

# FEDERATION OF St. ELPHEGE'S and REGINA COELI CATHOLIC SCHOOLS

## COVID-19 RISK ASSESSMENT

### Academic Year 2021-2022

School:- The Federation of St Elphege's and Regina Coeli Catholic Schools

#### 1. SAFEGUARDING

Consider:	September 2021		
1. What additional risk assessments/amendments need to be in place for safeguarding of pupils - what these will look like for setting/schools and pupils (individually identified vulnerability)	<ul style="list-style-type: none"><li>Safeguarding and Child Protection Policy to be used to assess any needs/ vulnerabilities</li></ul>		
2. How has the safeguarding policy been reviewed and amended in light of the current situation?	<ul style="list-style-type: none"><li>See safeguarding policy addendum for those not attending school and existing Safeguarding and Child Protection Policy for those attending school.</li></ul>		
3. Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?	<ul style="list-style-type: none"><li>To be updated according to latest return to school guidance</li></ul>		

4. What could the specific issues be for your school?	<ul style="list-style-type: none"> <li>● See safeguarding policy addendum</li> </ul>		
5. How are you ensuring that someone is responsible for ensuring the policy actions are completed?	<ul style="list-style-type: none"> <li>● DSL and DDSLs remain responsible for monitoring the successful implementation of the policy.</li> </ul>		
6. Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?	<ul style="list-style-type: none"> <li>● Yes – ensure raised at M&amp;E meeting</li> </ul>		
7. How are you making sure that someone is responsible for continuity in safeguarding leadership?	<ul style="list-style-type: none"> <li>● See safeguarding policy addendum</li> <li>● DSL and DDSLs remain responsible for monitoring the successful implementation of the policy.</li> </ul>		
8. How might you ensure a trained DSL is available, in-person, by phone or video link when required?	<ul style="list-style-type: none"> <li>● See safeguarding policy addendum</li> </ul>		
9. Is there a nominated senior leader to be the onsite safeguarding lead?	<ul style="list-style-type: none"> <li>● Yes</li> </ul>		
10. Are all staff aware of arrangements for DSLs and reporting concerns?	<ul style="list-style-type: none"> <li>● Yes</li> </ul>		
11. Do all who need to, know which children are LAC and how to contact the Head of the Virtual School?	<ul style="list-style-type: none"> <li>● Yes</li> </ul>		

<p>12. Who is ensuring emergency numbers and alternatives are kept up to date?</p>	<ul style="list-style-type: none"> <li>● School office</li> </ul>		
<p>13. How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for CLA children and the Virtual School Head?</p>	<ul style="list-style-type: none"> <li>● Existing safeguarding / child protection/ SEND / LAC pupil files and documentation.</li> </ul>		
<p>14. How are you ensuring staff are aware and understand that there may be an impact on the mental health of pupils, parents and staff or volunteers; and therefore, have access to whatever support may be available?</p>	<ul style="list-style-type: none"> <li>● Pastoral support team will continue to work with staff alongside the inclusion manager to ensure pupils are well supported both in school and when they engage in home learning.</li> <li>● Staff will be briefed again on the package of support available to pupils during regular staff meetings and briefings.</li> </ul>		
<p>15. Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning?</p>	<ul style="list-style-type: none"> <li>● e-Safety Policy</li> <li>● Child Protection and Safeguarding Policy</li> <li>● Safeguarding Policy Addendum</li> <li>● Positive Behaviour Policy</li> <li>● Positive Behaviour Policy Addendum</li> </ul>		

	<ul style="list-style-type: none"><li>• Home school agreement.</li></ul>		
<b>Additional Considerations</b>			

