-or-nothing' approach – it'll still bring benefits if you implement it partially (for example you might feel some mixing will be necessary, such as for specialist teaching).• For pupils who routinely attend other settings on a part-time basis, such as an alternative provision setting, the school will work with these other settings to work out a system to keep these pupils safe.• Pupil groups will have staggered timetables, including for start and finish times, break and lunch times, and assemblies, to avoid too many pupils being in one place at the same time. Explain how you'll arrange your timetable to allow for this.• Movement around the school site will be kept to a minimum.• Pupils will be supervised at all times to ensure mixing between groups doesn't occur, and they will be reminded<ul style="list-style-type: none">• about the rules throughout the day.• Rooms will be accessed directly from outside where possible, and any corridors will have one-way			
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			<p>circulation or a divider down the middle to keep groups apart.</p> <ul style="list-style-type: none">• All shared rooms, such as sport halls and dining areas, will be kept at half capacity to allow groups to keep apart when using them. They will be cleaned between each use. For dining areas, if this wouldn't be possible, lunch will be brought to pupils in their classrooms.• Toilet use will be managed to avoid crowding. Explain how you'll do this.• Staff use of staff rooms and offices will be staggered to limit occupancy.• Visitors to the site, such as contractors, will have guidance on physical distancing and hygiene explained to them on or before arrival. Visits will happen outside of school hours wherever possible. A record will be kept of all visitors.• Non-overnight domestic educational visits can take place in the same pupil groups, but only subject to a separate risk assessment that considers the coronavirus measures in place at the destination.• The school will aim to resume breakfast or after-school provision after the second week. Preventative measures Will include:<ul style="list-style-type: none">○ Try to keep pupils in their same groups where possible, but if that's not possible then try to stick to small, consistent groups.○ The guidance for out-of-school settings for more help with making plans – it's for clubs running during the summer holidays but could be useful when planning ASC and BCs <p>Checks to the premises will be done to make sure the school is up to health and safety standards before opening in September.</p> <ul style="list-style-type: none">• Fire, first aid and emergency procedures will be reviewed to make sure they can still be followed with limited staff and changes to how the school space is being used.• Areas in use will be well ventilated by opening windows or using ventilation units. Doors will be			
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			<p>propped open, where fire safety and safeguarding wouldn't be compromised.</p> <ul style="list-style-type: none"> Lidded bins will be provided in classrooms and other key locations to dispose of tissues and any other waste. Outdoor space will be used for exercise and breaks, and for education where possible. EYFS setting: The indoor space used for children in the EYFS will meet the following requirements: <ul style="list-style-type: none"> 3.5m² per child for children under 2 years old 2.5m² per child for 2 year olds 2.3m² per child for children aged 3 to 5 years old 			
<i>there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting</i>						

What are the hazards?	Who might be harmed	Controls Required	Additional Controls/measure applicable to school context	Action by who?	Action by when?	Actioned
SEND		Carry out/review a risk assessment for each pupils with an education, health and care (EHC) plan, in line with local authorities requirement to consider the need.	<ul style="list-style-type: none"> Risk Assessment (Appendix 1) being undertaken for four (4) pupils with EHCP. School has devised a Risk Assessment form which will be completed by the DHT and Parent/ Carer and filed in COVID-19 folder. 	DHT and Parent/ Carer		
	A risk assessment for a child or young person will need to balance a number of different risks, including:					
		the potential health risks to the individual from coronavirus, bearing in mind any underlying health conditions	<ul style="list-style-type: none"> Section 3 of the School Risk Assessment (Appendix 1) takes prior underlying health conditions into account. 	DHT and Parent/ Carer		
		the risk to the individual if some or all elements of their EHC plan cannot be delivered for the time being and the risk if they cannot be delivered in the normal manner or in the usual setting and the opportunities to meet needs in a different way temporarily, for example, in the home or online	<ul style="list-style-type: none"> LA provided temporary EHCP Provision Plan (Appendix 2) completed in consultation with Parent/ Carer. 	DHT and Parent/ Carer		
	the ability of the individual's parents or carers or home to ensure their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite	<ul style="list-style-type: none"> Weekly phone calls made by the DHT to identified families to provide virtual support and recommend outside agencies to support parents/ carers. 	DHT			

