

| | | | |
|--|--|--------------------------------------|--------------|
|  | Establishment: Offwell C of E Primary School | Establishment Risk Assessment | RA100 |
| | Address: Offwell, Honiton, Devon, EX149SA | | |
| Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors | Date assessment completed: 20.5.20 This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19. | | |
| Return to school risk assessment – based on the principles and guidance contained within DfE Guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings (15 May 2020) This risk assessment is generic and each school is responsible for reviewing and amending to ensure it is applicable to their setting. This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance: https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings General guidance on completing risk assessments is available at arrangements note HS47. Updates: | Assessor(s): Lorna Legg – shared with: SLT (Judy Davey and Chris Thomas) | | |

| | | |
|--------------|--|--|
| Date: | | |
| | | |
| | | |

| Significant Hazard Section | Control measures in place <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i> |
|--|---|
| Movement of persons around the school | |
| 1. Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing. | <ul style="list-style-type: none"> • <i>Staggered drop-off and collection times will be in place (avoiding changes to school transport where possible).</i> • <i>Use of different gates to avoid congestion. Parents to respect safe distances at all times when waiting.</i> • <i>Parents of all groups except EYFS (Nursery or Reception) say goodbye at gate, remaining beyond school grounds, reducing adults on site. Consider resolution to blind corners e.g: one-way system.</i> • <i>Entries and exits managed from safe distance by Head and SLT– Teachers in class to receive, so children know their places and are supervised, from the start.</i> • <i>Information provided to parents in advance</i> |
| 2. Parents gathering at school gate not social distancing | <ul style="list-style-type: none"> • <i>Planned drop-off and pick-up protocols that minimise adult to adult contact – as above.</i> • <i>Make clear to parents that they cannot gather at entrance gates or doors or enter the site - unless they have an EYFS child needing extra support, or a pre-arranged appointment, which should be conducted at a safe Social Distance (SD)</i> • <i>Set out clear floor markings to reinforce SD around school at pinch points e.g: narrow areas, from small gate to entrance.</i> • <i>Sign at gates to ensure anyone seeking entrance calls in advance (unless EYFS parent).</i> |
| 3. Overcrowding in classrooms and corridors. | <ul style="list-style-type: none"> • <i>Keep to small groups - classes split in half, with no more than 15 pupils per small group – to be set by class size, allowing for SD (for Offwell, all class groups to be below 10) and one teacher and a teaching assistant.</i> • <i>Desks to be spaced as far apart as possible – Groups allocated according to 2M SD for all – max 10 in largest class.to give max.SD for the initial phase of opening – to be under constant review.</i> • <i>All classrooms have free access to outside space (always supervised).</i> • <i>Provide age appropriate equipment and resources for each child, to prevent mixing with other class mates /groups.</i> • <i>Reduce movement around school using timetabling and appropriate selection of classroom or other learning environments.</i> |

