



# Risk Assessment Covid-19 Full School Opening March 2021

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# 1. Background

The Covid-19 pandemic presents a health risk to employees and pupils within the school environment and by extension the wider community. During the 2020 Spring and Summer terms Chesswood Junior School took steps to meet the Government challenge of welcoming the children of key workers and vulnerable children into the school whilst supporting home learning for all other pupils. From 1 June the school was able to expand this capacity to include pupils from year 6. This was achieved through the dedicated effort of all staff, parents and pupils and has been seen as a success. The risks during this phase were assessed and documented in the “Coronavirus – Expanding Capacity Risk Assessment”.

As the transmission rates in the community fell and the Government’s 5 tests had been met, the Department for Education (DfE) stated that from September 2020 schools should welcome all pupils back and should take steps to reassess the risk and make the school environment “Covid Secure”. Following a second national spike in infections, a national lockdown was announced from the 5th of January and the school, once again was open for ‘limited community service’.

As the national picture has improved, including the perceived current success of the vaccine rollout, schools have been told to fully open from 8th March 2021. This document sets out that assessment and details the key controls that will be put in place.

## 1.1. Context

Chesswood Junior School currently has 616 pupils registered. These are supported by 90+ employees (including 25 teachers; 32 teaching assistants; 5 pastoral 8 administration support; 7 premises support; 5 middle leaders and 3 senior leaders).

There is a strong and active relationship with parents and the wider community through the Friends of Chesswood and a positive communication approach by the School. During the earlier phases of the Covid 19 pandemic, the overwhelming majority of parents and pupils demonstrated a willingness to comply with the arrangements and it is anticipated this will continue through the next phase.

## 1.2. Process

- The process adopted to assess the Covid 19 health risk and the resultant key controls was:
- Senior Leadership Team met to review the guidance issued by the DfE and the local authority, West Sussex County Council (WSSCC) to determine the principal risks.
- Year leaders and key employees were engaged to gain their input into the risks and ideas for key controls were sought.
- The Governing body was engaged to outline the approach to be taken and gain their input at an early stage.
- Formal consultation took place with all staff and governors.
- Following feedback, the final version of the risk assessment was produced and approved.
- Subsequent versions have involved consultation on areas of change with relevant staff and governors
- The rating given to risks is shown in the table below.

Rating	Severity (S)	Likelihood (L)
1	No injury, impact or illness	Very Low
2	1 <sup>st</sup> Aid injury, some emotional impact or illness	Very Unlikely
3	Minor injury, minor emotional impact or illness	Unlikely
4	Over 3 day injury, significant and lasting emotional impact or illness	Likely
5	Major injury, critical emotional impact or illness	Very Likely
6	Fatality, disabling injury or emotional impact or illness	Almost Certain

- The total risk score is determined by multiplying the severity (S) by the likelihood (L) to give an overall risk score. This gives the following level of risk.

Total risk score	Level of risk
0-4	Insignificant Risk
5-9	Low Risk
10-15	Medium Risk
16+	High Risk

### **1.3. Key Principles**

Throughout this process the School has been guided by the following key principles:

- It is most beneficial, and therefore desirable, to have all pupils in school, especially the most vulnerable.
- Whilst the level of community transmission has fallen, the Covid 19 virus is still present and therefore presents an ongoing health risk.
- To limit the impact of incidents of Covid 19 it is essential that the School has robust procedures to identify and respond to actual or suspected incidents of Covid 19 in an employee, a pupil or any person connected to them. This includes helping identify those that have been in contact with that individual.
- The transmission of the Covid 19 virus into, and within, the school environment from those infected, whether they are displaying symptoms or are asymptomatic, remains a key risk and steps need to be taken to mitigate that risk.
- The impact on employees and pupils mental health and wellbeing, as well as that of their family and friends remains a consideration in defining the level of risk that is accepted.
- All members of staff take responsibility for the content of the risk assessment, adhering to the principles and guidance, reminding each other in good faith to protect all within the school community.
- The Government and Local Authority expect schools to make decisions locally for their own community within a broad set of guidance. Senior leaders and governors support this localised approach. Within this broad guidance, we will continue to take decisions that minimise risk for all members of the community and maintaining the fullest possible provision for children. We expect to be reflective, pragmatic and flexible in response to arising risks.
- It is very important to the school to have the support of Governors, employees, parents and family members as well as the wider community and engagement with these stakeholders will be essential during the ongoing management of the pandemic.
- The success or otherwise of management and minimisation of risk relies overwhelmingly on individual sustained support and action.
- Key focus at all times is on the balancing of health risk v maintaining teaching and

