

DRAFT

**Phased Return Plan
Risk Assessment**

May 2020

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Phased Return Planning and Risk Assessment

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Phased Return Planning and Risk Assessment

Purpose

Schools closed on 20th March 2020 in response to COVID-19 and have only been open to the children of essential key workers and for children who are considered to be vulnerable. From 1st June 2020 Schools are re-opening for education with a phased return so that all primary pupils will have returned to school before the summer holidays. The purpose of this document is to outline the key risks, the measures that we are taking to ensure that it is safe for pupils and staff and the timeline for the phased return. This is a working document and will be kept under constant review in line with government and local advice as well as our own monitoring.

The reasons to return to school before the summer holidays are:

- To help the children to reintegrate socially and emotionally into school life.
- To maximise the opportunity to catch up on missed learning.
- To support families to return to work where necessary.

Risk identification

The key hazard is the spread of the COVID-19 virus to:

- Pupils
- Staff
- Parents
- Cleaners
- Contractors
- Delivery drivers
- Visitors
- Anyone else who physically comes in contact with us

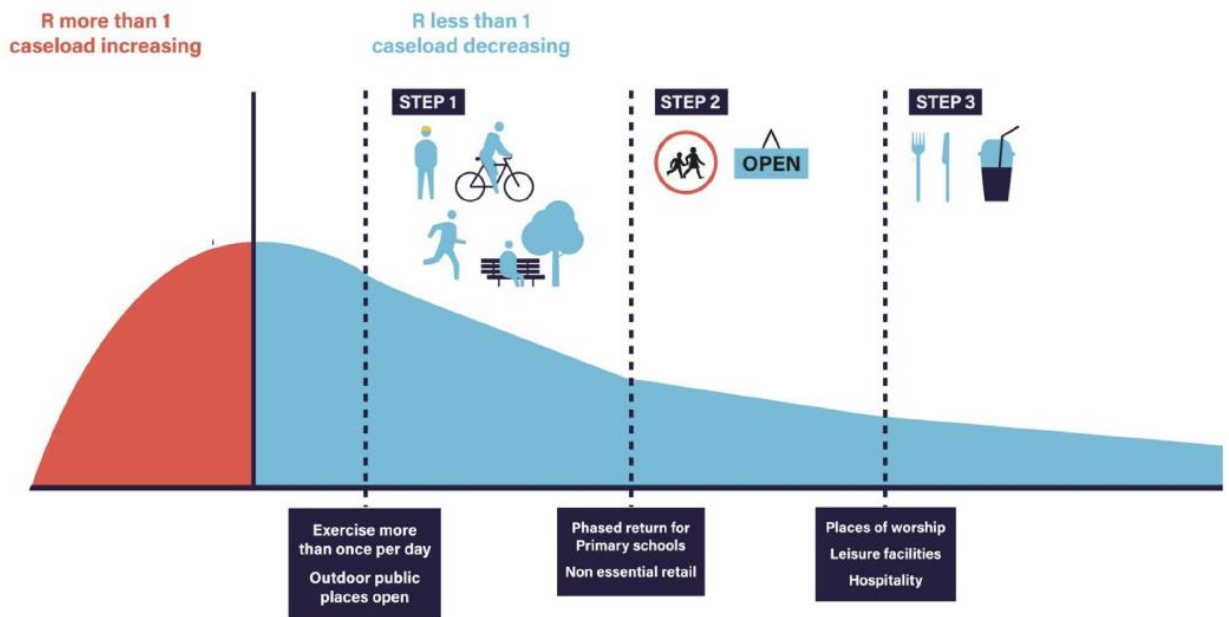
The risk rating is at level 4 (13th May 2020) and will be reviewed daily.

COVID Alert Levels

Level	Description	Action
5	As level 4 and there is a material risk of healthcare services being overwhelmed	Social distancing measures increase from today's level
4	A COVID-19 epidemic is in general circulation; transmission is high or rising exponentially	Current social distancing measures and restrictions
3	A COVID-19 epidemic is in general circulation	Gradual relaxing of restrictions and social distancing measures
2	COVID-19 is present in the UK, but the number of cases and transmission is low	No or minimal social distancing measures; enhanced testing, tracing, monitoring and screening
1	COVID-19 is not known to be present in the UK	Routine international monitoring

Gov.uk press slides 12.05.2020

Steps of adjustment to current social distancing measures



Gov.uk press slides 12.05.2020

The phased return on 1st June 2020 will only be possible if the COVID-19 Alert Level moves to 3 and would only continue as long as it does not rise above level 3.

