



# Georgian Gardens – Reopening plans (Overview Risk Assessment)

## September 2020

OVERVIEW OF FULL SCHOOL REOPENING AFTER CLOSURE DUE TO PANDEMIC

# Introduction

The last four months have been a challenging time for everyone. I have said throughout lockdown and the pandemic that has changed our lives so dramatically, that I have never ceased to be amazed at the strength of community that has been displayed at Georgian Gardens.

As a school we have missed both pupils and staff who have not been able to attend the school during this time. Staff have worked hard to ensure that pupils have had access to online resources through Tapestry and Seesaw. Many families have been able to engage fully with the learning that has been on offer and we have enjoyed seeing the excellent efforts that have been put into this learning.

We have also had some pupils who have been with us throughout the pandemic as their parents have been working on the front line. This has created a new network of friendships within the school as pupils from a wide variety of year groups have got to know each other.

Support for families has been available throughout, including through the food voucher schemes and telephone conversations with our family support team. I have also been overwhelmed by the way in which I have seen families supporting each other through our online Facebook community. At the start of this, I said that the school community would never close and I really believe it didn't!

The government has now asked schools to put plans together to fully reopen in September. We are excited that this will bring our community back together, but are also aware that this must be carried out in a carefully planned manner to ensure that we all keep each other safe within the school environment. There will be changes that need to be in place, but we hope that we can apply these measures whilst keeping the upbeat spirit of the school and ensuring that the pupils find it to be a place that they feel happy, safe and secure.

This plan outlines the steps that we will take to make this happen. I hope it offers reassurance to all those invested in the school that we are doing everything we can to get this right. We will continue to review the measures that are put in place and they will be flexibly adapted to coincide with any local changes related to the prevalence of Covid-19.

Miss Bowers

Headteacher

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# Pupils



Guidelines	Specific considerations for GG	Monitoring
Attendance is mandatory from September – rules around FPNS are reintroduced		
In terms of medical need all pupils should be eligible for return from 1 <sup>st</sup> August – some may need additional discussion with health care professional	<ul style="list-style-type: none"> <li>-Identify any pupils in this category</li> <li>-Individual risk assessments where needed (serious underlying health condition)</li> </ul>	Already completed
School must provide education for isolating pupils	-See Saw in place – teachers can add what is being taught in class	
Children should be encouraged not to touch each other of staff (acknowledged this may not be feasible for youngest – who are better in smaller class sizes)	-Expectations established with children in first two days	Info in parent return letter
Younger children do not need to distance	Will be encouraged where possible – children in Y2 up will be at forward facing tables	Classrooms set up to facilitate this
Return to school in full uniform – there is no longer a need for additional washing beyond what is normal.	Information out to parents before opening	Info in parent return letter
Rules around hygiene and restrictions on movement need to be reinforced through the behaviour policy		Policy was updated
Lack of routine and engagement may lead to increased incidence of poor behaviour	<ul style="list-style-type: none"> <li>-First two days of the year – establishing routines and expectations in line with school behaviour policy.</li> <li>-Every afternoon first two weeks – team building, expectations, wellbeing to settle pupils back.</li> <li>-Risk assessments for pupils who may need physical interventions</li> </ul>	
Pupils should be encouraged not to use public transport (especially at peak times to travel to school). Active travel should be encouraged to increase exercise.	-Advice given to parents before returning	Info in parent return letter
	Ensure pupils have all medication in school from first day of term	Info in parent return letter
	Interventions for groups and individuals will not be starting immediately as our priority will be to settle pupils back into school	