| | |
|---|--|
| | <ul style="list-style-type: none"> • <i>Assembly groups – in class. Resources available centrally from CW Lead. Consider virtual weekly whole school celebration via Google Meeting</i> • <i>Own class base (also for adults) and own class resources to be allocated, so no need to get things from around school.</i> • <i>Time allocated for this in advance of any opening.</i> |
| 4. Increased numbers during breaks compromising social distancing. | <ul style="list-style-type: none"> • <i>Different playground locations allocated to each class group.</i> • <i>Appropriate supervision is in place, with high adult to pupil ratio</i> • <i>Staff to cover each other's breaks while children are in class.</i> • <i>Activity outside is always monitored by two adults to manage social distancing.</i> |
| 5. Increased numbers during lunchtime compromising social distancing. | <ul style="list-style-type: none"> • <i>No hot Lunches, so kitchen not required.</i> • <i>Packed lunches delivered twice a week.</i> • <i>Lunches delivered to classrooms by JD/LL</i> • <i>Handwashing in advance</i> • <i>Children eat at own tables in class.</i> |
| 6. Spread of virus due to increased numbers of people within the building. | <ul style="list-style-type: none"> • <i>Only one parent should attend on drop off or collection.</i> • <i>No parent or child to attend if symptomatic.</i> • <i>Children (except EYFS) to be left at gate, to proceed to class under remote supervision of SLT</i> • <i>Nursery children to be left at class door - staff can only intervene by offering gloved hand and comforting words</i> <p><i>If still finding separation difficult, parents to be forewarned and to have planned ahead if child refuses to leave them e.g: play with child in outside area until calm, while still SD from all others. If parent cannot get child to enter class without them, or this would require unsafe intervention from teacher, child will be unable to attend for that day.</i></p> |
| 7. Inadequate social distancing measures leading to spread of the virus. | <ul style="list-style-type: none"> • <i>Cohorts, once safe space limits reached, remain in same small groups</i> • <i>Groups are set and not mixed on subsequent days.</i> • <i>Each cohort retains the same teacher / TA.</i> • <i>No mixing of groups e.g. for sports.</i> |
| 8. Premises related matters | |
| 9. Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape. | <p><i>Review Whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include extra handwashing, allocation of specific classrooms, toilets and play areas.</i></p> <p><i>Consider equipment necessary for teaching the year groups.</i></p> <p><i>Ensure changes do not impact on safe fire evacuation routes (see below).</i></p> |

| | |
|---|--|
| <p>10. First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.</p> | <p><i>Review First Aid risk assessment (RA22 or equivalent).</i></p> <p>First Aider is part of the team for each class base.</p> |
| <p>11. Fire Procedures</p> | <p><i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes.</i></p> <p><i>Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements such as doors propped open where necessary to reduce hand contact, are managed so that they do not compromise fire protection (and security) measures – all doors closed at end of day and handles cleaned.</i></p> <p>Walk through fire evacuation routes and assembly points on training days to ensure that safety and social distancing guidelines are met.</p> |
| <p>12. Water hygiene – management of legionella</p> | <p><i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance</i></p> <p>https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak (and NPS guidance: Water Hygiene Management during Covid-19 Lockdown))</p> <p>NB: ensure taps in Beech, Ash and Willow are run and checked in advance of first use.</p> |
| <p>13. Using and monitoring new practices to reduce risk of Covid-19 transmission</p> | <p><i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room and procedures for suspected cases.</i></p> <p><i>Training and preparation to take place on two days following any announcement of opening (e.g: Mon and Tues, with Wed to be first online learning class meet session).</i></p> <p>Share videos of reconfigured classrooms for those due to attend, to help reduce anxiety on transition, on Google Classroom.</p> <p><i>Daily briefings – either email/ outdoors/ Google Meet.</i></p> |

| | |
|---|--|
| | <i>Headteacher and school Business Manager to monitor arrangements throughout the day and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</i> |
| 14. Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER) | <i>Communication arrangements – e.g: signs/emails - to ensure that requirements and controls are understood by responsible persons (e.g. remote signing in processes for contractors).</i> Sign at entrances stating need to call office, no entry during school day. |
| 15. Staff rooms and offices to comply with social distancing and safe working practice | <ul style="list-style-type: none"> • <i>Separate restroom area to be set up in each base to reduce use of staffroom. Reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils.</i> • <i>Numbers of people reduced via a rota to allow social distancing – chairs set apart.</i> • <i>Avoid unnecessary gatherings – use Google Meeting and Zoom for virtual meetings, even after return.</i> • <i>Enhanced cleaning regimes as per below.</i> |
| 16. Ventilation to reduce spread | <i>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). This is to avoid use of handles and allow free flow of air.</i> |
| 17. Management of waste | <i>Ensure bins for tissues are emptied at end of the day. Nappy sacks available for any overflow – double bag tissues etc...</i> <i>Follow guidance on disposal of waste (such as used fluid resistant masks) https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-ppe-and-face-coverings-be-disposed-of</i> |
| 18. Lessons or activities to take place outdoors in line with social distancing. | <i>Decide which lessons or classroom activities can take place outdoors and refresh risk assessment for outdoor space.</i> <i>All class groups have own, dedicated outdoor space.</i> <i>Teachers have dedicated time for planning and preparation.</i> |
| 19. Cleaning and reducing contamination | |
| 20. Contaminated surfaces spreading virus. | <i>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. Part of preparation days - such as play dough, sand and soft furnishings and toys to reduce contact surfaces.</i> |

