

COVID19: Full Opening Risk Assessment and Action Plan

Sheering CE Primary School



September 2020

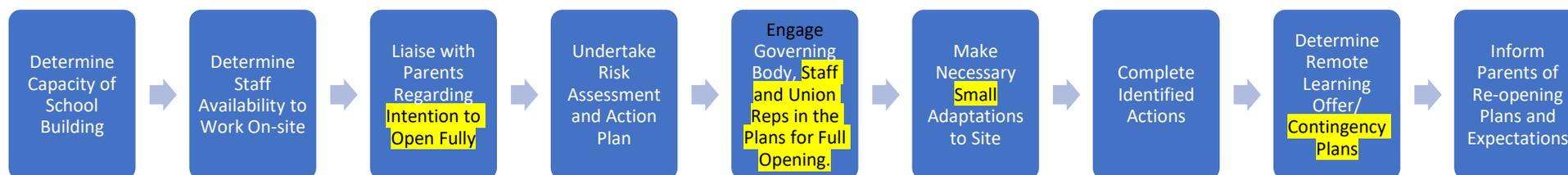
Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the full opening of the school and ensure the school continues to operate in a safe way.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

- Health and Safety Policy
- First Aid Policy
- Child Protection Policies
- CYP Response Plan
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

Steps of Re-opening Preparation:



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Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Action Completed Date	Risk Level Post-Action
<p align="center">Preparing Buildings and Facilities</p>	<p>Premises and utilities have been health and safety checked and building is compliant.</p> <ul style="list-style-type: none"> • Water treatments • Fire alarm testing • Repairs • Grass cutting • PAT testing • Fridges and freezers • Boiler/ heating servicing • Internet services • Any other statutory inspections • Insurance covers reopening arrangements <ul style="list-style-type: none"> • Food order to be completed • Inform school milk and fruit that we will be open 			<p>Determine with the catering staff / school meals service how left over frozen food should be dealt with and action as appropriate.</p>		
	<p>Office spaces re-designed to allow office-based staff to work safely.</p>			<p>Office staff desks repositioned. Staff working from home until necessary. Only essential cover on site.</p>	<p align="center">20/05/20</p>	
	<p>Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.</p>	<p>Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained.</p>		<p>2-meter markers are present on floors.</p> <p>One way system in place to enter and exit the school. Signage in place.</p>		

		Children not knowing how to dispose of tissues or risk of touching bins and walking to the bins.		<p>checked and replaced as needed by AC and cleaning staff daily</p> <p>Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush. Lunch staff to clean work-stations after lunch and communal areas such as door handles, locks, taps, light switches etc</p> <p>Individual 'bins' placed on children's work-stations and cleaned each afternoon by teaching staff.</p>		
	Capacity of cleaning staff is adequate to enable enhanced cleaning regime.					
	<p>Adequate cleaning supplies and facilities around the school are in place.</p> <p>Arrangements for longer-term continual supplies are also in place.</p>	<p>No hand sanitiser for visitors to reception.</p> <p>Classrooms do not have tissues.</p> <p>Low supply of soap.</p>	M	<p>Hand sanitiser available at the both school entrances</p> <p>Adequate bins in classrooms.</p> <p>Disposable tissues on each desk and in classrooms to implement</p>		L

				the 'catch it, bin it, kill it' approach		
	Sufficient time is available for the enhanced cleaning regime to take place.		M	Stock check carried out daily by office staff, ordering schedule reviewed and order made (ZS).		L
	Waste disposal process in place for potentially contaminated waste.			After assigned cleaning completed, all staff advised to leave the site by 3pm in order for deep cleaning to be undertaken.		
				Waste bags and containers - kept closed and stored separately from communal waste for 72 hours		
				Waste collections made when the minimum number of persons are on site (i.e. after normal opening hours).		
Classrooms	The number of staff and CYP that can use each room at any one time has been determined according to the physical capacity of the school site. NB: up to 15 per group.	Do the KW children have to be kept in a separate hub?		Measure classrooms and other available rooms to assess capacity for staff and pupils: Copeland class: 11 Durrington class: 11 Fitzwalter class: 11	June 29 th as distancing measures are being relaxed, and extra measures in class being maintained (visors, handwashing and temperature taken every day) risk assessment increased to 10 or 11 children.	

