

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - YSGOL GYMRAEG MORNANT RISK ASSESSMENT – including Model 1 (up to a 3rd children) Model 2 including all of the children

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have
Logistics	Accommodation	<ul style="list-style-type: none"> School capacity calculation Two models submitted Model 1 – for partial admission Model 2 – for full admission 	5	4	20	<p>Model 1 – if up to one third of pupils are to be admitted –</p> <ul style="list-style-type: none"> Capacity calculations suggest that a standard 56 m² could accommodate 8 learners under 2 metre social distancing. 6 children and 2 adults in KS2 class, 6 children and 2 adults in the middle room and 8 children up to 2 adults in the hall. The Foundation Phase class will be closed. For a typical school with a variety of accommodation this would suggest a potential capacity of 35% of normal usage. The model average classroom, with furniture and additional staff, is 6 learners. <p>Model 2 for September 2020</p> <ul style="list-style-type: none"> Under new guidelines Ysgol Mornant will be organised into one large contact group (whole school 56 pupils including nursery): subdivided into two smaller control groups of approximately 30 - 33 Foundation Phase, 23 KS2. Each of these groups will have two large inside classrooms and an outside area designated to them (FP = middle room and FP class and KS2 hall and class 2). Classes for KS2 will have forward facing desks. Contact were possible will be reduced between the two classes. Staff maintains distance from pupils and other staff as much as possible. 	2	4	8	<ul style="list-style-type: none"> LAs have capacity data and it may be possible to run a variety of models as the advice on social distancing matures with the prevailing scientific advice. <p>Model 1</p> <ul style="list-style-type: none"> Ysgol Mornant will ensure 2m distance between children’s seats. 2m clear around handwashing facilities. Children will be in their same bubble during their period at school. <p>Model 2 – September 2020</p> <ul style="list-style-type: none"> In primary schools, WG guidance recognises that it is not practicable to expect learners to maintain social distancing of 2 metres. You should however seek to ensure some distancing between learners. These are not alternative options and both measures will help, but the balance between them will change depending on: <ul style="list-style-type: none"> children’s ability to distance the layout of the school the feasibility of keeping distinct groups separate while offering the curriculum (especially at secondary) Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their learners, staying at the front of the class, and away from their colleagues where possible. When staff or learners cannot maintain distancing, particularly with younger learners in primary schools, the risk can also be reduced by keeping learners in the smaller, class-sized groups described in the 	HT GOV	YES

									<p>'Additional Controls'. Ideally, adults should maintain 2 metre distance from each other.</p> <p>Minimising contacts and mixing between people reduces transmission of COVID 19. Mornant will try to do this by keeping contact groups separate where possible.</p> <ul style="list-style-type: none"> • Schools and setting should make small adaptations to the classroom to support distancing where possible. That should include seating learners side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. • The guidance states that an early year's class group may be split and does not have to operate as one large group. As a result, the class can be structured so that some pupils work on a focused task; others learn outdoors and others within the enhanced or continuous provision (and can be supported by TA's if available within their smaller groups). Some pupils will work independently within the learning areas and not all activities will be table-top. The directly taught focus group can sit as stated but this is not required where there is no direct learning. This is based on medical advice and evidence which suggests that the risk of infection and transmission for children is likely to be lower. • Practitioners should recognise that younger children will not be able to maintain social distancing at all times but you should seek to maintain some distancing where possible. If possible, close face to face contact to be avoided and minimise the time spent within 1 m of anyone. Teachers have been provided with visors should they feel more comfortable wearing them. 			
Logistics	Accommodation Function	<ul style="list-style-type: none"> • Health and safety requirements related to school classroom and use of space within the school. 	4	4	16	<ul style="list-style-type: none"> • Additional cleaning hours have been purchased an additional hour daily for toilets to be cleaned after morning play and after lunch in addition to after school and deployed during the day to ensure cleaning of classrooms, toilets and corridors regularly. • Main contact groups (Foundation Phase/KS2) will have a staggered entry and enter through different doors. Main entrance, porch entrance and kitchen entrance. During the day only children using the corridor are those using the 	3	4	12	<ul style="list-style-type: none"> • Caretaker has ensured that all the necessary health and safety checks have been undertaken before the September start (03/09/20) - Legionnaires' disease, fire alarm testing and emergency lighting testing taken place by KDE on 24/08/20. Fire alarm practice will occur. • Teachers and TA's are in charge of escorting their children should there be an alarm through the doors allocated to their control group and meet in the designated place as usual. We have reviewed the cleaning arrangements sent by county and gone through them with the caretaker, head and secretary. The head went on a WebEx with 	HT GOV	YES

					<p>toilets. One toilet block will be allocated to each control group (FP and KS2). Class 2 using boys' toilets, middle class using the infant staff toilet and the hall the girl's toilets. One TA will walk them to the toilet ensuring correct safety measures.</p> <ul style="list-style-type: none"> • Limited outside items will be brought into classrooms, pens, pencils, and pads will be supplied and will remain at each pupil desk throughout the day. Coats will be put on hooks or in their box. Each child will have a box/tray in which to keep their equipment. A water container - clearly labelled with the child's name can be brought from home and an individually wrapped snack and their packed lunch if they choose to. • Breaks and toilet times will be staggered to maintain minimum movement around the school throughout the day. • Lunch will be served in kitchen. Lunch times will be staggered. Foundation Phase pupils in canteen 11.45-12.15, Key Stage 2 pupils 12.15-12.45. Pupils will only use areas assigned to them. 			<p>'NEWydd' to seek additional information on cleaning and food, additional guidance updated guidance will be followed when received.</p> <ul style="list-style-type: none"> • We will review again 03/09/20 - A health and safety walk was completed by head, secretary and caretaker. All equipment was checked and cleaning materials were recommended by county. We reviewed and wrote a policy on 22/06/20 recommended by the county and sent it to the Governors. We reviewed again the first week of September and sent to the Governors. • The school has liaised with their Health and Safety advisers for a comprehensive advice and is happy that the school has responded appropriately to their advice. • The library area has been made into a temporary office to accommodate COVID regulations. Separate office for Secretary and Head. Using fire rated equipment and window will be altered to have egress hinges fitted and used as an emergency fire exit. Plans were agreed by Paula Vogt and headteacher has been overseeing the project. • A lean to has been added to the outside area to facilitate outside learning. • The Health and Safety committee will approve the new building on behalf of the governing body. 		
