

Hiltingbury Infant School

Covid 19 Risk Assessment to support reduction in the transmission of coronavirus in Hiltingbury Infant School.

Date completed: 31/08/21

Reviewed by Governing Body:

Government guidance source:

- **Guidance for schools covid-19 operational guidance– Published 27th August 2021**
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Government statements from guidance:

This guidance explains the actions school leaders should take to reduce the risk of transmission of coronavirus (COVID-19) in their school. This includes public health advice, endorsed by Public Health England (PHE).

The government continues to manage the risk of serious illness from the spread of the virus. Step 4 marked a new phase in the government’s response to the pandemic, moving away from stringent restrictions on everyone’s day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people’s education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for 2 doses by mid-September.

Our priority is for you to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

We have worked closely with the Department of Health and Social Care (DHSC) and Public Health England (PHE) to revise this guidance.

This risk assessment has been designed by Hiltingbury Infant School based on Schools Covid-19 Operational Guidance 27th August 2021:

	Risk not mitigated - unable to follow guidance or implement adequate controls
	Risk partially mitigated – some actions outstanding
	Risk mitigated – adequate controls in place and guidance followed

Risk / Guidance Requirements	Controls/ procedures in place	Actions remaining	Status
You must comply with health and safety law and put in place proportionate control measures. You must regularly review and update your risk assessments - treating them as ‘living documents’,	Whole health and safety risk assessment updated in light of new government guidance. Plans and controls in place as set out and communicated with parents 3 rd September 2021.	Ongoing communication in line with any adjustments/changes to government guidance	

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<p>as the circumstances in your school and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned. For more information on what is required of school leaders in relation to health and safety risk assessments and managing risk, see the health and safety advice for schools.</p>	<p>Covid outbreak management plan-stating which control measures will be introduced if an outbreak was identified (5 or more cases who are likely to have mixed closely within 10 days)</p>		
<p>Mixing and ‘bubbles’ We no longer recommend that it is necessary to keep children in consistent groups (‘bubbles’). This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch. You should make sure your contingency plans (sometimes called outbreak management plans) cover the possibility that in some local areas it may become necessary to reintroduce ‘bubbles’ for a temporary period, to reduce mixing between groups. Any decision to recommend the reintroduction of ‘bubbles’ would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.</p>	<p>School will go back to operating as a whole without year group/class bubbles. School assemblies will be KS 1 to begin with and year R will join towards the end of the first half term. Lunchtimes back in the hall-first week 12.00-12.30 Year 1 and 12.30-1.00 Year 2. When year R begin lunches they will go in first then year 1 filter in afterwards. On PE days children will still attend school in their PE kits. The hall will be used and timetabled for PE in all year groups across the week. New school start and end times agreed by governors of both schools. Infants 8.45-8.55 drop off window-3.10pm finish. Contingency bubble plans are set out in our Covid Outbreak Management Plan.</p>		
<p>Tracing close contacts and isolation Settings only needed to do contact tracing up to and including 18 July. Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.</p>	<p>Clearly communicated to parents in letter dated 03.09.21 Clear communication and posters explaining Covid symptoms displayed around the school to ensure all adults know what to look out for, ‘what to do if’ symptom/scenario guide produced.</p>	<p>Record if member of staff has Covid test in their personnel file as a record. Record positive cases and monitor for any outbreaks.</p>	

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<p>As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.</p> <p>Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:</p> <ul style="list-style-type: none"> • they are fully vaccinated • they are below the age of 18 years and 6 months • they have taken part in or are currently part of an approved COVID-19 vaccine trial • they are not able to get vaccinated for medical reasons <p>Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.</p> <p>Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and</p>	<p>Children and staff do not need to isolate if deemed a close contact but will be Encouraged to have a PCR tests if person is identified as close contact and school will facilitate attendance for a PCR test immediately.</p> <p>Identify any staff who are not vaccinated and put in place actions is they are deemed a close contact.</p> <p>School will support the identification of close contacts if contacted by NHS test and trace.</p> <p>No face masks required in school.</p> <p>Re-introduce control measures as stated in Covid Outbreak Management Plan if advised by Public health or local health protection teams.</p>	<p>PL to speak to unvaccinated staff.</p>	

