

LOCATION: Wilcombe Academy	VENTRUS RA: COVID-19 Safe Return Sept 20	
WHO IS AFFECTED BY THE RISKS? All building users	HOW MANY ARE AFFECTED? 40 staff members and 179 pupils	REF: COV- RAA19a
See end of template for explanation of hazard, risk, control measures, severity, likelihood, risk rating.		

IMPORTANT - THIS NEEDS TO BE AMENDED TO SUIT YOUR LOCAL CIRCUMSTANCES (now delete this Text)

RISK	EXISTING CONTROL/PREVENTION MEASURES	RISK RATING			ADDITIONAL CONTROL MEASURES REQUIRED	BY WHOM & WHEN	SL-D ONLY		
		S	L	RR			S	L	RR
C1. Contact is made with individuals who are unwell with Coronavirus, or living with someone who is.	<ul style="list-style-type: none"> Individuals who are unwell with Coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home Put in place a procedure for anyone becoming unwell; including use of a designated quarantine/isolation room(s) 	3	2	6	<ul style="list-style-type: none"> If a child is awaiting collection, they should be moved to Culm 2 'isolation room', where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required If they need to go to the bathroom while waiting to be collected, they should use the year 6 separate bathroom. The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else An Isolation Kit will be provided and will be kept in the cupboard in Culm 2. 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) If a risk assessment 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. Ensuring that fluid resistant face masks are available for schools and that a supply is maintained – these will be kept in Culm 2. 	RG Sept 2020 (if / when it happens)	3	1	3

<p>C2. Poor personal hygiene regimes result in a spread of Coronavirus in the school/ local community.</p>	<ul style="list-style-type: none"> • Clean hands thoroughly more often than usual • Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly: <ul style="list-style-type: none"> ➤ After coming into school ➤ After sneezing or coughing ➤ Before and after handling or eating food ➤ After going to the toilet • Ensure there are enough hand washing or hand sanitiser stations available • Put in place supervision of hand sanitisers given risks around ingestion • Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach e.g. by providing tissues, bins, posters. 	3	2	6	<ul style="list-style-type: none"> • All surfaces, handles, toilets and shared equipment to be cleaned as per rota/expectations. • Hand sanitizer is located next to reception when anyone walks into school. • Children will clean their hands on arrival at school/when leaving the school, before and after eating, and after sneezing or coughing as well as when requested to by the member of staff in that pod • Children/staff to wash hands, or use hand sanitiser, as they enter/exit the classroom, and every time they change activity • Children will be reminded to not to touch their mouth, eyes and nose • Young children will be provided opportunities to learn and practise these habits through games, songs and repetition • Timetables created to enable all children to was hands at key times or use sanitizer if none available. 	<p>RG Sept 20</p>	3	1	3
---	---	---	---	---	---	-------------------------------------	---	---	---

<p>33C3. Inadequate cleaning routines result in a spread of Coronavirus in the school.</p>	<ul style="list-style-type: none"> • Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents and approved cleaning products • Read PHE's COVID-19: cleaning of non-healthcare settings guidance • Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal • Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas • Plan for the daily removal and safe disposal of rubbish • Schedule frequent cleaning of resources (e.g. books, toys) shared within groups • Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups • Purchase additional standard cleaning equipment if needed 	2	2	4	<ul style="list-style-type: none"> • Cleaning products available in all classrooms • Shared areas will have cleaning products available at all times. • Cleaning logs are on doors to key rooms. • All shared resources to be cleaned frequently and meticulously. • New enhanced cleaning rota / caretaking in place from 3rd September 	GC Sept 2020	2	1	2
--	---	---	---	---	--	--------------------	---	---	---

<p>C4. Insufficient distancing, or mixing of different groups of children, staff and parents, result in a spread of Coronavirus in the school/ local community.</p>	<ul style="list-style-type: none"> • Minimise contact between individuals and maintain social distancing wherever possible • Plan group sizes • Revise timetables to accommodate groups and minimise movement between classrooms, where possible • Where possible, stagger start, break, lunch and finish times • Cancel large gatherings, such as assemblies and staff meetings • Revise extra-curricular offer to minimise mixing between groups • Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems • Divide playground to minimise mixing between groups • Plan arrangements for drop off/collection and communicate these to parents • Plan measures for lunchtimes including managing queues, reconfiguring dining spaces • Communicate arrangements to catering suppliers and lunchtime supervisors • Where necessary use appropriate PPE, follow guidance on putting on and taking off standard PPE- https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures 	3	2	6	<ul style="list-style-type: none"> • School split into 4 pods to minimise contact. • Timetables for the day (start/breaks/finish) are in place. • All residential and large gatherings are cancelled. • Assemblies to be undertaken on Teams • Designated entrances, areas and times for all pods at all times. • Catering training booked for the 3rd and 4th September. 	<p>RG Sept 2020</p>	3	1	3
--	---	---	---	---	---	------------------------------------	---	---	---