# Staff



Guidelines	Specific Considerations for GG	Monitoring
Staff can all return – but some special measures may be put in place for those that are extremely clinically vulnerable	-Full risk assessments for high risk to be completed before return in September	
Where possible the number of contacts should be minimized and social distancing used wherever possible	-Year group bubbles to be set up as this will allow sufficient staffing levels and opportunities for a wide curriculum	Shared at staff meeting New signs for bubbles in place
Dependent on the age of the children – but pupils should be encouraged not to touch staff	-We recognise that children in YR and 1 may not adhere to this – staff who are more vulnerable should not offer any physical support if needed	
The use of staff rooms should be minimized	-3 staffroom/ PPA areas created in the school – see map. Reduce numbers using each area to minimize usage	Shared at staff meeting
If staff are going abroad on holiday, they should check that their destination does not require 14 day quarantine – they should be available for work on the first day of term.	-Ensure staff are made aware -Be aware that quarantine rules can change on daily -Staff will be required in school for the INSET days (3 <sup>rd</sup> & 4 <sup>th</sup> Sept) (distanced learning on line)	Informed in staff email
Specialist staff can deliver interventions as usual. Specialist staff can move between schools, but should be mindful of adhering to social distancing	-Individual risk assessment for this group – designated working areas with additional cleaning regime between pupils	
Supply teachers can move between schools – consider trying to use the same supplies where possible – adhere to social distancing	-regular supply booked for Friday afternoons – find out if she would be willing to do any other KS1 work that comes up. -Own HLTAs will be doing some supply -Liaise with supply companies and organise this where possible	
All teachers and staff can operate across different year groups in order to facilitate the delivery of the school timetable. Where staff do move around they should try to keep a distance from other staff and pupils as much as possible (it is acknowledged that this is not always possible in primary – but staff can still work across groups)	-HLTA can deliver PPA – risk assess this role individually & use distance boxes in class. Teach double lessons so less classes in contact each week. -Year 4/5 French delivered by one teacher (distance box to be used) -Year 4/5 IT delivered by one teacher (distance box to be used) - staff apply social distancing at these times when not in usual bubble	Discussed with HLTAs 8.7.20  Shared at staff meeting for all staff
Initial teacher training students are allowed. Make sure they are inducted in procedures. Can also be involved in re-planning sequences of lessons and delivering catch up.	-Students from Sussex University booked for next year. -Student placement officer to coordinate induction of Covid Procedures.	

Staff should be encouraged not to use public transport (especially at peak times to travel to school)	-Ensure staff are made aware	Shared at staff meeting – part of initial staff risk assessments
	-Staff meetings – continue to use Zoom for full staff meetings -INSET via zoom/ online training/ year group bubble work	
	-Staff were advised to limit time in the building when partially open – this is no longer necessary and staff can return to their normal routines	

# Prevention



Guidelines	Specific considerations for GG	Monitoring
Minimise contact with individuals who are unwell by ensuring someone with or in a household with covid 19 do not attend	<ul style="list-style-type: none"> <li>-Isolation room set up in school.</li> <li>-Clear instructions to parents about not sending in if not well.</li> <li>-Immediately on return ensure all phone numbers are correct for contact during the day</li> </ul>	Will be set up in sensory room to allow main first aid room to return to first aid now all back in. Staff to be reminded that where first aid can be given in classrooms it can – add record books to boxes as can't all be done centrally.
Clean hands thoroughly more often than usual (on arrival, on return from breaks, when they change rooms, before and after eating)	<ul style="list-style-type: none"> <li>-Teachers to build into daily routine</li> <li>-Posters already up</li> <li>-Consider additional sinks – in place of outdoor fountains</li> <li>-Skin friendly cleaning wipes for sensitive skin.</li> </ul>	Teachers are used to this in current bubble - continue  Awaiting quote
Catch it, Bin it, Kill it to be promoted throughout the school	<ul style="list-style-type: none"> <li>-Posters around the school and in children's toilets (lead first aider)</li> <li>-Lead first aider– Germ assembly streamed to the school.</li> </ul>	
Sufficient tissues and bins	More have already been purchased – continue emptying at lunchtimes	
Test kits will be available in school in sept – for use where this may mean that the family get tested		
Reduce contacts by grouping children together and avoiding contact between groups	Year group bubbles to be set up as this will allow sufficient staffing levels and opportunities for a wide curriculum	Signs in place for new bubbles

