

Risk Assessment **Northway Community Primary and Nursery School, Liverpool**

As part of planning for the full re-opening of Schools, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity on 8th March 2021. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they **implement sensible and proportionate control measures** which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

Schools should share the results of their risk assessment with their workforce. They should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

This Risk Assessment builds upon the **Wider Planning and Risk Assessment Document** seen and agreed by all Staff (1st March 2021) and Governors (3rd March 2021) of Northway and has been updated following Autumn Guidance. It does not supersede the learning and additional controls that schools have put in place from their experience in Summer and Autumn Term.

This document has been written in partnership with Liverpool City Council and our own Health and Safety Consultant.

Latest update: 25th June 2021

HT/SLT/SiteM/Govs



The Government updated their guidance during February 2021

https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm_source=24%20June%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/967139/Schools_coronavirus_operational_guidance.pdf

On 4th January 2021, the Government announced the country would enter Tier 5 Lockdown, with Schools closing except for Critical Worker pupils and those considered vulnerable on site. Other pupils were taught using Remote Learning. Northway conducted a survey to establish the needs of the community and to organise Critical Worker and Vulnerable provision. A further announcement was given that allowed for the re-opening of Schools on Monday 8th March 2021. The wider removal of restrictions did not happen in May or June 2021 so our Risk Assessments and Planning guidance remained in place. As a staff we constantly review and reflect on procedures.

Summary:

Our Risk Assessment still stands:

- Using designated gates to enter school
- One way system when travelling around school
- Maintaining **consistent** micro-Bubbles and use of designated playground space
- Regular hand washing
- Regular cleaning programme (increased cleaning personnel)
- Lunches within classrooms with lunchtime staff wearing gloves and a visor when bringing food. **Hot Lunches are now eaten in the Hall with social distancing in place between Year groups and enhanced cleaning. When rates of infection within the city increase, this will be reviewed and a return to classroom lunches actioned. Packed lunches are eaten outside in Class Bubbles, unless rates of infection rise in the city.**
- Use of three staff room areas for refreshments
- Masks to be worn when on the gate, not visors (in line with current research)

All staff read and agreed to the Planning Document. A letter was sent to all Parents / Carers on 5th March 2021 sharing their responsibilities. Parents are given updates when they happen or confirmation that procedures are still in place.

All staff deemed necessary by SLT for the safe management of the pupils and site are invited into Northway. Where appropriate, other members of staff are still able to work remotely but this is down to the discretion of the Headteacher and Senior Leadership Team. School is now fully open to all learners and staff.

Wraparound care began on Monday 8th March 2021 to allow parents to get to work or take part in their own education or training. We also began Covid Catch-up initiatives to further the children's learning alongside Bubble Extra-Curricular Clubs. The risks were assessed and continue to be assessed.

Northway's Kitchen provides a full catering service and meals for all pupils who wish to partake in a hot meal. Packed lunches are also able to be brought on-site.

Staff and parents know the importance of Attendance as it is statutory once again.

Parents are still unable to access the site in the pre-Covid way. Appointments are booked whenever necessary to ensure the partnership remains. Parents are also able to speak to staff wither on the 'gates' or using School Cloud.

Classes have maintained suitable and age appropriate social distancing. The 2m teaching corridor has been measured and remains in place. Although this is not part of Government guidance, we felt it was a safe mitigation of risk. We request that staff remain at a 2m distance when meeting professionally and remember to social distance when travelling around school. Staff are also reminded not to visit other Bubbles for social reasons although staff are able to move around School and maintain 2m distance for professional duties.

Our Risk Assessment planning has been formulated by Senior Leadership (consulting with Chris Price / LCC), alongside Tony Shipley (Independent H&S Consultant). Dave O'Hare assessed our Risk Assessment on Monday 11th January 2021.

School will continue to read all guidance and attend the weekly LPHA Meetings (Thursdays) to ensure all Health and Safety aspects have been considered. LPHA always follow meetings with Unions to ensure a wide discussion has taken place.

Further updates to be added when DfE update their latest guidance.

This updated guidance should be read in conjunction with our Risk Assessment. Staff and visitors are reminded of their duty to read and understand their part in keeping Northway Safe, and where clarity is not understood, questions are welcomed. With thanks as ...**Together we can achieve anything!**

<p style="text-align: center;">Key points from DfE March 8th 2021 'Schools coronavirus (COVID-19) operational guidance' (February 2021)</p>	<p style="text-align: center;">Northway Primary and Nursery School additional notes</p>	
<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf</p>		
<p>From 8 March, all pupils should attend school.</p>		
<ul style="list-style-type: none"> • review and where necessary, update your risk assessment • make sure you are following the system of controls to minimise the risk of infection, including plan for asymptomatic testing. • have a contingency plan in place for outbreaks in your school or changes in restrictions • communicate any changes in your processes to parents 	<ul style="list-style-type: none"> • SLT met on 25th February 2021 to review and update planning for the wider and full opening of Northway on 8th March 2021. • Systems of controls were reviewed. • Self-testing kits systems are working well and all staff engaging. • Letter to be sent to parents 26th February (or w/b 1st March if not). 	
<p>Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term.</p> <p>Specific changes include:</p> <ul style="list-style-type: none"> • use of face coverings in classrooms for secondary age pupils and staff • mandatory attendance expectations in different school phases • current expectations for clinically extremely vulnerable pupils and staff • curriculum expectations • elective home education • exams 	<p>Reiterate the importance of following the details within our planning document as it keeps the whole community safe.</p> <p>A Department for Education spokesperson has said:</p> <p><i>"Children in primary schools should not be asked to wear face coverings when they return to school from 8 March."</i></p> <p style="text-align: right;">DfE Email 26/02/21</p>	
<p>Based on the recent ONS data, the risks to education staff are similar to those for most other occupations.</p>		
<p>Implementing the system of controls, creates a safer environment for pupils and staff where the risk of transmission of infection is substantially reduced. The way to control this virus is the same, even with the current new variants.</p> <p>We know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants.</p>		

<p>You must implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level. This hierarchy of controls is set out in annex A.</p>	<p>Sensible Proportionate</p>	
<p>Prevention</p>		
<ol style="list-style-type: none"> 1. MUST Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school. 2. MUST Ensure face coverings are used in recommended circumstances. 3. MUST Ensure everyone is advised to clean their hands thoroughly and more often than usual. 4. MUST Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach. 5. MUST Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents. 6. MUST Consider how to minimise contact across the site and maintain social distancing wherever possible. 7. MUST Keep occupied spaces well ventilated. <p>In specific circumstances</p> <ol style="list-style-type: none"> 8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary. 9. Promote and engage in asymptomatic testing, where available. 		
<p>Response to any infection You must always:</p> <ol style="list-style-type: none"> 10. Promote and engage with the NHS Test and Trace process. 11. Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community. 12. Contain any outbreak by following local health protection team advice. 		
<p>1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school</p> <p>When an individual develops coronavirus (COVID-19) symptoms or has a positive test</p> <p>Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test 		<p>Note 10 days isolation has been confirmed.</p>

<p>They must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> the start of their symptoms the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) <p>You must follow this process and ensure everyone onsite or visiting is aware of it.</p>	<p>Northway has always followed the 10/14 days and will continue to follow the 10 days isolation for staff, pupils and their families.</p>	
<p>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: how it works.</p>	<p>Northway has always followed and will continue to follow the requirement for staff to isolate when notified by Track and Trace.</p>	
<p>If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:</p> <ul style="list-style-type: none"> must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) <p>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test, and the next 10 full days. If a member of the household starts to display symptoms while self- isolating they will need to restart the 10 day isolation period and book a test.</p>		
<p>If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.</p> <p>In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they</p>		

<p>should avoid using public transport and, wherever possible, be collected by a member of their family or household.</p> <p>In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.</p>		
<p>If a pupil is awaiting collection:</p> <ul style="list-style-type: none"> • they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with appropriate adult supervision if required • a window should be opened for fresh air ventilation if it is safe to do so • if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people • if they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible - the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else • personal protective equipment (PPE) must be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) - more information on PPE use can be found in the safe working in education, childcare and children’s social care settings guidance <p>In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to.</p>	<p>Reminder:</p> <ol style="list-style-type: none"> 1. Teacher to sit the child outside the classroom. 2. SLT will come to the classroom area where the child is showing symptoms. 3. Following initial assessment SLT will provide a child sized mask before they walk to the ‘Collection Room’. Office staff to sit at their station whilst watching pupil (measured distance from chair is correct). 4. If the pupil requires further amenities ‘The Front Room’ will be used as the waiting area before the pupil is collected. 	
<p>Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p>	<p>SLT take temperatures when requested. The pupils is NOT brought to the Office.</p>	
<p>Further information is available on how to manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.</p>		


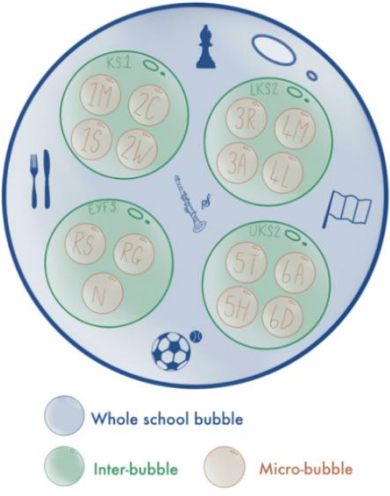
<p>When an individual has had close contact with someone with coronavirus (COVID-19) symptoms</p> <p>Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> • the symptomatic person subsequently tests positive • they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test) • they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) • they have tested positive from an LFD test as part of a community or worker programme 		
<p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people. See the guidance on the cleaning of non-healthcare settings.</p>	<p>Part of everyday practice.</p> <p>Astons Cleaners have been trained in the requirements for cleaning. JO'S is also trained for on-site post-Covid cleaning.</p>	
<p>If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.</p>	<p>In place.</p>	
<p>2. Ensure face coverings are used in recommended circumstances</p> <p>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises.</p> <p>In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</p>	<p>A Department for Education spokesperson has said:</p> <p><i>"Children in primary schools should not be asked to wear face coverings when they return to school from 8 March."</i></p> <p>DfE Email 26/02/21</p> <p>Staff SHOULD wear a face covering when carrying out gate duties and when</p>	

<p>We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter.</p> <p>Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p>	<p>speaking to parents where social distancing is not possible. Preferably a room where social distancing has been measured out should be used (The Front Room) which will also allow the conversation to take place in confidence.</p>	
<p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p>	<p>Staff to wear face coverings even when using a visor on the gate from 1st March 2021.</p>	
<p>Safe wearing and removal of face coverings</p> <p>You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.</p> <p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>You must instruct pupils to:</p> <ul style="list-style-type: none"> • not touch the front of their face covering during use or when removing it • dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) • place reusable face coverings in a plastic bag they can take home with them • wash their hands again before heading to their classroom 		

<p>Separate guidance is available.</p>		
<p>3. Ensure everyone is advised to clean their hands thoroughly and more often than usual</p> <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> • when they arrive at the school • when they return from breaks • when they change rooms • before and after eating 	<p>Wash hands:</p> <ul style="list-style-type: none"> • Arriving at school • After any breaks • Changing a room • Before / after eating <p>Bathrooms have soap and hand driers. Paper towels are available throughout school. Guidance still allows hand driers.</p>	
<p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</p>	<p>Staff have considered the implications on break times and length of time this takes until it becomes part of the daily routines.</p>	
<p>Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</p> <p>Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.</p> <p>Continue to help pupils with complex needs to clean their hands properly.</p>	<p>SENDCo has worked on an individual basis to formulate plans for children with specific needs. To be reviewed for 8th March 2021.</p> <p>1:1 support and small group support.</p>	
<p>Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <ul style="list-style-type: none"> • whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly • if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative • building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them 	<p>Entrance to school. Every room and classroom. Some lanyards.</p> <p>Discussed with individuals.</p> <p>Consistent relentless routines.</p>	


<p>4. Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach</p> <p>The ‘catch it, bin it, kill it’ approach continues to be very important. Make sure enough tissues and bins are available to support pupils and staff to follow this routine. As with hand cleaning, you must ensure younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates.</p> <p>The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p>	<p>Soap, water, tissues and bins purchased. Bins with a lid on to ‘catch it’ and ‘contain it’.</p> <p>KS1 to consider using e-Bug and the other suite of resources on the website. Different one each week to keep the children interested and alert to this.</p>	
<p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</p>	<p>SENDCo has worked on an individual basis to formulate plans for children with specific needs. To be reviewed for 8th March 2021.</p>	
<p>5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents</p> <p>In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms or shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • cleaning toilets regularly • encouraging pupils to wash their hands thoroughly after using the toilet • if your site allows it, allocating different groups their own toilet blocks <p>PHE has published guidance on the cleaning of non-healthcare settings. This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.</p>	<p>Tatjana to continue being our mid-day cleaning team agent. Designated circuit of cleaning including touched surfaces, doors, handles, light switches and toilets. Circuit repeated continually whilst on-site.</p> <p>Classrooms equipped with wipes supplied by school.</p> <p>Toilets are cubicles which assists social distances. Queue for toilets have been demarcated to allow social distancing while waiting. Staff to monitor queue before allowing children to wait.</p> <p>PHE guidance read – Astons to maintain programme in line with this.</p>	

<p>6. Consider how to minimise contact across the site and maintain social distancing wherever possible</p> <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and you must consider how to implement this. You must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p>		
<p>The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the:</p> <ul style="list-style-type: none"> • pupil's ability to distance • layout of the building • feasibility of keeping distinct groups separate while offering a broad curriculum 	<ul style="list-style-type: none"> • Micro-Bubbles • Inter-Bubbles • 2m distance for staff when speaking to each other • Rooms 2m crosses on the floor • One way system to assist calmer corridors • 4 Staff Rooms • Staggered playtimes • Designated gates • Visitor Policy for peripatetic staff and parents • Covid-19 daily practice for all staff and pupils 	
<p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.</p> <p>Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible.</p>	<p>Achieved</p> <p>Consistent is the key word.</p>	
<p>When using larger groups, the other measures from the system of controls become even more important to minimise:</p> <ul style="list-style-type: none"> • transmission risks • the numbers of pupils and staff who need to self-isolate 		
<p>Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p>		
<p>Using small groups can:</p> <ul style="list-style-type: none"> • restrict the normal operation of education • present educational and logistical challenges 		

<p>You will need to consider:</p> <ul style="list-style-type: none"> the cleaning and use of shared spaces, such as: <ul style="list-style-type: none"> playgrounds dining halls toilets the provision of specialist teaching and therapies 	<p>Only outdoor piece of equipment are the totem poles in the playground.</p> <p>Individual plan for therapists and specialist teachers.</p>	
<p>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p>	<p>Bubbles – Micro then Inter Quality education Broad education Access to specialist teachers / therapists</p> <p>Breakfast and After School Club to maintain Bubbles.</p>	
<p>Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits, even if partially implemented.</p> <p>You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</p> <ul style="list-style-type: none"> specialist teaching wraparound care transport boarding pupils who may be in one group residentially and another during the school day <p>Siblings may also be in different groups.</p>	<p>Northway Bubbles </p>  <p>Legend: ● Whole school bubble ● Inter-bubble ● Micro-bubble</p>	
Measures within the classroom		
<p>Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission.</p> <p>There is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other and from children.</p>	<p>Although the recommendation for a 2m teaching corridor is for secondary pupils, we have been able to maintain this at Northway.</p>	

<p>Where possible, for example with older pupils with less complex needs who can self-regulate their behaviours without distress, they should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children, and some children and young people with complex needs. It may also not be feasible where space does not allow. Doing this where you can, even some of the time, will help.</p> <p>When staff and pupils cannot maintain distancing, the risk can be reduced by keeping pupils in the smaller, class-sized groups.</p>		
<p>You should make small adaptations to the classroom to support distancing where possible.</p> <p>That should include seating pupils side by side and facing forwards, rather than face-to-face or side on.</p> <p>It might also include moving unnecessary furniture out of the classroom to make more space.</p>	<p>All classrooms at Northway (Y1-Y6) have been designed with 2m teaching corridor alongside pupil tables that are forward facing.</p> <p>Learning Zones have been created throughout the school that also have forward facing desks, seating from 2-12 pupils at a time. These areas can be used, wiped clean and re-used when needed.</p>	
Measures elsewhere		
<p>You should avoid large gatherings such as assemblies or collective worship with more than one group. Although assemblies and collective worship is still statutory.</p>	<p>Collective Worship / Assembly to be completed using Zoom.</p> <p>After 8th March, consider the use of our outdoors for CW/Assembly, to allow a year group to come together, seated socially distanced but experiencing some form of unity.</p> <p>Summer Production to be planned but filmed and shared rather than inviting an audience into School.</p>	
<p>When timetabling, groups should be kept apart and movement around the school kept to a minimum.</p>	<p>Staff Zoom Breakout Rooms to discuss current staggered break times / lunchtimes to ensure movement around school works for all.</p>	
<p>While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits.</p>	<p>One way system is in place and will be maintained but the risk of transmission is low risk. Staff to monitor movement at break times and key pressure points to ensure one micro-Bubble moves at once.</p>	
<p>Consider staggered break times and lunch times.</p>	<p>Staff Zoom Breakout Rooms to discuss current staggered break times / lunchtimes to ensure movement around school works for all.</p> <p>PLAN CONFIRMED 01/03/21</p>	