Risk assessment

The school has adopted the Sheffield LA Schools Covid Risk Assessment 19.05.2020 version 3. In addition, there are specific protective measures and key roles within the school outlined in the 'implementing protective measures' section.

The measures are based on current (as at 28 May 2020) government guidance:

- [Actions for education settings to prepare for wider opening](#)
- [Implementing preventative measures in education settings](#)
- [Planning guide for early years and childcare settings](#)
- [Planning guide for primary schools](#)
- [Guidance for secondary school provision](#)
- [Safe working in education settings](#)

Implementing protective measures

	DfE Advice	Controls required	Action by whom?	Action by when?	Done
Effective infection	minimising contact with individuals who are unwell by ensuring that those who	- See contact tracing section. - See confirmed cases section.	SLT All staff	Letter to parents	Y

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protection and control preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces)	have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges		parents	Signage at gates – wk beg 8.6.20	
	cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered	<ul style="list-style-type: none"> - Supervised handwashing on entry to school, after any activities outside of the classroom, before eating, after using the toilet. - Child friendly signage 	Class teachers TAs Caretaker	Signs up Check supplies in each classroom daily	Y
	ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach	<ul style="list-style-type: none"> - Training the children. - Child friendly signage 	Class teachers TAs	Signs Bins Check supplies in classrooms daily	Ordered Y
	cleaning frequently touched surfaces often using standard products, such as detergents and bleach	<ul style="list-style-type: none"> - Additional cleaning hours in between sessions. - Group staff to clean equipment and surfaces at regular intervals through the day, and between uses by different children. 	Cleaners/ Teachers TAs	Briefing for staff – handbook and separate document to show cleaning/disinfecting procedures Additional cleaning hours over lunchtime	Y
	minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)	<ul style="list-style-type: none"> - Markings on floor in corridors to show direction (keep left). - One desk per pupil. - Classrooms set up to promote 2m apart layout. - Staggered breaks and designated areas. - Open door policy throughout school to minimise/eliminate touching of door handles in the setting - children don't leave belongings in the cloakrooms, but bring them into the classroom. Children leave the classroom either one at a time to go to the toilet/handwashing, or as a group in a distanced line.	SLT Teachers TAs	Door wedges ordered Procedures in staff handbook Markings to come wk beginning 8.6.20	Y
Personal protective equipment (PPE) including face coverings and face masks <i>Wearing a face covering or face mask in schools or other education settings is not recommended.</i>	PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> - children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way - if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment 	<ul style="list-style-type: none"> - PPE to be ordered by office to ensure that stock levels are high enough, particularly for children who need changing and medication throughout the day. - This risk assessment to be shared with any member of staff who may be doing intimate care with any child- feedback sought on anything else which would need to be refined to strengthen its rigour - Individual risk assessments for pupils with EHCPs or handling plans. - PPE available in classrooms 	Beth Alison SLT	PPE distributed to classrooms with first aid kits.	Y

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	determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn	along with first aid kits - isolation room identified for each group -instructions on use of PPE shared with all staff			
Shielded and clinically vulnerable children and young people	For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been classified as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield.	- SLT to identify clinically extremely vulnerable - Do not come to school. - Parents follow medical advice. - Teachers provide remote learning.	SLT Class teachers Parents	Parents informed	Y
Shielded and clinically vulnerable adults	Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work.	- Individual members of staff to inform line manager - Working from home arrangements in place. Read COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for more advice.	All staff SLT		Y
	Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible.	- Individual members of staff to inform line manager - SLT to consider whether working from home is possible or the safest onsite role with social distancing if not possible. - Individual risk assessments carried out	All staff SLT		
Living with a shielded or clinically vulnerable person	If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.	- No action required. - Attend school.	All staff SLT Parents		Y
	If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance , it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend.	Staff - Individual members of staff to inform line manager. - SLT to discuss and agree stringent social distancing measures. - Individual risk assessment signed off by Head of School, Executive Headteacher and member of staff. Pupils - Parents to inform school office. - Stringent social distancing cannot be adhered to for EYFS, KS1 or some pupils with SEND therefore they should be supported to learn at home if they are in this category.	All staff SLT Parents		

