



**Discovery Schools**  
Academy Trust



**Mowmacre Hill**  
Primary School

# Annex: Supplemental Behaviour Policy during the reopening of schools

May 2020

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### 1: Context

From 1<sup>st</sup> June 2020 EYFS, Year 1, Year 6, vulnerable children and children of critical workers are reintegrated back to school following the following Government Guidance:

<https://www.gov.uk/government/news/details-on-phased-wider-opening-of-schools-colleges-and-nurseries>

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

This annex to the school Behaviour policy reflects new protective measures and arrangements implemented in response to COVID-19. All other provisions in the Behaviour policy remain in force.

**2: Protective Measures: Class sizes:** In order to keep the children and staff as safe as possible and in line with Government guidance we have split our year groups into the following groups. Pupil numbers will not exceed 15, and only where the room is big enough.

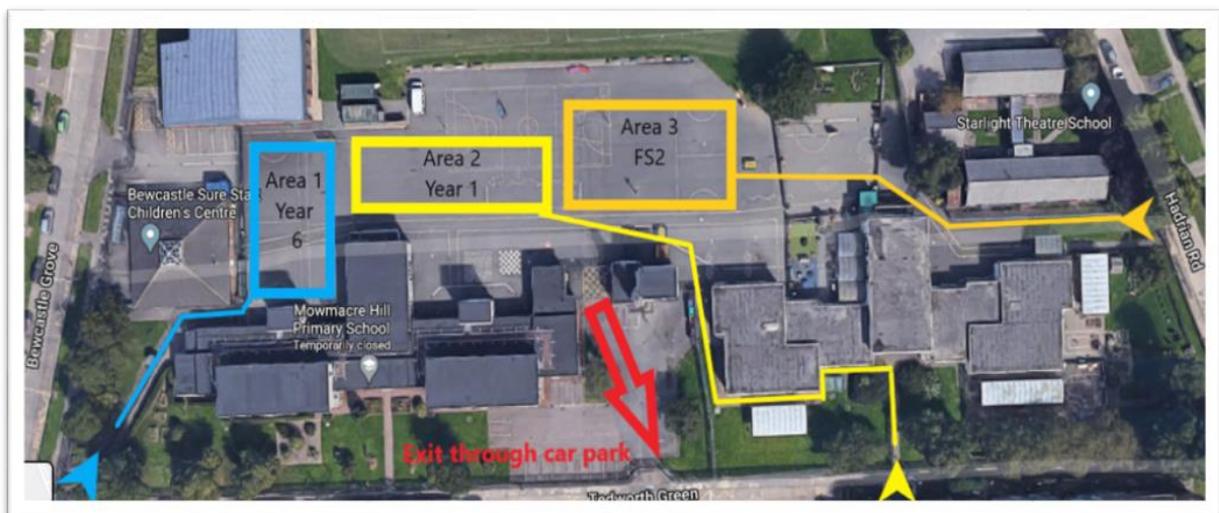
Groupings	Classroom/base	Teacher	Support	Organisation
Key worker Group	The Hall	Natalie Barnacle, rotate between both groups Vicky Noble (A) Becky Bonshor (B)	Bubble in the hall with Outdoor options maintaining social distancing from Class Bubbles	X 2 groups no more than 15 pupils
EYFS AM Group A	EYFS 1 Base & outdoor play area	Bubble EYFS – repeat Am, Pm  Vicky Peacock, rotate between both groups Lyn Harriman (A) Janet Barnacle (B)	Groups to rotate between key bases and indoor & outdoor spaces.	No more than 10 pupils.
EYFS AM Group B	EYFS 1 Base & outdoor play area			
EYFS PM Group A	EYFS 1 Base & outdoor play area			
EYFS PM Group B	EYFS 1 Base & outdoor play area			
EYFS 2 Group A	EYFS 2 Base	Laura Glover, rotate between both groups, Billy Clarke (A) (Sport) Rachel Harrison (B)	Groups to rotate between key bases and indoor & outdoor spaces.	No more than 15 pupils
EYFS 2 Group B	EYFS Base			
EYFS 2 Group C	Library			
EYFS 2 Group D	Outdoor Area	Cara Mullan, rotate between both groups Simone Hill (D) Lauren Plowright		
Year 1 Group A	Year 1 classroom AT	Annemarie Timmins rotate between both rooms Shilpa Mistry (A) Wendy Swindon (B)		No more than 15 pupils
Year 1 Group B	Year 1 classroom 1LB			
Year 1 Group C	Year 2 Classroom 2DS	Lucy Burbidge, rotate between both rooms Chris Brown (C) Hannah Wooloff (D) Nathan Mathews (sport)		
Year 1 Group D	Year 2 Classroom 2EOF			
Year 6 Group A	Year 6 classroom (6EE)	Lucy Boulger will rotate between both classrooms A & B Jose Rodrigues (A) Sam Boulger (B)	Sports. Sam Asher Behaviour support	No more than 15 pupils
Year 6 Group B	Year 6 classroom (6BL)			
Year 6 Group C	Year 5 classroom (5AW)	Barry Lambie will rotate between both classrooms A & B Fiona Simmonds (C) Hayley Lambert (D)		
Year 6 Group D	Year 2 classroom (2SW)			
All Bubbles are encouraged to use indoor/outdoor spaces as much as possible –ensuring that contact with other bubbles is avoided Sport’s Leaders can interact with all year group Bubbles so long as this is outdoors and sports are non-contact.				
<b>Year 2: Miss Siddon &amp; Miss O’Flynn</b> will continue to engage with pupils and set work accordingly				
<b>Year 3: Mrs. Vernon &amp; Miss Patel</b> will continue to engage with pupils and set work accordingly				
<b>Mrs. Wilson &amp; Mrs. Sudra &amp; Mrs. Hobson</b> will continue to engage with pupils and set work accordingly				
<b>Mr. Williams &amp; Mrs. Ewing</b> will continue to engage with pupils and set work accordingly				