# Cleaning



Guidelines	Specific considerations for GG	Monitoring
Enhanced cleaning arrangements must be in place	Review daily regime in place and ensure update on display in all classrooms	Additional cleaning hours secured for autumn term
Frequently touched surfaces must be cleaned more frequently using everyday detergent or bleach based products.	Routines in place that need to carry on Products are in rooms for this to happen – spares need to be moved to new staff rooms. Staff should be aware of storing out of reach of pupils	
Shared areas should be cleaned more frequently and cleaning schedules should be in place.	Sign off sheets for during the day in these areas	
Ensure surfaces in dining hall are cleaned between groups	See catering section	
Outdoor equipment should also be considered in cleaning regime	Incorporate into cleaning schedule at end of day.	Additional cleaning hours secured for autumn term
	All surfaces must be kept completely clear to allow regular and through cleaning	Staff advised of this for classroom set up over summer.



# Catering



Guidelines	Specific considerations for GG	Monitoring
Schools should offer catered service	Hot meal service with Chartwells will continue	
	<ul style="list-style-type: none"> <li>-EYFS and KS1 will need to eat in the hall</li> <li>-Rota for lunch and ensure that tables/ chairs wiped between sittings</li> <li>- KS2 to eat lunches in classrooms (mostly packed lunches)</li> <li>- Consider how KS2 hot meals can be delivered to rooms</li> </ul>	<p>Rota completed and shared with staff.</p> <p>Additional staff allocated to cover lunch times – three members of staff per year group.</p>

# Safeguarding



Guidelines	Specific considerations for GG	Monitoring
Policy should be revised for full opening with reference to "Coronavirus (Covid - 19): Safeguarding in schools, colleges and other providers"	Check our current corona appendices against this advice – share with Governors	
DSLs will need to be provided with more time in the first few weeks of term to priorities safeguarding	<p>Large DSL team at the school that can share caseloads if needed</p> <p>Specific teaching/ gap filling delivered in class by teacher and TA</p> <p>No individual interventions in the first half term – we need to focus on settling children back into routines. This will also increase time for safeguarding work.</p>	

# PPE



Guidelines	Specific considerations for GG	Monitoring
<p>The use of PPE is not recommended in schools except for in specific circumstances:</p> <ul style="list-style-type: none"> <li>- Dealing with a person who is showing symptoms</li> <li>- Delivering intimate care</li> </ul>	Supplies available in school if needed for these circumstances if needed	
Schools should have a system for removal of face masks on arrival at school	Repeat instructions that were sent out to parents on partial reopening.	Info to parents in parent letter

# Managing a case



Guidelines	Specific considerations for GG	Monitoring
Have an Isolation room area for anyone with a suspected case – separate bathroom	Sensory room will be for isolating cases. If needed toilet will shut off after use until fully cleaned.	
School must engage with NHS test and trace		
School must manage confirmed cases amongst the school community	Communication will be key to managing this – follow the flow charts located in offices & GG school procedures tick list	
School must help contain a local outbreak by following advice from local health protection team		

# Visitors/ Contractors



Guidelines	Specific considerations for GG	Monitoring
Parents told not to gather at school gates	In parent information Signage on playgrounds Prompt opening of gates Member of staff monitoring playgrounds in the morning (in our high viz pink jackets)	
No parents in the building without a prior appointment		
Advise Volunteers of processes in place and ensure that where possible they are attached to one bubble	No volunteers for the first month – until routines in bubbles are established. Volunteers with specific roles not attached to a bubble will be allowed and inducted in routines.	
	Contractors will be allocated to specific toilets for use.	