<p>C5. Provision for intimate care means that distancing can't be followed.</p>	<ul style="list-style-type: none"> • Put in place a PPE procedure that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school • Where a pupil already has routine intimate care needs that involve the use of PPE, the care plan should be reviewed; PPE should continue to be used as per the care plan 	2	2	4	<ul style="list-style-type: none"> • Staff training to be given for PPE procedure changes in September. • Pupils whose care involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. 	<p>EW / SM May 2020</p>	2	1	2
--	---	---	---	---	---	------------------------------------	---	---	---

<p>C6.</p> <p>The spread of Coronavirus through school and wider community.</p>	<ul style="list-style-type: none"> • Engage with the NHS Test and Trace process • Put in place a procedure regarding the NHS Test and Trace process and how to contact your local Public Health England health protection team (this is likely to be part of the procedure outlined below) • Manage confirmed cases of coronavirus (COVID-19) amongst the school community • Put in place procedures to manage suspected/confirmed cases • Read process for dealing with symptomatic pupils • Read procedure for dealing with a suspected outbreak • Identify a room that symptomatic pupils will wait in until parents collect them, ideally with: <ul style="list-style-type: none"> ➤ A door you can close ➤ A window for ventilation ➤ A separate bathroom (either attached to the room or nearby) • Plan staff training on the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take in the event of an outbreak • Contain any outbreak by following local health protection team advice • Ensure sufficient stocks/ongoing supply of PPE equipment, using local supply chains 	3	2	6	<ul style="list-style-type: none"> • If admin is contacted, they will report to HT immediately. • Culm 2 is set up as an isolation space for individuals. • If a class needs isolating, they will use their current space. • All following local health protection team and NHS advice will be adhered to. • PPE equipment is available and present in school at all times. 	<p>RG</p> <p>Sept 2020</p>	3	1	3
---	--	---	---	---	--	--	---	---	---

<p>C7. The transmission of Coronavirus when using school/public transport.</p>	<ul style="list-style-type: none"> • Encourage parents and pupils to walk/cycle or drive to school rather than take public transport • Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+ • Consider organising walking buses for primary pupil groups • Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts • Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school's policies. Consider: <ul style="list-style-type: none"> ➤ how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school ➤ use of hand sanitiser upon boarding and/or disembarking ➤ additional cleaning of vehicles ➤ organised queuing and boarding where possible o distancing within vehicles wherever possible ➤ the use of face coverings for children over the age of 11, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet 	3	2	6	<p>No children or staff use public transport to arrive at school.</p>	N/a			
<p>C8. Insufficient risk management may place vulnerable individuals at increased risk.</p>	<ul style="list-style-type: none"> • Review all risk assessments that relate to this document to ensure updated with relevant guidance i.e. site and personnel risk assessment • Consult with staff, professional bodies and/or staff representatives • Consider the impact on staff and pupils who have particular protected characteristics, including race and disability, in developing your approach to reopening • Executive leaders/Trustees review school risk assessments and update the Trust Risk Register accordingly • Take account of current Government Guidance in relation to vulnerable individuals 	3	2	6	<ul style="list-style-type: none"> • All staff to sign the risk assessment saying they have read it. • HT to discuss with key staff and families the risk regarding certain conditions and individual RA written if and when required – allowing them to comment and contribute. 	RG June 2020	3	1	3