		the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered	<ul style="list-style-type: none"> Weekly phone calls made by the DHT to identified families to provide virtual support. 	DHT		
		any safeguarding risks for children with a social worker if not in school and the need to support care placements for looked-after children (see the vulnerable children guidance for further information on school attendance for children with a social worker)	<ul style="list-style-type: none"> Risk Assessment (Appendix 1) being undertaken for most vulnerable pupils who have a Social Worker, known to Social Services or being internally monitored by the school due to past harm. School has devised a Risk Assessment form (Appendix 1) which will be completed by the DHT in consultation with the Parent/ Carer. Weekly phone calls made by members of the Safeguarding Team to identified families. Record of conversations are logged onto the school log. 	SLT/ SGT		
		any other out-of-school/college risk or vulnerability, for example, a child or young person becoming involved in dangerous behaviour or situations (including the risk of exploitation)	<ul style="list-style-type: none"> Identified vulnerable pupils have been priority for being offered places to attend school. They form part of the extended list of vulnerable pupils and receive support through a weekly phone call from SLT. The Class teacher calls and speaks to Parent/ Carer, as well as child on a weekly basis to ensure that pupils are accessing the online portal and assigned work. A protocol for these conversations have been shared with all staff. Any concerns raised during these conversations are recorded on the school's CPOMS. Weekly Virtual Safeguarding Meetings are held and any new concerns/ disclosures/ welfare requests are shared with the Safeguarding Team. 	SLT/ SGT		

What are the hazards?	Who might be harmed	Controls Required	Additional Controls/measure applicable to school context	Action by who?	Action by when?	Actioned
Attendance	Pupils	School attendance is mandatory for pupils	<ul style="list-style-type: none"> communication to parents, expectations and encouragement identify small number of pupils under a specialist health professional and the care needed before a return to school access to, and engagement with, remote learning where pupils off school and complying with clinical/public health 	DHT / AHT and teachers		

			advice			
		Working with anxious parents/families	<ul style="list-style-type: none"> - identify reluctant pupils/families, particularly disadvantaged, - vulnerable pupils & those persistently absent before COVID-19 - mechanisms for discussing concerns/ providing reassurance - develop plans for re-engagement - clear, consistent expectations & messages, aligned to LA - use of catch-up funding - use of pastoral and support services (ELSA, Speech Bubble, Evolve, Place 2 Be) - work with other professionals, e.g. social workers, early help 			

What are the hazards?	Who might be harmed	Controls Required	Additional Controls/measure applicable to school context	Action by who?	Action by when?	Actioned
School Workforce	Staff Pupils	Where a full range of measures is applied, most staff will be able to return, including those who are extremely clinically vulnerable	<ul style="list-style-type: none"> - identify staff who may be at a comparatively increased risk - identify flexibility in deployment of staff, especially for clinically extremely vulnerable staff i.e. roles that might be done at home or where full social distancing is possible - mechanisms to discuss concerns & explain measures to reduce risks, including additional measures identified by the member, as appropriate - steps to assess health & safety in relation to the Equalities Duty - mechanisms for communicating and involving staff with proposed health and safety measures - support for staff mental health and well-being Staff deployment - identify areas where staff deployment may need to be flexible 	SLT		

			<ul style="list-style-type: none"> in order to welcome all pupils back to school and arrangements to discuss roles with individuals - arrangements for managing individual staff workloads, bearing in mind the need for classroom teaching & remote learning, if nec - use of support staff for catch-up, targeted interventions, lesson cover, including EEF recommendations - maintaining support for pupils with SEND, including staff with <ul style="list-style-type: none"> the appropriate skills and expertise, safe ratios and/or appropriate training and appropriate checks for regulated activity Recruitment <ul style="list-style-type: none"> - arrangements for remote recruitment - how to ensure appropriate employment checks are carried out over the summer (in person from September) Staff taking leave <ul style="list-style-type: none"> - staff shared the guidance on travelling abroad to ensure that staff who have travelled abroad are available for work at the start of the autumn term - if for valid reasons staff unable to return, possibilities for temporary home working <p>The school will continue to follow any shielding guidance in place to decide who should come into school.</p> <p>If the guidance is paused, all staff and pupils are expected to come into school, apart from staff who can continue to work from home (e.g. some admin staff).</p> <p>Staff who are clinically vulnerable or clinically extremely vulnerable and coming into school will be placed in the safest possible on-site roles where it's possible to maintain social distancing. The individual risk assessments will be reviewed if circumstances change.</p>			
		Supply teachers and other temporary or peripatetic staff	<p>Grange will continue to engage supply staff</p> <ul style="list-style-type: none"> - consider how to minimise the number of visitors, including supply staff, where possible - mechanisms for visiting supply staff to comply with schools' arrangements for managing and minimising risk 			