learning.

- Good hygiene – hand-washing and respiratory hygiene (Catch it, Bin it, Kill it)
- Enhanced Cleaning
- Bubbles
- Social distancing
- Reducing mixing

The School wants to keep its employees and pupils safe and well whilst re-establishing a strong educational programme that will incorporate steps for pupils to “catch up” on learning missed during the earlier phases.

This risk assessment will be routinely reviewed following Public Health England<sup>1</sup>, DfE, West Sussex County Council and union guidance. In particular, the school notes the Government’s intention to manage community transmission risk through “local lockdowns” which may impact the action taken by the School.

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<sup>1</sup> PHE at this time is due to be replaced by a new organisation. Until the new organisation is formed, we will continue to refer to PHE throughout this document. New terminology will be included in this document once advice is received from government – until this, PHE will refer to the new organisation.

## 1.4. Threshold Guide

School have been directed by government to “do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum”. We are therefore tasked with balancing risk and managing an effective school environment and learning programme. That balance will rely on professional judgements on organising and separating groups; and social distancing. These aspects will vary depending on local risks i.e. any confirmed cases. Our risk assessment process will be dynamic and will adjust on the basis of perceived risk. We will use a threshold guide to support our professional thinking and judgement in the coming months and until the virus has been eradicated.

Stage	Description	Example Actions
1	There are no cases in school or in the local area i.e. end of Pandemic	School life returns to pre-pandemic normal – all activities are fully open and sustained
2	There have been no positive cases within school in the previous 14 days. There may be a small number of children <5 requiring a COVID-19 test due to symptoms displayed. The prevalence in the local area remains low.	Core school business is undertaken. The organisation of the school allows for greater freedoms for children and staff e.g. class bubbles may combine at play and lunch time in the outdoor environment. Assemblies may be undertaken with class bubble distancing.
3	There has been a maximum of 2 positive cases of a child or member of staff attending Chesswood Junior School within the past 14 days. The individual is required to isolate for at least 10 days and close contacts in school are required to isolate for 10 days and undertake test.	A risk assessment review will be undertaken, control measures will be considered again whether they remain fit for purpose. Further advice will be sought from the local Public Health England team. Considerations for playground management, school assemblies, specialist teaching and cleaning rotas will be reviewed, amongst other things.
4	There have been multiple positive cases that result in one or more class bubbles or year groups closing for a period of time on the advice of Public Health England.	Strict class bubbles will be reinstated, other control measures in relation to separating and distancing will be undertaken under the guidance of Public Health England.
5	Public Health England or National Government direct the school to close due to cases at the school or within a local area ‘lock-down’	The school may close entirely or return to limited opening for key workers and vulnerable children.

## **2. Key Prevention Messages**

The risk assessment is detailed in covering all aspects of maintaining an 'as safe as possible' environment. All staff are required to read and adhere to the guidance within. However, the following aspects will be shared as key messages on a regular basis to support consistent implementation.

### ***2.1. Prevention***

You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing

### ***2.2. Response to any infection***

You must always:

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.