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Class or group sizes	We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account.	Schools should therefore work through the hierarchy of measures set out above: - avoiding contact with anyone with symptoms - frequent hand cleaning and good - respiratory hygiene practices - regular cleaning of settings minimising contact and mixing	All staff SLT		Y
	It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.	- Consistent school groups of maximum 15 pupils. - Many groups are smaller due to room size. - Consistent member of staff where possible - See timetable considerations.	SLT Teachers TAs		Y
	Public Health England (PHE) is clear that if early years settings, schools and colleges do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.	As above. -Clear guidelines for Early Years staff in relation to cleaning of equipment used by children- this to be done throughout the day	SLT Teachers TAs	Briefings for staff in wk beginning 1.6.20 Staff handbook	Y
	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, brief, transitory contact, such as passing in a corridor, is low risk.	- Even though the risk is low, this would be minimised by ensuring that a group does not mix. - Staggered timings. - Only individuals in corridors to go to the toilet etc.	SLT Teachers TAs	Briefings for staff in wk beginning 1.6.20 Staff handbook	Y
	For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply as set out here, and we recommend using these to group children.	- EYFS children remain in specific group of maximum 15. - Learning environment set up to provide space (limit numbers for each activity)	SLT Teachers TAs		Y
	For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher.	- See timetable considerations.	SLT Teachers TAs		Y
	Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.	- See childcare section.	SLT Teachers TAs		Y
	Keep cohorts together - ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days - ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on	- Designated drop off and pick up locations and times. - Staggered break and lunch times. - Consistent staffing for a group where possible. - Group uses same classroom area. - Seating plan the same.	SLT Teachers TAs Parents Cleaners		Y

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	<p>subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff</p> <ul style="list-style-type: none"> - ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days 	<ul style="list-style-type: none"> - Thorough cleaning as per cleaning plan. 			
Reducing mixing	<ul style="list-style-type: none"> - accessing rooms directly from outside where possible - considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors - staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time - staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms - ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time - noting that some children and young people will need additional support to follow these measures 	<ul style="list-style-type: none"> - Designated drop off and pick up locations and times. - Staggered break and lunch times. - Floor markers to show one way system. - Doors open where possible. - Toilet limits to number of actual toilets. 	SLT Teachers TAs		Y
Outside space	<ul style="list-style-type: none"> - for exercise and breaks - for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff - although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. 	<ul style="list-style-type: none"> - Designated areas for groups to avoid mixing. - Specific equipment only used by one group. - Basic sports equipment used and cleaned. - Equipment not used if cannot be cleaned. - Equipment thoroughly cleaned. Read COVID-19: cleaning of non-healthcare settings 	SLT Teachers TAs Cleaners		Y
Shared spaces	<ul style="list-style-type: none"> - use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning 	<ul style="list-style-type: none"> - Lunch/breakfast eaten in group rooms, Sports activities to take place outside or some exercise sessions in group rooms if weather is bad. - Follow the COVID-19: cleaning of non-healthcare settings guidance 	SLT Teachers TAs Cleaners		Y

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	between groups between groups is in place, - stagger the use of staff rooms and offices to limit occupancy.				
Shared resources	Reduce the use of shared resources: - by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff - by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently - although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts	- Designated shared resources for each group stored separately in labelled boxes. - Individually labelled resources for children to be kept in drawers where possible. - Cleaning of shared resources after use. - hand-washing/antibacterial gel used before e.g. using a reading book with a child	SLT Teachers TAs Cleaners	Resource packs set up for each child Information letter for parents Briefings for staff wk beginning 1.6.20	Y
Contact tracing	The government is developing a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential coronavirus symptoms. This programme will play an important role in helping to minimise the spread of coronavirus in the future.	- Use of the app when available. - Monitoring local levels of cases. - Traditional tracing: who have they been in contact with.	All staff Parents	Continue to update parents and staff, and regular briefings	
Showing symptoms	If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance . PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.	- Check with parents that pupils are well on arrival - Isolate in school away from others if showing symptoms and call parents to collect. - PPE for staff if social distancing not possible when caring for a sick child. - Hygiene measures. - Recording. - In emergency call 999. - Tell parents of other children in the group if a child is sent home with symptoms – they will be able to decide if they want to isolate their child.	All staff Care staff Parents	Isolation rooms identified for each group – shared in staff handbook.	
Confirmed cases	When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this	- Monitor and record. - Sending home and isolating while waiting. - Quick response to confirmed cases. - Ensure that this process is communicated with parents. - Inform public health where necessary.	SLT All staff Parents		