<p>C9. Increased vulnerability/ reduced academic performance, due to poor attendance from Sept/ lack of access to school during Covid school closures</p>	<p>Attendance</p> <ul style="list-style-type: none"> ➤ Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year. Consider writing to parents, explaining: <ul style="list-style-type: none"> ➤ what precautions and processes will be in place? ➤ mandatory attendance expectations ➤ the reasons why returning to school is important • Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them - especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic • Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker of non-attendance, if they have one, of non-attendance <p>Catch Up Funding</p> <ul style="list-style-type: none"> • Consider using the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance 	1	3	3	<ul style="list-style-type: none"> • All families to be contact prior to the 7th September with all expectations. • Cohort Boxall profiles to be completed in September. • Phased transition week to support mental health and build relationships with new teachers. • Individual plans for identified children. • Enhanced PHSE to be delivered in the first fortnight. • EWOL to be contacted for if required. 	<p>RG Sept 2020</p>	1	2	2
--	---	---	---	---	--	---------------------------------------	---	---	---

<p>C10.</p> <p>Staffing related risks:</p> <p>Insufficient staffing levels</p> <p>Increased exposure due to working across pods/ settings</p> <p>Detrimental impact on physical and mental health and wellbeing</p>	<p>Clinically extremely vulnerable</p> <p>The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may advised not to return to work.</p> <ul style="list-style-type: none"> Assess how many staff remain in this much smaller group and the impact on the workforce Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Consider using an Equalities Impact Assessment:- https://schoolleaders.thekeysupport.com/article/16686/documents/2301/KeyDoc_reopening_equality_impact_assessment.doc?marker=content-body In light of your assessment, consider altering the way in which you deploy staff <p>Using temporary/cover staff</p> <ul style="list-style-type: none"> In order to minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year <p>Staff health & wellbeing</p> <ul style="list-style-type: none"> Minimise staff travel between schools who are interacting with pupils Staff made aware of the signs of stress and anxiety Staff have regular contact with Line Managers. Line Managers to be vigilant for signs of excessive stress amongst staff and to initiate remedial action as soon as possible. Workload and work life balance is being monitored on an ongoing basis. This includes all members of staff up to and including the executive team Support available via our healthcare provider https://www.medigold-health.com/ 	3	2	6	<ul style="list-style-type: none"> Clinically extremely vulnerable member of staff to have specific RA. PPA will be covered using the minimal number of adults as possible, ideally with adults already working with the bubble Staff room arrangements & staff meetings will be carefully planned to allow social distancing wherever possible Staff wellbeing to be considered at all times and wherever possible staff to be kept up to date with briefings via email groups etc. There will be a requirement to be very flexible as a staff body. If members of staff become unwell (unrelated to Covid-19) then we will need to ensure that people are suitably placed to 'back-fill' and support one another therefore rotas and positions may change. 	<p>RG</p> <p>July 2020</p>	3	1	3
--	---	---	---	---	---	--	---	---	---

<p>C11.</p> <p>The risk of exposure to Coronavirus is increased due to membership of more than one pod, provision or setting, or due to letting to external providers.</p>	<p>Extra-curricular activities/membership of more than one pod, provision or setting</p> <ul style="list-style-type: none"> ➤ Review breakfast and after-school provision and consider the need to respond flexibly and build this up over time ➤ Review parents use of external providers: BC/ASC and child minders; consider the need for additional protective measures, including minimising the number of pods children access ➤ Advise parents to limit the number of different wraparound providers their children access during weekends/school holiday times ➤ As with physical activity during the school day, contact sports should not take place ➤ No activity that would not be allowed in the school day, will be allowed during extra-curricular activities/BC/ASC <p>Letting to external providers</p> <ul style="list-style-type: none"> ➤ Letting to be prioritised to meet children’s needs ➤ Additional costing/staffing of COVID cleans required, in advance of staff/children using the space that has been let ➤ No activity that would not be allowed in the school day, will be allowed during lettings ➤ Those letting must have their risk assessment approved by Sam Lydon-Drake and must sign the school risk assessment ➤ Where necessary those letting will need to add additional measures to their risk assessment to meet school requirements ➤ Those letting spaces must keep abreast of changes in guidance ➤ Those letting spaces must keep a written record of attendees, that will be shared with PHE, if required 	2	3	6	<ul style="list-style-type: none"> • Four PODS will be EYFS, KS1, Lower KS2 and Upper KS2. The pods will not mix. • Breakfast club will start in September by delivering the food to classes. • Parents have been advised about the amount of providers they use. • There will be no extracurricular activities due to the staggered starts and finishes, this will be reviewed in October. • Summer Lettings will be allowed in guidance with DFe guidelines and using the new Ventrus Terms & Conditions Document 	<p>RG</p> <p>July 2020</p>	3	1	3
--	--	---	---	---	--	--	---	---	---