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<p>recommended that these are worn when travelling on public or dedicated transport.</p> <p>18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.</p> <p>Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting (see Stepping measures up and down section for more information) or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.</p>			
<p>Face coverings</p> <p>Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas.</p> <p>The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college.</p>	<p>Face coverings will not be recommended for staff around school corridors and staffroom or for parents when on school site.</p> <p>Face masks in communal areas will be a measure re-introduced as part of covid outbreak management plan if a covid outbreak was identified.</p>		
<p>Stepping measures up and down</p> <p>You should have contingency plans (sometimes called outbreak management plans) outlining what you would do if children, pupils, students or staff test positive for COVID-19, or how you would operate if you were advised to take extra measures</p>	<p>Please see schools Covid Outbreak Management Plan.</p>		

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<p>to help break chains of transmission. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.</p> <p>Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.</p> <p>For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead you to consider taking additional action, and the steps you should work through, can be found in the contingency framework.</p> <p>The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.</p>			
Control Measures			
<p>1. Ensure good hygiene for everyone</p> <p>Hand hygiene Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.</p>	<p>Hand washing posters prominent around school, all children and adults use hand sanitizer/wash their hands on entering/leaving the building, before and after eating and wherever necessary throughout the day.</p> <p>Sinks available in all class bases.</p> <p>Hand sanitiser in every classroom, office space, staffroom, high use areas i.e. photocopier.</p>	<p>Ensure stocks maintained - Mike King.</p> <p>Maintain ongoing reminders and supervision.</p> <p>Planning</p> <p>Put posters in every base</p>	

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	<p>Hand washing principles embedded into PSHE lessons throughout the first term.</p> <p>Staff advised that health and hygiene to be prioritised. Staff aware that handwashing takes priority even though time is of essence. Children reminded of their responsibility and hand washing principles.</p>	<p>MK to continue to monitor sanitiser/soap levels.</p>	
<p>Respiratory hygiene The 'catch it, bin it, kill it' approach continues to be very important. The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene.</p>	<p>Good stock of tissues in every classroom and lidded bin in each classroom. Posters in every classroom. One of our rules as part of behaviour policy appendices. Children taught to use a tissue or elbow, followed by washing hands. This will be communicated to parents 03.09.21.</p> <p>All children reminded of good respiratory hygiene on first day back during assembly and as part of class rules/charter.</p>	<p>Maintain ongoing reminders and supervision. Ensure stocks maintained.</p>	
<p>Use of personal protective equipment (PPE) Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use of PPE in education, childcare and children's social care settings provides more information on the use of PPE for COVID-19.</p>	<p>Each classroom has a set of PPE to be used if a child falls unwell and where 2 metre distancing cannot be maintained or we need to deliver personal care or first aid.</p> <p>PPE to be used when dealing with a suspected case of Covid in school.</p>		
<p>2. Maintain appropriate cleaning regimes, using standard products such as detergents You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces. PHE has published guidance on the cleaning of non-healthcare settings.</p>	<p>Cleaning protocols for staff in place for ongoing daily cleaning using Milton to sanitise-highly touched areas e.g. door handles, table tops, telephones, toilets etc. Spray adult toilets after use using paper towels & detergent. Cleaning protocols in place for cleaners on site daily.</p> <p>Staff reminded to continue to speak to PL or LF immediately if they have concerns surrounding the cleaning. Milton will continue to be used throughout the day on frequently touched surfaces.</p>	<p>Ensure stocks maintained. Ongoing</p>	

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<p>3. Keep occupied spaces well ventilated</p> <p>When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.</p> <p>You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays.</p> <p>Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</p> <p>If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</p> <p>Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.</p> <p>Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).</p> <p>You should balance the need for increased ventilation while maintaining a comfortable temperature.</p>	<p>Classroom windows and doors to be open throughout the day whilst weather mild. In colder weather top windows to be open whilst children in class, at break time lower windows and doors to be open to create a good air flow.</p> <p>Windows in corridors and door by main office open to create air flow through school. staffroom outside door to be open when in use and skylight windows open.</p> <p>When CO2 monitors are provided through government-use this to quickly identify any areas of the school where ventilation needs to be improved and act on this immediately.</p>		