# **3. Core Risk Assessment**

This section sets out the key risks that exist during the Covid-19 pandemic and outlines the hazards and their respective controls that will be put in place to manage the risk. The assessment of risk is summarised here:

	Severity	Likelihood	Risk
Responding to incidents	4	3	12
Preventing infectious transmissions	3	3	9
Maintaining curriculum and safeguarding	3	3	9
Maintaining effective operation	2	2	4

Whilst every effort has been made to consider all hazards, individual exceptional circumstances may occur where a different set of controls need to be adopted. In those situations, the Head Teacher or Deputy Head Teacher, have the ability to vary the controls in order to protect the health of staff or pupils, or to meet other obligations. They will only do so if necessary and will consider all the risks present at the time.

As noted in the principles, this risk assessment will be maintained and adapted as guidance changes. In the absence of any further guidance the risk assessment will be reviewed at the end of the spring term.

Metrics will be put in place and presented to the governing body to demonstrate the effectiveness of the controls. This will include (for adults & children)

- Number of suspected cases – no. showing symptoms
- Number of tests completed
- Number of positive cases

- Number of negative cases

<b>3.1. Responding to Incidents</b>		<b>S</b>	<b>L</b>	<b>R</b>
The Government considers the transmission rate within the community is low and Schools are encouraged to reopen fully from September 2020. One key aspect to this approach is that incidents of COVID 19 are dealt with quickly and effectively. There is a risk that the School is unable to respond effectively to suspected or confirmed cases and/or a local outbreak within the School that has affected staff, pupils or any connected person.		<b>4</b>	<b>3</b>	<b>12</b>
<b>Hazard</b>	<b>Control</b>			
<b>Keeping people informed</b>	a)	We will ensure all staff, pupils and parents are aware of the key symptoms of Covid-19: <ul style="list-style-type: none"> <li>• a new <b>continuous cough</b></li> <li>• a <b>high temperature</b></li> <li>• a loss of, or change in, your normal sense of taste or smell (<b>anosmia</b>)</li> </ul>		
	b)	We will ensure all staff, pupils and parents know not to come in to school if they or anyone in their household are displaying any of the symptoms.		
<b>Suspected cases</b>	a)	Staff or parents must notify the School as soon as possible if they display symptoms and believe they may have COVID 19. They must not attend School.		
	b)	If anyone in School becomes unwell with Covid-19 symptoms they will be sent home and told to follow PHE guidance – <a href="#">Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a> and seek to undertake a test as soon as possible.  Siblings at the School will also be asked to go home and self isolate, even if they are not showing symptoms.		

	c)	Whilst waiting to go home anyone feeling unwell with Covid-19 symptoms will be kept isolated in the temporary medical room (with adult supervision, if a child)
	d)	PPE will be worn by staff caring for another person with symptoms if a distance of 2 metres cannot be maintained.
	e)	If required, the adjacent staff toilet (staff room) should be used and must be cleaned before being used by anyone else.
	f)	Everyone will wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.
	g)	The area around the person with symptoms will be sanitised after they have left.
	h)	Members of the bubble and close contacts will remain at School unless they also display symptoms.
<b>Negative test results</b>	a)	If the test is negative the person can return to school if they are well enough to do so (NB: revert to considering other contagious virus such as cold or flu). Siblings at the school can return to school provided they are not showing symptoms.
	b)	We will not request evidence of negative test results or other medical evidence before admitting them or welcoming them back after a period of self-isolation.
<b>Confirmed cases</b>	a)	The member of staff, or parent, must inform the School immediately if the test is positive.
	b)	We will contact the the DfE Helpline on 0800 046 8687 if advice is required or we have more than one confirmed case  This team will also contact schools directly if they become aware that someone who has tested positive attended the school – as identified by NHS Test and Trace.  We will confirm Covid cases to West Sussex using the <a href="mailto:ESWelfareGroup@westsussex.gov.uk">ESWelfareGroup@westsussex.gov.uk</a>