				Quickbury class: 10		
	Classrooms have been re/arranged to allow as much space between individuals as practical.			Desks arranged into work-stations with all immediate resources on the table.		
	Classroom entry and exit routes have been determined and appropriate signage in place.			Staggered drop off and pick up times to reduce amount of people in one place. Children remain in seats until called for when leaving.		
	<p>Appropriate resources are available within all classrooms e.g. IT, age specific resources. NB: sharing of equipment or stationery should be prevented where possible. Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance].</p> <p>Resources which are not easily washable or wipeable have been removed.</p> <p>Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.</p>	<p>Pencil cases brought in from home?</p> <p>Soft toys, cushions and beanbags in classroom B not easily washable.</p> <p>No COVID19 information posters currently in place. Limited reminders/ awareness for children.</p>	<p>L</p> <p>M</p> <p>L</p>	<p>Copeland class resources (small world, Lego, dinosaurs etc) to be used on a rota basis of no less than 8 days.</p> <p>Remove soft furnishings from all classrooms. Parents asked to provide a small blanket or pillow for time to connect.</p> <p><u>e-Bug</u> posters to be displayed:</p> <ul style="list-style-type: none"> • <u>Horrid hands</u> • <u>Super sneezes</u> • <u>Hand hygiene</u> • <u>Respiratory hygiene</u> • <u>Microbe mania</u> 		

Staffing	<p>Staff mental-wellbeing</p> <p>The teachers have continued to work from March 20th when school was partially closed without any break.</p>	<p>Staff are physically and mentally tired and do not return after half term.</p> <p>Staff resign during half term.</p>		<p>Reduction of workload one day a week.</p> <p>Half term holiday secured.</p> <p>Rota gives PPA and shared responsibility for safety of the children and delivery of the curriculum at home and at school (LB).</p>			
	<p>Staffing numbers required for entire eligible cohort have been determined including support staff such as facilities, IT, midday and office/admin staff.</p> <p>Including at least one of the following:</p> <ul style="list-style-type: none"> • Paediatric First aider (where children under 3yrs) • Designated Safeguarding Lead (DSL) • SENCO • Caretaker/site member <p>Office staff member</p>	<p>The staff who have been in school supporting the KW children since lockdown become ill, go off with stress or develop symptoms of CV</p> <p>Senior management all become ill at the same time</p>	H	H	<p>Staff audit completed re available to work on-site from 1st June</p> <p>Staff rota to be completed before June 1st to ensure the workload is distributed evenly and staff kept in their working pods.</p> <p>Rota ensures that SLT are not in at the same time and the same for office staff or staff who can prepare food.</p>		
	<p>Approach to staff absence reporting and recording in place. All staff aware.</p>						
	<p>Arrangements for staff who are working from home are in place (including those shielded, clinically vulnerable and/or living with someone in these groups).</p>				<p>Expectations of staff working at home re-established (LB).</p>		

	Communication arrangements are in place with those staff and their role in continuing to support the working of the school is clear.					
	Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.	There is a breakout of CV amongst the staff and children or both.		Government guidelines to be followed if staff have symptoms of CV. Rotas to be updated on a weekly basis. If not enough staff to safely cover pods (i.e. no SLT, no DSL etc), then the school will close.		
	Consideration given to staff clothing expectations and information shared with staff to ensure clothes worn are easily washable (e.g. no ties).	Staff wearing full PPE get too hot.		Clothing consideration given to staff who need to wear full PPE but expectations of dress remain for all staff i.e. no jeans etc		
	Approaches for meetings and staff training in place.			Short Zoom meeting every week for all staff after school has closed at 2pm.		
	Consideration given to staffing roles and responsibilities with regards to the continued remote provision alongside in-school provision.	Workload worries and stress related illnesses for teachers who have a dual age group to plan and teach for.		LSAs to take over distance learning for Year R, Year 2 and Year 5.		
	Consideration given to the options for redeployment of staff to support the effective working of the school. If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with.	TA s are required to lead some groups as not enough teachers on site to cover numbers.				