<p>C12. Gaps in knowledge and understanding, existing as a result of time away from school, will not be made up.</p>	<ul style="list-style-type: none"> ➤ Implement a robust process of assessment to identify learning gaps quickly ➤ Modify the school’s curriculum to address the identified gaps in knowledge, while maintaining breadth and balance ➤ Adopt flexible teaching strategies to deliver the planned curriculum and meet needs of learners, maximising the use of technology ➤ Identify students most at risk of disengagement/most in need of additional support ➤ Engage with LAs, agencies and the families of pupils with SEND to devise plans to provide specific support as needed 	1	3	3	<ul style="list-style-type: none"> • All children to be assessed throughout the first half term. • All teachers to know where each child is and their gaps by half term. • All children with specific needs have additional plans in place to ensure engagement and progress. 	<p>LB / RG Sept 2020</p>	1	2	2
--	--	---	---	---	--	--	---	---	---

<p>C13. Increased risk of transmission during physical and musical activity.</p>	<p>Settings should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance</p> <p>Physical activity</p> <ul style="list-style-type: none"> ➤ Ensure pupils remain in consistent groups where possible, sports equipment is to be thoroughly cleaned between each use, and contact sports are avoided ➤ Prioritise outdoor sports where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene <p>Music</p> <ul style="list-style-type: none"> • When pupils are playing instruments, or singing in small groups such as in music lessons by, consider: <ul style="list-style-type: none"> ➤ physical distancing ➤ playing outside wherever possible ➤ limiting group sizes to no more than 15 ➤ positioning pupils back-to-back or side-to-side ➤ avoiding sharing of instruments ➤ ensure good ventilation • Singing, wind and brass playing should not take place in choirs and ensembles, or assemblies 	2	2	4	<ul style="list-style-type: none"> • All children to participate in additional physical activity (Daily Mile) • PE lessons will all be outside except for the EYFS pod, they will be the only class to have access to the hall. • Due to staggered end times of the day after school clubs will not run for the first half of the term and will be reviewed in October • There will be no mixed singing across the school in the first half term. • Music lessons to be undertaken outside, where feasible. 	<p>RG Sept 2020</p>	2	1	2
--	---	---	---	---	--	---------------------------------------	---	---	---

<p>C14. Experiences during Covid closures may have had a detrimental impact on children's emotional and physical well-being.</p>	<ul style="list-style-type: none"> • Ensure Headteachers (DSL) prioritise their time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate • Provide additional lessons/opportunities focused on supporting pupils' mental health and wellbeing, within the curriculum/school timetable, including targeted pastoral intervention as appropriate • Consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> ➢ support the rebuilding of friendships and social engagement ➢ to address and equip pupils to respond to issues linked to coronavirus (COVID-19) ➢ to support pupils with approaches to improving their physical and mental wellbeing • Consider the support needs of particular groups who need additional help (for example Children in Need), and any newly vulnerable pupils on their return to school 	1	3	3	<ul style="list-style-type: none"> • Two weeks of mental health / PSHE led sessions alongside the core subjects. • Interventions will be class based to ensure the well-being of all children. • Pastoral sessions run by two different HLTAs. • Daily physical activity for all children (Daily Mile). 	<p>RG Sept 2020</p>	1	2	2
<p>C15. Time away from the structure school environment may have resulted in a detrimental impact on children's attitude to learning and conduct.</p>	<ul style="list-style-type: none"> • Revise behaviour and attendance policies if necessary, to create the right conditions to re-engage pupils in their learning and reintegrate them back into school life • Provide additional pastoral and support services, exploring how services might be delivered remotely prior to reopening • Consider delivering lessons in shorter sessions and rebalancing the pastoral/academic load in the first few weeks; maximise opportunities to learn outside 	2	2	4	<ul style="list-style-type: none"> • Behaviour policy changed for Covid will continue in September. • Pastoral lead to ensure all identified children have access to support. • Outdoor teaching where possible and Outdoor Ed will be used for PPA. 	<p>RG / SM Sept 2020</p>	2	1	2