# Resources



Guidelines	Specific considerations for GG	Monitoring
Limit the equipment that children bring to school – bags are allowed. Suggest only lunchbox (if not hot dinners), water bottle, book, PE Kit, snack (coat/ sun hat if needed). Y6 phone if walking home.	Instructions to parents	Info to parents in parent letter
Pupils and teachers can take books home, to contribute to pupils education and development	See Saw can also be used in addition to written marking and feedback	
Staff & Pupils should have own items if regularly used – e.g. stationary	Names on Pens and Pencils/ ruler – kept in drawer	Individual pencil cases with resources now awaiting arrival at school
Classroom resources can be shared within the bubble – cleaned regularly	Continue to use Milton wash etc. in rooms as needed.	
Wider school resources e.g. for Sport/ Art/ Science should be cleaned between bubble use and quarantined for 48 hours ( 72 hours for plastic)	New PE HLTA to rota PE equipment with 72-hour gap.	
	Soft furnishings kept out of classrooms to ease cleaning	
	Surfaces in classrooms to be kept clear for ease of cleaning	

# Mental Health and Wellbeing



Guidelines	Specific considerations for GG	Monitoring
Continue to consider work life balance for all staff	<ul style="list-style-type: none"> <li>-welfare meetings with staff in the first month back</li> <li>- Any visits to classroom visits/ book looks to be purely related to closing gaps for children and working together as a school to best plan for best outcomes for pupils.</li> <li>- Ensure sufficient support around any pupils presenting difficult behaviour on return (consider part time return if needed)</li> <li>- School closed over the summer with no provision for key workers to ensure all staff have a break.</li> <li>- calls to most vulnerable pupils on a rota to allow staff a break over summer ( we are aware that a few are currently relying on our support)</li> </ul>	
Ensure all processes are shared with staff	<ul style="list-style-type: none"> <li>-Staff zoom meeting on 8.7.20 to share this document before the summer</li> <li>-Any further input from staff to be included</li> </ul>	
New online resources are available to help support pupil and staff mental wellbeing from Education Support partnership	<ul style="list-style-type: none"> <li>-Make sure this is advertised in the staffrooms</li> </ul>	
Anxious children or pupils with specific needs may require a social story to help them come back to school	<ul style="list-style-type: none"> <li>-Update social stories for those returning for the first time in Sept. Send to all pupils.</li> </ul>	
Make sure staff are trained to support mental wellbeing – ‘teaching about mental wellbeing’ – training module for staff	<ul style="list-style-type: none"> <li>-Online training to be used as part of staff training on INSET days at start of term</li> </ul>	
Address issues that arise directly from Covid-19 (may include dealing with bereavement). See Coronavirus (Covid 19) Staff resilience hub.	<ul style="list-style-type: none"> <li>-Make staff aware of resource during staff INSET training.</li> </ul>	
Identify newly vulnerable groups on return	<ul style="list-style-type: none"> <li>Staff working with children to email concerns to DSL– who will coordinate with the DSL team.</li> <li>Any safeguarding concerns should be recorded through normal route on Safeguard my School.</li> </ul>	

# Timetables



Guidelines	Specific considerations for GG	Monitoring
Pupils should be in school full time and not on a rota		
Timetables should keep bubbles apart and keep movement around the school to a minimum	<ul style="list-style-type: none"> <li>-Layout of the school allows for zoning of year groups – see map</li> <li>-No shared teaching spaces to initially be used – e.g. studio/ hall (studio may be used for small socially distanced groups only for music)</li> <li>-Maximize use of outdoor spaces for teaching – these will need to be timetabled for groups</li> <li>- New signage for year group zones</li> </ul>	
Staggered start and drop of times will be needed – but should not shorten teaching time	Create timetables to ensure all pupils have full entitlement – may need to differ slightly where there are siblings to ensure that parents are not ‘waiting’ on the playground. E.g. children could be in doing independent study such as reading/ timetable rockstars.	Info in parent letter
Staggered break and lunchtimes	-Separate outdoor break times for all year groups. Covered by staff from own zone where possible - other staff can be used, but should distance.	
No assemblies with more than one bubble	Whole school assemblies to be streamed to create a sense of unity	
West Sussex have agreed to staggered starts where needed in September		