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#### 2. PREMISES@RC

Consider:	September '21	December 21	
<p>1.</p> <p>How clean is the school?</p> <p>Has it been deep-cleaned?</p> <p>Are areas sanitised?</p> <p>How regularly does this need to happen?</p>	<ul style="list-style-type: none"> <li>• School deep cleaned in August in preparation for pupils' return.</li> <li>• Extra cleaning from the contract cleaning company and the caretaker throughout the day.</li> <li>• Regular cleaning including break, lunch.</li> </ul>		
<p>2.</p> <p>Sanitizer in entrance</p>	<ul style="list-style-type: none"> <li>• Sanitiser/ hand washing in classroom.</li> <li>• Sanitation dispenser in playground and outside the main hall.</li> </ul>		
<p>3.</p> <p>Cleaning school throughout day,</p>	<ul style="list-style-type: none"> <li>• Extra cleaning from the contract cleaning company and the</li> </ul>		

	caretaker throughout the day.		
4. PPE – for vulnerable with intimate care needs	<ul style="list-style-type: none"> <li>● Supply of PEE for intimate care is currently adequate to need.</li> <li>● First aiders must wear PPE</li> </ul>		
5. Staff Room -Cleaning surfaces, door handles, fridge and microwave, boiler handle	<ul style="list-style-type: none"> <li>● Sprays and antibac wipes</li> <li>● Regular cleaning by contract cleaner</li> </ul>		
6. How will students enter the site? Hand washing on entry? How will they exit the site?	<ul style="list-style-type: none"> <li>● Students to enter from the 2 available entrances Infant children, R, Y1 and Y2 to enter via the Kendra Hall Road gate and all Junior children to enter via the Pampisford road entrance. These gates will open at 8.25 AM. We will continue to use the vehicle gate to ease congestion on the pavement outside the school.</li> </ul>		

	<ul style="list-style-type: none"> <li>● Parents collect children from outside classroom areas in the Infants</li> <li>● Junior children can be collected from the grassed area in front of the hall on Pampisford Road. Parents enter from either Pampisford Road or Kendra Hall Road gates both of which will open at 3:10pm.</li> <li>● Parents and children leave by either the Pampisford Road or Kendra Hall Road gate.</li> </ul>		
7. Feeding students	<ul style="list-style-type: none"> <li>● All pupils to return to lunch in dining room.</li> <li>● Weather permitting packed lunches may eat outside.</li> <li>● Lunchtime supervisors to be briefed regarding supervision areas of playground and dinner hall.</li> </ul>	The number of pupils dining in the hall is reduced to three groups at a time and pupils are only to sit in year group bubbles.	
8. Evaluation of Fire Assembly arrangements	<ul style="list-style-type: none"> <li>● Fire Assembly practice for pupils and staff in new classrooms in 2<sup>nd</sup> week of new academic year.</li> </ul>		

<p>9.</p> <p>Have the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser?</p>	<ul style="list-style-type: none"> <li>● Stock levels of these products are currently adequate.</li> </ul>		
<p><b>Additional Considerations</b></p>			



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#### **3. HR**

Consider:	September '21		
1. Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?	<ul style="list-style-type: none"> <li>● Staff call in through office or to member of SLT, as previously.</li> <li>● All SLT informed so staffing is adequate.</li> <li>● Staff followed up on through telephone/email regarding test results, isolation and health &amp; well-being.</li> </ul>		
2. Is there a clear system of support through the bereavement policy that ensures staff are clear about the support and systems in place?	<ul style="list-style-type: none"> <li>● In line with HR Handbook adopted by FGB</li> <li>● A member of SLT would be in contact and offer support based on individual circumstances</li> <li>● Follow process already in place</li> </ul>		
3. Has the school/member of staff contacted the Employer Assistance Programme if needing emotional support?	<ul style="list-style-type: none"> <li>● Every member of staff emailed within Employee Assistance Programme details &amp; passwords</li> </ul>		
4. Are staff aware of the bereavement policy and what this may require following the impact of COVID-19? How are staff supported to follow this within their own situations and that of pupils and colleagues?	<ul style="list-style-type: none"> <li>● In line with HR Handbook adopted by FGB</li> <li>● A member of SLT would be in contact and offer support based on individual circumstances</li> <li>● Follow process already in place</li> </ul>		