C16. Increased infection levels locally result in further school closures.	<ul style="list-style-type: none"> • Ensure Trust procedures are in place to manage local closures • PHE Guidance to be followed • Headteacher to consult Executive Team, immediately 	1	3	3	<ul style="list-style-type: none"> • HT to liaise with DOSI immediately. • School to be closed after advice from trust & PHE only. 	RG Sept 2020	1	2	2
C17. Children do not have access to high quality online learning, during further partial/full school closures.	<ul style="list-style-type: none"> • DfE funding has been secured to establish Microsoft 365 as a learning platform; all classes have been set up in Teams • Staff training to be delivered to ensure teachers can provide their online learning, interaction, assessment and feedback, via Microsoft Teams, by the third week in September 2020 • Ensure high quality online and offline resources have been identified and linked to the school or Trust's curriculum provision • Communicate online learning and safeguarding expectations, including logins/passwords, to parents and pupils 	2	3	6	<ul style="list-style-type: none"> • Teams learning platform set up for each class • Staff to have CPD on online delivery in September. • All work is quality assured by curriculum lead and HT 	RG Sept 2020	2	2	4
Other Risk Assessments	Specific activity risk assessments will include new additional control measures dealing with Coronavirus. Please refer to them as necessary. These include: <div style="text-align: center;"> First Aid Risk Assessment Fire RA Cleaning & COSSH RA Catering RA (not exhaustive – Signpost to other risk assessments as necessary) </div>								
The Headteacher has directed staff and pupils to carry out these arrangements. Steps are being taken to ensure that they remain in place and effective.									

Each new hazard must be on a new row. Add extra rows if necessary. This will make the assessment easier to view and understand. Roll over into another page if necessary.

ASSESSOR NAME: Reg Gilbert	ASSESSOR SIGNATURE: 	DATE OF ORIGINAL ASSESSMENT: 13/07/2020	DATE OF NEXT REVIEW: 03/09/2020
--------------------------------------	--	---	---

Standard Risk Assessment Definitions

- **RISK** - is the *potential* to cause harm. e.g. contract coronavirus
- **Control Measures** - are the actions taken to prevent harm
- **Severity (S)** - rated as follows:
 - **MAJOR** = 3
 - **MODERATE** = 2
 - **SLIGHT** = 1
- **Likelihood (L)** - rated as follows:
 - **LIKELY** = 3 could happen anytime.
 - **POSSIBLE** = 2 might happen sometimes.
 - **UNLIKELY** = 1 where harm is unlikely to occur.
- **Risk Rating (RR)** - is a means of 'measuring' the risk by multiplying the *severity* by the *likelihood* e.g. a *severity* factor 'MODERATE' with a *likelihood* factor 'POSSIBLE' would give a risk rating of $2 \times 2 = 4$. This should represent the risk at the time of the assessment, given the control measures in place at the time.
- **Additional Control Measures** – these are the measures Headteachers are taking locally, including amendments made to risk other assessments, to manage the Risk Rating.
- **Risk Rating**
 - High** = from 6 – 9 requires **IMMEDIATE** action to achieve a reduction in risk.
 - Med** = from 3 - 4 requires action **AS SOON AS POSSIBLE**.
 - Low** = from 1 - 2 may be considered acceptable (although action may be possible to reduce the risk even further can be considered).

Simple Risk Matrix			
	Consequences		
Likelihood	Minor	Moderate	Major
Likely	Yellow	Red	Red
Possible	Green	Yellow	Red
Unlikely	Green	Green	Yellow

Risk Treatment Key	
Intolerable Risk Level. Immediate action required	
Tolerable Risk Level. Risks must be reduced so far as is practicable.	
Broadly Acceptable Risk Level. Monitor and further reduce where practicable.	

Passing on the Key Findings

Important: The key findings of this assessment need to be passed on to those who need it.

Government Guidance – Links Section

Key government guidance is being followed includes (not an exhaustive list):

1. Coronavirus (COVID-19): implementing protective measures in education and childcare settings <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
2. Actions for educational and childcare settings to prepare for wider opening <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#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june>
3. Social Distancing <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july>
4. Shielding and Protecting Vulnerable Persons <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#shielded-and-clinically-vulnerable-adults>
5. COVID-19: cleaning of non-healthcare settings <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
6. Travel Guidance – safer travel <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
7. Actions for schools in preparation for the Autumn term- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

STAFF NAME	SIGNATURE	DATE READ