	<p>Approach to support wellbeing, mental health and resilience in place, including bereavement support</p> <p>How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</p>			<p>Staff are aware of available support and advice for schools and pupils available from ECC, including the Educational Psychology service https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx</p> <p>The Bereavement Policy has been reviewed to ensure it reflects current circumstances and arrangements (LB)</p>		
	<p>Arrangements for accessing testing, if and when necessary, are in place. Staff are clear on returning to work guidance.</p>	<p>Staff are not able to access testing.</p>		<p>Staff already aware of procedure they have to follow if they have symptoms of CV and the guidance to follow on returning to work.</p>	<p>Guidance emailed to staff on June 1st 2020</p>	
	<p>The approach for inducting new starters has been reviewed and updated in line with current situation.</p>	<p>Children and families unable to visit due to distancing and cleaning requirements.</p>		<p>LB contacted the LA for advice in delaying the start until later in September. No answer as yet (01.07.20)</p>		
	<p>Return to school procedures are clear for all staff.</p>	<p>Staff are not reading emails or following procedures that have been set.</p>		<p>Staff to be updated regularly with emails and phone calls if no response to emails.</p>		
	<p>Any staff contracts that need to be issued, extended or amended considering the current situation have been.</p>					
	<p>Any HR processes that were in-train prior to or put on hold due to the</p>					

	COVID19 emergency, have been appropriately resolved.					
	<p>Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.</p> <p>NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.</p>			<p>Check with the contractor any requirements their employer has specified before visit. Share school protocols.</p> <p>Contract work to be carried out when the children and staff are not in the building unless absolutely urgent.</p> <p>Parents will not be allowed on site at all. All correspondence must be by email, phone or through online payments.</p>		
	Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.			<p>Music lessons via Zoom or Teams.</p> <p>Share amended procedures, obtain their assessments outlining controls, e.g. only offering limited activities which maintain distancing, all equipment stringently cleaned.</p>		
Group Sizes	All children are included in distinct groups/ 'bubbles' that do not mix and the number of children in each bubble is as small as possible.	Shared toilets for KS2 children.		Try to limit toilet use to certain times of the day. Break and lunch times are different for the two classes.	07.09.20 Toilets changed to Fitwalter and Quickbury (rather than boys and girls) to avoid cross	

					contamination and extra cleaning throughout the day.	
	Staffing allocations to groups determined, including consistency.	Staff numbers decrease		LSAs to cover wherever possible but teaching agency can be contacted.		
Social Distancing	<p>Arrangements for social distancing in place to consider:</p> <ul style="list-style-type: none"> • Staggered school drop off/pick up times and locations (if possible) without reducing teaching time • Staggered or limited amounts of moving around the school/ corridors • Staggered or limited amounts of moving around the school/ corridors • Classroom design • Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches • Toilet arrangements 			<p>*drop off and pick up at staggered time for classes.</p> <p>*Rota needed for Computer Suite (NB)</p> <p>*Pods recommended to stay in one place including lunch.</p> <p>*Break time and lunch to be staggered and on the school field to reduce injuries at play.</p> <p>*Toilet breaks allowed throughout the day to reduce queueing at break times.</p>		
	Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible.					
	Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.				On arrival, students move straight to "pod", wash hands and sit at named	