# Wrap around care/ clubs



Guidelines	Specific considerations for GG	Monitoring
Schools are encouraged to start breakfast clubs and wrap around care from the start of term, but it is recognised that this may need to build over time.	No breakfast club in September – have breakfast bars and fruit available in classrooms if pupils need it	
In wrap around care if the bubbles used during the day can't be maintained the pupils in these groups should be consistent.		
Schools should seek assurance from the outside providers that they use can demonstrate their own protective measures	-Ask for copies of risk assessments from outside providers to seek this assurance (do they cover the concept of consistent bubbles?)	
Parents should be advised to limit the amount of wrap around care providers that they use.	-Advise in information that goes out to parents	Info in parent letter
Children can mix for wider group specialist teaching and wrap around care.	-Music tuition to resume – need to ensure that is pupils are from different groups they are distanced and that staff delivering also maintain distance. Surfaces cleaned between uses.	Music info to go out to parents
	-No planned clubs in the first half term to ease pressure on staff. In addition, children need to get used to being back in a routine of school. - Plan future clubs linked to year group bubbles	Info in parent letter

# Risk Assessments



Guidelines	Specific considerations for GG	Monitoring
Staff, Pupils, Visitors and Contractors should all be considered in risk assessments. (particularly vulnerable staff and pupils to be considered separately in risk assessment)s	-Update current risk assessment in line with whole school opening ( should be read in conjunction with this document)	
H& S Risk assessment should be reviewed so that the risks of COVID are covered as part of this.	-Updated and ready for Governors approval	
Outdoor equipment should have its own risk assessment – following the advice on opening outdoor equipment from 4 <sup>th</sup> July. ( Governors need to agree)	-Included in full risk assessments from WSCC	
Employers should consult with a staff representative on Risk Assessments	-Head to consult with staff governors	
Risk Assessments published on websites	-This document as a full overview and other Risk Assessments if relevant when updates complete to be added to website	
Active arrangements should be in place to monitor controls are; Effective, working as planned, updated appropriately, considering any issues identified or Public Health advice.	-Monitoring element built into this document, which covers all aspects of reopening. -All plans shared with Governors who will ask questions to monitor processes	

# Building



Guidelines	Specific considerations for GG	Monitoring
All the usual checks should be completed at the end of the summer before opening. In particular, pay attention to Legionella risks during coronavirus outbreak.	-Ensure Premises Manager carries out usual opening checks – see risk assessment for opening after partial closure	
Ensure good ventilation – windows and doors should be left open whenever possible	-Signage in classrooms to remind staff	
Avoid busy/ crowded corridors/ entrances and exits	-Staggered start and finish to the day. -Staff to move around the outside of the building wherever possible. -Children to be escorted around the outside of the building wherever possible	
Consider adding additional sinks for handwashing.	-Quotes being obtained to turn outside water fountains into handwashing sinks for children.	
Remove all unnecessary furniture to create maximum spaces.	-Consider ease of movement in corridors to allow easy passing -SLT to liaise with premises manager re furniture that needs to be removed from corridors to allow required width for ease of movement in the school.	
Forward facing classrooms so that pupils are not closely facing each other	-Teachers to organise classrooms according to guidelines. - clear space at front of rooms demarcated for staff who need to remain distanced when teaching across bubbles (distance box)	
Children do not need to use specific toilets, but they should be cleaned regularly and handwashing protocols followed.	-Keep 2 per bathroom signs up - see cleaning schedules	
	Half of studio still to be used for storage space	