	<p>Currently:</p> <p>Break time KS1 – 10.30am – 10.45am LKS2 – 10.45am-11am UprKS2 – 11am-11.15am Reception – 11.30am</p> <p><i>Each year group to use a designated area of the Playground.</i></p> <p>Lunchtime</p> <p>3 lunch trolleys to take hot meals to classrooms.</p> <p>Packed Lunches to be eaten outside on the corridor by Northway Park (mats to be placed ready for each micro-Bubble when the weather allows). This will give the children more fresh air and allow classroom air to be purged, replaced and ventilated fully.</p> <p>Y1 – 12pm Y2 – 12.10pm KS2 – 12.30pm</p> <p><i>Each year group to use a designated area of the Playground.</i></p> <p>Staff need to supervise the toilets during break / lunchtimes to ensure the KS2 children use the facilities separately to KS1. Also able to use the toilets at the bottom of the LwrKS2 stairs.</p>	
<p>Make sure you allow time for cleaning surfaces in the dining hall between groups.</p>	<p>Reception and Y5/6 Hot dinners eat in separate areas of the school hall at separate times. Cleaning is completed before the transition and fully after the children have eaten. The children eat in areas that are clearly designated and do not allow Bubble mixing.</p>	
<p>You should also plan how shared staff spaces are set up and used to help staff to distance from each other.</p>	<p>3 staffroom areas.</p> <ul style="list-style-type: none"> ● Front Room – EYFS ● Staff Room – KS1 / UprKS2 rota ● Cookery Room – LwrKS2 	

	<p>Teachers and TAs have separate breaks to lessen the use of the room at the same time. Wipes available in each area. Kettle, microwave and fridge in each room alongside refreshment materials.</p> <p>Children are able to use the Library Area and should be directed to use the Intervention Learning Zones when being taught as a small group.</p> <p>Staff should not complete PPA in the Library but can use the curved tables along the LRC.</p>	
<p>You should minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day.</p>	<p>Planned – see above.</p>	
<p>Measures for arriving at, and leaving the setting</p>		
<p>Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave.</p> <p>Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include:</p> <ul style="list-style-type: none"> • condensing or staggering free periods or break time but retaining the same amount of teaching time • keeping the length of the day the same but starting and finishing later to avoid busy periods 	<p>SLT re-considered staggered starts following reflection we believe our current practice is working.</p> 	
<p>You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:</p> <ul style="list-style-type: none"> • gather at the gates • come onto the site without an appointment 	<p>8.40am-3pm R – Northway 2 Gate 3.10pm Y1/Y2 3.20pm Northway 2 Gate 3.20pm Year 6 – Use the ‘Invited Pupils’ Gate to leave with the Class teacher monitoring their departure. 3.20pm Y3/Y4 Waldgrave Gate 3.20pm Y5 Northway 1 Gate 3.20pm Invited pupils (Front Room)</p> <p>Staff to discuss this at the Zoom. PLAN CONFIRMED 01/03/21 Staff aware to re-adjust lunchtimes to accommodate the staggered exit.</p>	

	Y4 to consider wet weather clothes for those who are unable to shelter under the Playground Huts, if it is raining on exit.	
Travelling to the setting		
Pupils and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so. Where pupils and staff need to use public transport, they should follow the safer travel guidance for passengers .		
People aged 11 and over must wear a face covering when travelling on public transport.		
Other considerations		
Some pupils with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve. Staff should plan to meet these needs, for example using social stories. Use individual healthcare plans to help pupils receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility.		
Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.		
They, as well as supply teachers, peripatetic teachers or other temporary staff, can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role.	Mr Furnival (PESS) Mr Wheatcroft (Music) Use individual risk assessment.	
Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups. This will require close co-operation between schools and the other relevant employers.	Visitors to be of an essential nature, agreed by the Headteacher in every circumstance (Deputy Headteacher in his absence or SLT in her absence).	
You should have discussions with key contractors about the school's control measures and ways of working. They should ensure site guidance on physical distancing and hygiene is	Current contractors all adhere to our Risk Assessment and wherever possible, attend site before or after School.	

explained to visitors on or before arrival. Where visits can happen safely outside of school hours, they should.		
A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.	InVentry facilitates our Track and Trace.	
As normal, you should engage with your local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.	Liaise with School Nurse and School Imms Team.	
<p>Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil.</p> <p>Pupils should be able to continue attending both settings.</p> <p>While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice.</p>	Affects 2 pupils at Northway. Currently they are accessing a placement so not attending both settings.	
Equipment		
For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items.	Achieved	
Classroom based resources, such as books and games, can be used and shared within the bubble.		
These should be cleaned regularly, along with all frequently touched surfaces.		
<p>Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> • clean it before it is moved between bubbles • allow them to be left unused for a period of 48 hours (72 hours for plastics) 	<p>PE Coaches clean equipment after use. Mid-day cleaner other areas.</p> <p>Staff request to use physical reading books – use of 72 hour rotation before sending out to other homes.</p>	
You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can		

<p>withstand cleaning and disinfecting between each use before it is put back into general use.</p> <p>Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> • restricted to one user • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals 		
<p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of- school settings providers.</p>		
<p>Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p> <ul style="list-style-type: none"> • lunch boxes • hats and coats • books • stationery • mobile phones <p>Bags are allowed.</p>	<p>Children are able to bring equipment into school but they should be encouraged to limit this significantly. Only essential items.</p> <p>Storing of coats to be discussed in Staff Zoom.</p> <p>Pupils to place coats on the back of their chairs where appropriate. SEND pupils who need the routine of the 'cloakroom' to be allowed to use the cloakroom.</p>	
<p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>		
Parent pick-up and drop-offs		
<p>We know that travel to school patterns differ greatly. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.</p> <p>Staggered start and finish times should not reduce the amount of overall time children spend in school. A staggered start may, for example, include keeping the length of the day the same but starting and finishing later to avoid rush hour.</p> <p>Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school entrance and otherwise coming onto the site without an appointment is not allowed.</p>	<p>See above.</p> <p>Parents must wear a face covering at drop-off and collection, unless they are exempt.</p>	



		
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Keep occupied spaces well ventilated		
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<p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.</p> <p>When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. • natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information.</p>	<p>Windows to be opened enough to allow the air to be recycled. Once the weather warms up, this should be more desirable.</p> <p>Windows should be opened fully during break / lunch and when the children leave the classroom.</p>	
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<p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts 		
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<ul style="list-style-type: none"> • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform • rearranging furniture where possible to avoid direct draughts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>		
<p align="center">Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary</p>		
<p>Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.</p> <p>Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</p>		
<p>Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:</p> <ul style="list-style-type: none"> • a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained • performing aerosol generating procedures (AGPs) 		
<p>When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.</p>		
<p>The guidance on safe working in education, childcare and children’s social care provides more information about preventing and controlling infection. This includes:</p> <ul style="list-style-type: none"> • when and how PPE should be used • what type of PPE to use • how to source it 		

Promote and engage in asymptomatic testing, where available	
<p>Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings:</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</p>	<p>Currently all staff are engaged with the self-testing at Northway. Using the Microsoft Forms link assists Northway to keep safe and monitor infection.</p> <p>Request: Monday and Thursday before leaving for work.</p>
System of controls - response to any infection	
Promote and engage with the NHS Test and Trace process	
<p>Staff members, parents and carers will need to:</p> <p>book a test if they or their child has symptoms - the main symptoms are:</p> <ul style="list-style-type: none"> • a high temperature • a new continuous cough • a loss or change to your sense of smell or taste <p>self-isolate immediately and not come to school if:</p> <ul style="list-style-type: none"> ○ they develop symptoms ○ they have been in close contact with someone who tests positive for coronavirus (COVID-19) ○ anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19) ○ they are required to do so having recently travelled from certain other countries ○ they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation ○ provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace 	
Polymerase Chain Reactions (PCR) tests for symptomatic testing Booking a polymerase chain reaction (PCR) test through 119	
<p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website, or ordered by telephone via NHS 119 for those without access to the internet.</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11</p>	

<p>and under will need to be helped by their parents or carers if using a home testing kit.</p> <p>Polymerase Chain Reaction (PCR) tests contingency supply</p> <p>Separate to the asymptomatic testing regime, all schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived.</p> <p>Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere.</p> <p>You will need to decide how to prioritise the distribution of your test kits. These kits can be given directly to:</p> <ul style="list-style-type: none"> • staff • parents collecting a pupil who has developed symptoms at school <p>These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of coronavirus (COVID-19).</p> <p>Further information on test kits for schools and further education providers is available.</p> <p>Ask parents and staff to inform you as soon as they get their results.</p>	<p>01/03/21 We believe all families will be offered a 'Self-test' Kit for their children to use before attending school, in the same way school staff are.</p>	
<p>NHS COVID-19 app</p> <p>The app is available to anyone aged 16 and over to download if they choose. For some young people, particularly some with SEND, parents will need to decide whether their use of the app is appropriate.</p> <p>This will mean that some pupils in year 11, and most pupils in years 12 and above will be eligible to use the app and benefit from its features.</p> <p>Staff members are also able to use the app.</p>	<p>Individual choice</p>	

<p>The guidance for schools and further education colleges in England provides information about how the app works and guidance for its use within schools in England.</p>		
Manage confirmed cases of coronavirus (COVID-19) amongst the school community		
<p>You must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.</p> <p>DfE Helpline on 0800 046 8687</p> <p>The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take.</p>	<p>Follow current guidelines. All cases have been reported and will continue to be so.</p> <p>SPOC Liverpool</p>	
<p>Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p>	<p>Completed and will continue to be.</p> <p>Bubble / Individual instructed to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p>	
<p>Close contact means:</p> <ul style="list-style-type: none"> • anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19) • anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> • face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre • been within 1 metre for 1 minute or longer without face-to-face contact • sexual contacts • been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) • travelled in the same vehicle or a plane Staff have been requested not to travel together in the same vehicle. 		
<p>We recommend you keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different groups</p> <p>This should be a proportionate recording process. You do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p>	<p>Achieved</p>	

Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.	Achieved	
Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms , unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate.	Achieved	
If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection . They should get a test, and: <ul style="list-style-type: none"> if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days. if the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection 	Achieved	
You should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.		
Reporting actual or suspected cases of coronavirus (COVID-19) through the education setting status form		
From 11 January, we asked you to resume completing an educational setting status form. The form will be amended to reflect wider opening. The data you supply helps the government monitor the impact of coronavirus (COVID-19) on schools. See guidance on how to submit the educational settings status form for more information.	Achieved	

<p>Test and Trace Support Payments</p> <p>Some school staff may be eligible for a one-off Test and Trace Support Payment of £500. This is payable in one lump sum from your local authority.</p> <p>To be eligible for a Test and Trace Support Payment, you must:</p> <ul style="list-style-type: none"> • be on a low income • be unable to work from home • be at risk of losing income as a result of self-isolating • be living in England <p>meet the eligibility criteria</p> <ul style="list-style-type: none"> • have been formally advised to self-isolate by NHS Test and Trace, who will provide you with an NHS Test and Trace Account ID <p>The Department for Health and Social Care has launched the Self-Isolation Service Hub (020 3743 6715). The phone line is open 7 days a week, 8am to 8pm, allowing a school to provide contact details of those individuals who have been asked to self- isolate and are likely to be eligible for the Test and Trace Support Payment or discretionary payment.</p>	
<p>Contain any outbreak by following PHE local health protection team advice</p> <p>If you have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak.</p> <p>You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.</p> <p>If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.</p>	<p>Not yet happened at Northway but aware of the procedures.</p>
<p>Admitting children and staff back to the school</p> <p>The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high</p>	

<p>temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</p> <p>You should not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation.</p> <p>In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others. In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Your decision would need to be carefully considered in the light of all the circumstances and current public health advice.</p>		
Asymptomatic testing		
<p>Coronavirus (COVID-19) asymptomatic testing in schools</p> <p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff and pupils we are moving to a home testing model (for pupils, following the first 3 onsite tests). The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff on return. Once pupils have been tested 3 times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but strongly encouraged.</p> <p>Primary schools</p> <p>Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.</p> <p>Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence.</p> <p>All primary school pupils are expected to return to school on 8 March.</p>		

<p>The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.</p> <p>Those with symptoms are also expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus.</p> <p>It remains imperative that the system of controls continues to be rigorously applied to enable the safest possible environment. The testing programme is an important addition to supporting leaders to maintain the continuity of education through the pandemic.</p>		
Attendance		
School attendance will be mandatory for all pupils from 8 March.		
<p>The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) • the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority.</p>		
<p>You should not plan for rotas as there is no requirement to reduce occupancy in schools. Instead, everyone must follow the system of controls.</p>		
Self-isolation and shielding		
<p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:</p> <ul style="list-style-type: none"> • have symptoms or have had a positive test result • live with someone who has symptoms or has tested positive and are a household contact • are a close contact of someone who has coronavirus (COVID-19) 	<p>Aware of this.</p>	
<p>We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the</p>		

<p>shielding patient list (SPL) as appropriate, following review with a clinician. The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally.</p> <p>You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.</p>	<p>Remote Learning Offer in place for pupils who are shielding.</p>	
<p>As normal, you should not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. This is already set out in school attendance guidance but is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.</p>	<p>Aware of this.</p>	
<p>You are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. You should keep a record of this activity but do not need to record it in the attendance register.</p>	<p>Remote Offer at Northway is clear and will be ready when needed to be implemented following 8th March 2021.</p>	
<p>You should offer pastoral support to pupils who are:</p> <ul style="list-style-type: none"> • self-isolating • shielding • vulnerable 	<p>System is in place.</p>	
<p>Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p>	<p>Aware of this.</p>	
<p>Recording attendance</p> <p>You should record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils.</p> <p>During the week commencing 8 March secondary school pupils will be offered asymptomatic testing on site. Schools should use code Y for secondary pupils not expected to be attending school for lessons during this week due to the asymptomatic testing programme.</p>	<p>Aware of this.</p>	

<p>You should use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC.</p>		
<p>Pupils and families who are anxious about attending school</p> <p>It is likely that some pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who:</p> <ul style="list-style-type: none"> • have themselves been shielding previously but have been advised they no longer need to shield • live in a household where someone is clinically vulnerable (CV) or CEV (including young carers) • are concerned about the possible increased risks from coronavirus (COVID- 19) such as those who have certain conditions such as obesity and diabetes <p>Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks.</p> <p>Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.</p> <p>Advice for schools and local authorities to support them to improve school attendance is available.</p>	<p>Aware of this and systems are in place.</p>	
<p>Encouraging regular school attendance</p> <p>You should continue to communicate clearly and consistently the expectations around school attendance to families and any other professionals who work with the family where appropriate.</p> <p>You should also identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them. You may want to put particular emphasis on:</p> <ul style="list-style-type: none"> • disadvantaged and vulnerable children and young people • pupils who were persistently absent prior to the pandemic • pupils who have not engaged with school regularly during the pandemic <p>To support families who will need additional help to secure pupils' regular attendance, you can use the additional catch-up funding that has been provided, as well as existing pastoral and support services, attendance staff and pupil premium funding.</p> <p>You should also work closely with other professionals across the education and health systems, where</p>	<p>Aware of this and systems are in place.</p>	