	c)	<p>We will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person. Close contact means:</p> <ul style="list-style-type: none"> <li>• <b>direct close contacts</b> - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• <b>proximity contacts</b> - extended close contact (within 1 to 2 metres for more than 15 minutes – cumulative over a day) with an infected individual</li> <li>• <b>Travel contacts</b> - travelling in a small vehicle, like a car, with an infected person <ul style="list-style-type: none"> <li>• We discourage joint travel arrangements in cars with children from other bubbles. We understand this may be required in exceptional circumstances. Under no circumstances should this happen if any member of the party has symptoms.</li> </ul> </li> </ul>
	d)	<p>We will not share the names or details of people with Covid-19 unless essential to protect others.</p>
Asymptomatic testing of staff LFD	e)	<ul style="list-style-type: none"> <li>• All staff and volunteers are eligible to take part in twice weekly Lateral Flow Device testing to support the identification of asymptomatic positive cases.</li> <li>• A full risk assessment for LFD testing in school can be found at Y:\School Level\Corona Virus\Risk management\March 8th 2021 Full opening\COronavirus staff testing in primary schools risk assessment.pdf</li> </ul>

<b>Contact tracing</b>	a)	<p>To support contact tracing, we will keep a record of pupils and staff in each group (bubble), and any close contact that takes places between children and staff in different groups. This will take the form of:</p> <ul style="list-style-type: none"> <li>• class registers</li> <li>• seating plans (must remain consistent except in exceptional circumstances)</li> <li>• staff rotas (any PPA / supply cover etc)</li> </ul>
	b)	<p>A template letter, provided to the School by the health protection team, will be sent to parents and staff if needed explaining action they should take.</p>
	c)	<p>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they must follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and seek to undertake a test as soon as possible.</p>
<b>Outbreak management</b> (two or more cases)	a)	<p>If we have two or more confirmed cases within 14 days, or an overall rise in sickness absence where Covid-19 is suspected, we may have an outbreak, and will continue to work with the local health protection team and follow advice on any additional action required.</p>
	b)	<p>If the health protection teams recommends that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group we will implement this without delay.</p>
	c)	<p>If the health protection team dispatch a mobile testing unit to test others who may have been in contact with the person(s) who has tested positive, we will provide all necessary support to complete this testing.</p>

<b>3.2. Preventing infection transmission</b>		<b>S</b>	<b>L</b>	<b>R</b>
Current evidence suggests that COVID-19 spreads between people through direct, indirect (through contaminated objects or surfaces), or close contact with infected people via mouth and nose secretions. These include saliva, respiratory secretions or secretion droplets. People with the virus in their noses and throats may also leave infected droplets on objects and surfaces when they sneeze, cough on, or touch surfaces, such as tables, doorknobs and handrails. Other people may become infected by touching these objects or surfaces, then touching their eyes, noses or mouths before cleaning their hands. There is a risk that the School fails to take adequate steps to prevent the virus being transmitted within the School environment.		<b>3</b>	<b>3</b>	<b>9</b>
<b>Hazard</b>	<b>Control</b>			
<b>Personal Hygiene</b>	a)	We will ensure all staff, pupils and parents are aware of the need to maintain personal hygiene – especially hand-washing and respiratory hygiene.  We will undertake weekly hygiene lesson reminders on hand-washing; “Catch it, bin it, kill it”; and avoid touching eyes, nose and mouth with unwashed hands.		
	b)	To promote regular hand-washing we will ensure that staff and pupils clean their hands regularly.  <ul style="list-style-type: none"> <li>Adults will pay particular attention to supporting pupils with complex needs, supporting them in understanding the need to follow routines (social stories);</li> <li>Hand-washing facilities are provided throughout the school;</li> <li>Alcohol based gel will be provided in reception/office, by photocopiers and for breakfast and after-school care club entry.</li> </ul>		