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Logistics	Transport, Access to Site and Car Park	<ul style="list-style-type: none"> • Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be transported to school. • In addition, consideration needs to be given to vulnerable learners requiring bespoke arrangements. 	3	4	12	<ul style="list-style-type: none"> • Employees should attend the workplace on foot or by using personal mode of transport in preference to public transport. • Employees should not car share (unless in same household). • Learners and parents / carers should attend the school on foot or by using personal mode of transport in preference to public transport if they can. • Learners and parents / carers should not car share with other families. • Physical distancing must be observed in the car park / drop off points with adequate space between other people. • Posters to remind parents, pupils and teachers will be displayed in the bus stop, car park and the main gate. • Learners travelling by school bus will be subject to social distancing rules and September guidance from the bus companies and FCC. School transport is available for entitled pupils – according to FCC’s Risk Assessment and appropriate controls. There is no need to wear face coverings on school transport. Social distancing should occur where possible but there is no requirement to maintain contact groups on school transport providing a consistent group of learners travel on the same bus each day they attend. • Learners travelling by taxi transport will be subject to social distancing rules. Gates permanently closed. • Breakfast Club Pupils will be dropped off/ picked up by the main school gate. <p>No parents will be allowed onto the school site. Staff will be at main gate to welcome pupils to breakfast club at 8 am- 8.10 am daily. Parents arriving after this will need to phone Anti Jan at Breakfast club on the mobile number of the breakfast club to ask for their child to be met at the main school gate. Cereal and toast will be provided with fruit juice and milk.</p>	3	4	8	<ul style="list-style-type: none"> • Gates for entry are clearly identified and all others locked. • Different groups will access school by different gates with a staggered entry time. 8.45 (bus), 8.45 to 8.55 (KS2), 8.55 - 9.00 (FP) main gate. • Staff will meet the children at the specified entrances. Parents will not need to open and close the gates. • SLT on gate to let taxis and buses in and out once safe. Parents will be informed that if they need to speak to staff digital technology will need to be used eg SeeSaw or request a phone call through SeeSaw or email. There will be specific drop off and pick up times when the gate will be staffed. • Breakfast Club Pupils will be dropped off/ picked up by the main school gate. • No parents will be allowed onto the school site. Staff will be at main gate to welcome pupils to breakfast club at 8 am- 8.10 am daily. Parents arriving after this will need to phone Anti Jan at Breakfast club on the breakfast club mobile number to ask for their child to be met at the main school gate. • Children will be asked to register weekly for the following week’s provision to ensure appropriate levels of staffing. <p>Transport: The following additional controls will be encouraged through negotiation with Alun Andrew and our school transport company – a seating plan will be followed. Children will sit with their oldest sibling, Key Stage 2 at the back of the bus, Foundation Phase pupils towards the front of the bus. Children will be encouraged to sit within their year contact group but required to sit within their class control group if possible.</p>	HT, Staff, Parent + GB	YES
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Learners & Staff	Identification of learners to reintegrate	<ul style="list-style-type: none"> Currently working on Welsh Government (WG) definition of vulnerable and key workers - current numbers requiring support increasing. WG are asking schools and settings to plan for a full return of all learners on a phased approach from the start of the autumn term. 	5	4	20	<ul style="list-style-type: none"> Needs led reintegration will be considered Reduce need for mixing of classes. Groups will have toilets, indoor space and external space allocated. Children will generally not be allowed to move between groups. Unless managed very carefully this could cause the school to be closed for a long period. Schools to use the first 2 days 1 Sept for INSET and the next 2 as preparatory days. 7th and 8th - Reception, Year 1, Year 3 and Year 6 will return. Wednesday 9th Reception to Year 6 return. Thursday 3rd Nursery transition individual sessions will take place. Schools should bear in mind the potential concerns of pupils, parents/carers who may be reluctant or anxious about returning and put the right support in place to address this. Schools will contact parents 1st week in September to ascertain any issues with above. Parents will be contact by the office from Tuesday 01/09/20. This may include learners who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes. 	2	4	8	<ul style="list-style-type: none"> Tuesday 01/09/20 and Wednesday 02/09/2020 INSET Days (Tuesday Chrome Books – Paul Jennings, Wednesday – SeeSaw, tracking and outside- Peter Dain). Thursday 03/09/20 and Friday 04/09/20 – Staff preparation days. Thursday 3rd from 10.00 to 2.00 – Nursery Pupils and parents invited into school to see the area. Further opportunities will be given over the following two weeks. Monday 07/09/20 and Tuesday 08/07/20 - Reception, Year 1, Year 3 and Year 6 Wednesday 09/07/20 – Reception Year 1, 2, 3, 4, 5 and 6 Monday 21/09/20 – 25/09/20 – nursery starts. We will build upon the good practise established during our 3 week return to school. The Foundation phase will be spread over the current Foundation Phase Classroom and the Middle Room with Miss Bradley, Mrs Gill Jones, Mrs Gunther and Mr Cleary and Mrs Bethan Jones each morning only. This will enable the children to have plenty of room. Key Stage 2 children will be spread over the KS2 classroom and hall with Mrs Closs -Griffiths and Anti Jan Williams again allowing lot of room. Additional Chrome books and 2 additional laptops have been purchased for the school. Key Stage 2 drop off will be at 8.45 am Foundation Phase drop off will be at 8.55 am. Staggered pick up times will continue. Foundation Phase at 3 pm and KS2 at 3.15 pm If a learner is unable to attend the physical setting of the school, it is vital that the school continues to engage with the learner. We will discuss concerns of BAME families in early September and risk assess/ adapt accordingly. 	HT and staff	YES
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Learners & Staff	Clarifying purpose of educational attendance on school sites	<ul style="list-style-type: none"> Standard attendance demands will be difficult to enforce as the wishes of parents / carers will vary significantly in relation to their expectations about the safety and security of their children under a re-engagement programme. 	3	4	12	<ul style="list-style-type: none"> Schools will need to liaise with their LA to determine the guidance and expectations to be shared with parent / carers and to create the checking and follow-up procedures if they feel that learners are falling outside of these expectations. <ul style="list-style-type: none"> Schools and settings should work with parents/carers to secure regular school attendance from September 14th (start of term) as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development. Nursery will come in from the 21st September. They will be invited into school to meet their teachers and to see their environment on Thursday September 3rd from 10.00 to 2.00 pm 	2	4	8	<ul style="list-style-type: none"> This should be a process of encouragement rather than enforcement, unless it falls under a safeguarding concern. No-one with Covid-19 symptoms should attend a setting for any reason. All children, unless they are following medical advice should attend school. If someone in their household is vulnerable, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions. Schools and settings should keep a record of attendance and families should notify their school if their child is unable to attend. This will help schools, settings and local authorities understand any barriers to learners returning to school and identify any further support needed. At this stage we would not expect parents to be fined for non-attendance. Schools should continue to inform social workers where children with a social worker do not attend. Zero tolerance on persistent and deliberate behaviour to put others at risk - eg spitting, deliberately coughing on others. I do not anticipate this will happen at Ysgol Mornant. Should issues arise school behaviour policy will be followed - if necessary with staff wearing appropriate PPE equipment. 	HT, Staff	YES