| | |
|--|--|
| | <p><i>Regular cleaning – each teaching team has spray/wipe to clean surfaces as necessary</i></p> <p><i>Usual contractor providing enhanced daily cleaning (e.g: surfaces, door handles disinfected)</i></p> <p><i>Contractor also to provide weekly deep clean every Wednesday.</i></p> <p><i>Follow government cleaning guidance if a someone becomes ill with suspected COVID-19 at the setting – use fluid retention mask and isolate in Log Cabin.</i></p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> |
| 21. Using play equipment – multiple-use | <p><i>Outdoor Gym - this space currently only allocated to one group / class (if used by another group, would require cleaning of all handled surfaces).</i></p> <p><i>Provide enough play equipment - balls/hoops etc, - for each child, so no sharing possible.</i></p> |
| 22. Shared resources and equipment increasing spread | <ul style="list-style-type: none"> • <i>Prevent the sharing of stationery and other equipment by providing individual ‘tool kits’ – clear children’s trays – (bag and name and put on pegs)</i> • <i>Manage access to photocopier, to ensure social distancing – timetable printing and collection slots</i> • <i>Teaching team to clean any shared areas/resources such as handles, as/when.</i> • <i>Enhanced cleaning regimes – daily cleaning, with deep clean every Wednesday.</i> |
| 23. Cleaning staff and hygiene contractor's capacity - providing additional requirements | <p><i>Additional daily cleaning requirements agreed</i></p> <p><i>Additional hours to allow for deep clean</i></p> <p><i>Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe and https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings.</i></p> |
| 24. Sufficient handwashing facilities for staff and pupils | <ul style="list-style-type: none"> • <i>Each class sink to be well stocked with soap and paper towels</i> • <i>Provide supervised access to hand sanitiser in classrooms if sink is not nearby/ to avoid excessive movement in class. Plan in regular access to facilities throughout the day.</i> • <i>Provide additional breaks if necessary.</i> |
| 25. Additional time for staff and pupils to carry out handwashing | <p><i>Frequent hand cleaning to become part of normal routine:</i> <i>Each entry/exit, each break – class chart could be helpful reminder and reward.</i></p> |

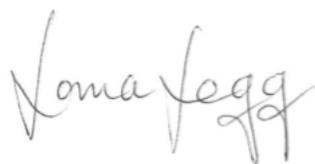
| | |
|---|--|
| | <i>Staff teams to provide each other with regular access to handwashing facilities through the day</i> |
| 26. Handwashing practice with children | <i>Review the guidance on hand cleaning – teach at SD e.g: introduce handwashing songs for younger children to help children who have trouble cleaning their hands independently. See guidance and resources available at: https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus</i> |
| 27. Sufficient supplies of soap and cleaning products | <i>Ensure regular stocktaking by Teaching Team to update admin re: sufficient supplies and deliveries. Use of regular detergents, disinfectants and bleach advised, but ensure child caps and kept safely out of reach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.</i> |
| 28. Toilets being overcrowded | <i>The number of children who use the toilet facilities is limited to one at a time only, no child goes before the other returns. Designated toilets to be used by each different group, as identified by proximity and signage (no longer gendered).</i> |
| 29. Staff related issues | |
| 30. Inadequate training for Heads on completion of RA for covid-19 return leading to anxiety and lack of the reassurance needed for staff | <i>Guidance, risk assessment and checklist provided to schools (18.5.20), Schools DfE Helpline and resources, access to support via LA. Honiton Learning Community Heads meetings and support. Planning includes extra days for prep, following indication conditions are right for opening: See Five factors (especially 2,3,4); local rate of R; reliability of test and trace.</i> <ul style="list-style-type: none"> <i>• Day 1 – practical preparation of rooms and resources (including removal of clutter, provision of individual ‘tool kits’ / toys, plus staff cleaning and PPE kits)</i> <i>• Day 2 – Training, planning and resourcing for in school provision: Home Learning Projects printed, personal Chromebook, individual ‘toolkits’, mental health/wellbeing/personal projects, or physical challenges requiring no contact, for afternoons.</i> <i>• Day 3 – Home Learning: provide feedback on Google Classroom, class tutorial/meeting, deep cleaning.</i> |
| 31. Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios | <i>If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Carefully planning of the year groups for whom provision is offered (using the Dfe priority list) based on staff availability is based on parental responses.. Follow government guidance on creating and staffing your temporary teaching groups: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#creating-and-staffing-your-temporary-teaching-groups <i>Our teaching groups = 1 teacher + 1 teaching assistant. Each Teaching Team will cover each other for breaks and lunch. No cross covering of groups. However, we have limited staffing options –all staff are in use – particular group would have to be closed for isolation if a member of staff became ill.</i></i> |