				table, wait for rest of class to arrive/class to begin.		
	Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.	Children repeatedly leaving their work station.		Children reminded of social distancing and how they are doing it to prevent spreading CV to their families or other staff. Handwashing and cleaning (if needed) Conversations with parents and removed from school for the day if necessary Risks assessments and individualised approach in place for students who might struggle to follow expectations		
	Approach to assemblies – if still occurring, plan in place to manage social distancing.	<i>Currently assemblies are cancelled. Bringing all children together for assembly would breach the bubble arrangements.</i>		Collective worship to happen in their classrooms every day	04.09.20 Collective Worship is delivered via Teams every day. Children remain in classrooms.	
	Social distancing plans communicated with parents, including approach to breaches.	Parents not following the one way system.		Expectations laid out in the letter to parents. Home- school agreement? LB and AC on playground every morning.		
	Arrangements in place for the use of the playground, including equipment. NB: outdoor equipment should not			Outdoor equipment not to be used. Children encouraged to bring their bike or scooter to school		

	be used unless it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.			for exercise and fun at break times.		
	Social distancing amongst the children.	Younger children unable to keep their distance from others or children needing some TLC.		Dedicated 'nurse' to administer first aid and TLC where needed. Children provided with visors and masks. Lessons happen outside wherever possible.		
Transport	Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible.					
	Dedicated school transport follows the grouping/ bubble arrangement in line with the protocols in school, as much as possible.					
	Support in place for CYP who have no alternative, to access public transport safely, adhering to social distancing protocols where possible.					
	Arrangements in place with transport providers to support any staggered start/end times.					
Catering	Arrangements in place to provide food to CYP on site, including the requirement of universal free school meals.	School kitchen has been closed.	M	Liaise with catering team re availability to work. Re-open kitchen to provide cold meals for children.		L

		All catering staff shielding, unable to return to work onsite from 1 st June.	H	Lunch eaten at workstations in classrooms. LSAs and office staff to provide lunch. Liaise with neighbouring schools regarding meals Redeployment of other members of staff.		L
	Arrangements for the continued provision of FSMs for children not attending school are in place.			Diary note made to revisit FSM provision every week.		
	Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that children do not mix with children from other groups.			Lunch sitting A (C&D) time: 11:45-12:30 location: Hall Lunch sitting B (Q&KW) time: 12:15-1:00		
	Arrangements for food deliveries in place			See earlier note.		
PPE	PPE requirements understood and appropriate supplies in place. Long term approach to obtaining adequate PPE supplies in place.	Preventative and protective equipment hard to source. Refusal to wear PPE by staff or children.		Preventative and protective equipment supplies checked every day and recorded levels (ZS to devise chart) Remind staff and children it is not just their safety		

				<p>but the safety of others. Give staff government guidelines to reread.</p> <p>Contact parents of the refuser and take home for the rest of that day after being put in isolation.</p>		
<p>Response to suspected/ confirmed case of COVID19 in school</p>	<p>Approach to confirmed COVID19 cases in place: during school day</p> <ul style="list-style-type: none"> • Which staff member/s should be informed/ take action • Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated • Cleaning procedure in place • Arrangements for informing parent community in place 			<p>Temperature taken of staff and children every morning.</p> <p>See government guidelines;</p> <p>Report to LB whether LB is at home or at school.</p> <p>If child displaying symptoms, isolate immediately (Reflection room) and parents contacted. Procedures then followed according to government guidelines.</p> <p>Contact relevant parents if necessary.</p> <p>Immediate deep clean if necessary.</p>	<p>Latest update 16.09.20</p> <p>Parents also received guidance in what to do if their child is unwell.</p>	
	<p>Approach to confirmed COVID19 cases in place: outside of school hours</p> <ul style="list-style-type: none"> • Approach to relocating CYP away from certain parts of the school to clean, if possible 			<p>Action to be taken immediately with parents being informed as soon as possible.</p>		