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Learners & Staff	Staff Availability	<ul style="list-style-type: none"> All staff are available with all relevant risk assessments completed. The headteacher is clinically vulnerable. The appropriate paperwork and risk assessments were completed. BJ completed one with Occupational Health before returning to school for three weeks. 	3	3	9	<ul style="list-style-type: none"> As contact with more learners increases so the risk of staff requiring self-isolation increases. Staff with asthma and/or other medical conditions will follow national guidance to be followed. Staff who suffers with anxiety may find it difficult to attend work without reassurances. If problems persist Flintshire guideline will be followed and staff asked to complete initially their own risk assessment. This will then be shared with management and policy and procedures followed accordingly. Currently all staff are available and ready to return, should the situation change the following measures will be considered. Staff may have to home work and staff available to work in school. Considerations to staff with childcare responsibilities and work into a possible rota. School to consider redeployment of staff to ensure equity and balance. Provision for learners in school and at home to be the same e.g. pick and mix, a few daily focus tasks and/or thematic project presented electronically. Staff to work in teams (FP, KS2, Early Years, etc) to plan and respond to learners' tasks. 	3	3	9	<ul style="list-style-type: none"> National / local guidance on asthma / other medical conditions to be followed. Shielding has now finished with staff back at work with careful planning. Guidance for schools on teacher / learner ratios - particularly in the Foundation Phase. Out of 3 teaching members, one is clinically vulnerable because of asthma. One has two school age children including one who is clinically vulnerable because of asthma. Appropriate forms will be completed and plans modified should it be deemed necessary. We will ensure strict 2m distancing for the headteacher. We will follow Flintshire guidance should issues for other members of staff happen. The headteacher will be available at 2m distance and will wear a visor if she feels it necessary. School will - communicate clear and consistent expectations around attendance to parents/carers throughout the summer ahead of the new school year by adapting, staff, parents, pupil handbooks or letter. A reminder of plans to date was sent on August 24th including the end of term newsletter. identify learners who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic by contacting families in the first week of September. work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance. Information letter was sent home July 17th and again on August 24th. 	HT, GB and Staff	YES
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Learners & Staff	Risk assessing vulnerable staff and learners (vulnerable to catching Covid-19 and/or due to lack of school contact)	<ul style="list-style-type: none"> Schools have an understanding of staff and learners who are defined as 'vulnerable' under the prevailing demands and have safety measures in place. 	2	4	8	<ul style="list-style-type: none"> Create a register of staff and learners who are defined as 'vulnerable'. This will need to be updated as this dynamic situation changes and any adjustment to status will need to be communicated in advance of the new status taking effect. Groups or individuals defined as 'vulnerable' to have bespoke risk assessments in place if regular Covid-19 risk assessments not appropriate for their situations. If any learners or staff use medication, make sure that it is kept at school and not sent home to avoid possible contamination. Anthony Smith/ Vicky Barlow advised regarding 2 pupils who have ongoing regular coughs as to whether we can ask parents to check their temperature daily before sending them to school to ensure their coughs are their usual ones and not indications of COVID19. They advised to approach parents regarding this. Strict Adherence to the Government's Test, Trace and Protect Strategy 	2	4	8	<ul style="list-style-type: none"> This should be done in partnership with the LA to ensure consistency and appropriate consultation with all stakeholders. Rapid Deployment of PCR Antigen Testing The rapid deployment of testing will be made available to support outbreaks in schools/settings by the NHS Wales TTP Programme and Local Health Boards will facilitate PCR antigen testing for everybody in the school contact group (small, consistent group of no more than 8) that are affected by the outbreak and everyone in the school/setting if it has been established that the setting has not followed Welsh Government guidelines for schools and/or Infection Prevention and Control measures. The method for delivery and sampling of rapid antigen tests can be executed in a range of ways such as the deployment of Mobile Testing Units (MTUs), temporary testing satellites and drop off and collection routes. The most appropriate testing channel will be discussed and agreed between all stakeholders. <p>The school has created a register of staff and learners who are defined as 'vulnerable' and based on that the following action has been taken -</p> <ul style="list-style-type: none"> A risk assessment for Mrs B Jones has been completed with Occupational Health. Mrs. Jones will need to ensure social distancing is carefully maintained and that should a child be ill in school that she does not deal with the child due to being clinically vulnerable. <p>Risk Assessment in place for 2 pupils with Asthma and parents have signed the Risk Assessment.</p> <p>We have 2 pupils with a continuous cough and severe asthma and cough all the time. One of their parents is a key worker (nurse) at Glan Clwyd Hospital.</p> <p>It will be difficult to distinguish between a regular normal cough and a new persistent cough which would be an indicator of COVID.</p> <p>After seeking advice from Vicky Barlow and Anthony Smith it was decided that we would either – ask their parents to daily check the temperature of their child and only sent them to school if it's normal (I would then know that the cough was probably just their normal cough and not COVID) or for me to purchase a thermometer and to get permission of the parent to do so at school.</p>	HT, Class Teacher And GB	YES
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Learners & Staff	Display of symptoms in school – Employees, Learners, Parents / Carers	<ul style="list-style-type: none"> Any employees, learners or parents / carers who are feeling unwell / displaying Covid-19 symptoms must not attend / visit school. 	2	4	8	<ul style="list-style-type: none"> Any employees, learners or parents / carers who are feeling unwell / displaying Covid-19 symptoms must not attend / visit school. Posters displayed around the school. If anyone becomes unwell when in school they must leave school as soon as practicable and follow self-isolation guidelines, isolation room is available (FP classroom). School to monitor sickness absence of learners and report any suspected incidence of Covid-19 symptoms to LA. Any confirmed cases would only be reported to the HSE under RIDDOR if they met the criteria and this would be reported via the LA following investigation. The Chief Medical Officer has been clear that there is no evidence to support the widespread wearing of non-medical face coverings in the community. Non-medical face coverings are recommended where social distancing cannot be maintained. Response to any infection: engage with the Test, Trace, and Protect strategy. Manage confirmed cases of COVID-19 among the school community and contain any outbreak by following local health protection team advice. 	2	3	6	<ul style="list-style-type: none"> Schools and settings have clear procedures if learners or staff begin to show symptoms on site. These need to be fully understood by both staff and parents / carers. Those showing symptoms will be kept separate until they can be collected and taken home. Ideally, this should be in a separate room, supervised at a distance of two metres. Anyone displaying symptoms should stay at home for 10 days. Anyone who lives with someone displaying symptoms but remains well should stay at home for 14 days from the day the first person became ill Latest WG guidance recommends that essential measures include: <ul style="list-style-type: none"> a requirement that people who are ill stay at home robust hand and respiratory hygiene enhanced cleaning arrangements active engagement with Test Trace Protect formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable How contacts are reduced will depend on the school's circumstances and will (as much as possible) include: <ul style="list-style-type: none"> grouping learners together avoiding contact between groups arranging classrooms with forward facing desks staff maintaining distance from pupils and other staff as much as possible. 	HT And Staff	YES