<p>appropriate, to support school attendance. Please do continue to notify the pupil's social worker, if they have one, of non-attendance.</p>		
<p>Vulnerable children</p> <p>Where pupils who are self-isolating are within our definition of vulnerable, it is important that you put systems in place to keep in contact with them.</p> <p>When a vulnerable pupil is required to self-isolate, you should:</p> <ul style="list-style-type: none"> • notify their social worker (if they have one) • agree with the social worker the best way to maintain contact and offer support <p>You should have procedures in place to:</p> <ul style="list-style-type: none"> • check if a vulnerable pupil is able to access remote education support • support them to access it (as far as possible) • regularly check if they are accessing remote education <p>Definition for vulnerable: https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people</p> <ul style="list-style-type: none"> • assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child • have an education, health and care (EHC) plan • have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include: <ul style="list-style-type: none"> • children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services • adopted children or children on a special guardianship order • those at risk of becoming NEET ('not in employment, education or training') 	<p>Aware of this and systems are in place. Further training was given on 25th February at LPHA regarding the safeguarding of vulnerable pupils.</p> <p>Vulnerable pupils (families) have been contacted throughout Lockdown 3.</p>	

<ul style="list-style-type: none"> • those living in temporary accommodation • those who are young carers • those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study) • care leavers • others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health 		
<p>Alternative provision</p> <p>All pupils in alternative provision (AP) settings should attend school full-time, including pupil referral units.</p>	<p>This affects one pupil (potentially 2 pupils).</p>	
School workforce		
<p>School leaders are best placed to determine the workforce that is required in school, taking into account the updated advice set out in this section of the guidance for those staff who are CEV.</p>		
<p>The expectation is that those staff not attending school who are still able to work should do so from home where possible.</p>	<p>Aware of this and systems are in place.</p>	
<p>Some roles, such as some administrative roles, may be conducive to home working, and you should consider what is feasible and appropriate.</p>	<p>Considered this.</p>	
<p>All staff must follow the system of controls to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly.</p>	<p>Staff will be reminded of their individual responsibilities to follow systems of control to ensure the community of Northway remains safe. Persistent failure to follow systems of control by members of staff will be dealt with directly and potentially sanctions used by the Headteacher.</p> <p>Likewise, parents who are purposefully not following systems of control will be spoken to directly and a graduated approach of sanctions used to bring them on board with 'Health and Safety for all'.</p>	
<p>You must explain to staff the measures you are putting in place to reduce risks and should discuss any concerns individuals may have.</p>	<p>This document. Risk Assessment Planning Document Staff Zoom 1st March 2021 Weekly briefings.</p>	

<p>Staff who are clinically extremely vulnerable</p> <p>CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take.</p> <p>Employers should talk to their staff about how they will be supported, including to work from home.</p> <p>You should continue to pay CEV staff on their usual terms.</p> <p>Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.</p>	<p>Aware of this and systems are in place. Risk Assessments have been completed and will be re-done following 8th March 2021.</p>	
<p>Staff who are clinically vulnerable</p> <p>CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</p> <p>Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</p>	<p>Aware of this and systems are in place. Risk Assessments have been completed and will be re-done following 8th March 2021.</p>	
<p>Pregnancy</p> <p>You will need to follow the specific guidance for pregnant employees because pregnant women are considered CV. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice.</p> <p>Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the</p>	<p>Aware of this and systems are in place. Conversations have already taken place on an individual basis.</p> <p>Individual Risk Assessment will be completed and will be re-done following 28th week or before.</p>	

general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.

As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.

You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).

We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.

Read more [guidance and advice on coronavirus \(COVID-19\) and pregnancy from the Royal College of Gynaecologists](#).

Further info:

Pregnant women who are 28 weeks pregnant or beyond or have underlying health conditions that place them at a greater risk of severe illness from coronavirus:

If you are 28 weeks pregnant and beyond, or if you are pregnant and have an underlying health condition that puts you at a greater risk of severe illness from COVID-19 at any gestation, you should take a more precautionary approach.

This is because although you are at no more risk of contracting the virus than any other non-pregnant person who is in similar health, you have an increased risk of becoming severely ill and of pre-term birth if you contract COVID-19.

Your employer should ensure you are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield).

For many workers, this may require working flexibly from home in a different capacity.

<p>All employers should consider both how to redeploy these staff and how to maximise the potential for homeworking, wherever possible.</p> <p>Where adjustments to the work environment and role are not possible (e.g. manufacturing/retail industries) and alternative work cannot be found, you should be suspended on paid leave. Advice on suspension and pay can be found in HSE guidance.</p>		
<p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <p>Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this.</p> <p>For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose.</p> <p>There is further information available on who is at higher risk from coronavirus.</p> <p>Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.</p>	<p>Aware of this and systems are in place. Risk Assessments have been completed and will be re-done following 8th March 2021.</p>	
<ul style="list-style-type: none"> • Equalities duties <p>You must continue to meet your equalities duties. See the Equality Act 2010 advice for schools for more information.</p>	<p>Achieved</p>	
<p>Supporting staff</p> <p>All employers have a duty of care to their employees, and this extends to their mental health.</p>	<p>Aware of this and systems are in place. Reviewed continuously.</p> <p>KL leads the Wellbeing of Staff and is discussed as part of our Personal Development Focus Group.</p>	

<p>Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.</p> <ul style="list-style-type: none"> • extra mental health support for pupils and teachers • Wellbeing for Education return programme <p>Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>		
<p>Staff deployment</p> <p>You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly.</p> <p>You should ensure that you continue to have appropriate support in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND.</p> <p>You should discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity (see part 3 of keeping children safe in education for further information).</p> <p>This includes making sure that for any interventions or care for pupils with complex needs:</p> <ul style="list-style-type: none"> • safe ratios are met • specific training is undertaken <p>You should be satisfied that staff have the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the staff.</p>	Discussed.	
<p>Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. This is covered under the:</p> <ul style="list-style-type: none"> ○ Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools 	Effective use of Teaching and Learning Assistants and Student Teachers has been discussed.	

<p>If, having pursued all the immediate options available, you still have concerns about staffing capacity, you should talk to your local authority or trust point of contact.</p> <ul style="list-style-type: none"> • a workload reduction toolkit to help review and minimise unnecessary burdens • the Education Endowment Foundation’s (EEF) guidance on making the best use of teaching assistants 		
<p>Supply staff and other temporary or peripatetic staff</p> <p>You can continue to use supply teachers and staff.</p> <p>Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors must follow your school’s arrangements for managing and minimising risk based on the system of controls. They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking.</p>	<p>Discussed and measures in place.</p>	
<p>You can continue to use other temporary staff and volunteers working in schools such as:</p> <ul style="list-style-type: none"> • support staff working on a supply basis • peripatetic staff such as music tutors and sports coaches • those working in before and after school clubs 	<p>Discussed.</p>	
<p>Other support</p> <p>Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles.</p> <p>Where you are using volunteers, continue to follow the checking and risk assessment process in the volunteer section of keeping children safe in education.</p> <p>Mixing of volunteers across groups should be kept to a minimum, and they should adhere to the system of controls in place.</p>	<p>We currently have no volunteers attending Northway but we are aware of this potential.</p>	

<p>Recruitment</p> <p>You can continue recruiting members of staff.</p> <p>Schools should consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible.</p> <p>Where face-to-face meetings are necessary, you should share the school’s control measures in advance and make it clear to candidates that they must follow the system of controls that you have in place. This includes any requirements for wearing face coverings where social distancing cannot be managed safely.</p>	<p>Northway will follow the correct guidelines when recruiting staff. We have used face to face and Zoom opportunities over the past twelve months.</p>	
<p>Initial teacher training (ITT) providers have worked flexibly to ensure this year’s newly qualified teachers (NQTs) are ready and prepared to enter the classroom. NQTs will also be supported by materials based on the early career framework reforms.</p>	<p>We are aware of this and an in-depth discussion took place at Hope Primary Steering on 24th February 2021.</p>	
<p>Deployment of ITT trainees and school engagement</p> <p>ITT trainees can continue to go into their host school or college on placement.</p> <p>Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same way other school staff are. They are expected to follow all control measures put in place by host schools.</p>	<p>ITT Trainees – Critical Workers. Tutors – Currently not Critical Workers.</p> <p>Self-test boxes are awaiting their return.</p>	
<p>Performance management and appraisal</p> <p>Maintained schools must continue to follow the school teachers’ pay and conditions document. All pay progression for teachers must be linked to performance management.</p> <p>You should consider adapting performance management and appraisal arrangements to take account of the current circumstances, particularly where these have had an impact on the ability of the teacher to meet fully their objectives.</p> <p>Teachers must not be penalised during the appraisal process or any subsequent pay progression decisions because of the decision to restrict pupil attendance at schools.</p> <p>You should carry out any appraisals and performance management for support staff in accordance with the employee’s</p>	<p>Aware of this and systems are in place.</p>	

<p>contract of employment. We do not specify pay or terms and conditions of employment for support staff.</p>		
<p>Staff taking leave</p> <p>Staff will need to be available to work in school during term time. Discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements.</p> <p>There is a risk that where staff travel abroad for a legally permitted reason, their return travel arrangements could be disrupted due to coronavirus (COVID-19) restrictions and they may need to quarantine on their return. Guidance on how to self-isolate when you travel is available.</p>	<p>All staff are contracted to term time.</p> <p>Staff should plan carefully when taking holidays abroad where they know there is a risk of quarantine. Currently the position of LCC is not to pay members of staff for this period away from school.</p>	
Transport		
<p>Dedicated school transport, including statutory provision</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys. This helps limit the number of other people with whom they come into contact.</p> <p>Dedicated school services can take different forms and may include:</p> <ul style="list-style-type: none"> • coaches regularly picking up the same pupils each day • minibuses • services which are used by different pupils on different days • services for pupils with SEND <p>The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.</p>	<p>If we are invited back to swimming our transport risk planning document would come into effect.</p>	
<p>Wider public transport</p> <p>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. Public transport capacity continues to be constrained. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</p> <p>If possible, consider staggered start times to enable more journeys to take place outside of peak hours.</p> <p>Families using public transport should refer to the safer travel guidance for passengers.</p>	<p>Newsletters and within class.</p>	

<p>Encourage parents, staff and pupils to walk or cycle to school where possible.</p>		
<p>Pupils travelling from abroad</p> <p>Where pupils (and their parents or guardians or family member) meet the UK entry requirements and have travelled from or through a ‘red list’ country in the previous 10 days, they must quarantine in a managed quarantine hotel for 10 days. Pupils travelling to England from other, non-red, list countries will need to quarantine at their place of residence or other suitable place and purchase a home testing package, with coronavirus (COVID-19) tests to be taken on days 2 and 8 after arrival to support the UK’s genomic sequencing programme.</p> <p>Before travelling, everyone must:</p> <ul style="list-style-type: none"> • take a coronavirus (COVID-19) test and get a negative result during the 3 days before you travel • book and pay for a travel test package, which will include coronavirus (COVID-19) tests to be taken on day 2 and day 8 of your quarantine • complete a passenger locator form before arrival, with details of where you will quarantine when you arrive and the travel test package booking reference number. <p>Where arriving from a red list country, permitted travellers will be met on arrival in England and transported directly to their quarantine hotel. Further information is provided in what to expect in quarantine guidance. When they arrive at the managed quarantine hotel, they will be required to quarantine in their room for 10 days. You will need to explain to parents that they will need to put in place arrangements to ensure they or a guardian, or family member accompanies their child at all times, including whilst they are in quarantine. This may be a parent or guardian, or family member who has accompanied their child when travelling to England, or a different parent, guardian or family member who will need to join and stay with their child in quarantine. Where parents are unable to travel with their child or provide a guardian or family member to quarantine with their child you should advise them not to travel. The costs of isolating in a hotel will be borne by the parent and are currently set at £1,750. There are reductions for adults and children sharing a room.</p> <p>Where pupils have travelled to England from a country from where travel is permitted, they are required to quarantine in their own accommodation for 10 days. You should have plans for the collection and transfer of these pupils from their point of arrival and put in place suitable arrangements for their self-isolation which may be in the school’s boarding accommodation. You may</p>		

<p>also want to consider whether the test to release scheme is appropriate for these pupils.</p>		
School meals		
<p>We expect kitchens to be fully open and normal legal requirements will apply to the provision of food for pupils, including ensuring food meets the standards for school food in England. This includes for those eligible for:</p> <ul style="list-style-type: none"> • benefits-related free school meals • universal infant free school meals <p>School kitchens should follow the guidance for food businesses on coronavirus (COVID-19).</p> <p>You should also continue to provide free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</p> <p>More information on providing school meals during the coronavirus (COVID-19) outbreak is available.</p>	<p>Our Kitchen is fully open.</p>	
Remote education		
<p>Attendance will be mandatory for all pupils of compulsory school age from 8 March.</p> <p>Schools affected by the Remote Education Temporary Continuity Direction are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum you should provide:</p> <ul style="list-style-type: none"> • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day 	<p>Our Remote Learning Policy has been updated and published. Staff are aware of their remote learning responsibilities.</p> <p>SLT Lead: Y Daws Overall: MJ Hargreaves</p>	

<p>Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content.</p>		
<p>In developing remote education, we expect you to:</p> <ul style="list-style-type: none"> • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school’s curriculum • select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at get help with technology <ul style="list-style-type: none"> • overcome barriers to digital access for pupils by: <ul style="list-style-type: none"> o distributing school-owned laptops accompanied by a user agreement or contract • providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work • have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern • identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education • When teaching pupils remotely we expect schools to: <ul style="list-style-type: none"> • set meaningful and ambitious work each day in an appropriate range of subjects • consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example: <ul style="list-style-type: none"> • providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources • providing opportunities for interactivity, including questioning, eliciting and reflective discussion • providing scaffolded practice and opportunities to apply new knowledge • enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate 	<p>Expectations known and within our Policy, shown in our practice.</p> <p>School was able to apply for 17 further iPads which arrived on 01/03/21.</p>	

<ul style="list-style-type: none"> • using assessment to ensure teaching is responsive to pupils’ needs and addresses any critical gaps in pupils’ knowledge • avoiding an over-reliance on long-term projects or internet research activities 		
<p>We expect you to consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example where this would place significant demands on parents’ help or support.</p>	Achieved	
<p>Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.</p>	Achieved	
<p>We also recognise that some pupils with SEND may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.</p>	Aware of this and systems are in place.	
<p>The legal duty does not require schools to provide any more information than they were previously expected to under the guidance relating to remote education.</p>	We are compliant.	
<p>Delivering remote education safely</p> <p>Keeping children safe online is essential. The statutory guidance keeping children safe in education provides the information on what you should be doing to protect your pupils online. The guidance includes a collection of resources which includes support for:</p> <ul style="list-style-type: none"> • safe remote education • virtual lessons • live streaming • information to share with parents and carers to support them in keeping their children safe online <p>Safeguarding and remote education during coronavirus (COVID-19) provides guidance to help schools and teachers support pupils’ remote education during coronavirus (COVID-19).</p>	Read and applied.	
Special educational needs		

<p>If pupils with SEND are not able to be in school their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.</p> <p>The requirement for schools within the 2014 Children and Families Act to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.</p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the types of services that the pupil can access remotely.</p> <p>You can access further information on supporting pupils and students with SEND to access remote education.</p>	<p>Systems are in place.</p>	
Estates		
<p>There is no need for class sizes to be adjusted from the usual size.</p>	<p>Class size remain the same at Northway (with additional pupils admitted during Lockdown beginning school).</p>	
<p>Fire safety</p> <p>Fire safety management plans should be reviewed and checked in line with operational changes. You should check:</p> <ul style="list-style-type: none"> • all fire doors are operational at all times • your fire alarm system and emergency lights have been tested and are fully operational <p>Carry out emergency drills as normal (following social distancing as appropriate). You should make adjustments to your fire drill to allow for social distancing as appropriate.</p>	<p>We are up to date with our Fire Drills but a further drill will take place to ensure children fully understand how to line up both silently and socially distanced.</p> <p>Staff to re-iterate with their class the need to walk sensibly and in silence 'in line' out the building, and remain silent until given the 'all clear' from the Headteacher / Chief Fire Marshall. This is even more important when social distancing and Bubble integrity is required.</p>	
<p>Opening after reduced occupancy</p> <p>It is important that you undertake all the usual building checks to make the school safe. If buildings have been closed or had reduced occupancy, water system stagnation can occur due to lack of use. This can increase the risk of Legionnaires' disease.</p>	<p>School has been open throughout Lockdown so regular testing has continued. Testing will continue in the usual manner. JO'S manages this.</p>	
Educational visits		
<p>We advise against all educational visits at this time. This advice will be kept under review.</p>	<p>No educational visits are planned.</p>	