<p>5. How are leaders inducting new staff during this period of time? Are the appropriate checks being made and overseen including the SCR checks and records?</p>	<ul style="list-style-type: none"> <li>● Continue to adhere to Safer Recruitment guidelines</li> <li>● New staff supported through induction.</li> <li>● NQTs have named mentor</li> <li>● Staff training and Master Classes to support training needs.</li> </ul>		
<p>6. Check any staff contracts that need to be issued, extended or amended in light of the current situation and for the future.</p>	<ul style="list-style-type: none"> <li>● Continuously review contracts as would normally happen</li> <li>● Special attention paid to any agency staff contracts where applicable</li> <li>● Following deadlines for payroll regarding starters</li> </ul>		
<p>7. Check current advice about staff appraisal and pay.</p>	<ul style="list-style-type: none"> <li>● SLT &amp; Staffing Committee to agree timescales for Teaching Staff performance in line with new guidance coming through</li> </ul>		
<p>8. What considerations have been given to TLRs?</p>	<ul style="list-style-type: none"> <li>● TLR's are still being paid to existing staff that hold areas of responsibility</li> </ul>		
<p><b>Additional considerations:</b></p>			

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#### **4. GOVERNANCE**

Consider:	September 2021		
1. How are governors involved in the discussion and planning for the school re-opening?	Risk Assessments for Autumn 2021 shared with GB prior to school return September 2021 Any questions comment to be raised prior to meeting.		
2. What are governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make?	GB – M&E committee will review Risk Assessments alongside GOV.UK guidance for schools; Considering - the robustness of the RAs ; the health safety and welfare of the our pupils and, as the employer, the health safety and welfare of the our staff.		
3. How will leaders evaluate what is feasible to do and how will they effectively communicate to reassure parents/other stakeholders and communicate with LA authorities?	Parents all given letters about any new arrangements prior to school starting.  <b>School newsletter will have a weekly "Covid Update".</b> School website updated to keep parents informed. Head Teachers to communicate strategy with LA and Diocese.		
4. What are leaders doing to ensure governors are aware of what is	RA shared with governors. Written update to GB		

happening and what input are governors having in the decision-making process?	Updates at M&E, health, Safety & Welfare and Full GB meetings		
5. How do leaders decide what governors need to know and how frequently they receive information? How might this be being determined?	Ongoing liaison with GB. GB regular meetings held virtually. Contact with Chair of GB		
6. How involved are governors in communicating with parents and the school's community?	All communication with parents and school community will be through EHT and HTs with governor support and input as required.		
7. Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?	Ongoing liaison with GB. GB regular meetings held virtually/ face to face. Contact with Chair of GB		
8. How will governors know that the plans they have participated in are being followed and adhered to?	Reports to Chair and all GB members on a regular basis.		
11. What aspects of governance are being put to one side to deal with the immediate situation? When do leaders envisage these to be reviewed as being or not being required?	GB business to be carried out through virtual meetings, as usual but with agenda items first reviewed by Chair and Clerk. <b>Resume face to face meeting as soon as safe to do so.</b>		
12. How are governors ensuring they are providing support to leaders in this current situation?	Chair of Governors availability. Clerk circulating papers and setting meetings up virtually. CoG shares ideas and suggestions with ExHT and HTs which help the SLT reflect on current issues and ways of working.		
13. How do governors ensure meeting are held in a timely manner and fulfil their statutory responsibilities?	Virtual Meetings.(resume face to face as soon as safe to do so) Clerk in contact with chairs of committees to ensure minutes and agenda are appropriate and correct.		
<b>Additional considerations:</b>			

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#### **5. STAFFING and WELL-BEING**

Consider:	September '21		
1. How are leaders going to communicate for September opening for the new academic year?	<ul style="list-style-type: none"> <li>● Email staff arrangements for Inset Day 1<sup>st</sup> Sept '21</li> <li>● Staff training day will communicate RAs and strategy to all staff.</li> </ul>		
2. How will staff keep themselves safe and be kept safe?  What measures are in place to protect BAME staff?	<ul style="list-style-type: none"> <li>● Follow guidance in new academic year 2021 strategy and September '21 RAs.</li> <li>● SLT and DoFO to take due regard of each person's circumstances and ensure that measures are in place if a staff member feels vulnerable.</li> <li>● Staff belong to and have access to the Employer Assistance Programme which the school encourages them to use if needed.</li> <li>● Measures in place to protect <b>all staff</b> to the best of our ability</li> <li>● Continuous cleaning throughout the day, classrooms to have their own store of hand sanitizer, paper towels, anti-bacterial wipes</li> <li>● Staff to be vigilant on their own hygiene protocols</li> <li>● Staff to continue twice weekly lateral flow tests.</li> <li>● If anyone exhibits any of the symptoms for COVID-19 they must go home, take PCR and self-isolate if positive result.</li> </ul>		