Learners & Staff	Injury to learners on site	<ul style="list-style-type: none"> If learner is injured in school, staff would attend to injury or arrange for learner to see doctor or visit hospital. 	2	4	8	<ul style="list-style-type: none"> If attending to any wounds, etc school staff to use Personal Protective Equipment (PPE) at all times. All staff will be shown how to put on and remove PPE. Ask parent / carer permission for learner to attend doctors surgery or hospital during pandemic. If in any doubt (or if not able to contact parent / carer) contact NHS Direct / Emergency Services for advice. First Aiders in school. If attending to nappy changing school staff to use PPE at all times. 	1	3	3	<ul style="list-style-type: none"> If a learner was seriously injured or someone with a medical condition needed to be admitted to hospital, the parent would be called and 999 dialled if necessary. Staff are willing to go to the hospital (unless clinically vulnerable) in the ambulance. Emergency service could be called for some serious incidents or incidents if required. Parent permission to escort pupils to hospital will be sought if required. There is a first aid box which has been restocked before the return to school period, and PPE equipment in each of the 4 learning areas. Teachers are all qualified in First Aid. All staff have completed training in wearing PPE and staff have discussed to use it if a child/ adult is ill, and to double bin any waste. 	HT And GB	YES

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Learners & Staff	Access to Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> • Limited PPE equipment available to schools. 	5	4	20	<ul style="list-style-type: none"> • School requires access to PPE stocks to support staff and ease anxiety. • Additional stocks will be purchased including face shields. • PPE required for close personal care until regulations relax. 	3	3	9	<ul style="list-style-type: none"> • WG guidance states the use of PPE by staff within education settings must be based on a clear assessment of risk, taking into account each individual setting and the needs of the individual learner. • Schools, settings and local authorities already have risk assessments processes in place which should be used for the use of PPE. • Following any risk assessment, where the need for PPE has been identified, it should be readily available and provided. There are packs in all rooms. • Where the use of PPE is risk assessed as being required, all staff have been trained in how to put on and take off PPE (as required by Health and Safety Regulations) and to ensure staff limit the spread of Covid-19. 	HT And GB	YES
Learners & Staff	School Uniform	<ul style="list-style-type: none"> • Learners wear school uniform during normal school day. 	3	3	9	<ul style="list-style-type: none"> • Children will be encouraged to wear clean clothes each day. • Parents will ensure suitable clothing is worn to match weather conditions. Information has been sent home regarding suitable outside clothing. Windows in all classrooms will be open all day for ventilation. • Staff encouraged to wear clean clothes on a daily basis and to limit extras / layers that need to come into school. • Parents will be asked to let school know if there are problems with these requirements so that we can help. • Learners will make greater use of the outdoors, so suitable clothing will be encouraged. Clothes worn should be easily washable. 	2	3	6	<ul style="list-style-type: none"> • Children will be advised to have a change of clothes including coat and shoes daily. They will be informed the type of clothing they will need by staff. There will be specific PE days when outside PE clothing will be needed KS2 on Thursdays and Foundation Phase on Tuesdays. Forest school's days will also be allocated (to be confirmed). • Where parents are struggling financially, then schools should try to provide the uniform for the child/ren. • Parents will be given a check list of what is needed (September) and the opportunity to voice concerns. • Wearing suitable clothing could make working outdoors easier and also have a beneficial effect on learner wellbeing - easing transition into the 'new normal'. 	HT, Parents And children	YES

Learners & Staff	Staff Dress Code	<ul style="list-style-type: none"> Current dress codes may not be practical. 	4	3	12	<ul style="list-style-type: none"> Staff will be encouraged to wash their clothes at the end of every day to reduce the potential for transfer of infection. The same rules apply for staff as for children. They will be encouraged to wear clean clothing each day. 	1	2	2	<ul style="list-style-type: none"> Schools may wish to consider that a less formal dress code might be more appropriate. Staff to attend school in comfortable, suitable clothing for all activities to reduce the need for bringing extra clothes to change into. 	Staff	YES
"The School Day"	Arrival at School	<ul style="list-style-type: none"> All transport (public and private) arrive at school and park in car park or on main road. All learners will be brought to school gate by parents/carers This can be a busy period outside the main building – dependent on context of school. 	3	4	12	<ul style="list-style-type: none"> Clear established routines on entering the school - main gate to drop off children leaving them there with a member of staff. Use of different gates / entrances for parents / learners walking to school to establish a one way system. Use of different main gates at staggered times for group's learners to enter and exit school. Staff will meet the children at the gates parents will not be allowed on the school premises. Social distancing rules will be encouraged but it is understood that they will not be possible for all children. These will be established once on school premises - from the gates onwards. - Posters on display. Establish routes from gates to individual classes. If necessary show 2m spots on the yard. Staggered times for the start and end of the day will be established and shared with parents. On entering the school, consider different access points for different learners - can they access the class directly from the outside? Contact Group 1 (Foundation Phase) (KB) through the FP entrance Contact Group 2 (Key Stage 2) (GCG) through the Porch. Transport/ bus children will be met by a teacher/TA from each of the main contact groups and taken to the appropriate entrance. There will be specific parts of the playground for the children to play in also – KS2 – main area; FP – FP area. All learners to wash their hands thoroughly prior to / or on entering the class. Year 2 will wash their hands in the middle classroom and the others in their own classroom. 	2	3	6	<ul style="list-style-type: none"> Clear guidance for all on required social distancing on school premises. Staff on rota for duty to supervise arrival. Bus will be met by TA from their class and taken into their designated classroom/playground area through their designated area to wait for the remaining children to be brought into the class/playground area by the class teacher. The TA will remain with them. Posters everywhere about clean handwashing and moving around the school. Foundation Phase and Key Stage 2 will have their own entrances and exits. Strict staggered starts and pick-ups will be in place to avoid congestion at the gate. 2m gaps have been painted on this area to encourage social distancing. The following plans are to encourage social distancing and pupils will be encouraged to observe them. However, children will be able to play with their contact group and engage in group activities within their contact group in class and during play times – under the careful direction of staff. Learners will be brought to the gate by their parent where the class teacher will invite them into school either to stand on a smiley face on the yard or to go and play in their group's yard space to wait for the others in their group to arrive. When a class has arrived the teacher will escort them through the designated entrance to their designated space. If learners miss their drop off time, the gate will be locked and therefore the office would have to be phoned (the number is on the gate) to negotiate if their child could be met and brought into the school safely. A teacher from each class is allocated to greet their class at the gate. 2m smiley faces have been spray painted onto the yard in case teacher's need the children to stand on the yard while they sort out any problem. The gates will be locked and there will be a phone number poster to allow any visitors / late parents to phone the office should they want to. Break times will be staggered. 	HT, Staff And GB	YES

						<ul style="list-style-type: none"> Doors (apart from fire, toilet and security doors) are kept open to minimise contamination. 				<ul style="list-style-type: none"> Updated parent, staff, pupil handbooks will be distributed early September. Schools should also have a process for removing face coverings when learners and staff who use them arrive at school if necessary and communicate it clearly to them. Learners must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all learners), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. 		