<p>The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider.</p>	<p>We are still in discussion with Colomendy (Kingswood) regarding last year's Residential for Y4 (now Y5) pupils.</p>	
School uniform		
<p>We would encourage all schools to maintain their usual uniform policies. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p> <p>Uniforms do not need to be cleaned:</p> <ul style="list-style-type: none"> • more often than usual • using different methods 	<p>Full School Uniform on return.</p> <p>Summer Uniform to be discussed by Mr Hargreaves.</p>	
<p>Think about how you will manage pupil non-compliance. Taking a mindful and considerate approach may help parents who have difficulty obtaining uniform items or are experiencing financial pressures.</p>		
<p>Increased ventilation may make school buildings cooler than usual over the winter months. Consider allowing pupils to wear additional items of clothing in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents.</p>		
Wraparound provision and extra-curricular activity		
<p>From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.</p>	<p>Breakfast and After School Club to begin following 8th March 2021. Conversations with staff involved are planned to take place. All systems of control will ensure non-mixing of Bubbles.</p> <p>As part of pupil's wider education access and training, Northway intends to begin intervention 'Covid-Catch up' Tutoring after 8th March.</p>	
<p>Vulnerable children can attend these settings regardless of circumstance.</p>		
<p>You should advise parents that where they are accessing this provision for their children, that they must only be using this, where:</p>	<p>As part of pupil's wider education access and training, Northway intends</p>	

<ul style="list-style-type: none"> the provision is being offered as part of the school's educational activities (including catch-up provision) the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group 	<p>to begin intervention 'Covid-Catch up' Tutoring after 8th March. 8am-9pm and 3.30pm-4.30pm.</p>	
<p>You should also continue to work closely with any external wraparound providers which your pupils may use to try to keep children in the same bubble they are in during the school day, as far as possible. The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children may help you to plan extra-curricular provision.</p>	<p>In house Potential of Judo Education</p>	
<p>Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:</p> <ul style="list-style-type: none"> advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. encourage them to check providers have put in place their own protective measures send them the link to the guidance for parents and carers 		
<ul style="list-style-type: none"> If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have: <ul style="list-style-type: none"> considered the relevant government guidance for their sector put in place protective measures 	<p>Currently not hiring out our premises.</p>	
Curriculum		
<p>You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress.</p>	<p>Achievable and part of our plan.</p>	
<p>The key principles that underpin our advice on curriculum planning are as follows:</p>		

<ul style="list-style-type: none"> • Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life. • The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. 		
<ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils’ knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils’ starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure. • You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Up to and including Key Stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive pupils of the knowledge and cultural capital they need to succeed in life. If you choose to suspend some subjects for some pupils (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents. 	<p>Northway Curriculum is planned and evaluated. Zoom Meetings have taken place and further INSET given to ensuring learning gaps are closed.</p> <p>We have no plans to suspend any curriculum areas.</p>	
<p>Early years foundation stage (EYFS) to Key Stage 3</p> <p>For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full.</p> <p>You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to coronavirus (COVID-19). For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. For</p>	<p>Plan in place.</p>	

<p>Reception, consider how all groups of children can be given equal opportunities for outdoor education.</p>		
<p>Key Stages 1 and 2</p> <p>For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</p>	<p>Plan in place.</p>	
<p>Relationships, sex and health education (RSHE)</p> <p>Schools are required to provide some relationships, sex and health education to all secondary age pupils in the academic year 2020 to 2021, and to provide some relationships and health education to all primary age pupils.</p> <p>You are also required by law to publish a Relationships and Sex Education (RSE) policy and to consult parents on this. You must engage with parents on the school's RSE policy. You can do this online and do not necessarily need to do so in person.</p> <p>You may choose to focus this year's RSHE teaching on the immediate needs of your pupils, such as health education, introducing a more comprehensive RSHE programme in September 2021.</p> <p>You should prioritise RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health.</p>	<p>Part of the Northway Curriculum</p>	
<p>Music, dance and drama in school</p> <p>You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</p>	<p>Part of the Northway Curriculum Mr Wheatcroft is also able to assist.</p>	

<p>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.</p> <p>Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective DfE guidance for these sectors.</p> <p>Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music education hubs published by the Arts Council England.</p>		
<p>You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</p> <p>Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment and instruments.</p>	Part of the Risk Assessment.	
<p>Performances (music, dance and drama)</p> <p>You should not host any performances with an audience. You may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</p>	Planned to film the Summer Production.	
<p>Singing, and playing wind and brass instruments in groups</p> <p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.</p> <p>When planning music provision, you should consider additional specific safety measures. There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is</p>	Part of the Risk Assessment	

<p>particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections. Government has published advice on safer singing.</p> <p>Playing outdoors: Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p>Playing indoors: If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.</p> <p>In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing.</p> <p>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</p>		
<p>Microphones</p> <p>Use microphones where possible or encourage singing quietly.</p> <p>Handling equipment and instruments</p> <p>Measures to take when handling equipment, including instruments, include the following.</p> <p>Handwashing</p> <p>Require increased handwashing before and after handling equipment, especially if being used by more than one person.</p> <p>Avoiding sharing instruments and equipment</p> <p>Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</p>	Part of the Risk Assessment	

<p>If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment.</p> <p>Instruments should be cleaned by the pupils playing them, where possible.</p> <p>Handling scores, parts and scripts</p> <p>Limit handling of music scores, parts and scripts to the individual using them.</p>		
<p>Individual lessons</p> <p>Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers.</p> <p>If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</p> <p>In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.</p>	<p>We do not currently have any individual music tuition but we are aware of this possibility.</p>	
<p>Physical activity in schools</p> <p>You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p>	<p>Curriculum PE and Intra-School Sport.</p>	

<p>You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.</p> <p>For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.</p> <p>Refer to:</p> <ul style="list-style-type: none"> • guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England • advice from organisations such as the Association for Physical Education and the Youth Sport Trust • guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents • using changing rooms safely <p>You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.</p>		
Education, Health and Care (EHC) Plans		
<p>You should, along with the local authority and health partners (where applicable), work with families to co-produce arrangements for delivering all therapies and support that would normally be in place for children with EHC plans. There may be times when it becomes more difficult to do so than usual, particularly if children and young people are isolating. Decisions</p>	<p>Working with the SEND Team.</p>	

<p>should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach. The statutory duties and timescales remain in place for EHC needs assessments and reviews. At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way.</p> <p>It is important that you co-operate in supporting timely consultations over potential placements for September, and in providing families with advice and information where requested.</p>		
Catch-up support		
<p>You will decide how the catch-up premium provided by Government is spent in your school. To help schools make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up and a further school planning guide: 2020 to 2021.</p> <p>The National Tutoring Programme will continue to offer tuition as normal and schools should continue to sign up and engage with the programme.</p>	<p>Northway Plan is already formed and we can now begin the more practical elements.</p> <ul style="list-style-type: none"> • Wellcomm (EYFS / Y1) • Reading Plus (Y2-Y6) • Mathletics (Whole School) • Small Group Tuition (outside of normal teaching hours, 8am -9am and 3.30pm – 4.30pm) (Y1-Y6) • In Class Intervention (Whole School) 	
Behaviour, discipline and wellbeing		
<p>Your policies should set clear, reasonable and proportionate expectations of pupil behaviour. Further information on behaviour and discipline in schools is available.</p> <p>Set out clearly the consequences for poor behaviour and deliberately breaking the rules. You should also set out how you will enforce those rules including any sanctions, especially for any restrictions on movement within school and new hygiene rules.</p> <p>Lack of routine, and classroom discipline may contribute to disengagement for some pupils returning to school. This could result in an increase in poor behaviour. Consider what sanctions or consequences are appropriate for poor behaviour and whether additional support should be put in place for these pupils including those who:</p> <ul style="list-style-type: none"> • may struggle to reengage in school • are at risk of being absent or persistently disruptive <p>Some pupils may return to school having suffered from:</p> <ul style="list-style-type: none"> • bereavement 	<p>Northway Behaviour Policy. Northway Values for Victory PIP RIP Restorative Conversations Anti-Bullying Policy</p> <p>Sticking to Timetable. Visual Timetable in classes.</p> <p>Use of SeeSaw and Classbooks.</p> <p>ROAR - everyone SEMH Mentors - some Seedlings - few</p> <p>Personal Development Focus Group to review and lead staff discussion.</p>	

<ul style="list-style-type: none"> • anxiety • in some cases, increased welfare and safeguarding harms <p>This may lead to an increase in social, emotional and mental health concerns, particularly for vulnerable groups such as:</p> <ul style="list-style-type: none"> • pupils with a social worker • previously looked-after children who left care through adoption or special guardianship • young carers <p>These pupils may need additional support and access to services such as educational psychologists, social workers and counsellors.</p> <p>Additionally, provision for pupils who have SEND may have been disrupted during the period of restrictions on attendance and there may be an impact on their behaviour. Work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</p>		
Disciplinary actions		
<p>The disciplinary powers that you normally have, including suspension and expulsion, remain in place.</p> <p>Expulsion should only be used as a last resort and must be lawful, reasonable, and fair. Where a pupil with a social worker is at risk of suspension or expulsion, inform their social worker and involve them in relevant conversations.</p> <p>Try to avoid expelling any pupil with an EHC plan, or a looked-after child. Where a looked-after child is at risk of suspension or expulsion, the designated teacher should contact the relevant authority’s virtual school head as soon as possible. This will help you to decide how to help the child and avoid an expulsion becoming necessary.</p>		
Pupil wellbeing and support		
<p>Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.</p> <p>Consider using pastoral and extra-curricular activities to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) 	<p>ROAR - everyone SEMH Mentors - some Seedlings - few</p>	

<ul style="list-style-type: none"> support pupils with approaches to improving their physical and mental wellbeing 		
<p>You may also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. Our 'Every interaction matters' webinar can help with offering pastoral support for wellbeing.</p> <p>Where there is a concern a pupil is in need or suffering or likely to suffer harm, follow your child protection policy and part 1 of keeping children safe in education. Consider any referral to statutory services (and the police) as appropriate.</p> <p>Work with school nurses, where they are in place, to:</p> <ul style="list-style-type: none"> ensure delivery of the healthy child programme (which includes immunisation) identify health and wellbeing needs provider support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues support pupils with additional and complex health needs 		
<p>Wellbeing for Education Return Programme</p> <p>The Wellbeing for Education Return programme, provides training and resources to help school staff respond to the wellbeing and mental health needs of pupils. The training provides practical examples to support staff and pupils within a school.</p> <p>Local authorities have received funding to employ skilled staff to:</p> <ol style="list-style-type: none"> deliver the training to schools provide advice and support until March 2021. 		
Safeguarding		
<p>Schools must continue to have regard to the statutory safeguarding guidance keeping children safe in education.</p> <p>You should consider revising your child protection policy to reflect the return of more pupils. This should be led by your designated safeguarding lead.</p> <p>As children return try to give designated safeguarding leads and their deputies more time to:</p> <ul style="list-style-type: none"> support staff and pupils with new safeguarding and welfare concerns 	<p>Update given by Phil Cooper and Nicky Noons at LPHA.</p> <p>Policy up to date.</p> <p>175 Audit evidence in the process of being collated.</p>	

<ul style="list-style-type: none"> handle referrals to children’s social care and other agencies where appropriate <p>The designated safeguarding lead should continue to co-ordinate with children’s social care, the local three safeguarding partners and other agencies and services to identify harm and ensure children are appropriately supported. They should speak to school nurses who have continued virtual support to pupils who have not been in school.</p>		
Elective Home Education (EHE)		
<p>You should encourage parents to send their children to school, particularly those who are vulnerable.</p> <p>EHE does not automatically put children at greater risk of harm. You should consider whether a parent’s decision to educate at home gives greater cause for concern compared to remaining in school.</p> <p>If you feel there is additional cause for concern, you should follow your own organisation’s child safeguarding policy and refer this to the Designated Safeguarding Lead (DSL) who will then consider making a referral to the local authority in line with existing procedures. This should happen as soon as you become aware of a parent’s intention, or decision, to home educate.</p> <p>Alerting local authorities as soon as possible where needed helps them to check if a child is receiving statutory social care services and notify any relevant social worker to work with the home education team to carry out any further checks or assessments that may be needed.</p> <p>You may find it helpful to direct parents to the advice on understanding what EHE is.</p> <p>If a parent wants you to admit their child, you should follow your normal processes for in-year admissions applications. Or, put them in touch with their local authority admissions team to discuss how to apply for a school place for their child.</p>	<p>Conversations to take place when they arise.</p>	
Inspection		
<p>State-funded school inspection</p> <p>Routine, graded Ofsted inspections remain suspended for the spring term. It is intended that these inspections will resume in the summer term. We are continuing to keep the inspection arrangements under review.</p>	<p>Although not expecting an Inspection, we have been preparing for OFSTED to call Northway during Lockdown. We will continue to prepare in the usual way, maintaining our high standards.</p>	

<p>In the spring term, Ofsted is conducting non-graded monitoring inspections of:</p> <ul style="list-style-type: none"> • inadequate schools • schools judged as requires improvement at their last 2 (or more) consecutive inspections • some other schools that require improvement <p>The monitoring inspections are designed to:</p> <ul style="list-style-type: none"> • provide assurance to parents • provide support to schools • take into account the school’s context, including the impact of coronavirus (COVID-19) • enable inspectors to reach an assessment of whether leaders and those responsible for governance are taking effective action to provide education in the current circumstances <p>The monitoring inspections focus on:</p> <ul style="list-style-type: none"> • action being taken to provide education in the current circumstances • the curriculum, including any adaptations to meet current challenges • the provision of remote education • support for pupils with SEND, whether they are in school or being educated at home • the contribution of those responsible for governance • the impact of support and challenge provided to the school, including from any external partners <p>Ofsted also continues to have the power to inspect a school where it has significant concerns. This could include concerns relating to:</p> <ul style="list-style-type: none"> • the quality of education being provided, including remote education • safeguarding 		
Primary assessment		
<p>We have cancelled the statutory Key Stage 1 and Key Stage 2 tests and key teacher assessments planned for summer 2021, including the Key Stage 2 tests in reading and mathematics.</p> <p>You should continue to use assessment during the summer term, using past test papers if you wish. This will inform teaching, enable you to give information to parents on their child’s attainment in their annual report, and support transition to secondary school.</p> <p>We are planning for a full programme of primary assessments to take place in the 2021 to 2022 academic year.</p>		

Accountability expectations		
<p>Performance tables were not published for the 2019 to 2020 academic year. We will not judge schools on data based on exams and assessments from 2020.</p> <p>We will not publish data based on exam and assessment results from summer 2021 on school and college performance tables.</p> <p>Read coronavirus (COVID-19): school and college accountability to see what this means for accountability in 2019 to 2020 and 2020 to 2021</p>		
Contingency planning		
<p>For individuals or groups of self-isolating pupils and pupils who are shielding following government guidance related to coronavirus (COVID-19), remote education plans should be in place.</p> <p>You should continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, you may be asked to revise your delivery models for a short period of time.</p>	Contingency Plans are in place.	
Breakfast After School Club		
<p>From 8 March, out-of-school settings and wraparound childcare providers will be able to offer indoor and outdoor provision to all children. However, parents and carers will only be able to access settings for certain essential purposes.</p> <p>Therefore, from 8 March, providers should only offer indoor and outdoor face-to-face provision to:</p> <ul style="list-style-type: none"> • vulnerable children and young people • other children, where the provision is: • reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group • being used by electively home educating parents as part of their existing arrangements for their child to receive a suitable full-time education • being used as part of their efforts to obtain a regulated qualification, meet the entry requirements for an education institution, or to undertake exams and assessments 	Please see comments above.	