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<p>The Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and CIBSE COVID-19 advice provides more information.</p> <p>CO2 monitors will also be provided to all state-funded education settings from September, so staff can quickly identify where ventilation needs to be improved. Further information will be issued as monitors are rolled out.</p> <ul style="list-style-type: none"> - The government has also launched a trial of air purifiers in 30 schools in Bradford, which is designed to assess the technology in education settings and whether they could reduce the risk of transmission. 			
<p>4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19</p> <p>When an individual develops COVID-19 symptoms or has a positive test</p> <p>Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</p> <p>If anyone in your school develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice.</p> <p>If a pupil in a boarding school shows symptoms, they should usually self-isolate in their residential setting so that their usual support can continue, others may then benefit from self-isolating in their family home.</p>	<p>Communicated to parents on 3.9.21 that any child with Covid symptoms must not come into school, must isolate and get PCR test. If PCR test positive they must continue to isolate for the 10 days, if PCR negative child can return to school.</p> <p>No staff member should come to school if they have any Covid symptoms and must get a PCR test. If a staff member tests positive of LFT they must isolate and get a PCR test. If PCR positive they must isolate for the 10 days if PCR negative they can return to work.</p> <p>Any child who develops symptoms whilst at school will be put into isolation in the disabled loo by year 2 and parents will be contacted to pick up immediately. Parents will be taken round the outside back of the school to collect their symptomatic child. The family will be advised to follow public health advice and get child PCR tested.</p> <p>PPE will be used by any staff member having close contact with a symptomatic child.</p>		

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<p>For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household. If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the use of PPE in education, childcare and children’s social care settings guidance. Any rooms they use should be cleaned after they have left.</p> <p>The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p>	<p>Full wipe down of disabled loo after child has left and inform cleaners that a deep clean of area is needed that night.</p>		
<p>Asymptomatic testing</p> <p>Testing remains important in reducing the risk of transmission of infection within schools. That is why, whilst some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.</p> <p>Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.</p> <p>Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.</p> <p>There is no need for primary age pupils (those in year 6 and below) to test over the summer period. They will be offered the 2 tests at an ATS at the</p>	<p>Staff will continue to LFT twice a week and report these on the government and school systems.</p>	<p>Continue to ensure good stock levels of LFT.</p>	

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<p>beginning of the autumn term when they start at their secondary school as a new year 7. Schools may choose, however, to start testing year 6 pupils earlier, including in summer schools, depending on their local circumstances.</p>			
<p>Confirmatory PCR tests Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. They will also need to get a free PCR test to check if they have COVID-19. Whilst awaiting the PCR result, the individual should continue to self-isolate. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms. Additional information on PCR test kits for schools and further education providers is available.</p>	<p>Staff members to alert Phillippa Longman immediately of a positive LFT and report through school and government forms. Staff member must isolate and book a PCR immediately.</p> <p>School to offer home PCR test kit to any staff member unable to access a testing site.</p>	<p>Ensure stock of PCR home tests.</p>	
<p>Other considerations All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend. Further information is available in the guidance on supporting pupils at school with medical conditions.</p>	<p>Separate risk assessments for any children who are CEV and attending school.</p>		

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<p>You should ensure that key contractors are aware of the school's control measures and ways of working.</p>	<p>Visitors to be made aware of any Covid control measures in place and contact details to be gathered by the school.</p>		
<p>Admitting children into school In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others. If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.</p> <p>Attendance School attendance is mandatory for all pupils of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school. Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness). For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the school attendance guidance.</p>	<p>Any child with Covid symptoms will be asked to remain at home or to be collected from school to help protect other children and staff.</p> <p>Communicated to parents in letter 3.9.21 about importance of attendance at school and impact on progress and learning. If child is unwell or has tested positive for Covid it is important they do not attend school.</p>		

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<p>Travel and quarantine</p> <p>Where pupils travel from abroad to attend a boarding school, you will need to explain the rules to pupils and their parents before they travel to the UK. All pupils travelling to England must adhere to travel legislation, details of which are set out in government travel advice.</p> <p>Additional guidance has been issued on the quarantine arrangements for boarding school pupils travelling from red-list countries to attend a boarding school in England.</p> <p>Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.</p>	<p>All travel guidance must be adhered to at the time of returning to England. School will communicate with families on an individual basis where they have recently returned from abroad.</p>		
<p>Remote education</p> <p>Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.</p> <p>You should maintain your capacity to deliver high-quality remote education for the next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad. Independent Schools (not including academies) are only covered by the remote education temporary continuity direction in relation to state-</p>	<p>A blended approach to remote learning will be accessible to any child who has tested positive but is well enough to engage in learning or faces challenges returning to the country due to travel restrictions.</p> <p>Our remote learning is a mixture of online activities, paper based tasks and a range of planned practical activities. Children at home and in school will have access to the same curriculum. This will be delivered remotely using Tapestry and Seesaw as well as websites such as Purple Mash and Education City. Teachers will provide learning videos and paper packs have also been created for each year group.</p>		