			<p>ITT trainees</p> <p>Hosting trainees is strongly encouraged and Grange will continue to engage with LSBU and other organisations. Careful considerations will be made to what extent could they be helped to take responsibility for small groups of pupils, adapting resources, creating online learning materials, re-planning sequences of lessons or delivering catch-up they be engaged in wider professional activity, such as tackling needs in relation to vulnerability, mental health problems or safeguarding issues</p> <ul style="list-style-type: none"> - they develop or engage in working groups to share best practice around resilience, commitment and team working - they work in pairs to co-plan, co-teach and co-assess lessons. 			
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What are the hazards?	Who might be harmed	Controls Required	Additional Controls/measure applicable to school context	Action by who?	Action by when?	Actioned
Response to infection	Pupils Staff Community	Active engagement with NHS Test and Trace process	<ul style="list-style-type: none"> • book a test if symptomatic • provide details of anyone a symptomatic staff member, parent/ carer or child have been in close contact with • self-isolation • communication 	S SLT		
		Manage confirmed cases of coronavirus amongst the school community and contain any outbreak	<ul style="list-style-type: none"> • follow local health protection team (LHPT) advice, i.e. contact LHPT, follow advice re identifying and sending home anyone who has been in close contact with the infected person measures to record & identify close contacts • communicate to parents/carers and staff • measures to take when self-isolating person/persons become symptomatic, including continuing self-isolation expectations • consult local Director of Public Health where an outbreak confirmed 	S SLT		

		anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.	<ul style="list-style-type: none"> Families and staff advised not to attend school if they develop symptoms of COVID19. All staff advised to report immediately if they develop a new, continuous cough, high temperature or suddenly lose sense of smell and taste. Testing is now available to all of age 5 and above 	SLT		
		If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.	<ul style="list-style-type: none"> rooms for self-isolation allocated on each floor, clearly labelled 	PT, T, TSS		
		If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.	<ul style="list-style-type: none"> separate bathrooms allocated close to the self-isolation rooms, clearly labelled 	PT		
		PPE should 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).	<ul style="list-style-type: none"> PPE available in classroom, breakout rooms and self-isolation rooms 	SBM, PT		
		In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.	<ul style="list-style-type: none"> access to personal mobile phone to be temporary allowed 			

What are the hazards?	Who might be harmed	Controls Required	Additional Controls/measure applicable to school context	Action by who?	Action by when?	Actioned
Leadership						

Leadership	Develop a plan to mitigate employee fears and concerns and managing pupil and staff wellbeing and mental health.	<ul style="list-style-type: none"> • Staff wellbeing is key! It is normal for people to experience high levels of stress and anxiety. Staff are continuously encouraged to talk about their concerns and worries and individual conversations are to offer re-assurance and provide support. • With the start of lockdown, all staff received a guidance on: <ul style="list-style-type: none"> ○ possible emotional and health problems and how these can be mitigated, self-care, looking for help (contact details shared). • WhatsApp group created, and regularly updates, positive messages and advice where needed are communicated. • Staff stay connected and share concerns and worries, this allows to mitigate and provide support to the staff. • Staff will continue to benefit from free lunch provision, if they choose to • Regular contact with staff who are in school to allow a swift action if any new issues have arisen or measures need to be modified or improved. 	HT/SLT/IT Carried out by SLT		
	Communicate frequently to make employees aware of the changes designed to keep everyone safe and healthy	<ul style="list-style-type: none"> • Staff meetings via Microsoft Teams every week. • Regular emails and WhatsApp communications allow staff to stay connected, be well informed and partake in decisions making. 	HT and SLT		
	Are safe staffing levels are being secured throughout the school year	<ul style="list-style-type: none"> • staff disclose personal circumstances and any need for support 	SLT		
	Maintain appropriate records of all risk assessments and records of relevant inspection, testing and maintenance for the premises and equipment.	<ul style="list-style-type: none"> • Records of all risk assessment are collated by the SBM, supported by the premises team, SLT and relevant staff members. • 	School Business Manager		
	Carry out an Equalities Impact Assessment of controls and measures applied to ensure that no group within your school community is disadvantaged	<ul style="list-style-type: none"> • Regular health status updates are being collated • Medical register has been updated on regular basis • 	SLT, SBM		