	c)	We will control all visitor access and ensure they are well and sanitise their hands prior to entering the building.
	d)	To promote respiratory hygiene, the 'catch it, bin it, kill it' approach continues to be very important and will be a prominent message in school.  We will provide tissues and bins throughout the school.
<b>Enhanced cleaning</b>	a)	We will put in place an enhanced cleaning schedule that includes more frequent cleaning of: <ul style="list-style-type: none"> <li>• rooms / shared areas that are used by different groups</li> <li>• frequently touched surfaces</li> <li>• medical rooms</li> <li>• toilet blocks</li> </ul> All year group areas to have spray disinfectant and disposable cloths.
	b)	We will take steps to protect cleaning staff <ul style="list-style-type: none"> <li>• Disposable gloves provided – change at least daily / heavy duty gloves washed daily.</li> <li>• Adhering to general COSHH regulations for all cleaning.</li> <li>• Spillages of bodily fluids, e.g. respiratory and nasal discharges, will be cleaned up immediately using anti-bacterial cleaning fluids.</li> </ul>



<b>Use of PPE</b>	a)	<p>PPE will be used where a person becomes ill with Covid-19 symptoms and a distance of 2m cannot be maintained.</p> <p>PPE will be used where a person already has routine intimate care needs that involve the use of PPE.</p> <p>Cleaning staff, as necessary, will use PPE.</p>
	b)	<p>Government guidance is clear that face coverings are not required by primary aged pupils. Wearing of face-coverings is discouraged at Chesswood Junior School but may be worn in exceptional circumstances in communal areas where families insist. By exception, parents must contact school to arrange for a child to wear a face-covering.</p>
<b>Controlling mixing</b>	a)	<p>Children will be grouped by class – up to 32 children forming a bubble</p> <p>Children will face the front of the classroom in rows</p> <p>Children will have a designated desk for all lesson activities – we will have up to two seating plans for in the classroom to allow for targeted support in core subjects.</p>
	b)	<p>Mixing outside of class bubbles will be allowed for:</p> <ul style="list-style-type: none"> <li>• Specialist teaching – PE and Music – the teacher will move between bubbles.</li> <li>• PPA – cover teachers will be required to work across bubbles</li> <li>• Play times –zoned areas will be created for a maximum of 3 classes from one year group.</li> <li>• Breakfast and after-school care club – see separate section.</li> </ul>
	c)	<p>Teachers and other staff may operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they will try and keep their distance from pupils and other staff as much as possible from other adults.</p>

	d)	Supply teachers, peripatetic teachers and/or other temporary staff will be permitted and may move between schools. They will minimise contact and maintain as much distance as possible from other staff.  Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual.
	e)	Staff will seek to maintain social distance from pupils, staying at the front of the class, minimising the time spent within 1m (never more than 15 minutes) and avoiding close face to face contact.
	f)	Staff will maintain social distancing rules from other adults when moving around the school and capacity in shared rooms/areas will be limited to allow distance to be maintained.  Any crockery and utensils used for drinks/food must be placed directly in the dishwasher and not left around the school site by anyone at anytime.
<b>Controlling movement</b>	a)	We will operate a staggered approach to the beginning of the day to minimise mixing and reduce groups of parents gathering at the gates.  <ul style="list-style-type: none"> <li>• On arrival children must move to their allocated zone.</li> <li>• There will be no vehicular access at this time (Chesswood Rd car park).</li> <li>• Pupils with SEND will be provided additional support to follow this change of routine.</li> </ul>
	b)	We will limit the number of children using toilets facilities at one time and prop open toilet entrances to reduce touch surfaces and monitor behaviour.
	c)	We will seek to keep groups apart and movement around the school site kept to a minimum and introduce one-way systems to enable movement of large numbers of children around the school.