Completed:	24th February 2021 (MJH)	ACHIEVED
Reviewed:	25th February 2021 (SLT)	ACHIEVED
Updated:	26th February 2021 (MJH)	ACHIEVED
Sent to Staff:	26th February 2021	ACHIEVED
Staff Meeting:	1st March 2021 – ALL STAFF to comment and refine	ACHIEVED
Governors:	3rd March 2021	ACHIEVED

Risk Assessment

A	Date: 1 st September 2020 Update: 8 th March 2021	School: Northway Primary and Nursery School	Team: Education	Location: Northway
	Review Date: Fortnightly within School.	Ref:	Assessor: Headteacher and SLT Site Manager	Head Teacher: Mr MJ Hargreaves

B	Assessment of Risk for: <i>Model</i> Protection from transmission of Covid-19 during pandemic including all school activities
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C	List Hazards Here	List Groups of People at Risk	List Existing Controls	Risk Level
Ser Nº				
1	Covid-19 virus: General	Staff Pupils Visitors Contractors	<p>All staff are competent and instructed with regard to the procedures in place for the protection against infection from the virus. Reiterated weekly as part of briefings or when guidance changes. Weekly update as part of regular Staff Meeting and additional times if urgent updates arise. Procedures change according to need. Staff Zoom and through analysis of planning document took place on 1st March 2021 during Lockdown 3. Monday Briefings each week. Regular 'catch-ups' to refine our practice when needed.</p> <p>Weekly updates via LPHA for Headteacher (and Deputy Headteacher when available). This follows Joint Union meeting that takes place with LCC and SiL so any wider school issues are noted and everyone can learn from issues.</p> <p>Mr Hargreaves and Mrs Lightfoot have been Covid-Lead (SPOC) Trained: 8th September 2020.</p> <p>The school will display a signed copy of the STAYING COVID-19 SECURE IN 2020 confirming Covid risk assessment for the school has been completed (posted in the school H&S file).</p> <p>This risk assessment has been shared with all staff and updates will be disseminated in the future.</p>	

			<p>There is adequate supervision, where required, to ensure procedures are correctly adhered to. All staff monitor each other informally and SLT ensure procedures are adhered to and remind when necessary. Culture of kind reminders developed by staff. This has been reiterated during each Staff Meeting ... everyone's responsibility to keep each other in check and safe – collegiate approach. System in place for when collegiate approach proves ineffective.</p> <p>Liverpool City Council COVID-19: Personal Protective Equipment (PPE) Policy</p> <p>Reference School infection control risk assessment, as required: COMPLETED</p> <p>Pupils and staff who are symptomatic or who have household members who are symptomatic will not be allowed to attend school and will be requested to isolate as per national guidance. Symptomatic person - until a negative test has been shared or quarantine period completed. Household – 10 days self-isolation. Follow guidance from Track and Trace and Liverpool SPOC.</p> <p>Managers must also review all of the following applicable individual risk assessments where relevant:</p> <ul style="list-style-type: none"> • New and expectant mothers. COMPLETED and ongoing. New forms Aut 2 received. • Extended duty of care • Stress • Individual pupil assessments <p>Covid-19 specific extended duty of care risk assessment considered and carried out where relevant for all staff and pupils meeting the following criteria: COMPLETED and ongoing. New forms Aut 2 received.</p> <ul style="list-style-type: none"> • Vulnerable member of staff and/or pupil who has received a Government shielded letter. • Staff who have an extremely vulnerable household member. • Staff who live with a vulnerable person 	
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			<p>Previous guidance:</p> <ul style="list-style-type: none"> • BAME <i>People from ethnic minorities are at a higher risk from coronavirus, a report by Public Health England says. To understand the initial conclusions you need to read the report</i> (link below) as there are complexities and outcomes are likely due to a combination of factors https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes. As more information becomes available we will add to this risk assessment. • Bald people – there is research being carried out regarding the effects of coronavirus and the higher risk with bald men. More detail will be added once the facts are known. • For pregnant women from 28 weeks’ gestation, or with underlying health conditions such as heart or lung disease at any gestation, a more precautionary approach is advised. Women in this category should be recommended to stay at home and work allocated in agreement with them. This is a recommendation for Health Care Workers on ‘the front line’ dealing with Covid-19 patients. See Covid-19 virus infection and pregnancy (Royal College Of Obstetricians & Gynaecologists). Currently, there is no evidence to suggest that COVID-19 causes problems with the baby’s development or causes miscarriage. 2.2 <i>Risk to Baby</i>. Northway has instructed members of staff who are pregnant to work from home as part of this risk assessment. This was implemented on Wednesday 18th March 2020 and has not changed since. • Following an update in advice, members of staff who are pregnant are now able to request to work on-site to work past 28 weeks. A risk assessment should be completed and an agreed form of working arranged. Governors reviewed this advice on 3rd March 2021 and agreed staff should work remotely. Conversations take place on a 1:1 basis with colleagues who share their pregnancy news and then an individual procedure put in place that is risk assessed. This is in line with other members of staff who are shielding. <p>Formal process in place for manager/colleagues to contact the person if required, as detailed within applicable risk assessment above.</p>	
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			<p>Manager to regularly update and inform staff re government guidance regarding Covid-19 controls required: Updates given and documentation re-published. Regular DfE and LCC updates via email then reviewed in light of Northway’s specific site. See above for Staff Meeting updates.</p> <ul style="list-style-type: none"> • Gov.uk https://www.gov.uk/ • Public Health England https://www.gov.uk/government/organisations/public-health-england • Department for Education https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19#day-to-day-running-of-a-school • Health and Safety Executive https://www.hse.gov.uk/ <p>Referring to the following guidance and publications, as applicable: All within the wider document.</p> <ul style="list-style-type: none"> • HSE COVID19 latest information and advice • HSE Working safely during the coronavirus guide • Government guidance COVID-19: guidance for schools Covid-19 • Government guidance COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable • Government guidance COVID-19: guidance on shielding and protecting people who are clinically extremely vulnerable • Government publication COVID-19: cleaning in non-healthcare settings • Government publication Best Practice: how to hand wash • Government guidance for food business on Coronavirus (Covid-19) • Government guidance Covid-19: Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) <p>Due to the changing advice on Covid-19, managers should ensure they review safe working procedures and protocols daily, until such time when it is deemed unnecessary. Ongoing using LCC, DfE (0800 046 8687), NHS (111) and PHE advice (0344 225 0562).</p>	
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			<p>There is an adequate supply of disposable PPE, as per specific task requirements, and all staff provided with instruction in the correct use and fitment:</p> <ul style="list-style-type: none"> Public Health England and NHS YouTube video, Covid-19: putting on and removing personal protective equipment (PPE) – a guide for care homes <p>PPE provided, as required following specific current guidance for the protection of Covid-19 detail type and standard, as applicable:</p> <ul style="list-style-type: none"> Disposable half face masks: Available on-site Disposable gloves: Available on-site Disposable aprons: Available on-site Where personal care is to be provided eye protection/surgical face mask <i>detail any other specific disposable PPE in use</i> Available on-site. All staff have been given the option to have a cloth home-made face covering and Northway has purchased enough clear visors for all staff to utilise when/if needed. Staff also wear their own purchased face coverings when on the School Gates. <p>Note: IIR (as issued by LCC) are suitable for Covid-19 protection. FFP3 Mask are also suitable however they should be 'face fit'. Guidance for effective wearing: https://www.england.nhs.uk/coronavirus/wp-content/uploads/sites/52/2020/03/faq-ffp3-24-march-2020.pdf</p> <p>Currently DfE states PPE is not necessary for Primary Schools except where the pupil is unable to have high standards of personal respiratory hygiene. Although a basic kit is available for use in school where it is necessary and can be used by staff. Please see specific guidance within the wider document for staff.</p> <p>All used PPE should be double bagged and disposed of appropriately – store safely and securely for at least 72hrs before disposing via the normal waste stream.</p> <p>All staff informed that hands should be washed regularly as per Government guidance. Part of the daily routine at Northway.</p>	
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			<p>Pupils regularly reminded, in age appropriate ways, that hands should be regularly washed as per Government guidance. Part of the daily routine at Northway.</p> <p>Signage around school encouraging staff and pupils to maintain good hand hygiene.</p> <p>School encourages good respiratory hygiene by promoting 'catch it, bin it, kill it'. Posters displayed in prominent areas and toilets. Procedures discussed within INSET and staff to carry out in an age appropriate way. Use of e-resources in a weekly basis.</p> <p>Additional personal storage for change of clothes for staff due to alternative travel getting into work where necessary e.g. cycling, walking, running. Northway has a shower cubical room for staff. Clothing storage in classroom store cupboard.</p> <p>Parents and Guardians kept informed via email bulletins etc. regarding changes to start finish times and any new local rules regarding drop of and pick up etc. ParentApp to keep parents updated. Telephone and emergency email.</p> <p>Staff kept informed via email, online meetings etc. WhatsApp and Zoom Meetings. All site meetings take place in Hall with a minimum 2m social distancing with a live Zoom feed as an option. Other meetings using Zoom.</p> <p>Virtual Parents Evening: Wednesday 21st October 2020 using School Cloud (and follow up telephone calls where needed). Plans to use School Cloud in Spring / Summer 2021 unless guidance changes.</p> <p>Post-incident de-briefing carried out for anyone involved in an incident of suspected contamination, with the aim of providing support and preventing incident recurrence. Further support provided to all staff members affected by the incident.</p> <p>All incidents reported to the Health and Safety Unit as per the school accident and incident reporting procedure using the LCC online accident and incident report form.</p> <p>Reference made to HSE guidance for reporting under RIDDOR:</p>	
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			<ul style="list-style-type: none"> HSE RIDDOR reporting of COVID-19 	
2	Covid-19 virus; General school environment	<p>Staff</p> <p>Pupils</p> <p>Visitors</p> <p>Contractors</p>	<p>Additional school gates will be opened to the school grounds to dilute the numbers coming through them as much as possible. Four gates to be used to ensure children are able to enter and leave the site safely. Parents reminded about the need to social distance and not congregate once pupils arrive. Signage to assist with face coverings and social distancing placed at 2m intervals and changed regularly to ensure they are noticed by parents and the community.</p> <p>Markings are laid out on the playground for classes to line up at the start of the school day. Rehearsed with pupils during week 1 of returning to school. Reiterated following Lockdown 3 return. Markings have been applied to Waldgrave Road and along the main entrance to School. Parents and Pupils will only be able to access school through designated gates and staff will use walky-talkies to notify the main classrooms if communication is needed. Reviewed daily during week 1 and thereafter, bi-weekly. Gate procedures tightened and working well. Efficient and timings improved greatly. Communication working well having 'Mobile Office' by the Main Gate.</p> <p>Kept Gate system for Lockdown as it works. As there are far less children, it is very quick but also ensures the children are spread across and do not form a large gathering. Following March return, gates still proving successful. Teachers to manage the gates with SLT walking around the perimeter to assist with parking and social distancing. Continue to review.</p> <p>School first aid risk assessment reviewed, as required: Key staff identified who have First Aid Training. Office has re-stocked all First Aid and PPE (18th May 2020 and checked September 1st 2020). Risk Assessment is in school and is still current. ONGOING SUPPLIES ORDERED. 12 Staff re-trained in First Aid 4th March 2021. A further 12 to be trained in March 2021 to allow First Aiders to be in every Bubble.</p> <p>Deliveries to come via main office door and isolated for 72 hours where possible. Handled with gloves (disposable) and hands washed and sanitised after moving them. Deliveries to the</p>	

			<p>school e.g. stationary, cleaning chemicals will be securely stored. If items are needed immediately, unpack using disposable gloves and wash hands immediately afterwards.</p> <p>Currently School does not allow takeaway deliveries (eg Just Eat) as it is a considered unnecessary risk. This was reviewed January 2021 and remains in force in March 2021.</p> <p>School access control system reviewed and appropriate steps taken e.g. hand sanitizer located at entrance for staff/visitors to cleanse hands after use, wipes available to cleanse keypads and touchscreens. Staff sign in and out using their ID badge and do not therefore need to touch the screen. Visitors are able to use the screen under current guidance but should use an anti-bac wipe before and afterwards. Cleansing station is available by the screen in the main reception area.</p> <ul style="list-style-type: none"> • If biometrics and/or other access control systems are disabled, Fire Risk Assessment, Fire Evacuation Procedures, Security, Violence and Lone Working risk assessments are needed to be reviewed. Back-up plan is in place. <p>Hand sanitizer stations located at:</p> <ul style="list-style-type: none"> • Entrances to building. In place. • Classrooms/entrances to classrooms In place within the classroom. • Corridors. In place within classrooms and key door positions. • Staff rooms Alternative staff rooms available to assist social distancing. • Toilets In place – soap (automatic pumps). • Changing areas In place. <p>Hand sanitizer stations are both Individual bottles and automated machines.</p> <p>Signage installed to various areas of the building reminding people to wash hands regularly, in line with Government guidance and to maintain social distance. One way system clearly signed.</p> <p>Corridors, walkways and staircases have tape markings laid out to indicate side to walk on (two way traffic). One way system in school with correct signage. Begins formally once children</p>	
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			<p>have entered the building for safety reasons. Staff understand the risks of crossing on 'tighter corridors or stairwells' and have been advised to take necessary precautions.</p> <p>Fire Doors: Currently classroom doors are being left open. Main fire doors are currently being left closed (they were open during Bubbles). Windows to remain open if the external door is closed, due to inclement weather. ENSURE SAFETY CATCH remains on windows at all times. Plan: If fire doors need to be left open, consider employing a <i>Dorgard</i> system (sonic release door foot bolt, activated when fire alarm sounds) to hold cross corridor or protected shaft (stairs) fire doors open to prevent contamination of constant touch points and maintain fire protection integrity.</p> <p>Lifts to be isolated until further notice for <u>general</u> purpose. Specific permission given for certain tasks for adults / children and only one person per lift journey.</p> <p>Staff and Y6 Prefects verbally reinforce controls in corridors, walkways and stairwells where necessary. Using One-way system across both floors of the school building. Prefects in place, wearing a visor to assist travelling around School safely.</p> <p><i>Note from; Covid-19-implementing-protective-measures-in-education-and-childcare-settings: Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general, groups should be kept apart, <u>brief, transitory contact, such as passing in a corridor, is a low risk.</u></i></p> <p>Staff and pupils are requested to keep close to the side of the corridor or walkway to maximise social distancing while others are using the opposite side.</p> <p>Whole school assemblies and collective worship are not to take place during the Covid-19 pandemic. These will be undertaken in 'bubbles' where appropriate. Northway has split the school into Micro-Bubbles (classes) and Inter-Bubbles for any cross Bubble activities. Inter-Bubbles: N+EYFS, KS1, LwrKS2 and UprKS2. Assemblies to take place over Zoom so the whole school can be together virtually. Any physical Assembly to be limited to Inter-Bubbles.</p> <p>Assembly has only taken place in Classrooms using Zoom.</p>	
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			<p>Christmas Nativity: DVD was filmed with each class taking on one scene and contributing musical items. All footage was collated and made into Northway Christmas DVD for parents. Similar process to be explored for Summer Production to ensure children do not miss out on this creative enrichment.</p> <p><i>08/03/21 Assembly has taken place successfully over Zoom throughout the Autumn Term. Spring Term began successfully so will continue until the guidance changes.</i></p> <p>The use of the school staff rooms is minimised to maximise social distancing between colleagues. Wipes and cleaning materials available in staff rooms for staff to clean regular contact points e.g. kettle, taps etc. Three alternative refreshment stations have been identified and equipment purchased to ensure staff are able to relax during their break times and have refreshments in a safe environment and timely fashion. NO PLATES / CUTLERY to be left by the sink – wash and go or use the dishwasher.</p> <p>A further 'Filter Water' machine has been ordered (Dec 2020) to reduce the heavy usage of one machine.</p>	
3	Covid-19 virus: School reception and offices	Staff	<p>Staff are instructed to send information electronically to avoid the use of internal mail services.</p> <p>All returned visitor passes, keys or fobs are kept stored separately from other items and cleaned and sanitised before reissue. The use of lanyards will be suspended.</p> <p>All waiting areas are reconfigured to ensure social distancing can be maintained. Seating, display stands and magazines are removed.</p> <p>Screens are installed to areas where staff are required to have face-to-face interaction with visitors. The Front Room (Hub) has been created to allow staff to meet with a parent or a visitor. Couches have been arranged in a socially distanced way and a large boardroom table is also available for bigger meetings but also allowing social distancing. Staff are able to wear a clear face visor if this makes them and the visitor feel safer. The Front Room (Hub) is</p>	

			<p>accessible from outside the school building so it limits the number of visitors in the main room. It can also be cleaned separately and has its own toilet and kitchen area.</p> <p>Staff who are able to work from home, are encouraged to do so. Where appropriate.</p> <p>Office windows will be opened where practical, to encourage as much natural ventilation as possible. Security catches to remain in use.</p> <p>Workplace layouts are configured to allow staff to maintain social distancing of 2m when they are seated at workstations.</p> <p>Screens installed where it is not possible to move workstations or it is considered that the work activity is essential.</p> <p>Desk configurations and allocation are such that staff are not seated facing each other.</p> <p>Workstations are single user use. Sharing of workstations is not to be undertaken.</p> <p>Staff to clean and sanitise their workstation (including chair arms) at the beginning and end of their daily shift. Additional cleaning stations are to be provided for staff to use and replenished as required. Discussed during 1st Sep 2020 INSET and reiterated weekly. Reminders.</p> <p>A clear desk policy is in place. All work items and belongings are stored in desk pedestals or store cupboards when not in use.</p> <p>Telephones must not be shared and staff should transfer calls rather than pass handsets to colleagues. Where this is not possible, callers are provided with an alternative number to call back.</p> <p>The use of copiers, printers and shredders is for essential school use only. Where it is essential to use such devices, they should be cleansed after each use. Appropriate signage is installed to advise users accordingly and cleaning materials are available. Wipes at each station.</p>	
4	Covid-19 virus: Meetings	Staff		