Teachers (and other staff) will be allocated to a group and will remain with their allocated group, as far as possible, during the day and throughout the whole week. Whole school assemblies will not take place. Teaching staff will address individual groups within their classroom.

**Drop off and collection arrangements:**

Upon arrival and departure, children will be asked to wash their hands or use a hand sanitizer. Only one parent/carer will be allowed onto the school grounds. Pupils will remain in their outdoor clothing until they are in their allocated classroom. To ensure social distancing staggered start and finish times are in place:

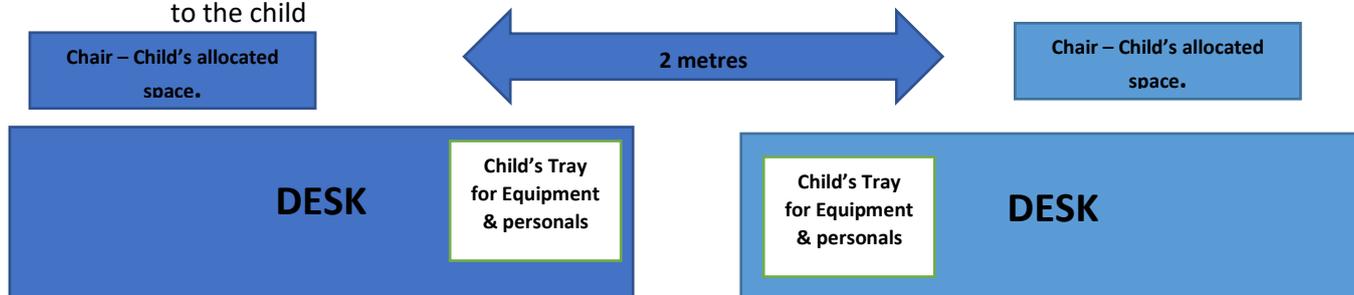
	Start Time		Finish Time	
<b>EYFS 1</b>	8.45am – AM 12.15pm - PM	Arrive with one parent only.	11:40am – AM 02.50pm - PM	Collection by 1 parent only. Children brought out to parents Parents to socially distance.
<b>EYFS 2</b>	9.00am	Arrive with one parent only. Line up 2m apart on the Playground	3.00pm	Collection by 1 parent only. Children brought out to parents on the playground Parents to socially distance.
<b>Year 1</b>	8.45am	Arrive with one parent only. Line up 2m apart on the playground.	3.10pm	Collection by 1 parent only. Children brought out to parents on the playground Parents to socially distance.
<b>Year 6</b>	9.00am	Arrive independently where possible. Line up 2m apart on the playground	3.15pm	Leave independently where possible, or, Meet parents on the playground. Parents to socially distance.
<b>Key Worker Children</b>	8.00am	Arrive with one parent only. Enter via main office. Wait 2m apart if necessary, to enter the building.	4.00pm Times are more flexible for KW children.	Collection by 1 parent only. Collected from the school's Main Office