"The School Day"	Arrival in Class	<ul style="list-style-type: none"> A smaller number of learners means that very few learners are in each class. 	5	4	20	<ul style="list-style-type: none"> All learners to wash their hands prior to / on entering the classroom. Then regular hand washing throughout the day. Desks / furniture to be moved to ensure social distancing. Each learner to have a designated workspace / area/ tray and equipment. Establish clear routine for entering classroom to their allocated space - to include a one way system of moving around the classroom. Allocated resources for each learner will be left on their boxes. No resources from home will be allowed in school. Toilet breaks to be monitored. Regular reminders of rules / guidelines throughout the day. When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). 	2	3	6	<ul style="list-style-type: none"> All staff and learners regularly wash their hands regularly. There are facilities in each classroom, and hand sanitisers by the 2 main entrances for adults should they be required. Handwashing is the advised method. They should be washed with soap and water for at least 20 seconds. Staff should also ensure learners are reminded of effective handwashing techniques. Posters will be displayed in and out of school. Regular handwashing should include: <ul style="list-style-type: none"> on arrival at and when leaving the school or setting before and after handling food before and after handling objects and equipment that may have been used by others where there has been any physical contact after people blow their nose, sneeze or cough. 	HT And Staff	YES
"The School Day"	Collective Worship and Assemblies	<ul style="list-style-type: none"> Daily collective worship / assemblies as per school timetable. 	4	4	16	<ul style="list-style-type: none"> No whole school / key stage collective worship or assemblies. Collective worship to be held in individual classes. 	1	1	1	<ul style="list-style-type: none"> No whole school activities will take place. Contact groups should be kept apart where possible, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. 	HT And Staff	YES

"The School Day"	Travel around School	<ul style="list-style-type: none"> Learners are supported by adults and reminded of social distancing expectations. Travel is minimal due to low numbers. 	4	3	12	<ul style="list-style-type: none"> All of the school population admitted at the same time, focus on WG priority groups for admission. Social distancing is encouraged and mapped and marked across school. Posters reminding of social distancing evident for all. Minimise travel around the school by staying in the same classroom throughout the day. Establish routine / window for toilet breaks. All doors apart from fire, toilet and security doors to be kept open. Establish one way system throughout the school (possible use of inside and outside routes) and/or corridors clearly marked for left side walking only. Ensure public areas are as clear and free from restrictions as possible. If weather is bad, reduce travel to classroom based activities only, unless toilet breaks needed. All doors / surfaces to be wiped regularly. 	2	3	6	<ul style="list-style-type: none"> Clear guidance on social distancing requirements. A clear and specific plan and for the routine and arrangement for the day will be provided to staff, pupils and parents and governors (see attached). Staff have been made aware that in the case of fire doors they will need to be closed. 	HT, Staff. GB and children	YES
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"The School Day"	Foundation Phase (FP)	<ul style="list-style-type: none"> • Potentially some learners may already be attending hubs if parents are key workers / vulnerable. • Distance Learning (DL) currently in place for all FP learners. 	5	4	20	<ul style="list-style-type: none"> • Visual timetable for both staff and learners with designated areas including outdoors being used at specific times. • Carpet / sitting time to be kept to a minimum. Children will face the front and stay in the same spot. • Learners should sit on a designated child-friendly mark on floor. • Availability of one member of staff to deal with toileting, hygiene of equipment and personal hygiene throughout the school day / session in accordance with WG guidance. • Learners could be given a bag of resources for their use throughout the day and a tray of items to use in practical experiential learning activities. Items to be sanitised after use. <p>Contact groups will share specific books/ resources carefully monitored and cleaned regularly either before another group uses them, daily - or with books – they will be left over a weekend (72 hours) before another contact group can use them.</p> <p>Plastics are to be left for 72 hours and 48 hours for others. Most of our measurers keep the two main contact groups apart however contact may be unavoidable in the following scenarios –</p> <p>Breakfast Club, transport, after school club, intervention groups and on occasions on the playground - For example in between the bus children arriving onto the site, breakfast club joining them and going to class.</p> <ul style="list-style-type: none"> • Large equipment e.g. bikes, scooters, cars, to be sanitised after use. Some sharing of resources will occur in FP. This will be timetabled for staff to do during story time. We will use the guidance from GwE sent on the 12/8/20 to inform teachers and TA's of best practice and will be shared with teachers and TA's in the staff meeting in September. • Learners to come to school in clothing suitable for outdoor learning when required - information sent to parents. 	3	4	12	<p>School is to be enjoyed and a positive experience. Clear frameworks are in place at Mornant and we recognise that pupils can play and share equipment within their contact groups within safe guidelines.</p> <ul style="list-style-type: none"> • Consideration on classroom activities to be in place to take into consideration the learner/adult ratio. • Consideration of handover procedures to FP parents at start and end of school day - how this will work to ensure social distancing of adults and children. • Soft furnishings have been removed. • All rugs have been removed. • All areas will be minimised to minimise resources that need washing. • Large spaces have been created in the classroom to allow distance between pupils moving about the room. • Furniture and resources that are unused are to be put into storage. • Areas to be kept minimal and tidy for easy deep cleaning by cleaning staff. <p>Contact groups will share specific books/ resources carefully monitored and cleaned regularly either before another group uses them, daily - or with books – they will be left over a weekend (72 hours) before another contact group can use them.</p> <p>Most of our measurers keep the two main contact groups apart however contact may be unavoidable in the following scenarios –</p> <p>Breakfast Club, transport, after school club, intervention groups and on occasions on the playground - For example in between the bus children arriving onto the site, breakfast club joining them and going to class.</p>	All Staff	YES
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"The School Day"	Break Times	<ul style="list-style-type: none"> • Break times are currently as and when needed, with fruit snacks available in common shared areas or classrooms. 	4	4	16	<ul style="list-style-type: none"> • Introduce staggered break times for all classes and reduce in time if appropriate. • Use of outdoors, if appropriate, through outside classrooms to minimise travel around the school. • Ensure appropriate level of staff supervision during break times. • snack/lunch will be provided by school as usual. These will be individual pieces of fruit that can be opened by children. TA will pick up the fruit and distribute to children after they have washed their hands. • All learners to wash hands on return from break. • Ensure that learners who understand social distancing but choose not to follow are reminded of what is required. See non-compliance section. 	3	3	9	<ul style="list-style-type: none"> • Posters and very clear guidance given to pupils and staff. Plenty of visual reminders. (See attached) • When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. • School will stagger break times and lunch times (and time for cleaning surfaces in the dining hall between groups). 	HT, Staff, Pupils And GB	YES
"The School Day"	Lunch Time	<ul style="list-style-type: none"> • Lunch time is currently around midday with one or two sittings dependent on size of school. This limits social distancing. 	3	4	12	<ul style="list-style-type: none"> • Introduce staggered lunchtimes; children will eat at their desks or in canteen. If in their desks they will wash their hands and the tables will be wiped by adults before they eat. • Children will wash their hands afterwards before going out to play in their designated part of the playground, taking into consideration 2m social distancing. Flintshire will provide lunches for staff and pupils at school. • Unstructured times of play following eating will be in zoned part of playground. The school day will end at 2 pm, 2.15 pm and 2.30 pm to allow teachers to distance teach. <p>Lunch times each child has a designated chair for themselves, four children from Foundation Phase per table and four children from KS2. As there is a designated time for FP and KS2 these children will not share a table at the same time. These designated chairs will be used for the same children to sit on in breakfast club and after school club. Therefore it is possible that a FP child will sit by a KS2 child on occasion. After lunch time when the chairs</p>	2	3	6	<ul style="list-style-type: none"> • Visual timetables and posters all around the school. • Times outside will be prioritised to support pupils and staff well-being. • Regular breaks outside will be timetabled. • Outside spaces will be allocated to bubbles to avoid cross contamination. • Staff breaks will take place in an allocated outside area. Staff will be provided with cleaning products to sanitise areas. <p>Outside equipment will be cleaned after use / before a different contact group uses them.</p> <p>Lunch times each child has a designated chair for themselves, four children from Foundation Phase per table and four children from KS2. As there is a designated time for FP and KS2 these children will not share a table at the same time. These designated chairs will be used for the same children to sit on in breakfast club and after school club. Therefore it is possible that a FP child will sit by a KS2 child on occasion. After lunch time when the chairs are stacked the children staying in after school club their chairs will be staked separately so they will be able to sit in key stage groups so they will have a pleasant experience. When after school club has finished the chairs and tables will be cleaned.</p>	HT, Staff, Pupils And GB	YES

					are stacked the children staying in after school club their chairs will be staked separately so they will be able to sit in key stage groups so they will have a pleasant experience. When after school club has finished the chairs and tables will be cleaned.							