			<p>All in-person meetings should be avoided whenever and wherever possible. Staff should use other means of remote communication to host meetings where facilities are readily available. Use of Zoom and School PA System. Hall used with socially distanced chairs alongside the option of Zoom into Classrooms. During tighter guidance, Zoom to be the primary platform. Maximum capacity in the hall and staff must remain seated within their Bubbles. The remaining staff use classroom Zooms.</p> <p>Attendance at meetings is limited to those essential attendees only. Critical information is cascaded to other staff. Email sent out to staff to share this policy (2nd Sep 2020).</p> <p>Meeting room capacity is reduced to comply fully with prevailing social distancing measures. Wherever possible, meeting rooms should be adequately ventilated with external windows opened during meetings.</p> <p>Meeting room users advised not to share equipment during meetings i.e. pens, stationery etc. Attendees to remove all items following the meeting. Staff to bring their own pens and equipment to every meeting. Electronic versions of handouts.</p> <p>Meeting room users to wipe down surfaces (including any buttons on IT equipment and remote controls) following meetings. Additional cleaning materials will be provided in all meeting rooms for use by staff and replenished as required. Use of microphones in the hall – 4 microphones on rotation and each one anti-bac wiped after use. Aim for individual microphones for duration of the INSET.</p> <p>Meetings to take place promptly and conclude fully in the meeting room to avoid attendees congregating in adjoining areas prior to and following meetings.</p>	
5	Covid-19 virus: Classrooms	Staff Pupils	<p>Nursery School and EYFS provision</p> <ul style="list-style-type: none"> Minimise mixing within settings e.g. different rooms for different age groups <p>We are currently only able to offer one daily session of Nursery due to no other space / appropriate cleaning of resources time between sessions. This is something we need to review constantly in light of guidance change as we want</p>	

			<p>to meet the needs of our community. Requested advice from SPOC and SiL EYFS Team regarding post-Easter Nursery.</p> <p>Primary Schools:</p> <ul style="list-style-type: none"> • Classes are kept in 'bubbles' and should not mix with other classes during the school day. • Wherever possible, staff teaching and supervising a 'bubble' should maintain 2m social distancing from pupils and should not mix with other bubbles. <p>2m teaching corridor has been established in each classroom. Micro-Bubbles and Inter-Bubbles have been created within Northway, meeting the current guidelines.</p> <p>Classes should be kept together and mixing with other classes minimised, as much as possible. COMPLETED See Micro-Bubble and Inter-Bubble planning.</p> <p>All desks face the same direction i.e. front of the classroom. COMPLETED in every classroom (EYFS has different guidance)</p> <p>Pupils are seated side by side as opposed to opposite each other. COMPLETED in every classroom (EYFS has different guidance). Rows and a cross marker under each chair where needed to ensure they remain in place.</p> <p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils have their own which are not shared. COMPLETED in every classroom (EYFS has different guidance). Children have their own supply and sharing of resources is limited to consistent groups where children are seated.</p> <p>Resources shared between bubbles, such as sports, art and science equipment, should be cleaned frequently and meticulously and always between use by different bubbles, or rotated to allow them to be left unused and out of reach for a period of 48hrs (72hrs for plastics) between use by different bubbles. PLAN in place and staff are aware of procedures.</p>	
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			<p>All unnecessary items are removed from classrooms and teaching environments as much as possible. COMPLETED. Soft Furnishings are now back in classrooms, as current guidance allows this. Each class has been thinned out to allow the greatest amount of room as possible. Reading Areas re-designed to ensure no pupil is sat facing another.</p> <p>Classes are to take place in the same setting wherever possible to limit the numbers moving around the school. COMPLETED</p> <p>Classroom activities planned and structured; where possible and appropriate classes will be held outdoors. COMPLETED. Playground has been re-designed to allow for outdoor learning (EYFS/Y1 and other classes).</p> <p>Cleaning of hands is encouraged when changing classrooms for different activities.</p> <p>Pupils regularly reminded to maintain social distancing where possible. Pupil's behaviour will be monitored throughout the day. Inappropriate behaviour that causes distress to other pupils will not be tolerated or any malicious Covid-related bullying will be treated seriously.</p> <p>In certain SEN and Nursery / EYFS environments, maintaining 2m social distancing will be near impossible – Central Government's Policy appears to be that for some pupil groups, not complying with social distancing is scientifically acceptable as children / young persons are at low risk from any serious consequences of covid-19, staff protection measures in this category should be reviewed. The school is to review measures to protect staff & pupils in this group, including:</p> <ul style="list-style-type: none"> • Contact with staff whilst handling a pupil; review EHC plans and risk assess (if required) vulnerable pupils attending a Referral Unit or alternative provision. Guidance: Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak - actions for educational providers and other partners ww.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people <p>Note; <i>If a risk assessment determines that a child or young person's needs continue to be more safely met at home, local authorities, educational settings and parents should</i></p>	
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			<p><i>consider whether moving either equipment or services into a child or young person's home would enable them to be supported there. This may be a more feasible solution for day settings than residential settings, and may include:</i></p> <ul style="list-style-type: none"> <i>○ physiotherapy equipment</i> <i>○ sensory equipment</i> <i>○ online sessions with different types of therapists</i> <i>○ phone support for parents in delivering interventions</i> <i>○ in-person services, where necessary</i> <p><i>Below, extracts from; Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</i> https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#is-ppe-required-for-tasks-involving-changing-nappies-or-general-care-for-babies</p> <p><i>Intimate care; nappy changing and similar:</i></p> <ul style="list-style-type: none"> <i>• <u>Is PPE required for tasks involving changing nappies or general care for babies?</u> Staff should follow their normal practice when changing nappies and caring for babies more generally, provided the child is not showing symptoms of coronavirus. This includes continuing to use the PPE that they would normally wear in these situations, for example aprons and gloves. If a child shows symptoms, they should not attend a childcare setting and should be at home.</i> <i>• <u>How should I care for young children or children with special educational needs who do not understand why they must stay apart or who ignore distancing guidelines?</u> Young children and children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines. It is imperative that education, childcare and children's social care settings conduct risk assessments around managing groups of children within the setting. This should include limiting the number of children in each group and reducing this to provide more space in each classroom or learning area. As far as possible, small groups of children should be supported by consistent staffing, and groups should remain as consistent as possible throughout the outbreak.</i> 	
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			<ul style="list-style-type: none"> Also see; Supporting children and young people with SEND as schools and colleges prepare for wider opening. Extract from Updating Risk Assessments (please read all of this section in the on line document for SEND pupils); <i>Following the partial closure of education settings from 20 March 2020, we asked local authorities to consider the needs of all children and young people with an EHC plan and to carry out a risk assessment. Local authorities were asked to work with educational settings and parents or carers to determine whether children and young people would be able to have their needs met at home and be safer there than attending an educational setting.</i> https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance <p>Classroom windows will be opened, where practical, to encourage as much natural ventilation as possible.</p> <p>Learning Zones have been identified for staff to use during Small Group work or Interventions. 7 Zones demarcated with either 4, 6 or 10 seats, tables forward facing and fulfilling Covid-friendly regulations. Staff requested to keep all furniture (including chairs) at the designated Learning Zone so effective cleaning can be carried out and cross-contamination between Bubbles avoided. Three portable whiteboards purchased for effecting teaching and learning within the Learning Zone.</p>	
6	Covid-19 virus: Dining areas	Staff Pupils	<p>Dining room be laid out so that ‘bubbles’ are separated whilst eating. COMPLETED. Reception children will use one half of the Hall for their dining as this is a crucial part of their EYFS learning. Year 5/6 will use the other half (consistent discrete tables). Other Bubbles (Y1-Y4) have meals delivered to their Micro-Bubble door and eating will take place in this consistent space.</p> <p>Lunch times will be staggered to ensure ‘bubbles’ do not mix.</p> <p>Dining room tables and chairs will be wiped down between sittings.</p>	

			<p>Dining room supervisors, cleaners and serving staff to maintain 2m social distancing wherever possible.</p> <p>Following updated guidance, pupils are now able to bring in packed lunches. These are stored within the Inter-Bubble during the day.</p> <p>This guidance continues for Lockdown.</p>	
7	Covid-19 virus; School day	<p>Staff</p> <p>Pupils</p> <p>Visitors</p> <p>Contractors</p>	<p>School start times for different bubbles are staggered to reduce the numbers attending the site at the start and finish of the day. Different gates have been allocated for each Year Group to use. Following Risk Assessment intel, it was established that a staggered start would mean parents congregating at the gates for a longer period of time due to the number of siblings across different year groups. With other local schools having a staggered start we have also been impacted negatively upon amongst our own staffing compliment. The use of gates was trialled during the first week and risk assessed each day. Changes were made and became part of school practice.</p> <p>Gates on Northway have been upgraded. Installation of electronic gates (Oct/Nov 2020) with an intercom system allows us to have more control over deliveries when children are entering and exiting the school. Important safeguarding addition to the school site.</p> <p>Now the gate system is working efficiently, pupil to be dismissed at 3.10pm and KS2 pupils at 3.20pm.</p> <p>Northway Main Gate 1 – Year 5 and Year 6 Northway Main Gate 1 (am/pm) – Nursery (key times) Northway Gate 2 – Year 1 and Year 2 Northway Gate 2 – Reception (key time set) Waldgrave Gate – Year 3 and Year 4 Northway Side Gate – Invited pupils (vulnerable, 1:1, Child Minder Large Group...)</p>	

			<p>SLT and TAs to supervise gates to ensure smooth transition home. Staff to wear a mask / visor when working on the gate.</p> <p>PLAN CONFIRMED 01/03/21</p> <p>Break time KS1 – 10.30am – 10.45am LKS2 – 10.45am-11am UprKS2 – 11am-11.15am Reception – 11.30am</p> <p><i>Each year group to use a designated area of the Playground.</i></p> <p>Lunchtime 3 lunch trolleys to take hot meals to classrooms.</p> <p>Packed Lunches to be eaten outside on the corridor by Northway Park (mats to be placed ready for each micro-Bubble when the weather allows). This will give the children more fresh air and allow classroom air to be purged, replaced and ventilated fully.</p> <p>Y1 – 12pm Y2 – 12.10pm KS2 – 12.30pm</p> <p><i>Each year group to use a designated area of the Playground.</i></p> <p>Staff need to supervise the toilets during break / lunchtimes to ensure the KS2 children use the facilities separately to KS1. Also able to use the toilets at the bottom of the LwrKS2 stairs.</p> <p>8.40am-3pm R – Northway 2 Gate 3.10pm Y1/Y2 3.20pm Northway 2 Gate</p>	
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			<p>3.20pm Year 6 – Use the ‘Invited Pupils’ Gate to leave with the Class teacher monitoring their departure.</p> <p>3.20pm Y3/Y4 Waldgrave Gate</p> <p>3.20pm Y5 Northway 1 Gate</p> <p>3.20pm Invited pupils (Front Room)</p> <p>Staff to discuss this at the Zoom.</p> <p>PLAN CONFIRMED 01/03/21</p> <p>Staff aware to re-adjust lunchtimes to accommodate the staggered exit.</p> <p>Parents and guardians are requested to drop their children off alone e.g., not both parents attending at once. By letter and ParentAPP.</p> <p>Parents and guardians are requested not to gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment) once their children have entered the school. Reminded in Newsletters, text ParentApps, posters on the gates and school fences and on the website.</p> <p>Parents and guardians requested not to gather on the school playground and to maintain social distancing at all times.</p> <p>Timetables are revised where possible to reduce the movement around the school premises and to stagger busy transitional periods. Micro-Bubbles to be maintained in the class pupils are designated into (with availability to use Inter-Bubble groups when needed). The hall, immersive space and intervention rooms can be booked and will be cleaned before a new group uses the space. No Micro-Bubbles should mix, except with those within their Inter-Bubble.</p> <p>Break times (including lunch) staggered for classes to minimise mixing and dilute numbers using common areas such as walkways and toilets. COMPLETED Inter-Bubble Timetables. Completed and refined KO’N 1st Sep 2020.</p>	
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			<p>December 2020 – refined further with use of Teacher on Duty and TAs to ensure lesson time starts promptly and manages the split playgrounds.</p> <p>Where possible the numbers of pupils using toilets will be managed. Markings outside toilet areas to assist with this. Toilets are managed by each Micro-Bubble – either Teacher or TA. Children to use the cubical which is a natural form of social distancing. Children are only to enter the toilet if a cubical is free. Hand driers have now been turned back on due to updated guidance from H&S Consultant. Remain turned on in March 2021.</p> <p>Pupils in R, Y2-Y6 will leave their PE Kits in School within their Inter-Bubble, throughout the Half Term. Kits will be sent home at half term to wash. Pupils in Y1 are able to come into School wearing their PE Kits following the trial in week 1 and 2 where socially distancing was not possible when assisting with changing (eg, fastening top buttons). These arrangements limit the number of items being brought into and out of school from home.</p>	
8	Covid-19 virus; Working and teaching within the school environment	Staff Pupils Visitors Contractors	<p>Staff instructed in the following working practices:</p> <ul style="list-style-type: none"> • Aim to maintain 2m social distancing at all times, where practicable. • Limit number of surfaces touched, where possible. • Keep hands away from face as much as possible. • Regularly perform appropriate hand washing. <p>Lessons and activities planned to make best use of school resources whilst maintaining social distancing.</p> <p>Changing of classrooms for different activities is minimised as far as is reasonably practicable.</p>	
9	Covid-19 virus; Cleaning	Staff Pupils Visitors	<p>All cleaning staff are experienced and have received appropriate training. Astons Contract Cleaners have met with their team to ensure appropriate training. Separate Risk Assessment has been received.</p> <p>Any new cleaning products brought on site in response to the current Covid-19 pandemic will have a COSHH risk assessment undertaken prior to use. If COSHH risk assessment not available</p>	