Queuing systems and marking on pathways will be in place at drop off and collection points. Families will be sorted alphabetically to pick up so family groups can leave together to avoid congestion. Gathering outside school at drop off and collection times is forbidden.

## Classrooms

- Where possible, adults will support the children by maintaining 2m distance.
- If a pupil requires close medical or intimate care, PPE should be worn. Each classroom will be provided with a PPE Pack – containing Gloves, Apron and Mask – used only if needed
- Classrooms will be well ventilated with doors and windows left open.
- Classroom furniture will be laid out so that children can socially distance. Each **seated space** has been measured according to social distance guidance of 2 metres. Adults will ensure that children in seated spaces will have all the equipment needed to avoid sharing – children’s personal items such as Packed Lunch and Water Bottles will be clearly labelled and situated next to the child



- Children will sit in the same seat throughout the day.
- Children will have access to their own pencil case and stationery.
- All unnecessary furniture will be moved from the classrooms.

In cloakrooms, coats and bags will be spaced out to ensure coats and/or bags aren't touching. Children will not be expected to bring in PE bags.

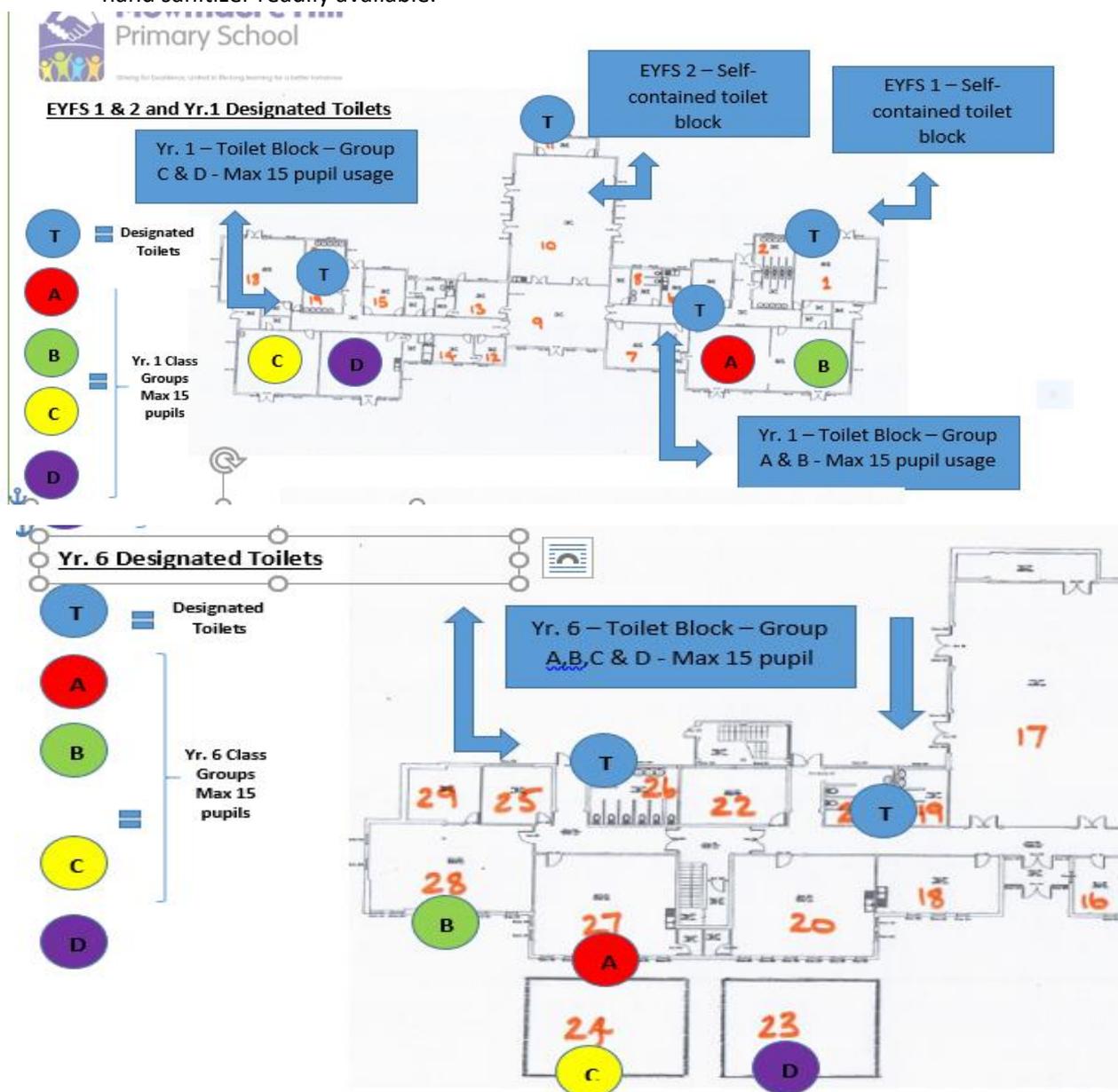
### **Movement around school:**

All non-essential movement around the school will be avoided. Children need to walk on the left of the corridors, areas of the school will be marked with the appropriate signage. Where possible, children will be supervised in corridors and the main areas of the school to manage the number of children in these spaces. To the best of our ability, groups of children will not mix. Where possible (in accordance with fire regulations), doors will be propped open to reduce contact with door handles. A fire drill will be conducted when children are back in school.

## Toilets

Each year group will have allocated toilets. Only one child will use the toilet at one time and there will be a system in place so that toilets can be cleaned regularly.

- Each group will have allocated toilets.
- Only one child will use the toilet at one time and there will be a system so that toilets are regularly cleaned by the Premises Team throughout the day – using anti-bacterial sprays.
- All toilets across the school will be deep cleaned at the end of everyday by the Premises Team
- Toilets across both sites will be monitored frequently