| | |
|--|---|
| 32. Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes. | <i>Share plans with staff to get feedback and review (for example, safety measures, timetable changes and staggered arrival and departure times), Reassure staff that time will be allocated to training (eg: working through Risk Assessment and relevant guidance) and that there is regular time available to continue Home Learning and in lieu of PPA. If appropriate, staff to seek GP or occupational health advice.</i> |
| 33. Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment | <i>Plans and rationale shared and responses invited (18.5.2, 22.5.20)</i> |
| 34. Accessing testing arrangements are clear for all staff | <i>Access to testing is already available to all essential workers https://www.gov.uk/apply-coronavirus-test Information recently shared in update (e.g: email 15.5.20)</i> |
| 35. Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff. | <i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</i> <ul style="list-style-type: none"> • <i>Isolate in Log Cabin</i> • <i>A fluid-retention face mask and/or shield should be worn by the supervising adult if a distance of min 2 metres cannot be maintained.</i> • <i>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult.</i> • <i>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/ face shield should also be worn</i> <p>➤ To form part of staff training</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> |
| 36. Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors | <i>A risk assessment has been undertaken for clinically vulnerable staff, using the 'DCC Covid -19 vulnerable groups risk assessment' document – sent out to all staff, returned by those identified as shielding</i> <p>➤ send out for review prior to return.</p> <p>https://devoncc.sharepoint.com/:w:/s/PublicDocs/EeSzC8IWQJdGmL4VP4qrdcQB7z7qMSSdDt6Nobjf_kYw?e=AyIGOO along with DCC 'Managers Guide to Supporting BAME colleagues'</p> <p><i>Guidance on shielding and protecting extremely vulnerable persons</i></p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 and clinically vulnerable people https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people is being followed when considering staffing arrangements.</p> |
| 37. Staff use of PPE | <i>Pupils whose care routinely already involves the use of PPE, due to their intimate care needs will continue to receive their care in the same way. Follow guidance as for Intimate Care policy, where required e.g: changing /toileting.</i> Staff required to work closely to have access to PPE, trained accordingly. Children potentially requiring this to be identified and risk assessed in advance. |