3. What cover plans have been thought of should leaders/teachers have significant absence? (all staff)	<ul style="list-style-type: none"> <li>• Use part time staff or where necessary SLT to cover classes.</li> </ul>		
4. How will the school manage the induction of new staff and ECTs?	<ul style="list-style-type: none"> <li>• ECT meetings with mentors.</li> <li>• Targets set for teaching standards.</li> <li>• Lead member of SLT appointed in each school.</li> </ul>		
5. Has the school appointed mentors for ECTs and a leader to oversee the ECT programme?	<ul style="list-style-type: none"> <li>• Mentors already appointed.</li> <li>• ECT body joined</li> </ul>		
<b>Additional considerations:</b>			

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#### 6. RETURN OF PUPILS RC

Consider:	September '21	December 21	
1. What arrangements are made for all pupils to return to school on September 2 <sup>nd</sup> 2021?	<ul style="list-style-type: none"> <li>● School is open to all pupils</li> <li>● Early Years – Reception classes have 'settling in days' arranged.</li> </ul>		
2. What curriculum arrangements will be made?	<ul style="list-style-type: none"> <li>● Pupils will resume the full curriculum.</li> <li>● RRR meeting will be held to ensure the curriculum is fully planned to address NC and Federation planning documents.</li> </ul>	<b>Remains the same</b>	
3. Is there support for pupils who may be emotionally vulnerable?	<ul style="list-style-type: none"> <li>● ELSA/ pastoral support worker will continue to support pupils' well-being.</li> </ul>	<b>Remains the same</b>	
4. What support is there for pupils who may be falling behind?	<ul style="list-style-type: none"> <li>● Intervention and 'Catch-Up' programme carefully monitored to meet pupils' academic needs.</li> </ul>	<b>Remains the same</b>	
5. How will parents know and understand arrangements?	<ul style="list-style-type: none"> <li>● Email 'return to school arrangements' letter to parents before school restarts.</li> </ul>	Update emailed to parents	

	<ul style="list-style-type: none"> <li>• Weekly Covid updates for parents in weekly news letters.</li> <li>• RAs and Strategy will be posted on schools' websites.</li> </ul>		
6. How will pupils enter school?	<ul style="list-style-type: none"> <li>• Pupils will use the 2 entrances to come into school – leaving parents at the gate.</li> <li>• SLT will man entrances</li> <li>• Teachers will meet their class as they enter school premises.</li> </ul>	<b>Remains the same</b>	
7. How will pupils leave school?	<ul style="list-style-type: none"> <li>• Parents will be welcome on the school premises to meet their children outside classrooms.</li> <li>• Junior parents to enter the Pampisford Rd gate and collect from the grassed area.</li> <li>• Infant Class teachers will dismiss pupils from the classrooms or Early Years gates.</li> </ul>	<b>Remains the same</b>	
8. How will pupils be fed?	<ul style="list-style-type: none"> <li>• All pupils will use the dining halls.</li> <li>• If weather permits packed lunches may eat outside.</li> </ul>	The number of pupils in the dining hall will be limited and pupils will only sit in their year group bubbles.	
9. How will classrooms be set up.	<ul style="list-style-type: none"> <li>• All classrooms will return to pre-Covid arrangements.</li> <li>• Reading books will go home.</li> <li>• Library areas will be open to pupils.</li> </ul>	<b>Remains the same</b>	