- If a child is Sick and needs to use the toilet – the toilet will be closed, and the Premises Team will conduct a deep clean immediately afterwards.
- Toilets will be checked frequently to ensure that soap dispensers are full and paper towels readily available – promotion of hygiene and hand washing will be a clear focus for all groups both in classrooms and toilets
- If a child visits the toilet the use of hand sanitizer will also be expected – all classrooms will have hand sanitizer readily available.



## Hygiene:

Children will be expected to wash their hands regularly for at least 20 seconds. Children will follow washing hands guidance from the NHS, which can be found here:

<https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/>

NHS hand washing posters have been installed above sinks to give information on good hand washing techniques. A rota will be in place that children know what time they will wash their hands AND go to the toilet, at least three times a day. Teachers or a member of staff will supervise toilet usage and inform cleaning staff of any issues.

Children, young people and students 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, using the same PPE as they have always done for this task. This PPE may include: Gloves, Apron and Mask.

### 3: School rules

When pupils return to school, class teachers will explain to the pupils that there are some additional school rules and routines that pupils are expected to follow in order to keep everyone safe.

#### New rules are:

- Hand washing – pupils and staff need to wash their hands for 20 seconds regularly and use hand sanitiser. Children will also be told to wash their hands:
  - Before they eat
  - After they sneeze
  - After they blow their nose
  - After they go to the toilet
  - Whenever asked to by the class teacher
- Children will be reminded to:
  - Not bite their nails
  - Not put their hands in their mouth
  - Cover their mouth when coughing and sneezing
- Social distancing – keep apart from other children and staff. Children will be taught this is the distance of at least their arms outstretched.
- When walking in the corridors, walk on the left in single file
- Tell someone straight away if they feel unwell
- Not to share equipment with each other, this includes stationery and drinks bottles

The children will have the opportunity to discuss these rules and ask questions. Children will be reminded of these new rules regularly. Posters of the new school rules will be displayed around the school.