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	<p>scenario.</p> <p>Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</p> <p>Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</p> <p>As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools.</p>				
Testing	<p>When settings open to the wider cohort of children and young people, all those children and young people eligible to attend, and members of their households, will have access to testing if they display symptoms of coronavirus. This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. To access testing parents will be able to use the 111 online coronavirus service if their child is 5 or over. Parents will be able to call 111 if their child is aged under 5.</p> <p>Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal.</p>	<ul style="list-style-type: none"> - School to communicate the importance of testing to parents and staff. - Monitor and record results (central record). 	SLT All staff Parents	Regular briefing and reference to this.	
Vulnerable Pupils	<ul style="list-style-type: none"> - are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child. - EHCP - have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services) <p>There is a continuing expectation that vulnerable children and young people</p>	<ul style="list-style-type: none"> - SENDCo to work with parent and other professionals to carry out a risk assessment to determine the most appropriate provision. - See risk assessment template. 	SENDCo	Regular contact with families by SENDCo	

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	of all year groups will attend educational or childcare provision, where it is safe and appropriate for them do so. As per the current guidance, where these children and young people are currently not attending but attendance is appropriate, we expect providers and local authorities to consider how to encourage their attendance.				
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Phased return timeline

Please note that this may subject to change in line with government guidance.

	Stage 1		Stage 2		Stage 3	
	01/06/2020	08/06/2020	15/06/2020	22/06/2020	29/06/2020	06/07/2020
Critical Worker Provision	Critical Worker Provision	Critical Worker Provision	Critical Worker Provision	Critical Worker Provision	Limited critical worker provision	Limited critical worker provision
		Reception	Reception	Reception	Reception	Reception
		Year 1	Year 1	Year 1	Year 1	Year 1
					Year 2	Year 2
					Year 3	Year 3
			Year 4	Year 4	Year 4	Year 4
			Year 5	Year 5	Year 5	Year 5
	Year 6	Year 6	Year 6	Year 6	Year 6	Year 6

Stage 1 would be contingent on the COVID risk alert level being at 3. Stages 2 and 3 would be contingent on it remaining at 3.

School day

Considerations

Based on the risk assessment in relation to the spaces and the guidance of 15 pupils per room, pupils have been grouped in accordance with the available room spaces to promote social distancing by setting the chairs 2m apart.

Monday and Tuesday teaching groups

- 9.00am – 3.00pm

Thursday and Friday teaching groups

- 9.00am – 3.00pm

Childcare for critical workers

- 8am-4pm
- Monday-Friday

- There will be an English and mathematics lesson each day and a RE lesson each week.
- The pupils will also do socially distanced physical activity each day.
- Lunch will be eaten in the classroom (grab bags delivered).

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Remote learning

Please refer to the webinar presentation and follow up training.

All pupils will access remote learning as part of the offer to ensure that they catch up with the missed learning.

- Teachers will plan for two weeks at a time with outline shared with parents as timetable guide.

Remote learning characteristics:

- Carefully planned sequence to maximise learning.
- High quality teaching input (recorded / live).
- Opportunities for pupils to collaborate.
- Opportunities for structured reflection.
- Motivational.
- Carefully planned independent learning.
- Support from a teacher through small group live video sessions / face to face.

Pupils in school:	face to face plus remote independent learning (blended).
Pupils not in school:	blended offer with pre-recorded, live sessions and independent.
Childcare:	combination

The formal remote learning offer will be in place from 8th June 2020 for all year groups to ensure that all pupils can engage with the teaching and learning regardless of whether they are in school.