	d)	<p>We will manage lunch times across 2 half hour slots with half the school eating and half the school playing in each half hour slot.</p> <ul style="list-style-type: none"> <li>• Packed lunches will be eaten in classrooms – in class seats.</li> <li>• Hot school meals only to be served in the hall – social distancing between bubbles</li> <li>• Children will not be permitted to spend anytime inside the school building unless they need to go to the toilet or to collect belongings – eg coat</li> <li>• During wet-play, children must remain in their seat area unless going to the toilet. It is our intention that children will go out in inclement weather including light rain. Wherever possible, if children have not been outside due to inclement weather, we will facilitate brief outdoor play / learning at another time.</li> </ul>
	e)	<p>We will operate a staggered approach to the end of the day to minimise mixing and reduce groups of parents gathering at the gates.</p> <p>Arrangements will be made for older siblings to collect younger siblings.</p>

<b>3.3. Maintaining Curriculum &amp; Safeguarding</b>		<b>S</b>	<b>L</b>	<b>R</b>
Education is not optional and all pupils should receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. Despite the Covid-19 pandemic the curriculum remains broad and ambitious with all pupils taught a wide range of subjects. There is a risk that the School fails to maintain this standard of curriculum education or falls short in its safeguarding obligations.		<b>3</b>	<b>3</b>	<b>9</b>
<b>Hazard</b>	<b>Control</b>			
<b>Attendance</b>	a)	School attendance will be mandatory again from March 8 <sup>th</sup> 2021. The usual rules on school attendance will apply. Children are expected to attend every day when they are well enough to so. This includes being 'under the weather' but without Covid-19 symptoms.		
	b)	The following exceptions will apply to attendance requirements during this period: <ul style="list-style-type: none"> <li>• where the child is self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has Covid-19).</li> <li>• where children are not able to attend school as their parents are following clinical and/or public health advice – that specifies the child must not attend (this is unlikely given current guidance).</li> <li>• where PHE have advised that children shield.</li> </ul>		
	c)	Pupils who remain under the care of a specialist health professional must discuss their care with their health professional before returning to school.		

	d)	<p>We reserve the right to manage school attendance with fixed penalty notices, however, at this time, we hope to manage this in a positive partnership with parents and there are various ways we can secure and build school attendance.</p> <ul style="list-style-type: none"> <li>• We recognise that a small number of families may have exceptional medical reasons that would underlie a significant concern about their child returning.</li> <li>• We will support pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them.</li> <li>• We will work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance.</li> </ul>
	c)	<p>From March 8th the basic expectation will be for all children to wear school uniform as set out in the school brochure. However, we recognise there may well be some frustrations in sourcing some items of school uniform in correct sizes and colours. As such, we will be flexible in our approach. We do not expect Year 6 pupils to be provided with new uniform for one term.</p> <p>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p>