"The School Day"	Use of Staff Room	<ul style="list-style-type: none"> • Staff room is currently an office, new space for September • Current practice in staff rooms will vary depending on how many staff are present. • Social distancing practice all ready in place in most cases. 	2	4	8	<ul style="list-style-type: none"> • Social distancing to be practised at all times. • Staff room will be used by staff socially distancing and timetabled. • One person to access food/drink area at a time. Food/drink only be prepared by individuals for own consumption. No shared cutlery/crockery to be used. Individuals to wash/store their own materials. Any touch points on any kitchen equipment eg microwave to be cleaned before and after use. No more than two at a time. To be monitored by class teachers. • Use of open waste bins / recycling containers only. 	2	3	6	<ul style="list-style-type: none"> • This rely on the good will of office staff and head teacher and staff. Cleaning products will allocated to sanitise areas. A staff rota is in place to ensure safe use of staffroom. Windows will be open. 	HT And Staff	YES

Domestic Arrangements	Catering	<ul style="list-style-type: none"> Learners able to receive meals at lunch time in school. 	3	4	12	<ul style="list-style-type: none"> All Learners will eat in their own classrooms or kitchen. Cold food prepared by the county. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). WG expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for free school meals 	2	3	6	<ul style="list-style-type: none"> There will be breakfast club and after school club in the Kitchen and outside areas. Cylch will be in the Caban. Anti Michelle runs the After School club and Cylch. Additional personnel have been purchased to facilitate the new routine. Food will be served in the kitchen. Times will be staggered. This minimises the risk of transmission of infection. The area should be cleaned according to guidelines after eating. Staff will encourage social distancing at meal times and learners should be sat appropriately apart from each other which will be possible because of the staggered lunch times. Children will be given a half hour slot to eat their lunch. There will be a 5-minute break to facilitate additional cleaning. In this case, tables should be removed of clutter, disinfected, and visually clean before providing the meal / snack. If there are any concerns, schools and settings should seek the advice of their local Environmental Health team for advice. Learners will wash their hands before and after eating and staff should also wash their hands before and after serving food. Local authorities and headteachers should work with food providers and suppliers to ensure the utmost rigour in hygiene, including preparation, consumption and disposal. Food must not be shared. Any snacks should be separated clearly to avoid this Lunch and break times will be staggered to support social distancing. 	All staff	NO T YET
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Domestic Arrangements	Catching / Spreading. Unable to maintain social distancing whilst carrying out personal care.	<ul style="list-style-type: none"> Schools are currently following Public Health Wales (PHW) guidance around gloves and aprons. Face masks may also be available for staff. 	3	4	12	<ul style="list-style-type: none"> Follow guidance re PPE, including face masks, aprons and gloves. Double bagging for waste. Ensure that waste bins are emptied daily by caretaking team. There will be pedal bins for clinical waste. Clear advice will be given on how to use PPE equipment and a letter to parents to explain their responsibilities to ensure that no one is sent to school with symptoms. If somebody has symptoms guidance will be followed which will be shown on a poster and children will be isolated in the Foundation Phase class, which will then be no longer available for staff. Cleaning staff will be provided with PPE. Gloves and aprons should continue to be used when providing intimate care to a child or young person. This can include personal, hands-on care such as washing, toileting, or first aid and certain clinical procedures such as assisted feeding. Fluid-resistant surgical masks and eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting. Gloves, fluid repellent gowns, FFP3 masks and eye protection are indicated when undertaking aerosol generating procedures such as suction. Gloves and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions. 	3	4	12	<ul style="list-style-type: none"> The present advice is that it is not necessary to screen temperatures. After consulting with Flintshire staff parents of children with persistent cough will be asked to take their temperature prior to arriving at school to make sure their cough is not COVID related. The learner's parents / carers will be able to check their temperature. In any case, screening will not identify all cases of Covid-19 and the means of checking temperature may put staff at greater risk of transmission. This will be kept under review. Staff should of course be vigilant for changes to children's temperatures and signs of fever. No learner with symptoms should be sent to school at all and it is vital that parents / carers are encouraged to act accordingly. For the vast majority of learners, Covid-19 is a mild illness. Learners who have been classed as shielding due to pre-existing medical conditions have been advised it is now safe to come to school. Once someone suspected, confirmed or with symptoms has been identified, all areas where this person has been must be identified and kept clear. Management of the area should be physical where possible i.e. barriers with suitable signage or behind locked doors. A clean down prior to reoccupation should take place following the Covid-19: cleaning in non-healthcare settings guidance. Other clinically vulnerable children and young people will need to be considered case by case. 	HT, Staff, Parent And GB	YES
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Domestic Arrangements	Visitors at School	<ul style="list-style-type: none"> • Only essential visitors present at main reception and wait for staff to meet them. • No visitors allowed in school unless pre-arranged. 	2	4	8	<ul style="list-style-type: none"> • All visitors will be pre-arranged. • No external visitors other than key visitors e.g. school nurse, child protection social workers. • All non-statutory visits / contact to be cancelled or done through virtual meetings. • Hand sanitizer and guidance on school procedures available to all visitors. • Post left in a metal post box. • Minimise contact during delivery / exchange of documentation and use electronic signatures / payments where possible. • Post / parcels collected by nominated person and wiped with sanitiser. 	2	2	4	<ul style="list-style-type: none"> • LA support to manage external agencies and parental expectations of schools running 'as normal' immediately. • Only visitors will be for emergency situations, they will have to phone the office to be allowed into the school if absolutely necessary. This will have been explained to parents and contacts by e-mail before the re-opening begins. Poster to explain this will be on the gate. • Three hand sanitizer units for adults (with over 60% alcohol in the solution) have been purchased for porch and main entrance. • Schools and settings should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. • School will expect contractors to make appointments to visit school. All visits will be when the children are not in. • A record should be kept of all visitors, a book will be kept for the school and for each main contact group / class. <p>All will be encouraged to follow the guidance relating to Test, Trace and protect.</p>	HT, Staff, Visitors and GB	YES
Domestic Arrangements	Cleaning Routines	<ul style="list-style-type: none"> • Cleaning routines changed to focus on surfaces, doors and communal areas. • All staff requested to be mindful of supporting cleaning routines. 	2	4	8	<ul style="list-style-type: none"> • Increase hours of cleaning until further notice with focus on surfaces, doors and communal areas. Deep cleaning will occur every Wednesday when only hub children will be in school. • Increase cleaning hours to ensure that all surfaces are deep cleaned at the end of the day / shift. These extra hours will be invoiced to FCC as directed. • This means increase in caretaking time. • Schools and settings should follow the latest cleaning in non-healthcare settings. Points to consider and implement include: <ul style="list-style-type: none"> - putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> - more frequent cleaning of rooms/shared areas after they have been used by different groups or frequently touched surfaces being cleaned more often than normal 	2	4	8	<ul style="list-style-type: none"> • Associated costs due to risk assessment response. • Toilets to be cleaned 11.00 and 13.15 (after designated playtime and lunchtime). • Use of fob doors where possible as opposed to keypads. <p>Outside equipment will be cleaned regularly/ between contact groups.</p>	HT, Caretaker and GB	YES

						- where possible, providing separate toilets for different contact groups. Where this is not possible, using hand sanitiser before entering the toilet and ensuring toilets are cleaned regularly will help. Learners must be encouraged to clean their hands thoroughly after using the toilet. Clear guidance and tick lists for ongoing cleaning routines will be clearly displayed in each class and work area.						