	<ul style="list-style-type: none"> • Cleaning procedure in place • Arrangements for informing parent community in place <p>Process in place to engage with the Test and Trace and contract tracing process. Refer to ECC and public health guidance for more information.</p>					
<p>Pupil Re-orientation</p> <p><i>back into school after a period of closure/ being at home</i></p>	Approach and expectations around school uniform determined and communicated with parents.	Parents or children not complying with expectations.		Expectations revisited in letter to parents		
	Changes to the school day/timetables shared with parents.					
	All students instructed to bring a water bottle each day.			Cups provided if water bottle left at home. Teacher with to pour water, not the children.		
	Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff.			Video or photos sent home to show the children what their newly arranged classrooms look like and what the PPE gear looks like.		
	This includes bringing together pupils who have remained in school during closure and those at home and celebrating non-academic achievements of pupils whilst at home/ during school closure.					
	Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.			ELSA materials to be looked at.		

	Re-orientation support for school leavers is developed.					
	<p>Consideration of the impact of COVID19 on families and whether any additional support may be required:</p> <ul style="list-style-type: none"> • Financial • Increased FSM eligibility • Referrals to social care and other support • PPG/ vulnerable groups 			Support for families at home to continue with Key Worker (staff) phone calls to happen every week. New KW to be assigned if class teacher is teaching.		
Remote Education Contingency Plan	All students have access to technology and remote learning offer is available to be switched on as a contingency when needed.	<i>Bubble needs to self-isolate because of a positive case of COVID19.</i>		<i>Remote learning contingency available and ready to be 'switched-on' when needed.</i>	'Purple Mash' purchased to allow greater online support in remote learning in the event of another	
Transition into new year group What will need to be different this year because of COVID19?	<p>Online/ website support for families and young people around transition.</p> <p>Plan for transitions between school years taking into account what needs to be different due to partial opening, remote and face to face:</p> <ul style="list-style-type: none"> • EY to Primary • Primary to Secondary • Vulnerable children • Children with SEND • Physical and sensory needs, including adaptations, equipment etc (lead in times) • Post 16 • School Leavers 	Children will return in September to a new class and a new teacher after not being in class since March.		Advice sought from LA who has been, so far unable to confirm whether transitions happen in September (01.07.20)	Arrangements with Pre-School made for new Reception to begin on 21.09.20. 11.09.20 Parent transition meetings reorganised as government guidelines changed to only allow groups of 6 to meet.	

Safeguarding	<p>Consideration given to any CYP who may need support with their return to school and consultation has been undertaken with the family and other agencies involved.</p>	<p><i>CYP previously deemed to be safer at home and family are anxious about returning to school.</i></p>	<p>M</p>	<p><i>Review the CYP's risk assessment to identify any support or arrangements needed for their return to school.</i></p>	<p>L</p>		
	<p>Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.</p>			<p>Staff refresher training session on processes and procedures and the revised wellbeing material.</p>			
	<p>Updated Child Protection Policy in place.</p>			<p>Adopted most recent Child Protection Policy completed</p>			
	<p>Work with other agencies such as social care, has been undertaken to support vulnerable CYP to return to school.</p>						
	<p>Where physical contact is required in the context of managing behaviour, <i>ensure appropriate hygiene measures are in place to mitigate any risk of transmission.</i></p>			<p><i>Review individual consistent management plans to ensure they include protective measures.</i></p>			
	<p>Consideration given to the safe use of physical contact in context of managing behaviour.</p>	<p>Children need restraining, first aid or a cuddle.</p>		<p>Review individual consistent management plans to ensure they include protective measures.</p> <p>Dedicated member of staff in protective gear if physical contact is needed.</p>			