		Contractors	<p>and the chemical is required urgently; refer to the manufacturer's MSDS (material safety data sheet) available from the supplier or on-line from the manufacturer.</p> <p>Reference existing school COSHH risk assessments: All available in the Site Manager's Office.</p> <p>Cleaners have appropriate PPE in line with current (and any new) COSHH risk assessments</p> <p>Playground equipment and classroom play equipment wiped down and cleansed at the end of the school day and between activities where possible. Log book maintained and Site Manager to deploy tasks on a day to day basis using intel of which areas of school have been used.</p> <p>Cleaning undertaken in line with Government publication COVID-19: cleaning in non-healthcare settings. Astons Contract Cleaners have provided their own risk assessment for their staff.</p> <p>School will be fully cleaned at the finish of each school day. Minor cleaning duties to be carried out through the day. Ensure bins are emptied regularly throughout the day, especially if they have tissues in them.</p> <p>Cleaners on site throughout the school day and regularly touched items such as door handles, handrails etc. will be regularly wiped down and cleaned. Staff know what should be cleaned as part of keeping everyone safe / housekeeping. Any regular cleaning activities will be completed by the Site Manager / Cleaner at designated time. Staff are aware of how to report the need for extra cleaning. Anti-bac wipes are available in each room and kept safely until they need to be used.</p> <p>January 2021: We have employed a cleaner to maintain and enhance all touch areas, toilets and pupil desks during the middle of the day. This dovetails the work carried out by the main Cleaning Team who arrive later in the afternoon. Main responsibilities: door handles, door touch plates, handrails light switches, toilets, sinks, taps, pupil desks...all on a continual cycle.</p> <p>Cleaner only goes into classrooms to wipe the tables when the pupils are on a break / lunch. They also wear a visor and have changeable gloves. This has continued following March 2021.</p>	
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			<p>Site Manager also assists to maintain cleaning during the day – wiping of door handles and hand rails etc.</p> <p>Additional cleaning products are available for use by staff to wipe down frequently used contact surfaces. These will include (amongst other things):</p> <ul style="list-style-type: none"> • Printers/photocopying machines • Lift buttons and door entry keypads • Door, fridge and cabinet handles • Light switches • Kitchen surfaces <p>Classrooms where a pupil or staff member has become symptomatic during the school day will be deep cleaned along with other areas the person may have been. See detailed plan in wider risk assessment planning document. Close the room down for 72 hours following guidelines. Cleaners can then deal with the Bubble without fear of contamination. They should still wear PPE.</p>	
10	Covid-19 virus; Pupils and staff who become symptomatic during the school day	<p>Staff</p> <p>Pupils</p> <p>Visitors</p> <p>Contractors</p>	<p>If anyone becomes unwell with a new continuous cough, a high temperature or a loss of or change in their normal sense of taste or smell they must be sent home as soon as possible.</p> <ul style="list-style-type: none"> • 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. • 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. • PPE should be worn by staff caring for the child while they await collection ONLY 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"> • If a 2 metre distance cannot be maintained then the following PPE should be worn by the supervising staff member: <ul style="list-style-type: none"> ○ Fluid-resistant surgical face mask • If direct contact with the child is necessary, and there is significant risk of contact with bodily fluids, then the following PPE should be worn by the supervising staff member <ul style="list-style-type: none"> ○ Disposable gloves ○ Disposable plastic apron ○ Fluid-resistant surgical face mask ○ Eye protection (goggles, visor) should be worn ONLY if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting • The school should record and keep the details of the incident in case it is needed for future case or outbreak management (see suggested template) <ul style="list-style-type: none"> • Child identified. • Sit them outside the classroom at least 2ms away from other individuals. • HT / DHT / SLT to go to child and triage in a safe Covid manner. • If coughing, child to wear children's face covering before walking to the Covid-identified space in School. • A child with corona-virus symptoms should <u>not</u> be walked around school by staff, requesting assistance. SLT should go directly to them and follow the procedures to keep the child and wider community safe. <p>Pupils and Staff who become symptomatic during the school day will be isolated from the rest of the pupil group and their parents (pupils) will be called to come and collect them. Staff will be sent home to self-isolate. Advice from SPOC should be sought before sending Bubbles home. Complete MDS Form.</p> <p>https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19#what-to-do-if-someone-develops-symptoms-of-coronavirus-covid-19-while-at-an-educational-setting</p> <ul style="list-style-type: none"> • Any staff presenting as symptomatic will be immediately sent home. 	
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			<ul style="list-style-type: none"> • Any pupils presenting as symptomatic will be taken to the identified Covid-19 isolation / waiting room area and the parent/guardian requested to get the pupil tested (Tel: 119 to request a test). School has a limited number of tests available for families who find accessing a testing site, although visiting a testing site will result in a faster test and result time scale. • Designate one room as an isolation area. The Front Room (Hub) (see detailed rationale in Planning Document) • Ensure isolation rooms can comfortably accommodate a distance of 2 metres per person • Ensure that the isolation room(s) are kept clean – use antibacterial cleaner on door handles and other contactable surfaces as directed in deep clean guidelines. • Communication with LCC: “Unless the member of staff knows it is related to another conditions, as it is a new cough I would advise that the member of staff gets a test and self isolates until they get the results. You don't need to do anything with the bubble unless the test comes back positive.” <p>If staff are unable to maintain 2m social distancing from an isolated pupil, appropriate PPE should be worn e.g. a surgical face mask.</p> <p>Any areas, items and surfaces the symptomatic person has come into contact with should be thoroughly cleaned as soon as possible.</p> <p>Symptomatic pupils and staff are advised to engage with Government Test and Trace and get tested:</p> <ul style="list-style-type: none"> • If someone tests negative, they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. Other members of their household can stop self-isolating. • If someone tests positive, they should follow Government guidance and must continue to self-isolate for at least 10 days from the start of their symptoms. The 10-day period starts from the day they first became ill. If they still have a high temperature, they should keep self-isolating until temperature returns to normal. 	
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			<ul style="list-style-type: none"> • Their household should self-isolate for 14 days in case symptoms surface. • COVID-19 symptoms: <ul style="list-style-type: none"> • High Temperature / Fever of 37.8 and above. • New continuous cough • Loss of the sense of smell & taste <p style="text-align: center;">From TS H&S ... Other reported symptoms include:</p> <ul style="list-style-type: none"> • Breathing difficulties • Sore throat • Headaches • Flu like aches & pains • Fatigue • Abdominal pains / diarrhoea • Severe vomiting • Rash (Kawasaki disease) – signs of toxic shock / over activation of the immune system (likely attaching vital organs) • Persistent chest pain or trouble breathing • New confusion • Blue lips or face <ul style="list-style-type: none"> • <u>The NHS also state:</u> <i>“trust your instincts”</i> with children – if you suspect a problem get in touch with the NHS via telephone on 111, or 999 for more serious issues • If staff are unable to maintain social distancing from isolated pupil, appropriate PPE should be worn e.g. an IIR or FFP3 surgical face mask. See PPE use above Section (ser) N^o 1 • Any areas, items and surfaces the pupil has come into contact with should be thoroughly cleaned as soon as possible after the room has been locked down for 72 hours 	
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			<p>The school understands how to contact the local Public Health England Health Protection Team in the event of a positive test result for a member of staff or pupil: https://www.gov.uk/guidance/contacts-phe-health-protection-teams. The Health Protection Team will provide the specific advice and guidance the school is to follow in the event of a positive test result.</p> <p>If necessary a 'bubble' will be sent home and advised to isolate in line with guidance.</p> <p>Management of a confirmed case</p> <p>It is important that schools are aware of any positive Covid-19 cases at the earliest opportunity. Schools should let parents know what the expectations are if their child is needing a covid-19 test and what to do if it is positive. A template letter has been produced to share with your school community which sets out the expectations for parents and carers.</p> <p>If a child who attends or staff member who works at an educational setting tests positive for COVID-19 then the school will be contacted by a contact tracer.</p> <p>The Headteacher or appropriate member of the leadership team at the educational setting will be asked to work with the contact tracer to identify direct and close contacts of the case during the 48 hours prior to the child or staff member falling ill. This is likely to be the classmates and teacher of that class. The social distancing measures put in place by educational settings outside the classroom should reduce the number of other direct/close contacts.</p> <p>Direct contact without PPE:</p> <ul style="list-style-type: none"> • being coughed on, or • having a face-to-face conversation within 1 metre, or • having unprotected skin-to-skin physical contact, or • travel in a small vehicle with the case, or • any contact within 1 metre for 1 minute or longer without face-to-face contact 	
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			<p>Close contact without PPE:</p> <ul style="list-style-type: none"> Extended close contact (between 1 and 2 metres for more than 15 minutes) with a case <p>All direct and close contacts will be excluded from school and advised to self-isolate for 14 days starting from the day they were last in contact with the case. For example, if the case tests positive on Thursday and was last in school on the previous Monday the first day of the 14-day period is on the Monday. Household members of contacts do not need to self-isolate unless the contact develops symptoms. Families can now access the Lateral Flow Tests across Liverpool to put their minds at rest. School believes families will be able to order their own self-test kits, similar to those used by members of staff.</p> <p>The contact tracer will provide a standard letter to the school containing the advice for contacts and their families; the school will be asked to send the letter to the identified contacts.</p> <p>Contacts will not be tested unless they develop symptoms (contract tracer may provide advice on this). If a contact should develop symptoms, then the parent/carer should arrange for the child to be tested via NHS UK or by contacting NHS 119 via telephone if they do not have internet access. This would also apply to any parent or household member who develops symptoms. If any staff contact develops symptoms then they can apply for a test via https://www.gov.uk/apply-coronavirus-test-essential-workers.</p> <p>Wider school community</p> <p>A template warn and inform letter for the wider school community aiming to reinforce universal prevention measures: hand hygiene, respiratory hygiene, frequent cleaning and social distancing has been drafted.</p> <p>Arrangements for management of a possible outbreak</p> <p>If there are more confirmed cases linked to the school the local Health Protection Team will investigate and will advise the school on any other actions that may be required.</p>	
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			<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>However, it is probable that some outbreaks will be identified by either the local health protection team or the local authority public health team and the school will then be contacted by one of these teams.</p> <p>If you are informed you have an outbreak, a letter has been produced for you to send to the school community</p> <ul style="list-style-type: none"> • Headteacher will refer to current PHE (Contact Tel: 0344 225 0562) Guidance https://www.gov.uk/government/collections/phe-north-west-advice-support-and-services and if necessary Occupational Health Department advice (0151 233 3000) regarding exclusion from school premises for a recommended period of time (for individuals or all of the group / bubble; staff & pupil self isolation). • See Track & Trace system; order a test immediately at www.nhs.uk/coronavirus or call 119 if you have no internet access. • https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#when-open 	
			<ul style="list-style-type: none"> • All visitors and contractors to school should be limited to essential personnel only i.e. catering staff, maintenance personnel for emergency repairs to fix defective boilers, etc. Ensure any contractors are aware they must not visit the school if they or anyone they have come into contact with anyone who is symptomatic. 	

			<p>Details needed to be collected from visitors include:</p> <ul style="list-style-type: none"> • the name of the customer or visitor • a contact phone number and/ or email address for each visitor • date of visit • arrival time • departure time <p>Details need to be kept for 21 days in line with the schools GDPR policy. InVentry stores this information for us when visitors sign in.</p> <ul style="list-style-type: none"> • HT/SLT must be informed of all visitors (kept to a minimum) and will decide if they require access to school. Sign in using the InVentry Screen using the safety procedures. They must adhere to the rules and procedures that all other members of staff follow. <p>National Guidance states that Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p> <p>Trainee Students are considered as essential visitors and are able to complete their placement at Northway. Students should follow the Risk Assessment in the same way other members of staff do. Northway is in contact with Liverpool Hope University regarding our ITT Students.</p> <p>If visitors do come on site, they should follow your school Covid-19 risk assessment. If the visit is going to take place outside of the scope of your risk assessment, then an additional risk assessment should be conducted.</p>	
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			<ul style="list-style-type: none"> Where possible communication between parents and the school should be via telephone or ParentApp and the School Website. Any parents wanting to speak with teaching staff should use The Front Room (Hub) using the precautions already mentioned within this Risk Assessment. 	


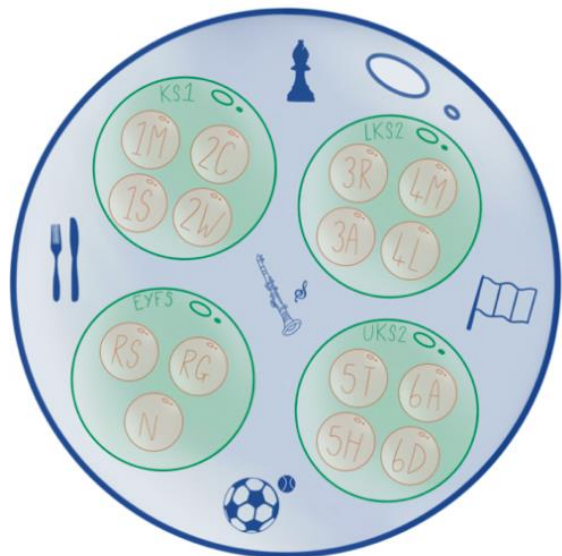



Risk Level: High: Accident likely with possibility of serious injury or loss
Medium: Possibility of accident occurring causing minor injury or loss
Low: Accident unlikely with control measures in place

D	Controls (Ser N ^o to correspond with Hazard Ser N ^o)	E To be completed by the Manager																								
Ser N ^o	Additional Controls Required	Action to be Taken	By Whom	Target Completion Date	Task Completed (Signed & Dated)																					
1	<p>Gates:</p> <p>Unfortunately guidance still does <u>not allow</u> parents onto the school site without an appointment.</p> <p>Visitors will also be kept to a minimum and managed according to the new guidance when they arrive.</p> <p>Children have all been allocated an Inter-Bubble Gate to enter and exit from and staff will be on hand to guide children. Please see photograph below.</p> <p>Reception will begin their day at 8.40am and conclude their on-site learning at 3pm. This will alleviate the pressure at Northway 2 Gate. Year 1 and Year 2 will leave at 3.10pm (their day has been modified to allow this). Year 3, Year 4, Year 5 and Year 6 leave at 3.20pm from their separate gates.</p> <table border="0" data-bbox="203 989 996 1244"> <tr> <td></td> <td>Enter by...</td> <td>Arrive by...</td> </tr> <tr> <td>Nursery</td> <td>Northway 1 Main Office Entrance Gate</td> <td>Nursery Gate</td> </tr> <tr> <td>Reception</td> <td>Northway 2 Gate (opposite shops)</td> <td>8.40am</td> </tr> <tr> <td>Year 1 and Year 2</td> <td>Northway 2 Gate (opposite shops)</td> <td>Infant playground doors</td> </tr> <tr> <td>Year 3 and Year 4</td> <td>Waldgrave Gate</td> <td>Y3/4 door</td> </tr> <tr> <td>Year 5 and Year 6</td> <td>Northway 1 Main Office Entrance Gate</td> <td>Side door by Junior Stairs</td> </tr> <tr> <td>Invited pupils</td> <td>Drop Off Point</td> <td>Front Room</td> </tr> </table> <p style="text-align: right;">Leave by...</p>		Enter by...	Arrive by...	Nursery	Northway 1 Main Office Entrance Gate	Nursery Gate	Reception	Northway 2 Gate (opposite shops)	8.40am	Year 1 and Year 2	Northway 2 Gate (opposite shops)	Infant playground doors	Year 3 and Year 4	Waldgrave Gate	Y3/4 door	Year 5 and Year 6	Northway 1 Main Office Entrance Gate	Side door by Junior Stairs	Invited pupils	Drop Off Point	Front Room				
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<p>This system will allow extra ease if collecting children from different gates. Each Inter-Bubble will have their own walkie-talkie linked to a dedicated Inter-Bubble channel. Gate staff will radio to staff who will then send children to the correct gate. The gate system takes a little more time but by the end of week 2 in September we had all got ourselves into an efficient routine. We ask that respect is demonstrated for each other when queuing for your children. There is no need to arrive early as this will just encourage an unnecessary social gathering. We also request that once your child has been collected, any conversations take place with other parents away from the school site. The safeguarding of the children arriving / leaving is our main priority and this can be achieved effectively if we all play our part.</p> <p>Any Year 6 pupil who is allowed to walk home will be escorted to the Drop Off Gate by their class teacher at 3.20pm. Only children with a letter will be able to depart independently of their parent / carer, so if your child hasn't but is hoping to do this, please send a note to give permission.</p> <p>The designated gate for each year group will open at 8.40/45am and will close promptly at 9am. Punctuality is even more important and we appreciate your support in this. In the afternoon, gates will open at 3pm / 3.10pm and 3.20pm with only the associated year group being able to leave at that time.</p> <p>Parents are asked to park respectfully (not on ZigZags) to allow all families and their children to arrive / depart safety.</p> <p>This relies on parents waiting patiently and respecting each other. SLT and other designated staff will be on the gates / school perimeter each day and monitor any issues. WALDGRAVE</p>					

	<p>ROAD: Staff presence to assist with parental handover due to issues with the number of people and individuals not wishing to wait. Resolved 4th Sept (earlier opening and staff to walk along the line). Will continue to assess each evening.</p> <p>Dear Head teacher,</p> <p>Levels of COVID-19 in Liverpool are high and increasing every day – we need to take urgent action.</p> <p>It is now essential that parents and carers in Liverpool wear face coverings when collecting and dropping off their children at school. All school staff should role model best practice by also wearing a face covering if supervising during collection or drop off. Those who refuse or cannot wear face coverings should maintain social distancing of at least 2m from children and other parents/ carers.</p> <p>We thank you in advance for ensuring greater levels of safety in your school and our communities.</p> <p>Many thanks, Matthew Ashton Director of Public Health</p>			
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<p>Northway Bubbles </p>  <p>  Whole school bubble  Inter-bubble  Micro-bubble </p> <p>Inter-bubbles will not be used during Lockdown.</p>				
<p>Excellent behaviour, as always, is essential whilst in the Northway Bubble. The Northway Values for Victory will still be followed. All children will be expected to maintain social distancing as far as is possible and follow our new procedures. We want to ensure a safe as is practicable environment and failing to follow the Northway Values for Victory will endanger</p>				