In addition to this, our school rules remain in place.

### 3: Our Whole School Rules are:

- **Innovation**– Challenge yourself and try something new
- **Fortitude** –Be brave and make the right choices
- **Aspiration** -Always aim high to achieve your goals
- **Unity** –Work together and respect everyone around you

## **4: Roles and responsibilities**

At Mowmacre Hill we recognise that everyone, staff, pupils, parents, the advisory board and visitors follow the government advice related to COVID-19:

### **The Advisory Board**

The Advisory Board is responsible for approving this policy and monitoring its effectiveness.

### **The Headteacher**

The Headteacher is responsible for developing and implementing this policy. Ensuring that the school environment encourages social distancing and that staff are trained in the new rules and routines, so that they can support pupils to understand them and enforce them consistently. The headteacher will ensure staff abide to the new school rules.

### **Staff**

Staff are responsible for:

- Proactively teach new rules to pupils and parents
- Regularly and rigorously reinforce behaviour throughout the day
- Positively reinforce well-executed rules through encouragement and rewards
- Consistently impose sanctions when rules are broken, in line with this policy
- Creating a safe environment which encourages social distancing
- Remain with their allocated group, as far as possible, during the day and throughout the whole week
- Where possible, ensure the group distance themselves from other groups
- Model the new school rules – this includes staff cleaning their hands more often than usual, use the ‘catch it, bin it, kill it’ approach and avoid touching their mouth, nose and eyes
- Explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing.
- Reminding pupils daily of rules and routines about social distancing and hygiene
- Wearing PPE if pupils require close medical or intimate care
- Supervising corridors and main areas of the school to manage the number of children in these spaces.
- Ensuring pupils do not share equipment and resources
- Self-isolating if they present with coronavirus symptoms as per government guidance
- Adhering to the school cleaning schedule

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Follow the staggered drop off and collection arrangements
- Maintain a 2-meter distance when on school grounds
- Not gather outside the school at drop off and collection times
- Limit the amount of people on the school grounds by sending only one parent/carer to drop off and collect
- Ensure pupils do not attend school if they or if someone in their household has symptoms of coronavirus
- Collect their pupil straight away if their child presents with symptoms of coronavirus

### **Pupils**

Pupils are expected to:

- To follow this policy
- Wash their hands or use hand sanitiser regularly

- Not share equipment or other items including drinking bottles with other pupils
- Cough and sneeze into a tissue and dispose of it straight away (catch it, bin it, kill it)
- Tell an adult straight away if they are feeling unwell

## 5: Rewards

Positive behaviour will be rewarded with:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Certificates
- ✓ Monster points
- ✓ Texts or phone calls home to parents
- ✓ Celebrate achievements on Twitter and the school's website

Monster Points are used in each classroom, they are used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. Pupils who have gained a certain number of Monster points will receive a certificate. (see Behaviour Policy)



## 6: Consequences

Children must be made aware that their behaviour choices may have consequences. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- × A verbal reprimand
- × Missing some of their social time to reflect
- × Referring the pupil to a senior member of staff
- × Phone calls home to parents
- × Agreeing a behaviour plan
- × We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

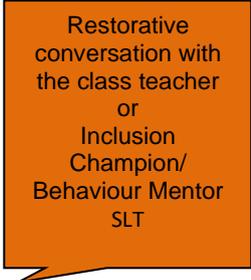
In addition, the Smiley Face /Sad Face 1,2, warning system, this is used to modify behaviours that disrupt the learning of other pupils. Class teachers will move pupils through the system

## 7: Behaviour Systems & Consequences (See Appendix 1 for a breakdown)

### EYFS & Key-Stage 1

	<b>1</b> First Warning	<b>2</b> Second warning	 Timeout
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### Key-Stage 2

	<b>1<sup>st</sup></b> <b>Warning</b>	<b>2<sup>nd</sup></b> <b>Warning</b>	
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Children who have ended up on the sad face during the morning session, will move back to the smiley face before afternoon lessons begin. No behaviour incidents are carried over from Friday to Monday.