Behaviour	<p>We will adapt the behaviour policy to include a 5-step Covid-19 behaviour protocol:</p> <table border="1"> <tr> <td colspan="2"> <p><b>It is essential that all children who are in school keep themselves and others safe within the school environment.</b></p> <p><b>To do this, they must follow the COVID-19 rules. They are non-negotiable and set out to comply with Government advice.</b></p> </td></tr> <tr> <td>1</td><td> <ul style="list-style-type: none"> <li>The pupil keeps themselves and others safe by exceptionally good compliance to C-19 rules in school.</li> <li>They show others courtesy, care and kindness and are a good friend to others.</li> </ul> </td></tr> <tr> <td>2</td><td> <ul style="list-style-type: none"> <li>The pupil keeps themselves and others safe by generally good compliance to the C-19 rules in school.</li> <li>They may need an occasional reminder, which they respond to quickly.</li> <li>They are respectful to other children and don't cause others emotional distress.</li> </ul> </td></tr> <tr> <td>3</td><td> <ul style="list-style-type: none"> <li>The pupil needs regular reminders about the C-19 rules to keep themselves and others safe.</li> <li>They may also need reminders to show kindness to others.</li> <li>They respond positively to those reminders.</li> <li>Teachers may contact parents to support the safety message.</li> </ul> </td></tr> <tr> <td>4</td><td> <ul style="list-style-type: none"> <li>Despite reminders, the pupil is regularly acting in a way which is putting themselves or others at risk by not keeping to the C-19 rules. 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This Support Plan would be reviewed each week along with the appropriateness of continuing the pupil's place in school.</li> <li>If they are not in this group, they will not get any further warnings and would move to Stage 5 if their risky behaviours continued.</li> </ul> </td></tr> <tr> <td>5</td><td> <ul style="list-style-type: none"> <li>Despite involvement from the Leadership team and consultation with parents, the pupil continues to risk their and other people's safety by not being able, for whatever reason, to keep to the C-19 rules in school and/or enable other children to feel emotionally safe.</li> <li>They are a risk to themselves and others and cannot continue to attend school.</li> </ul> </td></tr> </table>	<p><b>It is essential that all children who are in school keep themselves and others safe within the school environment.</b></p> <p><b>To do this, they must follow the COVID-19 rules. 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<b>Curriculum</b>	<p>a) To mitigate for the loss of learning time and quality of learning for the vast majority of children over Summer Term we will prioritise reading, writing and maths to a greater extent than is normal.</p> <ul style="list-style-type: none"> <li>• Science time will reduce by 30 minutes per week</li> <li>• Music time will reduce from 90 mins to 30 mins per week on average</li> <li>• Personal, Social &amp; Health Education will increase by 30 mins</li> <li>• Physical Education will continue at 2 hours.</li> </ul> <p>These timings are open to change depending on guidance and circumstances</p>
	<p>b) Wherever we suspend a unit from the school curriculum in this temporary period, we will specify the knowledge organiser that would have been covered and communicate that to families.</p>
	<p>c) Assemblies will not take place in the halls until further notice. Assemblies may be delivered to classrooms via Microsoft Teams – only requiring one further member of staff to monitor classrooms.</p>
	<p>d) Pupils should bring in their own pencil case with their own stationery and will not be permitted to share their stationery with other children in class.</p> <p>Pupils are not permitted to bring in any toy, trading card or personal belonging into school unless there are exceptional circumstances and it has been agreed as part of a therapeutic programme.</p>

	e)	<p>Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. Classrooms will have a stock of anti-bacterial wipes to support cleaning of resources – these can be used by children.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously (by teachers and children) and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment will be more frequently cleaned. This also applies to breakfast and after-school club.</p>
	f)	<p>Singing – we will work within the guidance set for safer singing. It is unlikely that singing will take place due to practical restrictions.</p>
	g)	<p>Pupils should attend school in their PE kit on the days they have PE, as there are no changing facilities, and we will maintain consistent bubbles for PE ensuring equipment is cleaned in between use.</p>
	h)	<p>We do not plan to undertake day visits until guidance allows.</p> <p>Residential trips have been cancelled.</p>



	i)	<p>We have a fully operational breakfast club and after school care club.</p> <p>We will seek to open limited, school run clubs in the Summer Term. These will adhere to class and wider bubble principles.</p>
<b>Remote education</b>	a)	For individuals or groups of self-isolating pupils, remote education plans will be in place.
	b)	<p>In the event of a local outbreak, the PHE health protection team or local authority may advise the school to close temporarily to help control transmission. We will have a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p>

<b>Pupil wellbeing</b>	<p>a) We will focus on supporting pupil's wellbeing as they may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers.</p> <ul style="list-style-type: none"> <li>• PowerPoint designed to highlight procedures around school and to be discussed regularly by teachers/ TAs to reduce anxiety.</li> <li>• Regular PSHE lessons and assemblies will encourage pupils to share experiences, discuss anxieties and raise self-esteem.</li> <li>• Children reporting worries <ul style="list-style-type: none"> <li>• Children encouraged to talk to member of staff to discuss their feelings and the pastoral team will be available each day.</li> <li>• From September, we will re-introduce and regularly promote the use of - <ul style="list-style-type: none"> <li>▪ worries@ email for children to use if needed.</li> <li>▪ worry boxes.</li> </ul> </li> </ul> </li> </ul>
	<p>b) The pastoral team and other relevant professionals e.g. medical team, supported by all academic staff, will keep all children under review and will identify children who may require additional guidance and support to ensure their mental health and well-being is as good as possible, and the risk to themselves and others is minimised. Staff will record this e.g. C-19 behaviour thresholds.</p>
	<p>c) EAL pupils will be supported (via class teacher/TA emails) through the EAL support team.</p>