		Changes to routines for staff and pupils and communicating the changes with staff and pupils.	<ul style="list-style-type: none"> • Emails and staff meetings used to share changes • Discuss changes with staff at meetings and seek consensus and support from all 	SLT		
		Support for SEND and behaviour	<ul style="list-style-type: none"> • Addendum to the Behaviour Policy • Use of Boxall Profile, ELSA and Wellbeing Compass to identify specific children's needs • Support staff in understanding key conditions to build strong relationships (Recovery Curriculum, Levers 1,2 3, 4, and 5) • SEND support staff allocated to returning pupils with EHCP <ul style="list-style-type: none"> • Ensure that all play is supervised well and scaffolded if needed • Remind children how to play while maintaining social distancing • Help children to regain their identity and the culture and ethos that comes with it • Use rewards to reinforce messages of being one unit • Emphasise to staff that they will have to be very patient with some children <p>Remind those children, that will need it, how to speak at school</p>	SLT		
		Curriculum and planning	<ul style="list-style-type: none"> • SLT disseminates planning document for Week 1 in September by mid-July • SLT supports middle leaders and class teachers in carrying out on entry assessment, establishing an annual assessment cycle, use of the Educater and other resources to effectively identify gaps in learning and how to minimise them • Teachers continue to receive support from Nina Birch • All staff receives training on how to use Educater • All teachers receive training on How to Lead Teaching (Implementation) to Outstanding in Every Class – delivered by Helen Youngman • All staff receive training on Lever 1 Relationships, delivered by Adam Annand 	SLT		

What are the hazards?	Who might be harmed	Controls Required	Additional Controls/measure applicable to school context	Action by who?	Action by when?	Actioned
<p>Based on the Recovery Curriculum,(Barry Carpenter and John Hattie, Build Better Back) for more information please click on the links below: https://www.youtube.com/watch?v=CGs2AqNlxww https://www.evidenceforlearning.net/recoverycurriculum/#mentalhealth https://www.youtube.com/watch?v=mzk9ztTJ8jU https://www.edutopia.org/video/morning-meetings-building-community-classroom https://drive.google.com/file/d/1BAbG4oAPLWgd1997picAR0KZPNBDb_Nl/view https://edudownloads.azureedge.net/msdownloads/Microsoft-EducationReimagined-Paper.pdf</p>						
Curriculum		<p>Have you adjusted the curriculum to account for; pupils returning after a long absence and having a mixture of pupils returning and those that have been in school</p> <p>Key principles:</p> <ul style="list-style-type: none"> - education is not optional: all pupils receive a high-quality education that promotes their development & prepares them for the opportunities, responsibilities and experiences of later life. - the curriculum remains broad & ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. - remote education, where needed, is high quality and aligns as closely as possible with in-school provision: the school continues to build their capability to educate pupils remotely, where this is needed. <p>Planning</p> <ul style="list-style-type: none"> - Teach an ambitious, broad curriculum in all subjects from Sept using existing flexibilities to create time to cover most important missed content, prioritisation of most important components for progression (more effective than removing 	<ul style="list-style-type: none"> • In the first week of the new academic year staff will focus on wellbeing, safeguarding, routines and reassuring children • Some of the specific measures and strategies include: <ul style="list-style-type: none"> ○ daily mindfulness, breathing exercises, PSHE sessions ○ creating a variation to the class Charter ○ opportunities for Circle time sessions created throughout the week, • Building relationships will need to be prioritised – the school behaviour policy to be strictly adhered • Put energy into celebrating and valuing what children have achieved throughout the year • Build in time for children to share their experiences of lockdown, including providing them with a chance to showcase the learning they did at home, in this way, there is room for celebrating the learning that children did that is not part of the curriculum in the first couple of days • Staff recognise that many children will not have done what had been set for them and that some children will have been through trauma • Resources for re-settling the children are, Week 1 whole school plan shared with all staff in July 2020 • Ensure cross-curricular planning enable children to practise and acquire new knowledge, understanding and skills • Curriculum is based on the five levers: <ul style="list-style-type: none"> ○ Lever 1 Relationships ○ Lever 2 Community ○ Lever 3 Transparent Curriculum 	T, TSS, SLT, Wellbeing Steering Group		