Guidance & Documents	Review of Key Policies	<ul style="list-style-type: none"> Evaluate current policies to ensure that they will stand up to scrutiny under the current demands. 	2	2	4	<ul style="list-style-type: none"> Set a policy review structure to ensure scrutiny and approval of Governing body. 	2	2	4	<ul style="list-style-type: none"> Liaised with LA to ensure school has responded to all information shared and requests to enable best practice and compliance with understood directives. This risk assessment is for scrutiny by the LA under current demands and is verified by governing body. Policies directed to be reviewed have been. Behaviour policy to incorporate zero tolerance for deliberate and persistent spitting/coughing to endanger others (I don't anticipate this at Ysgol Mornant). Behaviour policy will be followed with teachers wearing PPE equipment were required. 	LA, HT And GB	YES
Guidance & Documents	Create New School Guidance	<ul style="list-style-type: none"> The current working practices have evolved during the school re-purposing period. Schools should consider setting down new guidance for this next phase of re-engagement. 	2	2	4	<ul style="list-style-type: none"> Develop a set of expectations and guidance principles for all school stakeholders. In classrooms it will be important that schools improve ventilation (for example, by opening windows where it is safe to do so.) Good ventilation is essential at all times. Schools should ensure all systems are working in their normal operating mode. Natural ventilation via windows or vents should be used as far as possible. Where centralised or mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air, if this is not possible systems should be operated as normal. Where ventilation units have filters present ensure enhanced precautions are taken when changing filters. 	2	2	4	<ul style="list-style-type: none"> We have produced a revised for September Parents Handbook/Parents staff letter, which complies with agreements reached with Unions and Associations to date. It is a very fast moving situation, however all staff have been given the opportunity to respond to each new risk assessment. These will act as an easy reference point for the new operating procedures and have been sent to parents so that they understand clearly rules of expectations and for everyone to take responsibility and understand the situation. All parents have been contacted to ensure they have received the booklet and ask for any questions or concerns following reading it. 	LA, HT and GB	YES

Guidance & Documents	Fire Alarm / Fire Evacuation	<ul style="list-style-type: none"> • It is possible that no fire drills, alarm tests, etc have been held during lockdown period. • Usual school measures could not be appropriate during this period due to social distancing and possible changes to corridors / routes out of school building. 	3	4	12	<ul style="list-style-type: none"> • Review Fire Risk Assessment. • Weekly fire alarm tests as normal. • Fire evacuation drills suspended (review situation every 6 weeks). • Social distancing during evacuation if practicable. • Social distancing to be encouraged at fire assembly point. 	2	2	4	<ul style="list-style-type: none"> • Every contract group has their own entrance and exit door which will be clearly explained to staff and pupils. This will be the new fire exit for each class. • The teacher in charge will explain to the children clearly the exit in case of fire. BJ and SL will ensure that all children are out of the school and doors are closed. • Caretaker has been checking additional controls regularly and will continue to do so 	HT, Staff	YES
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Continuity of Learning	Review distance learning approach to include more learners having school contact	<ul style="list-style-type: none"> Distance learning established for most learners - mixture of web based, menu based, thematic tasks and routines. 	2	4	8	<ul style="list-style-type: none"> Current DL provision to continue for learners in and out of school. Staff to work in teams to deliver this provision. Good practice identified and established during DL should be built upon. One main focus of current DL has been wellbeing - this needs to continue and possibly be enhanced as learners return to the 'new normal'. However this needs to be balanced with a range of 'academic' tasks to bring about some form of normality and education for learners. This will ensure equity of provision for all learners. Teacher introductions in class could be filmed and uploaded on to 'Seesaw' / Google Classroom so not to duplicate work. Time in school is a 'touch base' with regard to DL and opportunity for social interaction (from distance) with peers. Building on current provision will ensure consistency and equity for all learners, ease pressures of workload and assist with learners' independence and social distancing. Possible difference will be a more structured routine / timetable for learners attending school. Rotas - used if required. 	2	2	4	<p>Curriculum Planning needs to be flexible in case of lockdown or future partial lockdown. Models have been (GWE and Mornant), and are being developed that can be easily adapted to use at home or at school.</p> <ul style="list-style-type: none"> Provision could be developed and revised as numbers increase / decrease over time. - models developed to reflect different options. School will have a staggered closing time between 3.00 and 3.15 pm. Weekly plans will be sent home should lockdown occur again or significant numbers of children be educated at home. A reminder of daily activities will also be re-sent. All children will be encouraged to develop a routine which will be shared with pupils at home. Well-being chats will be established and a visual timetable used in school (one for a wet day and one for a dry day). Health and wellbeing, reading and using the outside will be a clear focus. Provision could be developed and revised as learner numbers increase over time - models developed to reflect various options eg GWE's recommendations <p>Many children/ families will have the same fears and apprehensions which will need to be considered and accommodated as all children return in September. All families will have been contacted and any issues discussed and accommodated.</p>	HT, Class teachers	YES
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Continuity of Learning	Induction day for staff to new processes	<ul style="list-style-type: none"> • Staff are currently working to support learners in a variety of ways - keeping contact with all / vulnerable learners, supporting distance learning, attending Hubs on a rota basis. • Some staff are self-isolating and shielding and are therefore working at home. • Schools have set up a range of methods for communicating with staff and working in teams as appropriate. 	2	4	8	<ul style="list-style-type: none"> • Mornant will use the first 2 days of the new terms INSET (Chrome Books Tuesday with Paul Jennings, See saw, and the Outside Curriculum with Peter Dain on Wednesday) and the remaining 2 days of the week as preparatory days for all staff, including teaching assistants. We will ensure support in place for all staff with wellbeing and safety as priority throughout all phases to include staff PPE. • Regular communication and contact to identify coaching and/or counselling for those identified. • Regular review points built in for ensuring staff wellbeing - use of newsletters / intranet to ensure all are kept up to date. • Opportunities for staff to work collaboratively within school and within phases / clusters to consider support for distance learning / developing curriculum offer. • Professional learning on how to support learners on return with potential increased anxieties / trauma and continued ICT skills as part of distance learning. • Advice for schools on status of staff training days. • See GwE's policy and practice guidance on Blended Learning 	2	4	8	<ul style="list-style-type: none"> • Support in place for all staff with wellbeing and safety as priority throughout all phases to include staff PPE. Staff have been trained how to use PPE. • Support in place for all staff with wellbeing and safety as priority throughout all phases to include staff PPE. • Regular communication and contact to identify coaching and/or counselling for those identified. • Regular review points built in for ensuring staff wellbeing - use of newsletters / intranet to ensure all are kept up to date. • Opportunities for staff to work collaboratively within school and within phases / clusters to consider support for distance learning / developing curriculum offer. • Professional learning on how to support learners on return with potential increased anxieties / trauma and continued ICT skills as part of distance learning. • Advice for schools on status of staff training days. • See GwE's policy and practice guidance on Blended Learning <p>All families have been contacted before the children return to school. Agenda for Staff meetings will include children/ staff and how to provide appropriate emotional support for them. Sharing information on Year 3 pupils- transition at 7 between classes.</p>	HT And GB	YES