If there are incidents on a Friday a discussion will be held with the Behaviour Mentor

### 8: Lunchtimes

Children will all wash their hands before and after lunch.

Children's lunch's will be delivered to their classroom in a 'grab bag.' Children will eat in their classrooms following hygiene procedures, all tables will be cleaned with disinfectant before and after lunch.

Each group will have their own play box of equipment and will stay in their zone for the duration of lunchtime to ensure social distancing. This will be kept in a container and sterilised at the end of the day. Some pupils find having unstructured periods of time, such as playtime, extremely challenging. These children have already been identified and will be monitored regularly by the pastoral team.

### 9: Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach. We are aware that for some pupils their provision may have been disrupted during partial school closure and this may be an impact on their behaviour. Children who have a behaviour plan will have a risk assessment for returning to school. This risk assessment will directly address the risks associated with coronavirus, so that sensible measures can be put in place to control the risks for pupils and staff. This risk assessment will be agreed with the pupil, class teacher, parents and relevant members of the school staff which including the Special Education Needs Co-ordinator to ensure the pupil is safe to return to school. If a pupil presents with behaviours which are challenging to manage in the current context such as spitting and biting, Mowmacre Hill will determine what mitigations need to be put in place and whether, in rare circumstances, the pupil should remain at home.

**Appendix 2** shows an example of a risk assessment.

## 10: Pupil Support

We are aware that the current circumstances can affect the mental health of our pupils and parents in a way that affects behaviour. The Department for Education released Mental health and behaviour in schools which can be read here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

The coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some children. It is important to recognise that while 'getting back to normal' is important and will be reassuring for many. Some pupils will:

- Have found the long period at home hard to manage
- Developed anxieties related to the virus
- Have experienced bereavements in their immediate family or wider circle of friends or family
- Had increased/new caring responsibilities.

All children will have missed the routine of school, seeing their friends, and being supported by their teachers and other adults in the school.

At Mowmacre Hill we are aware how mental health issues can bring about changes in a young person's behaviour or emotional state. To help support pupils with the return to school **EPIC 'Bounce Back to School'** resources will be used. This programme that will be taught every day over a period of six weeks. There will be a morning session and an end of the day activity. Children who may be more vulnerable or who have had a more significant reaction to the pandemic may require small group work using the same programme as an additional layer of input and support and with a deeper level of engagement from a member of the pastoral team. Each week will focus of a different theme:

- Anxiety and coping with uncertainty
- Cooperation and pro social skills
- Resilience
- Loss
- Gratitude
- Learning to love our environment

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. Access to the EPIC and SALT services are still available during this period as support for children's mental health and well-being is a priority of the school and Trust. Contact details for these services are as normal.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 11: Exclusions

On rare occasions there may be a need to directly exclude a pupil. Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful, rational; reasonable; fair; and proportionate.

This may mean that the staged behaviour systems would have been bypassed. Violent, extremely abusive and/or behaviours that are challenging to manage in the current context, such as spitting and biting towards peers or an adult could result in an exclusion.

Permanent exclusions are only being used as a last resort, in response to a serious breach, or persistent breaches of the behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Further information regarding exclusions is stated in the school's exclusion policy and annex exclusion policy.

## **12: Physical restraint**

School staff can use reasonable force to either control or restrain pupils. A number of staff members have MAPA training (Management of Actual or Potential aggression). For those pupils that have a Positive Handling Plan (PHP) schools will need to update these and agree with them with parents and carers. These children will have also been risk assessed as to whether they will be safe during new Covid-19 arrangements – these will be produced in conjunction with parents and the SENDCo.

Due to COVID-19 and following guidance from CPI parents/carers will have a responsibility to come to school to help de-escalate a situation if handling becomes a probable action. If parents do not arrive before the risk of harm to self/others becomes great, pupils will be handled as detailed in their PHP.