Pastoral support

Rituals and routines

It is more likely than usual that children, staff and parents may present mental health issues, heightened anxiety or may generally find the change of routine challenging. The school will actively promote a feeling of safety through structure and routine, through rituals and by projecting a sense of confidence. The importance of routines and rituals is very reassuring to people in a similar way to boarding an aeroplane as there are a number of reference points, which we become accustomed to. As children and parents arrive at school and throughout the day, the same systems and routines will be followed.

Monitoring

All staff should be very aware of any indications of anxiety, changes in behaviour, etc and record immediately on CPOMs. It is important to be even more proactive in following up with parents than usual.

Pastoral support in the classroom

As part of our provision, there will be opportunities to discuss and label where appropriate the feelings or anxieties and to explain the current situation at an appropriate level.

Individual support

As usual, there will be support for children and families from our pastoral team.

Supervision

All members of staff will be able to access remote supervision from a member of the team from Collins-Donnelly Consultancy. Group or individual sessions are available.

Emergency childcare

Due to the limits within the school building, pupils would only be able to attend school for the sessions that they are allocated. There will be a limited number of emergency childcare places available and these places have been prioritised through a new application process.

Communicating our plans

1. A video presentation was shared with parents on 19th May 2020.
2. Parents received clear written information during the week beginning 18th May and groups were confirmed on Friday 22nd May.
3. The final risk assessment will be available on the website.
4. Parents will be able to confirm attendance in a similar way to the childcare provision to ensure staffing levels.
5. Clearly communicate designated members of staff for specific issues to ensure consistency and sharing of information.
6. A visual map and clear signage around the site.

Attendance

DfE guidance:

No one with symptoms should attend a setting for any reason. Eligible children – including priority groups - are strongly encouraged to attend their education setting, unless they are self-isolating or they are clinically vulnerable (in which case they should follow medical advice). If someone in their household is extremely clinically vulnerable, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions. Families should notify their nursery/school/college as normal if their child is unable to attend so that staff can explore the reason with them and address barriers together. Parents will not be fined for non-attendance at this time, and schools and colleges will not be held to account for attendance levels. Schools and colleges should continue to inform social workers where children with a social worker do not attend.

Our approach:

- Class teachers will arrange a phone call to any parents who do not wish to send their children to school to explore this further. No pressure will be placed on parents to send them to school however it is important that we find out what the barriers are.
- For any pupils not engaging with the remote learning offer, the class teacher will follow this up with the parents.
- No fines will be issued.

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Allocated spaces

Group	Base	Classroom capacity	Entry/exit point for school grounds	Arrival time	Entry/Exit point for school building	Collection time	Toilets	Notes
CW1	Y2/3	15	Lower gate	7.55 – 8.15am	External classroom door	3.45 – 4.00pm	Y2/3	2 adults to meet children in classroom End of day wait outside or in classroom if raining.
CW2	Y4	15	Upper gate	7.55 – 8.15am	Y3/4 door	3.45 – 4.00pm	Lower KS2	Adult at corridor door as well as in classroom to meet children End of day wait alongside mural If wet, wait in classroom and an adult in the main foyer to collect children from hall and Y4. Adult in classroom doorway.
CW3	Hall	15	Upper gate	7.55 – 8.15am	Main entrance	3.45 – 4.00pm	KS1 (from 15 th June use toilet in main foyer)	Prop open front door for arrival time End of day wait on KS1 playground If wet, wait in classroom and an adult in the main foyer to collect children from hall and Y4. Adult in classroom doorway.
1 & 2	Rec	12	Upper gate	8.45 – 8.55am	Rec door	2.50 – 3.05pm	Classroom	End of day wait on KS1 playground If wet, stay in classroom and one adult at EYFS gate.
3 & 4	R/Y1	12	Upper gate	8.45 – 8.55am	Classroom door	2.50 – 3.05pm	KS1	End of day member of staff at classroom door to call children
5 & 6	Y1	12	Upper gate	8.45 – 8.55am	Classroom door	2.50 – 3.05pm	KS1	End of day member of staff at classroom door to call children
7 & 20	Y2	14	Upper gate	8.55 – 9.05am (7) 8.30 – 8.45am (20)	Classroom door	3.05 – 3.20pm (7) 3.20 – 3.30pm (20)	KS1	End of day member of staff at classroom door to call children
8 & 9	Y6	14	Lower gate	8.45 – 8.55am (8)	Y4/5 cloakroom door	2.50 – 3.05pm (8)	Upper KS2	End of day to KS2 playground – phone communication from gate If raining, stay in classroom – phone communication.