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Continuity of Learning	Learner Welfare	<ul style="list-style-type: none"> Schools have a range of support available to learners 	3	4	12	<ul style="list-style-type: none"> Once schools restart, consideration for learners to return to previous class and teacher for short period of time. Keeping social distancing, etc would be easier for learners in familiar setting with familiar staff. LA support and welfare services should liaise with schools to help with 'trauma' related guidance and, where necessary, bereavement services. Where year groups are returning to school, school leaders should consider: <ul style="list-style-type: none"> consider their learners' mental health and wellbeing and identify any learner who may need additional support so they are ready to learn; assess where learners are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks; identify and plan how best to support the education of high needs groups, including disadvantaged learners, ALN and vulnerable learners. 	3	3	9	<ul style="list-style-type: none"> Staggered starts will enable children to spend time in small groups with their new class teacher (Year 3) <p>Ensuring schools have effective systems for exchanging knowledge between staff - identification of learners who could now be vulnerable post lockdown and Covid-19.</p> <ul style="list-style-type: none"> The COVID 19 crisis has highlighted more than ever the need for the Four Purpose from the new curriculum in learner education. Staff will be developing and adapting their approaches to their curriculum. The four purposes offer a central focus for their evolving curriculum. Many of the answers to the flexibility, autonomy and challenges of the foreseeable future are found in the new curriculum. In particular Health and Wellbeing. Staff will concentrate on health, wellbeing and rebuilding relationships during this time. Teachers will report concerns to headteacher. Prepare forms for referrals. 	HT And GB	YES
Continuity of Learning	Physical Activity	<ul style="list-style-type: none"> Formal PE lessons not part of learning offer but field area and play surfaces / outside area used to support exercise and well-being. 	3	4	12	<p>As per continuation of learning offer, all PE lessons re-evaluated and any field / outside area used to support exercise.</p> <ul style="list-style-type: none"> No invasion games individual / non-contact sports only. Consideration of resources to support learner wellbeing and role of physical activity in supporting health e.g. Joe Wicks, cosmic yoga. All sports equipment to be wiped down prior to next lesson. Outside sports offered if weather permits. 	2	2	4	<ul style="list-style-type: none"> Equipment cleaned nightly. Water play area with anti-bacterial in it will help. Social distancing will be encouraged at all times. Yoga, dancing, individual games, beating their own scores, running, jumping etc will happen. Pupils could time each other. Develop forest schools and outdoor learning. <p>Children will be encouraged to play within their own contact groups only and older children encouraged to socially distance.</p>	HT And Class Teacher and TAs	YES

Continuity of Learning	Adult Support	<ul style="list-style-type: none"> Currently, all staff are on rota to ensure equity and reduction of numbers on site at one time. Rotas are based on learner need and numbers. Further support / advice required to ensure safe social distancing. 	3	4	12	<ul style="list-style-type: none"> Continue to work on rota basis. Adult support to be shared between classes, ensuring that ratios are appropriate to need. No more than two adults will be in each area. Releasing one adult to report to the head should the need arise for additional support. The head will be the floating teacher. 	2	3	6	<ul style="list-style-type: none"> Headteacher will be floating teacher able to come to class doors only as is clinically vulnerable and needs to ensure the 2m distancing rule. Whilst teaching she will wear a visor. There will be a first aider in each group. We have enough PPE equipment for 4 sets. <p>It is hoped that additional adult support (Teaching Assistant level 1) will be employed for 10 weeks of morning sessions to support the language of a year 3 child transitioning from English to Welsh education.</p> <p>It is also hoped that additional funding relating to COVID will purchase additional adult time (Teacher or teaching assistant) to be discussed in September. This will provide additional support to those learners identified as requiring additional focused support as outlined in guidelines.</p>	HT And GB	YES
Continuity of Learning	Equipment for learners with special needs	<ul style="list-style-type: none"> Many learners will use the same equipment at school and also at home. 	3	4	12	<ul style="list-style-type: none"> Co-ordinate with Health Board to evaluate what is possible in terms of having extra equipment to be kept at school. 	3	3	9	<ul style="list-style-type: none"> Staff generally will be in pairs in their class with the headteacher as a floater. This will facilitate additional support if necessary. Pupils will have their own equipment so as to reduce cross contamination. Resources will not be shared. 	HT and Staff and GB	YES
Continuity of Learning	Transition to school - New Learners	<ul style="list-style-type: none"> Some secondary schools have made contact with Yr 6 learners and parents for admissions forms, transport, getting to know learners through Google Classrooms. 	2	4	8	<ul style="list-style-type: none"> Clear guidance to all staff on rationale and purpose of next phase of schooling with safety and wellbeing of both learners and workforce as a priority. Dependant on the size of the school, the staffing capacity and maximum capacity of learners allowed to be in the building at any one time whilst maintaining social distancing. Group induction either by school or selected groups. Responsibility shared by all staff. If staffing numbers at the primary school allow, explore possibility of current year 6 teachers in secondary school. 	2	3	6	<ul style="list-style-type: none"> Virtually directed by High Schools Group induction concentrating on reception and year 3 (new to their classes) From September 21st Nursery class will be in after numerous transition sessions. 	High School	YES

Ensuring Expectations	Non-compliance with Rules	<ul style="list-style-type: none"> • Site rules are communicated to all school employees, learners, parents / carers through informal discussions, letters, emails, etc. • Staff monitor site rules as and when needed. 	2	4	8	<ul style="list-style-type: none"> • Site rules to be communicated to all school employees, learners, and parents / carers. • Signage displayed to reinforce site rules and Covid-19 guidance. • Head Teacher / nominated Teachers will monitor and enforce site rules and social distancing recommendations. • Disciplinary actions will be taken against individuals who repeatedly / wilfully fail to follow any site / LA rules. 	2	2	4	<ul style="list-style-type: none"> • Clear guidance will be explained to all. • Handbooks and posters shared with all. Staff will monitor. • It will be made clear to parents that endangering the health and safety of others through non-compliance will result in the child having to go home immediately. • They will be kept in an isolation room until their parents can come to collect them. This will be the decision of the head teacher and the governing body and not be an exclusion but to protect others in the school. I do not expect this to happen in Ysgol Mornant. 	HT And GB	YES
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Ensuring Expectations	Communication with parents / carers	<ul style="list-style-type: none"> It is recognised that maintaining effective, positive home-school relationships is critical and as part of this, schools are currently using a range of methods for communicating with parents / carers to include phone calls, use of social media, email, text, use of Hwb and engaging with partners to support families with resources. 	3	4	12	<ul style="list-style-type: none"> Clear rationale of purpose of schools opening helps offer parents / carers transparency and information on which learners are prioritised and why. Schools supported with models / templates of what to include in communication with parents / carers to clarify the roles and expectations that they, learners and school will have in this next phase of returning to school. Explanations and models of the school day to be shared, as well as understanding of social distancing requirements within the school building, hand over at start and end of day. 	2	2	4	<ul style="list-style-type: none"> School have provided clear communications to ensure parents/carers understand expectations in staff and pupil handbooks. This will include: <ul style="list-style-type: none"> All parents will be contacted before their children start school to discuss plans and any apprehensions/ concerns. Advise parents to declare that their children haven't shown symptoms of Covid-19. Clarity on transport arrangements to and from schools site, this will also include drop off and pick up. Timing of school day – particularly if school is staggering start times. School entrance and exit points – this may be different to “normal” arrangements. Eating arrangements and hygiene policy Procedures if child falls ill during time in school. Arrangements for groups of learners throughout the school day. Clear protocols for healthy children only to be returning to school, understanding of what happens during the day if child turns unwell. Schools to consider approach to support whole families with more than one child returning at the same time. Schools will ask parents in the pre-start telephone conversation for feedback. Consideration of how schools will communicate with parents of new learners at key transition points e.g. Nursery / Yr 2 / Yr 6. The importance of a clear communications strategy is particularly important in educational and childcare settings, given the level of media attention that this kind of incident is likely to generate. Early involvement of colleagues from communications teams in PHW and partner organisations is therefore crucial. 	HT And GB	YES
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