| | |
|---|--|
| | https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe |
| 38. Use of PPE 39. Lack of understanding | <p>Adequate training / briefing on use and safe disposal (if disposable) or cleaning of PPE.</p> <p>NB: issues with correct use of masks - child entering school with a mask may pose a greater risk to themselves and others: if they are frequently touching face, or used for too long, mask may increase transmission and cannot be used safely. To be kept in a bag. Inform parents and staff regarding this, so all are forewarned.</p> <ul style="list-style-type: none"> ➤ Pre-empt issues in communication with parents. ➤ 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 and above guidance on use in education settings To form part of training for staff |
| 40. Dealing with suspected and confirmed cases / cases | <p>Follow government guidance on:</p> <ul style="list-style-type: none"> • what happens if someone becomes ill • what happens if there is a confirmed case of coronavirus in a setting <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#when-open CONTACT PHE (see number at start of RA)</p> <p>Ensure accurate records of staff and pupils are maintained to enable public health contact tracking and test regimes. (must be in place for wider provision to start)</p> |
| 41. Pupil related issues | |
| 42. Vulnerable groups who are clinically, extremely vulnerable. | <p>Parents should follow medical advice if their child is in this category: - add to parental email:</p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version or if someone within their household is in this category: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> |
| 43. Children with EHCP | <p>Complete risk assessment before attendance, if required e.g: for behavioural reasons and decide if risk can be mitigated, and if acceptable.</p> |
| 44. Pupils unable to follow guidance | <p>The same teacher and Teaching Assistant assigned to each group: 1 Teacher, 1 Teaching Assistant, forming independent unit with each class group (separate pod/bubble per group)</p> <p>Children will need additional support to follow these measures.</p> <p>Staff training days to include how we educate and train children in new ways of being at school and in public</p> |

| | |
|---|--|
| 45. Specific issues for EY stage children understanding social distancing | <i>Further EYFS stage guidance issued 21.5.20 – additional risk assessment guidance shared with EYFS lead.</i> |
| 46. Member of a class becoming unwell with COVID-19 | <p><i>If a child is unwell, parent will be called immediately. While awaiting collection, they will be moved to the Log Cabin*, where they can be behind a closed door, depending on the age of the child and with appropriate adult supervision – if too young to be left without distress, move them to an area which is at least 2 metres away from supervisor and use PPE.</i></p> <p><i>Location enables isolation and collection without entry to school buildings.</i></p> <p><i>Ideally, a window should be opened for ventilation. .</i></p> <p>➤ <i>Ensure suitable PPE (including fluid resistant face mask) and cleaning kit is available at this location.</i></p> |
| 47. Transport | |
| 48. Travel to school and provision of safe school transport: | <i>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consider needs to be given to taxi and escort services.</i> |
| 49. School Transport arrangements support changes to school times | <i>Liaising with the School Transport Team before changes are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</i> |
| 50. Provision of food | |
| 51. Kitchen facilities comply with latest Covid19 guidance to reduce risk of infection/contamination | <p><i>Follow usual food safety and hygiene procedures and Government guidance for catering establishments https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery . Ensure Health & Safety policies are followed</i></p> <p><i>No use of kitchen area for food prep.</i></p> <p><i>Packed Lunches to be brought on site and allocated to class groups by JD and LL.</i></p> |
| 52. Food that is able to be prepared on premises is compliant with Covid - 19 health and hygiene guidance | <i>As above – no food prep on site now – all lunches provided as pack.</i> |

| | |
|---|---|
| 53. Catering staff are operating in a safe environment | <i>Catering staff to follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</i> |
| 54. Communications with parents and others | |
| 55. Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety | <ul style="list-style-type: none"> • <i>Parents to be kept informed of relevant plans/action/ changes to usual procedures.</i> • <i>Shared risk assessment, emails, surveys – used to inform both ways.</i> • <i>All visitors: parents, carers or suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus.</i> • <i>Inform all visitors, suppliers, and contractors that only pre-arranged visits will be allowed on site.</i> • <i>Publish a site telephone number in case of immediate access required.</i> • <i>Signs required for both entrances</i> |
| 56. Suppliers understanding and complying with new arrangements | <i>Deliveries to be pre-arranged so can be remotely signed off and/or call on arrival - sign at gate required with Office Number.</i> |
| 57. Communications to parents and staff | <i>Regular communication with parents– see notes in other sections – emails, newsletters, Regular communication with staff – weekly Google Meetings, calls, texts emails (as for Governors)</i> |
| 58. Parent aggression 59. due to anxiety and stress. | <i>Parents to be informed of their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety – via parental emails and signage - in advance of any opening.</i> |



Signed: Headteacher:

.....

Date 21.5.20