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				8.55 – 9.05am (9)		3.05 – 3.20pm (9)		Member of staff on Y4/5 cloakroom door.
10 & 15	Y5/6	14	Lower gate	8.55 – 9.05am (10) 8.45 – 8.55am (15)	Y4/5 cloakroom door	3.05 – 3.20pm (10) 2.50 – 3.05pm (15)	Upper KS2	End of day to KS2 playground – phone communication from gate If raining, stay in classroom – phone communication. Member of staff on Y4/5 cloakroom door.
11 & 12	Y3	14	Upper gate	8.55 – 9.05am	Classroom door	3.05 – 3.20pm	Lower KS2	End of day to mural wall to wait for parents If wet, wait in classroom and adult at gate rings/calls
13 & 14	Y4/5	14	Upper gate	8.55 – 9.05am	Y3/4 door	3.05 – 3.20pm	Lower KS2	End of day to KS1 playground to wait (through main entrance) If wet, wait in classroom and an adult in the main foyer to call children from classroom. Adult in classroom doorway.
16 & 21	Y2/3	14	Lower gate	8.30 – 8.45am	Classroom door	3.20 – 3.30pm	Y2/3	End of day wait outside or in classroom if raining.
17	Hall	15	Main gate	8.30 – 8.45am	Main entrance	3.20 – 3.30pm	Entrance foyer	End of day to KS1 playground to wait (through main entrance)
18 & 19	Y4	15	Main Gate	8.30 – 8.45am	Y3/4 corridor door	3.20 – 3.30pm	Lower KS2	End of day to mural wall to wait for parents

Additional notes

- No parents to enter the building unless this is pre-arranged.
- Designated outdoor areas for break times and exercise.
- Toilets to be monitored for capacity (one in, one out) and cleaned frequently.
- The member(s) of staff on each gate will need to direct children.
- Members of staff will need to be strategically placed, e.g. in playgrounds and path from Hastings Road gate to supervise.
- Childcare drop off and pick up to stick to allocated times to avoid congestion.
- We will aim to have all children dropped and collected at the gates, and no parents on site, using staggered drop-off and pick-up times. This will be reviewed each time additional year groups join school.
- One way system for parents if we do need to have them on site to drop-off or collect children.

Entry / exit plan

Morning Drop-off times: 8.30 – 8.45; 8.45 – 8.55; 8.55 – 9.05am

Afternoon Pick-up times: 2.50 – 3.05; 3.05 – 3.20; 3.20 – 3.20pm

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Rec, Y1, Y6 (from 15th June)

Monday and Tuesday Groups

Group	1	3	5	7	9
Start time	8.45 – 8.55am	8.45 – 8.55am	8.45 – 8.55am	8.55 – 9.05am	8.55 – 9.05am
Entrance + Pick-up	Main Gate – Infant yard	Main Gate – Infant yard	Main Gate – Infant yard	Main Gate – Infant yard	Hastings Road KS2 playground
Pick-up time	2.50pm – 3.05pm	2.50pm – 3.05pm	2.50pm – 3.05pm	3.05pm – 3.20pm	3.05pm – 3.20pm

Thursday and Friday Groups

Group	2	4	6	8	10
Start time	8.45 – 8.55am	8.45 – 8.55am	8.45 – 8.55am	8.45 – 8.55am	8.55 – 9.05am
Entrance + Pick-up	Main Gate – Infant yard	Main Gate – Infant yard	Main Gate – Infant yard	Hasting Road – KS2 playground	Hastings Road KS2 playground
Pick-up point	2.50pm – 3.05pm	2.50pm – 3.05pm	2.50pm – 3.05pm	2.50pm – 3.05pm	3.05pm – 3.20pm

Rec, Y1, Y6, Y4, Y5 (from 22nd June)