	<ul style="list-style-type: none"> <li>● Google Classroom will be used for homework where appropriate to age group and subject area.</li> </ul>		
10. How will playtimes operate?	<ul style="list-style-type: none"> <li>● Return to infant and junior playground timetables.</li> <li>● No zoned areas.</li> </ul>	Playground zoned and year group bubbles	
11. Will communal activities be resumed?	<ul style="list-style-type: none"> <li>● Year group and key stage assemblies to be resumed.</li> <li>● KS1 and KS2 singing to resume</li> <li>● Class instrumental lessons to continue.</li> <li>● Mass to be year group based or in key stages.</li> </ul>	Communal activities ceased for the two weeks before break up	
12. What after school activities will be available?	<ul style="list-style-type: none"> <li>● After school sport and game clubs to resume</li> <li>● Choir to resume</li> </ul>	All clubs ceased for the two weeks before break up	
13. Breakfast and Afterschool clubs	<ul style="list-style-type: none"> <li>● These will restart with pre-Covid numbers in regard to capacity.</li> <li>● Children to continue with the Cold snack for Aut 1 and then review the return of cooked meals</li> <li>● Children no longer need to sit on class bubble tables but will use the outside area as much as possible</li> <li>● Table tops and frequently touched areas to be cleaned regularly throughout the session by AFC staff</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils to return to year group tables and no shared resources</li> <li>● Table tops and frequently touched areas to be cleaned regularly throughout the session by AFC staff</li> </ul>	

<b>13. Additional considerations:</b>	Addendum to Positive Behaviour Policy.		

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#### 7. FEDERATION and LA/Diocese

Consider:	September '21		
1. Who are the key contacts in the Governing Body/Diocese and Local Authority?	GB – Tom Tamplin CofG  Diocese - Simon Hughes  Sutton LA - Jane Morgan, Hayley Cameron, Kieran Haliday,  Fiona Phelps  Croydon LA Joyce Lydford, Shelley Davis		
2. Have leaders accessed all the information relevant during this time from the LA and Gov.UK?	<ul style="list-style-type: none"> <li>• Virtual meetings with LA, HT, EYFS, Diocese and GB</li> <li>• SLT have followed Gov. UK guidance and have put together a full document on reintegration guidance</li> <li>• Regular mail outs from the LA.</li> </ul>		
3. What support will leaders require from LA/ Diocese throughout each phase?	<ul style="list-style-type: none"> <li>• Support for SEND and VP.</li> <li>• Ongoing LA advice and guidance Diocesan communications to continue.</li> </ul>		
4. What additional support can be brokered – working together –within federation?	<ul style="list-style-type: none"> <li>• The Federation DoFO and SBM are working together on premises, finance and HR.</li> <li>• SLT share appropriate and relevant strategies as appropriate across the 3 schools.</li> </ul>		
5. How will leaders take account and implement the agreed guidance from	<ul style="list-style-type: none"> <li>• Schools followed LA and Gov.UK guidance .</li> </ul>		

<p>GB/ LA/ Diocese while sustaining a considered, do-able re-opening of the school to meet DfE statutory guidance?</p>	<ul style="list-style-type: none"> <li>• Further risk assessment activities, underpinned by LA &amp; Gov.uk guidance, inform the design of an effective strategies.</li> </ul>		
<p>6. How will leaders share and communicate their planning for re-opening with the GB/LA/Diocese? Is the rationale clear and demonstrates leaders secure oversight and planning for their school?</p>	<ul style="list-style-type: none"> <li>• RAs shared with GB for approval.</li> <li>• Regular updates provided to the GB on the implementation of strategies.</li> <li>• Diocese are in receipt of RAs which inform strategy</li> <li>• LA informed of strategy</li> </ul>		
<p><b>Additional considerations:</b></p>			

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#### **8. FINANCE**

Consider:	September '21		
1. Is there a business continuity plan that can be adapted to reflect any changes?	<ul style="list-style-type: none"> <li>● Business Continuity Plan was adapted so that faster payments could be made suppliers.</li> <li>● Remote access was made available to necessary staff to enable the monitoring and reporting of Finance</li> <li>● Finance committee meetings set up virtually</li> <li>● Communication/handover between Finance personnel</li> <li>● Virtual SLT meetings to discuss any financial implications</li> <li>● Detail of process and financial expenditure in the event of a positive COVID-19 test in respect of deep cleaning, enhanced cleaning materials, staffing and reporting</li> </ul>		
2. What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can these be reclaimed from government for example, increased premises related costs; additional cleaning; support for FSM?	<ul style="list-style-type: none"> <li>● Increased expenditure on cleaning equipment, materials and staff increased hours</li> <li>● Increased cleaning costs have been schools' responsibility surrounding mitigating risk, so therefore we are unable to claim</li> </ul>		