# Curriculum



Guidelines	Specific considerations for GG	Monitoring
The school/ bubbles need to be set up in a practicable way that the school can offer a broad, balanced & ambitious curriculum. (Bigger bubbles may mean that other preventative measures needs to be increased.)	-Year group bubbles will allow full coverage of broad and balanced curriculum. It will also ease pressure on staff as rotas for break cover etc. can be created.	
<p>Curriculum focus areas on return might include:</p> <p>EYFS: language, early reading, maths, phonic knowledge, extending vocabulary</p> <p>KS1/KS2: - phonics &amp; reading, increasing vocabulary, writing and mathematics</p> <p>The curriculum however, should remain broad so that the full range of subjects is taught over the year.</p> <p>Schools should return to their normal curriculum no later than summer 2021</p>	<p><i>GG Initial plan.....</i></p> <p><i>First 2 days</i> – Getting to know you days with class teacher – building new and re-establishing old relationships</p> <p><i>First 2 weeks</i> – themed skills development in the mornings (focussed on handwriting, spelling, reading and mental maths with some ‘fun games based’ assessment activities to allow teachers to make further plans to support targeted learning for pupils.</p> <p><i>Weeks 3 – 7</i> teaching block focussed on the key learning points form core subjects in the previous year group. By going back over this and ensuring pupils are secure we will be ready to move onto the current years curriculum after the half term. (Pupils who are already secure in these will be challenged to apply learning in new broader contexts)</p> <p><i>During week 7</i> – teachers will profile all pupils using our Thrive tool, which checks on emotional well-being and development. Again, this will help to identify pupils who may need additional support throughout the year in these non-academic areas.</p> <p><i>Half term</i></p> <p>Return to start of the new academic year expectations and curriculum – teachers will work to cover the full curriculum during the remaining 5 half terms.</p>	Info in parent letter
Schools will need to assess starting points through formative assessment (quizzes, observing, book looks, talking to pupils). No unnecessary tracking systems should be created.		
Relationships and Health Education becomes compulsory in Sept 2020 and no later than summer 2021	Coordinated by PSHE lead – ensure time planned for staff training	
Sport: Outdoor sport should be prioritized over indoor.	Also need to consider the games that are played at break times – new sport HLTA to devise list of	

<p>No contact sports should be played</p> <p>All sport equipment should be cleaned between groups of pupils</p> <p>If sports clubs operate they should be within the schools wider protective measures</p> <p>Active miles promote physical activity and can be distanced.</p>	<p>new games that can be taught to pupils to help with this.</p>	
<p>Schools will receive a grant for catch up funding – more info to follow.</p>		
	<p>Singing should be avoided due to the link to respiratory hygiene</p>	

# Educational visits



Guidelines	Specific considerations for GG	Monitoring
No residential visits	Lodge Hill has been cancelled – can use the deposit payed to book an adventure day later in the year.	Info sent to relevant parents
Can resume educational visits – in line with the protective measures of the school (bubbles)	School has decided not to take pupils off site during the autumn term – still a higher risk associated to coach travel etc. – We need to be certain about covid secure measures in other locations Virtual trips link sent to staff that may help with keeping learning exciting	Info in parent letter
Make use of outdoor spaces in the local area to support the curriculum	We had said that we would not use the local area – but guidelines now say that we can – so staff will be encouraged to use the local area – risk assessments to include covid considerations	
Usual risk assessment in place with the addition of any Covid measures.		

# Contingency plan



Guidelines	Specific considerations for GG	Monitoring
Schools need to have a contingency plan to continue education in the light of a further regional or national school closure. Plans should be in place by the end of September 2020 and deliver a better, more consistent, progressive full curriculum to that which has already been offered.	SLT to work on contingency plan – which builds on the plans already in place that have seen us through the current lockdown. See saw will be a valuable tool in terms of continuing to deliver a full and relevant curriculum.	
Schools should be able to offer off site education for pupils who are isolating.	See saw is up and running and can be used immediately for any child needing to self-isolate. Teachers will be able to upload work that is happening in the classroom.	

## **Additional Information:**

### **Assessment:**

All statutory assessments are set to return in 2020-2021. (Phonic screening, KS1 SATS, Y4 times table test, KS2 SATS)

Additionally, phonics screening for 2020 Year 1 pupils may also take place in 2021 when they are in year 2.

NB new baseline assessment for EYFS has been postponed for 2020.

### **OFSTED:**

Remains suspended for the autumn term – Inspectors may visit a sample of schools to discuss how they are managing return to education for pupils. This is not a judgement visit, but schools would receive a letter acknowledging the visit. Inspections are likely to resume in Jan 2021. Inspections can still be carried out in response to a serious concern e.g. safeguarding.