	<p>subjects, which pupils may struggle to pick up again later)</p> <ul style="list-style-type: none"> * Consider how all subjects can contribute to the filling of gaps in core knowledge, e.g. an emphasis on reading - Return to the normal curriculum, all subjects no later than summer term 2021: modification may be needed at the start of the year, prioritising to address significant gaps in knowledge. - Plan to the educational needs of pupils: informed by assessment of starting points & addressing gaps in knowledge & skills. Effective use of regular formative assessment. - Remote education is integrated into curriculum planning: any pupils at home for some of the time are given the support they need to master the curriculum and make good progress. - it may be appropriate to suspend some subjects for some pupils in exceptional circumstances, but must be in best the interests of these pupils, be subject to discussion with parents during the autumn term. - coherent plan for returning to the normal curriculum for all pupils by the summer term 2021. - RHE for primary and RSHE for secondary is compulsory from Sept 2020. Teaching no later than start of summer term 2021 	<ul style="list-style-type: none"> o Lever 4 Metacognition o Lever 5 Space – to be, to rediscover self, and to find their voice • The school will be taking part in two specific projects aimed at younger learners: <ul style="list-style-type: none"> o Stand Out Project – YR o Flexible Phonics (UCL) – YR,1 and possibly Y2 • The school will make every effort to support children and families with the transition: <ul style="list-style-type: none"> o Supporting parents with mathematics to be shared by 21 July 2020 o For key year groups (Ys 2,4 and 6) summer learning (Times tables via Mathletics, Phonics via Fast Phonics and Reading via Reading Eggs) will be set up and evaluated in August. New class teacher will send letters encouraging the children to engage with the online learning o The school will seeks ways to support families with access to electronic devices. 			
	<p>the experiences of pupils during the lockdown; prolonged confinement, bereavement, lack of social interactions and peer group;</p>	<ul style="list-style-type: none"> • As far as we are aware Grange community has not been affected directly by COVID-19, the school is aware of one case of a close relative - bereavement policy would be used as guidance, including ELSA and other PSHE resources, if and when needed. • The importance of not touching their mouth, eyes and nose is explained to children. 	<p>T, TSS, SLT, Wellbeing Steering Group</p>		

		<p>anxieties about returning to school</p>	<ul style="list-style-type: none"> • The curriculum is adjusted to mitigate worries upon returning to school • Allow children to bring in photographs of their family <ul style="list-style-type: none"> • Younger children may benefit from having a familiar toy (not a soft toy) • Talk to children to reassure them: <ol style="list-style-type: none"> 1. It is perfectly ok to miss them 2. It is perfectly ok to not to want to be surrounded by lots of people 3. It is ok not to want to get back to formal learning once more • Staff should constantly reassure children that their parents are safe, especially younger children in the first two weeks • Staff could request texts are sent to parents at midday so as to reassure a very anxious child <ol style="list-style-type: none"> I. In the first 2-3 weeks for teachers will focus on learning routines and expectations, even more than we usually would at the start of the school year. Especially as there will be additional routines (one-way corridors; social distancing; limited contact between social bubbles especially for reception). This “social bubble’ focus will bring around some of those mildly affected by the issues above. II. For the first 2 weeks, we will aim to offer mini brain breaks (Go Noodles, Classroom Movers), so that the learning focus can be maintained. III. The transitions from playground to classroom will have to be a stronger focus than usual. Benefits will be that children can transition easier and work off excess energy. <i>(However, if this goes on for longer than 2 weeks it will change the routine and the expectation, which would be counter-productive.)</i> IV. Make allowance for individuals who have had particularly difficult experiences (losing family members to the virus; in temporary housing, or in families where the strain of the lockdown is known to have been difficult). Allowances are much more likely to lower expectation, than provide a route back to learning. 	<p>teachers, SLT, Wellbeing Steering Group</p>		
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			<p>V. For those children who still find the transition back to school difficult, we will identify and intervene as early as possible (after 1 or 2 weeks). Left any longer is only likely to extend the behaviour difficulties and their impact on the individual and the classroom. At most, there are only 7 weeks of term left, leaving any issue longer than necessary, in the hope there will be a change, risks disruption (for the child and class), for the rest of the term, and the school habit being reinforced, and returning in September.</p> <p>VI. The evidence for lost learning as a result of the COVID-19 is strong, therefore teachers will spend more time recapping learning, before starting on anything new, however much we feel we want to “catch-up” as quickly as possible.</p>			
		<p>What are your arrangements for baselining pupils/ AFL and the identification of any gaps in pupil's learning since their last assessment in the school.</p>	<ul style="list-style-type: none"> • Assessment on entry (September 2020) to identify gaps in learning • Teachers’ handover at the end of 2019-2020 • The school assessment online tracking system additionally informs the teachers. • A systematic assessment cycle with increased frequency in the first term 	SLT, Teachers		
		<p>Home Learning</p> <p>Contingency plans for outbreaks</p> <p>Plans to provide immediate remote education for individuals/groups self-isolating</p> <p>Contingency plan in the event of temporary closure</p> <p>Remote education support</p>	<ul style="list-style-type: none"> • Established online learning platforms: <ul style="list-style-type: none"> ○ Mathletics ,Reading Eggs – Fast Phonics, Purple Mash, Phonics Bug • The school will need to prepare a contingency plan for providing home learning by end of September 2020 <p>Strong contingency plan by end of September, to include:</p> <ul style="list-style-type: none"> • high-quality online & offline resources & teaching videos - • linked to school's curriculum expectations • give access to high quality remote education resources • online tools, used consistently across the school to allow interaction, assessment & feedback (staff training) • printed resource/text books/workbooks if no online access • work with families to deliver where pupils unable to work independently <p>Schools expected to:</p> <ul style="list-style-type: none"> • set meaningful, ambitious work daily in a number of subjects • provide a planned, well-sequenced curriculum, to build 	SLT, Teachers		