	d)	We will provide more focused pastoral support drawing on external support where necessary and possible. This will include support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues.
	e)	Personal plans/risk assessments are made for vulnerable pupils.

<b>3.4. Maintaining Effective Operation</b>		<b>S</b>	<b>L</b>	<b>R</b>
In order to provide an education to pupils a school needs to have an effective operation that maintains the estate, ensure sufficient and adequately trained staff are available and works with the local community to support the vision and aims of the school. There is a risk that the School fails to maintain effectiveness of the school operation which results in poorer outcomes for pupils, staff and/or the wider community.		<b>2</b>	<b>2</b>	<b>4</b>
<b>Hazard</b>	<b>Control</b>			

<b>Staff capacity</b>	<p>a)</p> <ul style="list-style-type: none"> <li>• It remains the case that wider government policy advises those who can work from home to do so. This will not be applicable to most school staff, but where a role may be conducive to home working, school leaders will consider what is feasible and appropriate.</li> <li>• Staff who are <b>extremely clinically vulnerable</b> <ul style="list-style-type: none"> <li>• CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take.</li> <li>• We will talk to CEV staff about how they will be supported, including to work from home.</li> <li>• We will continue to pay CEV staff on their usual terms.</li> <li>• Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.</li> <li>• The shielding guidance is reviewed regularly. CEV individuals will be advised in advance of any extension or end date to inform them of changes or continuation of the guidance.</li> <li>• CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. This may change as we get further data on the effects of vaccination.</li> </ul>
		<ul style="list-style-type: none"> <li>Staff who are <b>clinically vulnerable</b> <ul style="list-style-type: none"> <li>CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</li> <li>Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</li> </ul> </li> <li>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> <li>Staff who are <b>pregnant</b> <ul style="list-style-type: none"> <li>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people. They can attend work</li> <li>Staff who are pregnant will receive an individual risk assessment using the following guidance to support</li> </ul> </li> <li><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees">https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees</a></li> </ul>
	b)	At all open times, SLT will ensure there will be a member of SLT (on site or available for immediate contact), first aider (essential on site), DSL (on site or available for immediate

		contact).
	c)	At all open times, SLT will ensure there will be sufficient cleaning staff and sufficient teaching capacity to cover classes at the agreed ratios and minimise movement between classes.
	d)	We will use volunteers to support the school where appropriate.
<b>Staff wellbeing</b>	a)	We will continue to support the wellbeing of staff through existing mechanisms and encouraging staff to raise any concerns they may have (line-managers, online form, email).  Any staff raising notable concerns affecting their mental health and well-being will be invited to complete the stress risk assessment process to help determine the next steps in their support.
<b>Property maintenance</b>	a)	We will ensure property maintenance work is carried out in such a way as to minimise interactions and any disruption to the controls within this risk assessment.
<b>Visitors and contractors</b>	a)	All visitors and contractors will be admitted onto the school site by member of the office team who will check they are well and require them to sanitise their hands. A poster will be displayed at school entrances.
	b)	Induction on to the site will include any particular instructions required to minimise interactions and any disruption to the controls within this risk assessment.
	c)	All visitors and contractors will be asked to leave the site as soon as their activity is complete and must not stay on the school grounds unnecessarily.
<b>Community activity</b>	a)	We will continue to work with the community in any way possible that does not compromise the controls within this risk assessment.

### 3.5. Appendix

#### Guidance for suspected and confirmed cases