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<p>funded pupils in their schools. However, they are still expected to meet the Independent School Standards in full at all times.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school.</p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.</p> <p>Full expectations for remote education, support and resources can be found on the get help with remote education service.</p>			
<p>Education recovery</p> <p>We have announced a number of programmes and activities to support pupils to make up education missed as a result of the pandemic. Further information is available on education recovery support. Specifically for schools, the document includes further information on:</p> <ul style="list-style-type: none"> • catch-up premium • recovery premium • summer school programme • tutoring (including the National Tutoring Programme and 16 to 19 tuition fund) • teacher training opportunities • curriculum resources • specialist settings • wider continuous professional development resources, including to support teacher wellbeing and subject-specific teaching 	<p>See schools catch up premium document which details the use of extra funding.</p> <p>Planning tailored to individual and group needs.</p> <p>Effective use of pupil premium funding-please see schools pupil premium statement.</p>		

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<p>Pupil wellbeing and support</p> <p>Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. You can access useful links and sources of support on promoting and supporting mental health and wellbeing in schools.</p>	<p>ELSA support readily available where need is identified.</p> <p>Clear curriculum coverage within RHE and PDL.</p> <p>Talk to Ted-giving children the opportunity to understand and recognise emotions and talk to a trusted adult.</p> <p>NSPCC-speak out stay safe programme.</p> <p>Resources from the ELSA website used alongside PDL planning to support emotional health and wellbeing.</p>		
<p>School workforce</p> <p>School leaders are best placed to determine the workforce required to meet the needs of their pupils.</p> <p>Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the guidance on protecting people who are CEV from COVID-19.</p> <p>Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. Employers should be able to explain the measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace.</p>	<p>Separate risk assessments for any staff who are CEV (currently none work in school)</p> <p>Encourage any unvaccinated staff to take up the opportunity of vaccine.</p>	<p>Any new staff member who is CEV-write separate risk assessment for.</p> <p>PL to speak to unvaccinated staff.</p>	

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<p>We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time.</p>			
<p>School meals You should continue to provide free school meal support to any pupils who are eligible for benefits-related free school meals and who are learning at home during term time. More information on providing school meals during the COVID-19 pandemic is available.</p>	<p>FSM children will be offered a packed food parcel to be collected from school if they are required to remain home due to Covid.</p>	<p>Speak to School kitchen to ensure Karen is aware of this in advance.</p>	
<p>Educational visits Given the likely gap in COVID-19 related cancellation insurance, if you are considering booking a new visit, whether domestic or international, you are advised to ensure that any new bookings have adequate financial protection in place. We continue to recommend you do not go on any international visits before the start of the autumn term. From the start of the new school term, you can go on international visits that have previously been deferred or postponed and organise new international visits for the future. You should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and you must comply with international travel legislation and should have contingency plans in place to account for these changes.</p>	<p>Day education visits will continue to be booked. These will be reviewed as part of the Covid Outbreak Management Plan if the school has a growing number of positive Covid cases near to when a school trip should be undertaken.</p> <p>See Outbreak Management Plan.</p> <p>Full risk assessments will be written and carried out before and during any educational visit-Covid measures will be stated within these risk assessments. PHE guidance used to support writing of risk assessments for day visits.</p>	<p>Ongoing.</p>	

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<p>You should speak to either your visit provider, commercial insurance company, or the risk protection arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI). Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits.</p> <p>You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP).</p>			
<p>Wraparound provision and extra-curricular activity</p> <p>More information on planning extra-curricular provision can be found in the guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children.</p>	See separate after school club risk assessment.		
<p>Inspection</p> <p>For state-funded schools, it is intended that Ofsted will return to a full programme of routine inspections from September 2021 and will aim to inspect every state-funded school within the next 5 academic years. This will mean an extension of up to 6 terms in the inspection interval for those schools not inspected since the start of the pandemic. Regulations will give effect to these</p>	<p>School to continue to use the Ofsted framework to guide improvements and whole School Improvement Planning.</p> <p>Phonics, EY Baseline and KS1 SATS all planned for current year ahead.</p>		

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<p>arrangements. Within the 5-year period, Ofsted will continue to prioritise schools most in need of inspection, particularly those with the lowest Ofsted grades. It will also prioritise outstanding schools that were previously exempt from routine inspection that have gone the longest without a visit.</p> <p>Accountability expectations We will not publish data based on exam and assessment results from summer 2021 in performance tables and you will not be held to account for this data. We will publish Key Stage 4 and 16 to 18 subject entries and destinations data at school and college level in performance tables in autumn 2021. For further information, see COVID-19: school and college accountability. We will confirm the position on accountability for the academic year 2021 to 2022 in due course.</p>			