If physical intervention is necessary due to challenging behaviour, ideally staff should wear personal protective equipment (PPE), including aprons, gloves and masks. However, staff may not have time to put PPE on if the pupil is hurting themselves and/or others, absconding and/or putting themselves and/or others at risk. Therefore, staff will take extra hygiene precautions in light of COVID-19, this includes adults MAPA trained and pupils with a PHP having a change of clothes within school and washing of exposed area (including pupil's arms, where they've been held), after de-escalation.

Staff MAPA trained will be trained in the correct use of PPE. PPE will be stored in each classroom, the pastoral office, SLT office and the main office so staff MAPA trained can access PPE easily if necessary.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Our Physical Intervention Policy and annex Physical Intervention Policy contains further details.

## **13: Pupil Transition**

Due to the length of time pupils have not been at school, at Mowmacre Hill, we are aware of the importance of transition to ensure a smooth transition to the next school year and/or school settings.

For children starting or continuing their education at Mowmacre, staff will complete a year group transition video. This will include key staff introducing themselves and sharing about their role in the team. Class teachers will also share which class they will be teaching and information about themselves (e.g. likes dislikes, favourite book and favourite topic covered). The video will also contain pictures of the classroom, nearest toilets, cloakroom and which door the children will enter and exit school from.

There will be a section on the school website to support children starting EYFS at Mowmacre Hill.

Year 6 staff are working with feeder high schools to plan activities relevant to secondary transition as well looking at potential transition opportunities.

Staff members hold virtual transition meetings with each other as well as with other schools where pupils will be attending.

## **14: Review**

This behaviour policy will be reviewed by the headteacher and the advisory board in line with the latest government advice.

## 15: Appendix 1: Example of how the Behaviour System is used

	Behaviour	Rewards/Consequences
<b>Smiley face</b>	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> <li>• Staying on the smiley Face</li> <li>• Praise (verbal &amp; non-verbal)</li> <li>• Stickers</li> <li>• Certificates</li> <li>• Monster points</li> </ul>
<b>First warning</b>	<ul style="list-style-type: none"> <li>• Refusing to wash their hands when asked by a member of staff</li> <li>• Bringing inappropriate equipment into school</li> <li>• Lack of respect/attention to others and school property</li> <li>• Sharing equipment with other pupils when asked not to do so</li> <li>• Wandering around unnecessarily during the lesson</li> <li>• Throwing/flicking items</li> <li>• Disrespect to adults</li> <li>• Answering back</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Move onto first Warning</li> <li>• Confiscating offending items</li> <li>• Reminded of expectations</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>
<b>Second Warning</b>	As above if still refusing to comply with requests of Staff.	<ul style="list-style-type: none"> <li>• Move to second warning on behaviour system</li> <li>• Miss 5 minutes of break or lunchtime</li> <li>• Reminded of expectations</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>
<b>Sad Face</b>	<ul style="list-style-type: none"> <li>• As above if all efforts to redirect child are unsuccessful</li> <li>• Leaving the classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Moved to Sad face on behaviour system</li> <li>• Miss 15 minutes of lunchtime (if AM Sad face) or 15 minutes of break the following day (if PM Sad face)</li> <li>• Miss 10 minutes of Golden Time (if applicable)</li> <li>• Record on online systems (CPOMs)</li> <li>• Call for the pastoral team if required</li> <li>• <b>Pupil must comply to Social Distancing rule</b></li> </ul>
<b>Serious Breach of Behaviour Policy</b>	<ul style="list-style-type: none"> <li>• Verbal abuse including racism &amp; sexism</li> <li>• Biting</li> <li>• Spitting</li> <li>• Persistent physical behaviours</li> <li>• Hurting another pupil/staff member</li> <li>• Any extremely dangerous or threatening behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Call for Behaviour Support team</li> <li>• Involvement of SLT</li> <li>• Parents contacted</li> <li>• Short fixed term exclusions</li> <li>• Record on online systems (CPOMs)</li> </ul>

## 16: Appendix 2: Example pupils risk assessment

<b>Mowmacre Hill: Individual Pupil Risk Assessment</b>  Name: _____ Class: _____  Date _____  Work Activity: School Site /Behaviour  Manager: _____	5 Almost Certain	5	10	15	20	25
	4 Probable /Likely	4	8	12	16	20
	3 Possible	3	6	9	12	15
	2 Unlikely	2	4	6	8	10
	1 Very Unlikely / Rare	1	2	3	4	5
		1 Insignificant / Negligible	2 Minor	3 Moderate	4 Major	5 Critical / Catastrophic