<p>3. Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?</p>	<ul style="list-style-type: none"> <li>● The basis of this risk assessment would inform judgements for further Phases of opening or a repeat of COVID-19</li> </ul>		
<p>4. Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?</p>	<ul style="list-style-type: none"> <li>● As above and shown in more detail in H&amp;S risk assessment.</li> <li>● All statutory H&amp;S requirements have been maintained</li> </ul>		
<p><b>Additional considerations:</b></p>			

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**9. COVID-19 INFECTION CONTROL**

<b>Consider:</b>	<b>September '21</b>	<b>December 21</b>	
1. Have leaders considered and communicated arrangements all with stakeholders?	<ul style="list-style-type: none"> <li>● Email to staff prior to school returning.</li> <li>● Inset Day 1<sup>st</sup> September '21 to share RAs and Strategy.</li> <li>● Update to governing body.</li> <li>● Interaction with LA.</li> <li>● Completed risk assessments .</li> </ul>	<ul style="list-style-type: none"> <li>○ E-mail to all staff indicating the changes to lunchtimes / breaktimes and after school clubs</li> <li>○ Update to CoG</li> <li>○ Discussion with Croydon PH director and Education Director</li> </ul>	
2. How will a school day be managed on entry, exit, classroom routines, breaks, lunchtime?	<ul style="list-style-type: none"> <li>● Entrance and exit outlined in RAs regarding pupils return to school.</li> <li>● All other times will revert to pre-Covid arrangements</li> </ul>	Break-times will return to year-group bubbles and the rota will be managed within the year group team	

<p>3. How will leaders manage the different perspectives of parents – sending pupils into school or deciding not to?</p>	<ul style="list-style-type: none"> <li>● Parents will be informed by email regarding September '21 return strategy based on completed RA.</li> </ul>	<p>Parent's informed via email</p>	
<p>4. What learning has there been about COVID-19 to prepare pupils for return in September '21? How can this be supplemented by school information?</p>	<ul style="list-style-type: none"> <li>● Website updated to include information about COVID-19 for all children.</li> <li>● Weekly updates in school newsletters</li> <li>● ELSA resources available for pupils who need them.</li> <li>● Pastoral support contact with families.</li> </ul>	<p>Website updated Information included in newsletter</p>	
<p>5. Following risk assessment, what PPE is required to ensure staff safety for intimate care?</p>	<ul style="list-style-type: none"> <li>● Regular hand washing</li> <li>● Regular cleaning of communal areas</li> <li>● Disposable gloves, aprons</li> <li>● Full PPE (material face masks, gloves, aprons) for first aiders and</li> <li>● Full PPE (material face masks and face shield,</li> </ul>		



	<p>gloves, aprons) any staff dealing with intimate care.</p> <ul style="list-style-type: none"> <li>● Reminders of personal hygiene</li> </ul>		
<p>6. Have leaders considered the risk of a pupil/staff member contracting COVID-19? Is a plan considered for communication of this to alleviate fear, appropriate communication with external agencies (e.g. public health), how testing will be gained for staff/pupils in contact and thereafter dealing with the impact of this?</p>	<ul style="list-style-type: none"> <li>● Follow PHE advice</li> <li>● Lateral Flow Tests twice weekly for all school staff.</li> </ul>		
<p>7. Has the emotional impact upon staff and pupils been evaluated? What additional resources can be given to support all staff and pupils to manage and deal with personal circumstances while supporting them through to a form of normality following the trauma?</p>	<ul style="list-style-type: none"> <li>● SENCO to support vulnerable families and SEND pupils</li> <li>● Pastoral care team in regular contact with vulnerable families</li> <li>● ELSA support where needed.</li> <li>● PSHE lessons will support class groups.</li> </ul>		

<b>Additional considerations:</b>			