Monday and Tuesday Groups

Group	1	3	5	7	9
Start time	8.45 – 8.55am	8.45 – 8.55am	8.45 – 8.55am	8.55 – 9.05am	8.55 – 9.05am
Entrance + Pick-up	Main Gate – Infant yard	Main Gate – Infant yard	Main Gate – Infant yard	Main Gate – Infant yard	Hastings Road KS2 playground
Pick-up time	2.50pm – 3.05pm	2.50pm – 3.05pm	2.50pm – 3.05pm	3.05pm – 3.20pm	3.05pm – 3.20pm
Group	11	13	15		
Start time	8.55 – 9.05am	8.55 – 9.05am	8.45 – 8.55am		
Entrance + Pick-up	Main Gate	Main Gate	Hastings Road KS2 playground		
Pick-up time	3.05pm – 3.20pm	3.05pm – 3.20pm	2.50pm – 3.05pm		

Thursday and Friday Groups

Group	2	4	6	8	10
Start time	8.45 – 8.55am	8.45 – 8.55am	8.45 – 8.55am	8.45 – 8.55am	8.55 – 9.05am

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Entrance + Pick-up	Main Gate – Infant yard	Main Gate – Infant yard	Main Gate – Infant yard	Hasting Road – KS2 playground	Hastings Road KS2 playground
Pick-up point	2.50pm – 3.05pm	2.50pm – 3.05pm	2.50pm – 3.05pm	2.50pm – 3.05pm	3.05pm – 3.20pm
Group	12	14			
Start time	8.55 – 9.05am	8.55 – 9.05am			
Entrance + Pick-up	Main Gate	Main Gate			
Pick-up time	3.05pm – 3.20pm	3.05pm – 3.20pm			

Rec, Y1, Y6, Y4, Y5, Y2, Y3 (from 6th July) (+CW in sports hall)

Monday and Tuesday Groups

Group	1	3	5	7	9	
Start time	8.45 – 8.55am	8.45 – 8.55am	8.45 – 8.55am	8.55 – 9.05am	8.55 – 9.05am	
Entrance + Pick-up	Main Gate – Infant yard	Main Gate – Infant yard	Main Gate – Infant yard	Main Gate – Infant yard	Hastings Road KS2 playground	
Pick-up time	2.50pm – 3.05pm	2.50pm – 3.05pm	2.50pm – 3.05pm	3.05pm – 3.20pm	3.05pm-3.20pm	
Group	11	13	15	17	19	21
Start time	8.55 – 9.05am	8.55 – 9.05am	8.45 – 8.55am	8.30 – 8.45	8.30 - 8.45	8.30- 8.45
Entrance + Pick-up	Main Gate	Main Gate	Hastings Road KS2 playground	Main Gate	Main Gate	Hastings Road
Pick-up time	3.05pm – 3.20pm	3.05pm – 3.20pm	2.50pm- 3.05pm	3.20 – 3.30pm	3.20- 3.30pm	3.20- 3.30pm

Thursday and Friday Groups

Group	2	4	6	8	10
Start time	8.45 – 8.55am	8.45 – 8.55am	8.45 – 8.55am	8.45 – 8.55am	8.55 – 9.05am
Entrance + Pick-up	Main Gate – Infant yard	Main Gate – Infant yard	Main Gate – Infant yard	Hasting Road – KS2 playground	Hastings Road KS2 playground
Pick-up point	2.50pm – 3.05pm	2.50pm – 3.05pm	2.50pm – 3.05pm	2.50pm – 3.05pm	3.05pm – 3.20pm
Group	12	14	16	18	20

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Start time	8.55 – 9.05am	8.55 – 9.05am	8.30 – 8.45	8.30 -8.45	8.30-8.45
Entrance + Pick-up	Main Gate	Main Gate	Hastings Road	Main Gate	Main Gate
Pick-up time	3.05pm – 3.20pm	3.05pm – 3.20pm	3.20 – 3.30pm	3.20-3.30pm	3.20-3.30pm

Entrance / lining up / designated play area plan

Weeks 1-2 (1st – 12th June)

Up until 15th of June, CW groups will have their own identified outdoor space that they can use flexibly throughout the day, including at lunchtime.