**Covid-19 is a newly discovered infectious disease which has caused a global pandemic, leading to closures of facilities and services countrywide.**

**Main symptoms include but are not limited to: Fever, new continuous cough. Individuals with certain medical conditions, elderly plus others are more vulnerable to Covid-19 therefore extend periods of self-shielding are recommended, in the current climate this is advised at being 12 weeks from the date of closure 23<sup>rd</sup> March 2020. This risk assessment is very much a live document and should be adapted accordingly, aligning with advice given from central / local government (CG/LG) DSAT Academy Trust and Public Health England (PHE).**

**Please note that this individual risk assessment should be used in conjunction with the whole-school risk assessment on 15<sup>th</sup> May 2020. This risk assessment is a working document and will therefore need to be updated as government advice on covid-19 develops and as the needs of the individual and staff at school change.**

**An individual risk assessment has been written for your child to ensure their safety, and the safety of other children and adults at Mowmacre Hill Primary school I understand that this is a working document and is subject to change as the situation progresses. I have read and agree to the terms and conditions outlined in my child’s individual risk assessment below. I understand that if my child cannot adhere to the systems in place, and their actions continue to be unsafe, they will no longer be able to attend school for the remainder of this academic year.**

**Pupil Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Parental Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

No	What are the Hazards?	Who might be harmed <u>and</u> how?	What are the existing control measures?	Risk (L x S = R)	What further action is necessary to reduce the risk?

Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Authorised by: \_\_\_\_\_ Head-Teacher Date: \_\_\_\_\_ I have read the above and fully understand the risks and mitigations in place.

Please sign and date. Class teacher: \_\_\_\_\_ SupportStaff \_\_\_\_\_ Date: \_\_\_\_\_

17: Appendix 3

**Phased Return**

<u>Week Commencing 1<sup>st</sup> June 2020</u>	Keyworker/Vulnerable Children	Year 6	Year 1	EYFS
Monday 1 <sup>st</sup> June 2020	✓			
Tuesday 2 <sup>nd</sup> June 2020	✓			
Wednesday 3 <sup>rd</sup> June 2020	✓			
Thursday 4 <sup>th</sup> June 2020	✓			✓
Friday 5 <sup>th</sup> June 2020	✓			✓

**Guidance, Conditions and Safety of staff and pupils will be evaluated before moving onto the following week**

<u>Week Commencing 8<sup>th</sup> June 2020</u>	Keyworker/Vulnerable Children	Year 6	Year 1	EYFS
Monday 8 <sup>th</sup> June 2020	✓		✓	✓
Tuesday 9 <sup>th</sup> June 2020	✓		✓	✓
Wednesday 10 <sup>th</sup> June 2020	✓		✓	✓
<b>EVALUATE PROVISION AND CAPACITY FOR BRINGING IN YEAR 6 PUPILS IF CAPACITY &amp; SAFETY IS EXPECTED THEN YR. 6 INVITED IN FROM THURSDAY 11<sup>TH</sup> JUNE</b>				
Thursday 11 <sup>th</sup> June 2020	✓	✓	✓	✓
Friday 12 <sup>th</sup> June 2020	✓	✓	✓	✓

**Guidance, Conditions and Safety of staff and pupils will be evaluated before moving onto the following week**

<u>Week Commencing 15<sup>th</sup> June 2020</u>	Keyworker/Vulnerable Children	Year 6	Year 1	EYFS
Monday 15 <sup>th</sup> June 2020	✓	✓	✓	✓
Tuesday 16 <sup>th</sup> June 2020	✓	✓	✓	✓
Wednesday 17 <sup>th</sup> June 2020	✓	✓	✓	✓
Thursday 18 <sup>th</sup> June 2020	✓	✓	✓	✓
Friday 19 <sup>th</sup> June 2020	✓	✓	✓	✓

**Guidance, Conditions and Safety of staff and pupils will be evaluated before moving onto the following week**