				Parents involved.		
				Behaviour policy updated with section on managing children physically.		
Curriculum / learning environment	Current learning plans, revised expectations and required adjustments have been considered.					
	<p>Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?</p> <p>Each activity should be risk assessed and should not be run unless the risks can be mitigated</p> <ul style="list-style-type: none"> • PE • Practical science lessons • DT/ FT 			PE to be online using Joe Wicks, Oti and Cosmic Yoga etc. Children must wash their hands after. Trainers worn but not PE kits.		
	<p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> • Wellbeing curriculum • recognising 'non-curriculum' learning that has been done • capturing pupil achievements/ outcomes • utilising the DFE 'catch-up' funding and programmes 			<p>Staff are trained and supported in front of classroom delivery style and aware of how best to provide students with additional support.</p> <p>Consistent approach to planning discussed at staff meeting to ensure home learning and learning in school is consistent and manageable.</p>		

	Student behaviour policy reviewed to reflect current circumstances.				Ready to be agreed at FGB on July 7 th	
CYP with SEND	Approach to provision of the elements of the EHCP including health/therapies.			SENCO to look at EHCP provision and review with parents before July 2020.	Invitations sent (29.06.20)	
	Annual reviews.	EHCP children not in school.		SENCO to look at EHCP annual review procedures and begin process of review to be completed before July 2020 (SB)		
	Requests for assessment.					
	Consider any CYP who may need support with their return to school and consult with the family and other agencies involved. <i>Including any support required for CYP to understand new rules i.e. social distancing.</i>					
Attendance	Approach to promoting and supporting attendance for all pupils determined, including those who may be anxious.	Parents exercising their choice to keep their children at home.				
	Approach to support for parents where rates of PA were high before lockdown.			Parents to be notified that attendance will be compulsory from September.		
Communication	Information shared with staff around the full opening plan, returning to site, amendments to usual working patterns/practices and groups.	Staff feel uninformed and anxious about school reopening.		Each decision to be shared with SLT and staff. Comments welcomed.		

	Governors consulted on full opening plans.	Governors feel uninformed about school reopening.		Each decision to be shared with COG and other governors.		
	Union representatives consulted on full opening plans.					
	Risk Assessment published on website, where more than 50 staff.					
	<p>Communications with parents:</p> <ul style="list-style-type: none"> • Plan for partial re-opening • Social distancing plan • Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning • Attendance • Uniform • Transport • Behaviour • Test and trace • Staggered start and end times • Expectations when in school and at home (if self-isolating is necessary) 	Parents feel uninformed and anxious about school reopening.		LB to speak to parents about their fears. Allow parents time to make up their minds. Keep parents informed of every decision once approved by the governors.		
	<p>Pupil communications around:</p> <ul style="list-style-type: none"> • Changes to timetable • Social distancing arrangements • Staggered start times • Expectations when in school and at home (if self-isolating is necessary) • Travelling to and from school safely 			As soon as confirmed, send letter to parents with all expectations e.g. gradual start, lunch times, one way system etc.		

	On-going regular communication plans determined to ensure parents are kept well-informed			Letters, website updates, social media Newsletter continued to be sent every week.		
Governors/ Governance	Meetings and decisions that need to be taken prioritised.			Virtual governing body meetings		
	Governors are clear on their role in the planning and full opening of the school, including support to leaders. Approach to communication between Leaders and governors is clear and understood.			Regular meeting between COG and HT. COG to report to governing on behalf of HT.		
	All aspects of governance are reinstated. Governors prepared for start of school year (clerking, etc).					
School events, including trips	The school's annual calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the immediate term, including school trips.			All trips on hold until government sys is safe to travel or visit local area.		
Finance	Additional costs incurred due to COVID19 are understood and clearly documented.					
	Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM					
	Any loss of income understood, including the impact of lettings and					

	the financial implications of possibly not restarting.					
	Insurance claims, including visits/trips booked previously.				Mother's Day money to be reimbursed.	
	Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> • Cleaning • IT support • Catering 					
	Consideration given to any support that may be brokered through working together, for example, partnerships, trusts etc.					
Before and after school clubs	Approach in place for before/after school clubs implements the necessary protective measures.					