			<p>knowledge and skills incrementally, with clear intentions</p> <ul style="list-style-type: none"> • provide frequent, clear explanations of new content by a teacher, high quality resources or videos • gauge how well pupils are progressing, set expectations for how often teachers to check work • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments • plan programme of equal length to core teaching pupils would receive in school & ideally daily contact with teachers • make use of available online resources, including curriculum maps for key subjects from YR – Y6 			
		Pupil wellbeing support (see above)	<ul style="list-style-type: none"> • support to re-adjust to school, to overcome reluctance to return, may be s more severe anxiety or depression. • CPD for adults (Stand Out Project, EP input, Recovery Curriculum) • group/individual pastoral & extra-curricular support for rebuilding friendships & social engagement, addressing & equipping to respond to issues linked to COVID-19), • supporting pupils with approaches to improving their physical & mental wellbeing • use of external support and professionals in the above, including school nurses 			
		Behaviour (see above)	<ul style="list-style-type: none"> • Review behaviour policy and update with any new rules/policies, particularly in relation to protective measures in place, • Support for pupils to readjust to routines and behaviour expectations and rewards and sanctions in line with the latest government advice • Overcoming possible barriers to full engagement, good behaviour, full attendance following school closure and to avoid unnecessary exclusion • Communication of updated policy and expectations to school community • Support for/response to issues such as bereavement, anxiety, emotional and mental health concerns, increased welfare and safeguarding risks, including pupils with SEND and work with in school services ELSA, Evolve Place 2 Be, and local services, agencies and professionals, e.g. health, LA, FEH, Educational Psychologists, counsellors, social workers 	SLT S		

What are the hazards?	Who might be harmed	Controls and measure in school context	Action by who?	Action by when?	Actioned
Governors	School Community	<ul style="list-style-type: none"> • Approach to communication between Leaders and governors is clear and understood. • ChOG remains in regular contact with the HT and feeds back to governors as needed • Meetings and decisions that need to be taken are prioritised. <ul style="list-style-type: none"> ○ Extraordinary meetings called upon when needed ○ Meetings takes place via virtual platforms • Governors are clear on their role in the planning and re-opening of the school, including support to leaders: <ul style="list-style-type: none"> ○ COVID 19 re-opening of the school meeting on 22/05/2020 Full opening of the school School Risk Assessment Guidance note to governors (communicated separately) • Governors are aware of pressure on staff and school community and regularly communicate their support and understanding • Certain aspects of governance may continue to be on-hold in order to deal with the immediate situation, these are agreed and clear with all governors and there is a plan for when these will be reviewed and potentially reinstated. • Governors are aware that additional cost which will incur/ has incurred due to COVID 19: <ul style="list-style-type: none"> ○ School keeps clear track of the excess expenditure and reports to governors ○ Finance committee reviews and approves the additional cost, related to additional cleaning, support for FSM, and understands any loss of lettings, additional services, such as BC and ASC, pre-booked trips, etc, expenses for IT support and learning platforms, etc. 	<p>ChOG HT GB</p> <p>ChOG GB</p> <p>ChOG HT GB</p> <p>ChOFC ChOG HT GB</p>		



GRANGE PRIMARY SCHOOL

Record of Decision Making

#	Date	Time	Information / Request	Action / Decision	Status (RAG) Please Type Red/Amber/Green	Name of Decision Maker
					RAG Count	
					Red	0
Incident:					Amber	0
Date:					Green	0