	<p>other children and adults in School and risk their health and safety. We are unable to accept this choice.</p>				
	<p>Residential trips are still not able to take place during the autumn term, although non-overnight domestic educational visits can take place. Northway will not be taking part in any off-site educational visits during the Autumn Term. This will be reviewed in the Spring Term. We are in talks once again with Colomendy regarding rearranging the former Year 4 residential trip for the second time. We do not plan to book any further Residential Trips. This will be reviewed for Academic Year 2021/22 unless a significant change in coronavirus takes place due to the unnecessary risks involved.</p>	<p>This affects: Year 4 (current) Year 5 (who were visiting Colomendy in Y4) Year 6 (who usually partake in a residential at the end of Year 6).</p>			
	<p>Continue to access Government and Liverpool City Council Guidance and implement within the Risk Assessment Planning Document. Daily DfE briefing emails. Weekly LPHA updates.</p>	<p>Implement guidance</p>	<p>MJH and SLT</p>	<p>Ongoing</p>	
	<p>SWIMMING Swimming with Liverpool City Council has been given the green light to take place. Year Group Bubbles will have exclusive use of the pool facilities. Nicola Horton is in direct communication with Mr Bayliss regarding Health and Safety and Covid-procedures. Successful half term swimming for Year 6.</p>				
	<p>Sports Extra Curricular Clubs Our Sports Coach will offer an After School Extra-Curricular Club to the Bubble he has been teaching in the afternoon. The integrity of the Bubble will remain intact. Awaiting new guidance in January 2021 to allow this to take place. After planning Extra-Curricular Clubs, guidance did not allow this to take place.</p>				

	School is also eager to begin the Catch-up Clubs before and after School.				
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F	<p>Once additional controls are implemented, what will the overall risk level be:</p> <p style="text-align: center;"> High Medium Low But dependant on virus spike and national / local covid-19 picture. Currently: Tier 5. </p>	<p>Risk assessment signed off by:</p> <p>Signature: M Hargreaves</p> <p>Date: 01/09/20. Latest: 08/03/21</p> <p><i>Please note an electronic signature will suffice.</i></p>
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Risk Assessment – Breakfast Club **NOT CURRENTLY DURING LOCKDOWN**

A	Date: 4 st September 2020 Checked : 08/03/21	School: Northway Primary and Nursery School	Team: Education	Location: Northway
	Review Date: Fortnightly within School.	Ref:	Assessor: Headteacher and SLT Site Manager	Head Teacher: Mr MJ Hargreaves

B	Assessment of Risk for: <i>Model</i> Protection from transmission of Covid-19 during pandemic including all school activities
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C	List Hazards Here	List Groups of People at Risk	List Existing Controls	Risk Level
Ser N°				
1	Breakfast Club Wrap around care	Staff Pupils Parents	<p style="color: red;">The government has advised that schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> <p>All staff are competent and instructed with regard to the procedures in place for the protection against infection from the virus.</p> <p style="color: blue;">This risk assessment has been shared with all staff and updates will be disseminated in the future.</p> <p style="color: blue;">Breakfast Club will be re-established before After School Club.</p> <p style="color: blue;">Hall will be used as the location for Breakfast Club.</p> <p style="color: blue;">Children will enter via the external door of the Hall.</p>	

			<p>Government Guidance suggests 15 in a Breakfast Club Bubble with the potential of having two Bubbles of 15 in the same venue if an invisible barrier can be created. Northway will invite parents to sign up for Breakfast Club and request a consistent place. A KS1 and KS2 Bubble of 15 will be created.</p> <p>The Hall will be split into four quadrants with a table / tables in each. Children in each Inter-Bubble will remain with their own Inter-Bubble. 1st quadrant – EYFS 2nd quadrant – KS1 3rd quadrant – Lwr KS2 4th quadrant – Upr KS2</p> <p>Staff will be from the corresponding Inter-Bubble.</p> <p>Breakfast will be brought to the Inter-Bubble Table and activities will also take place within the same quadrant.</p> <p>Equipment will be cleaned before being re-used or stored and rotated for 72 hours.</p> <p>Following the first week of Breakfast Club, an assessment of potential widening of the provision will be carried out and potential other locations of hosting Breakfast Club sought.</p> <p>Bookings will be made via the School Office or using the School ParentAPP.</p> <p>Last admission 8.30am.</p> <p>No cash will be handled, payments will be made using Parent Pay.</p> <p>Planning for expanding Breakfast Club to allow two room and therefore grow the provision.</p>	
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Risk Assessment – After School Club **NOT CURRENTLY DURING LOCKDOWN**

A	Date: 11 th September 2020 Checked: 08/03/21	School: Northway Primary and Nursery School	Team: Education	Location: Northway
	Review Date: Fortnightly within School.	Ref:	Assessor: M Sultan, Headteacher and SLT Site Manager	Head Teacher: Mr MJ Hargreaves

B	Assessment of Risk for: <i>Model</i> Protection from transmission of Covid-19 during pandemic including all school activities
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C	List Hazards Here	List Groups of People at Risk	List Existing Controls	Risk Level
Ser Nº				
1	Wrap around care	Staff Pupils Parents	<p>The government has advised that schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> <p>All staff are competent and instructed with regard to the procedures in place for the protection against infection from the virus.</p> <p>This risk assessment has been shared with all staff and updates will be disseminated in the future.</p> <p>Hall will be used as the primary location for After School Club.</p> <p>Children will be met by a member staff by the Spanish Steps, keeping 2m social distancing. Children will stay in their own bubbles even when on Spanish Steps.</p>	

			<p>Government Guidance suggests 15 in an After School Club Bubble with the potential of having two Bubbles of 15 in the same venue if an invisible barrier can be created. ACHIEVED</p> <p>Northway will invite parents to sign up for and request a consistent place. A KS1 and KS2 Bubble of 15 will be created. ACHIEVED</p> <p>The Hall will be split into four quadrants with a table / tables in each. Children in each Inter-Bubble will remain with their own Inter-Bubble. 1st quadrant – KS1 2nd quadrant – Lwr KS2 3rd quadrant – Upr KS2</p> <p>Staff will be from the corresponding Inter-Bubble.</p> <p>Snack will be brought to the Inter-Bubble Table and activities will also take place within the same quadrant.</p> <p>Equipment will be cleaned before being re-used or stored and rotated for 72 hours.</p> <p>Bookings will be made via the School Office or using the School ParentAPP.</p> <p>No cash will be handled, payments will be made using Parent Pay.</p> <p>Planning for expanding After School Club to allow two room and therefore grow the provision.</p>	
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- Oct 2020** Liverpool was placed in Tier 3 by the Government and restrictions were put in place to match this. Schools remained open and were requested to continue to follow the guidance in this Risk Assessment.
- 01/11/20** On 31st October 2020, The Government announced a Nation Wide Lockdown, beginning on Thursday 5th November 2020. At this point schools are to remain open and wrap around care is still available. School will check for local and national updates.
- 02/12/20** On 2nd December 2020 Liverpool was placed in Tier 2. This was due to significant progress in reducing the transmission of Covid-19 and the success of the Lateral Flow Tests.
- Please see DfE poster for rules.
- 04/01/21** The Government announced Tier 5 National Lockdown.
- 07/01/21** Renewed Guidance given by DfE
- 08/01/21** Northway Risk Assessment and Planning document updated
- January 2021** Schools only open to Critical Worker or children who may be vulnerable (definition available). Remote learning in place.
- 08/03/21** Schools re-open fully.

Northway social distancing – examples



Waldgrave Road marked out with 2m Social Distancing tape. Only entrance for pupils – in and out. Parents not allowed to enter but must wait, using the 2m system. Parents are now able to use 1m+ rather than 2m.



Communication system used from within the Northway site to ensure the bubble is maintained.



2m Social Distancing tape along whole school entrance for staff when arriving in a morning or any parental visitors during the day. Visitors will be discouraged from attending school. Walkie-Talkies will be used on other gates for communication.

Duck and T-Rex Tape to show 2m markings.

When visiting the Office, parents are asked to use 1 in – 1 out and stand on the social distancing mat to speak to the Office Staff.

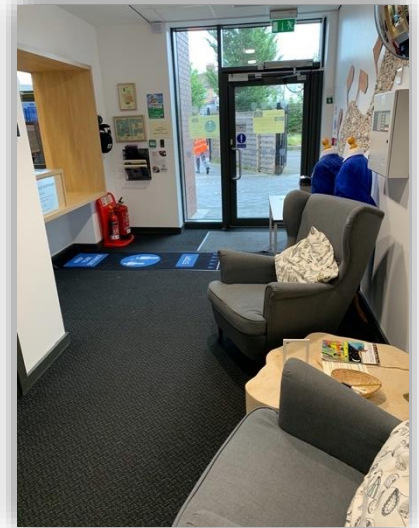


One way system throughout the School building. All staff and pupils made aware of this system on their first day. SLT ensure staff adhere to the protocol.

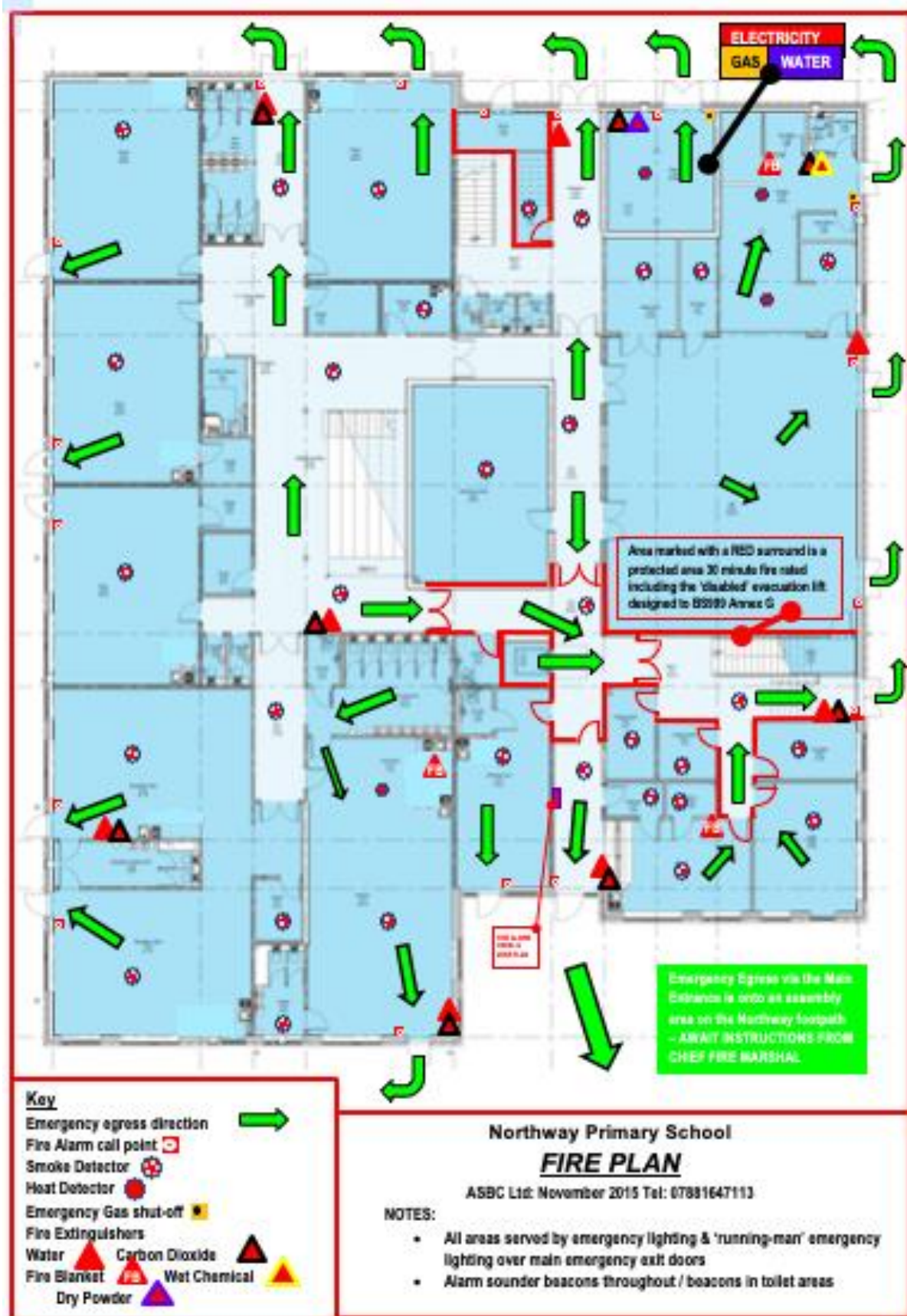


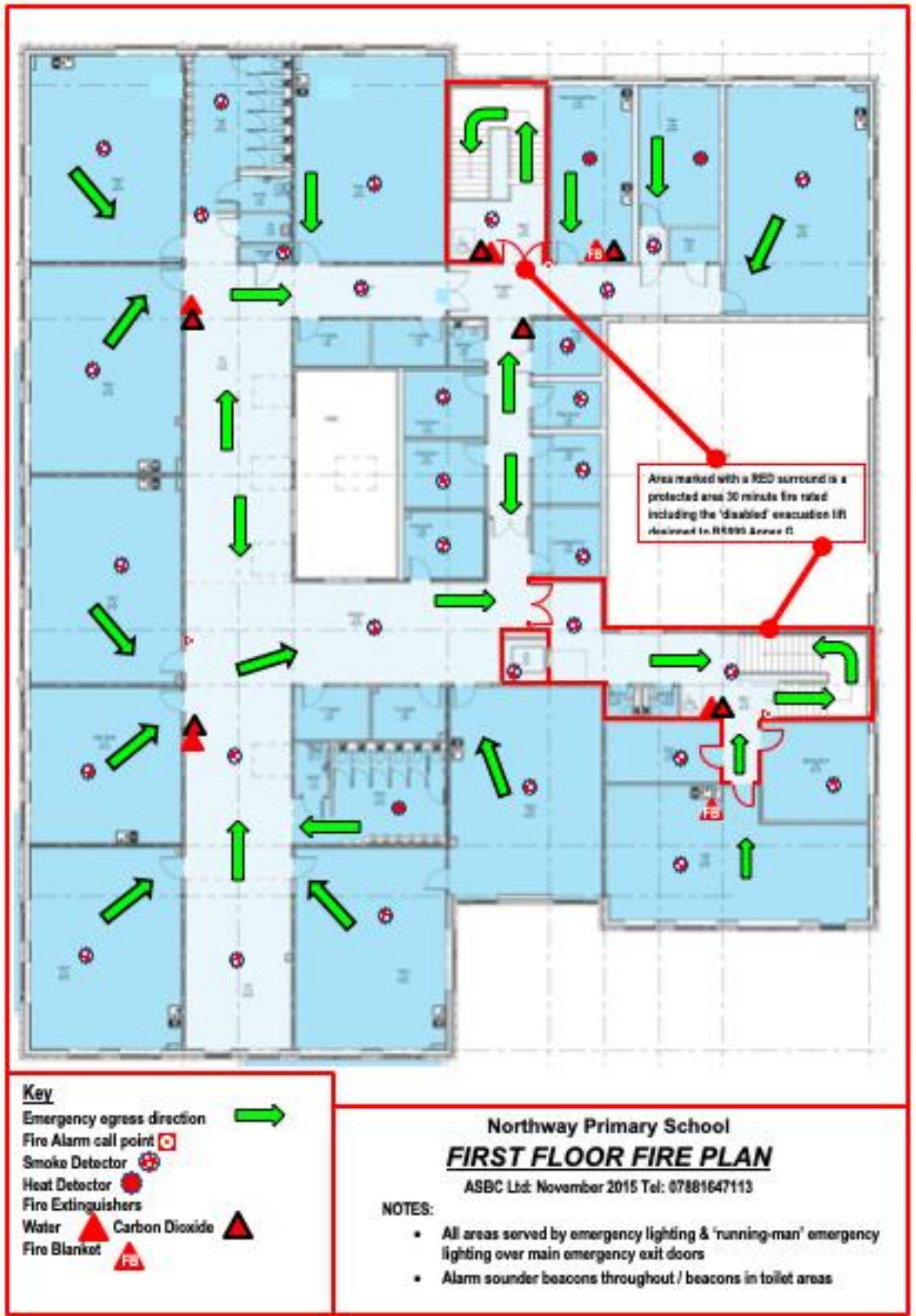
Classrooms already prepared with the correct number of desks and seats in the room only. Teacher has a 2m corridor at the front of the classroom. Desks are now 1m apart. Lunches to be brought to classrooms. All classrooms follow current Government guidance.

**Entrance / Office Area
EYFS, KS1, LwrKS2 and UpkrKS2**



Fire Evacuation information





Latest Fire Drill post-Covid procedures: Tuesday 10th March 2021 (afternoon).