	Fine weather	Wetter weather
CW1	Coned area on field	Infant playground
CW2	Coned area on field	Half KS2 playground (divided with smooga fence)
CW3	Coned area on field	Half KS2 playground (divided with smooga fence)

Week 3 (15th June)

	Fine weather	Wetter weather	
	Flexible Timings	12.00 -12.30	12.30 – 1.00
CW1 Y2/3 base	Coned area on field	One quarter KS2 playground (divided with smooga fence)	
CW2 Y4 base	Coned area on field	One quarter KS2 playground (divided with smooga fence)	
CW3 Hall base	Coned area on field	One quarter KS2 playground (divided with smooga fence)	
Group 1 + 2 Rec base	EY outdoor area	EY outdoor area	
Group 3 + 4 R/Y1 base	EY outdoor area	EY outdoor area	
Group 5 + 6 Y1 base	Infant playground (divided between Y1 + Y2 classrooms)	Infant playground (divided between Y1 + Y2 classrooms)	

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Group 7 Y2 base	Infant playground (divided between Y1 + Y2 classrooms)	Infant playground (divided between Y1 + Y2 classrooms)	
Group 8 + 9 Y6 base	Quarter KS2 playground (divided with smooga fence)		One quarter KS2 playground (divided with smooga fence)
Group 10 + 15 Y5/6 base	Quarter KS2 playground (divided with smooga fence)		One quarter KS2 playground (divided with smooga fence)

Weeks 4 – 5 (22nd June)

	Fine weather	Wetter weather	
	Flexible Timings	12.00 -12.30	12.20 – 1.00
CW1 Y2/3 base	Coned area on field (one quarter)	One quarter KS2 playground (divided with smooga fence)	
CW2 Y4 base	Coned area on field (one quarter)	One quarter KS2 playground (divided with smooga fence)	
CW3 Hall base	Coned area on field (one quarter)	One quarter KS2 playground (divided with smooga fence)	
Group 1 + 2 Rec base	EY outdoor area	EY outdoor area	
Group 3 + 4 R/Y1 base	EY outdoor area	EY outdoor area	
Group 5 + 6 Y1 base	Infant playground (divided between Y1 + Y2 classrooms)	Infant playground (divided between Y1 + Y2 classrooms)	
Group 7 Y2 base	Infant playground (divided between Y1 + Y2 classrooms)	Infant playground (divided between Y1 + Y2 classrooms)	
Group 8 + 9 Y6 base	Quarter KS2 playground (divided with smooga fence)		One quarter KS2 playground (divided with smooga fence)
Group 10 + 15 Y5/6 base	Quarter KS2 playground (divided with smooga fence)		One quarter KS2 playground (divided with smooga fence)
Group 11 + 12 Y3 base	Coned area on field (one quarter)		One quarter KS2 playground (divided with smooga fence)

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Group 13 + 14 Y4/5 base	Quarter KS2 playground (divided with smooga fence)		One quarter KS2 playground (divided with smooga fence)

Weeks 6– 7 (6th July)

	Fine weather	Wetter weather	
	Flexible Timings	12.00 -12.30	12.20 – 1.00
CW1 Sports hall	Coned area on field (one quarter)	One quarter KS2 playground (divided with smooga fence)	
Group 18 + 19 (Y4 classroom)	Coned area on field (one quarter)	One quarter KS2 playground (divided with smooga fence)	
Group 17 (Hall)	Coned area on field (one quarter)	One quarter KS2 playground (divided with smooga fence)	
Group 1 + 2 Rec base	EY outdoor area	EY outdoor area	
Group 3 + 4 R/Y1 base	EY outdoor area	EY outdoor area	
Group 5 + 6 Y1 base	Infant playground (divided between Y1 + Y2 classrooms)	Infant playground (divided between Y1 + Y2 classrooms)	
Group 7 + 20 Y2 base	Infant playground (divided between Y1 + Y2 classrooms)	Infant playground (divided between Y1 + Y2 classrooms)	
Group 8 + 9 Y6 base	Quarter KS2 playground (divided with smooga fence)		One quarter KS2 playground (divided with smooga fence)
Group 10 + 15 Y5/6 base	Quarter KS2 playground (divided with smooga fence)		One quarter KS2 playground (divided with smooga fence)
Group 11 + 12 Y3 base	Coned area on field (one quarter)		One quarter KS2 playground (divided with smooga fence)
Group 13 + 14 Y4/5 base	Quarter KS2 playground (divided with smooga fence)		One quarter KS2 playground (divided with smooga fence)
Group 16 + 21 Y2/3 base	Quarter KS2 playground (divided with smooga fence)	Quarter KS2 playground (divided with smooga fence)	

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