



Risk Assessment
Covid-19
Limited Opening
January 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 had fallen and the Government’s 5 tests had been met, the Department for Education (DfE) had 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”. Throughout the Autumn Term, the school was open to all.

However, from January 5th 2021, a further national lockdown has led to Chesswood Junior School providing a limited community service for children of critical workers and those children who can be defined as vulnerable See 1.2. & 1.3.

This document sets out that assessment and details the key controls that will be put in place.

1.1. Context

Chesswood Junior School has 620+ pupils registered. These are supported by 90+ employees (including approximately: 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 and through our positive and inclusive communication approach. During previous phases of the Covid 19 pandemic both parents and pupils demonstrated a willingness to comply with the arrangements and it is anticipated this will continue through the next phase.

1.2. Definition of Critical Workers

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined below. For more detailed information, see <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

- Health and social care
- Education and childcare
- Key public services
- Local and national government
- Food and other necessary goods
- Public safety and national security
- Transport and border
- Utilities, communication and financial services

1.3. Definition of Vulnerable Children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation
 - those who are young carers

- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

1.4. 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 (WSCC) 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 in previous risk assessments to outline the approach to be taken and gain their input at an early stage – this version was shared with governors on 7/1/21.
- The written risk assessment has been shared with all staff on 7/1/2021 – a formal consultation has not taken place due to the speed of change, however the content has been discussed with the leadership team. Further comment on the risk assessment has been invited from staff – deadline 14/1/21
- The rating given to Severity and Likelihood risks is shown in the table below.

Rating	Severity (S)	Likelihood (L)
1	No injury, impact or illness	Very Low
2	1 st 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

1.5. 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.
- The school remains aware of the level of community transmission, and any local or national responses to this.
- 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 England¹, 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.

¹ 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.

1.6. 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 10 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 10 days. The individuals are required to isolate for at least 10 days from the onset of symptoms and close contacts (within 48 hours prior to onset of symptoms) in school are required to isolate for 10 days from contact.	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. 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	4	3	9
Maintaining curriculum and safeguarding	3	3	9
Maintaining effective operation	2	4	8

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 autumn 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

2.1. Responding to Incidents		S	L	R
The Government considers the transmission rate within the community extremely high and national lockdown is required, including closing schools to all except vulnerable children and children of critical workers. One key aspect to reducing risk in school 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.		4	3	12
Hazard	Control			
Keeping people informed	a)	We will ensure all staff, pupils and parents are aware of the key symptoms of Covid-19: <ul style="list-style-type: none"> • a new continuous cough • a high temperature • a loss of, or change in, your normal sense of taste or smell (anosmia) 		
	b)	We will ensure all staff, pupils and parents know not to come into school if they or anyone in their household are displaying any of the symptoms.		
Suspected cases	a)	Staff or parents must notify the School as soon as possible if they display symptoms and believe they may have COVID 19 – using the school’s online Form. 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 – Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection 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.
Negative test results	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.
	c)	Only a full PCR negative test is acceptable to enable a child or member of staff to return to school before their isolation period ends. A lateral flow test is not accurate enough.

Confirmed cases	a) The member of staff, or parent, must inform the school immediately if the test is positive using the school's online form.
	b) We will contact the the DfE Helpline on 0800 046 8687 (only in the case of an outbreak – two or more cases in a bubble). Isolated cases are dealt with by the school in line with the risk assessment. 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 ESWelfareGroup@westsussex.gov.uk
	c) We will send home those people who have been in close contact with the person who has tested positive (within the 48 hour period before the onset of symptoms or where asymptomatic, 48 hours prior to taking a test), advising them to self-isolate for 10 days since they were last in close contact with that person. Close contact means: <ul style="list-style-type: none"> • direct close contacts – <ul style="list-style-type: none"> • 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). • Within 1 metre for over 1 minute • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual. This is cumulative over a day. • Travel contacts - travelling in a small vehicle, like a car, with an infected person

		<ul style="list-style-type: none"> 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.
	d)	We will not share the names or details of people with Covid-19 unless essential to protect others.
Contact tracing	a)	<p>To support PHE, 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"> class registers seating plans (must remain consistent except in exceptional circumstances) staff rotas (any PPA / supply cover etc) <p>Unless there are exceptional circumstances, e.g. school is highly confident contacts have been kept to a minimum, it is highly likely that a whole bubble will be closed due to not being able to guarantee no contact – especially during playtime. Pupils and adults will be required to isolate.</p>
	b)	A template letter, provided to the School by the health protection team (adapted by school), will be sent to parents and staff if needed explaining action they should take.
	c)	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.

Outbreak management (two or more cases)	a)	If we have two or more confirmed cases within 10 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.
	b)	If the health protection teams recommend 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.
	c)	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.

2.2. Preventing infection transmission		S	L	R
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.		4	3	12
Hazard	Control			
Personal Hygiene	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"> • Adults will pay particular attention to supporting pupils with complex needs, supporting them in understanding the need to follow routines (social stories); • Hand-washing facilities are provided throughout the school; • Alcohol based gel will be provided in reception/office, by photocopiers and for breakfast and after-school care club entry. 		

		<ul style="list-style-type: none"> • Children will sanitise their hands (children with sensitive skin may wash their hands as an alternative, however, there are not sufficient facilities to allow this for all without using significant amounts of time). <ul style="list-style-type: none"> ○ on entry to school (halls for registration) ○ Before and after break time ○ Before eating ○ After using the toilet
	c)	We will control all essential visitor access and ensure they are well and sanitise their hands prior to entering the building.
	d)	<p>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.</p> <p>We will provide tissues and bins throughout the school.</p>
Enhanced cleaning	a)	<p>We will put in place an enhanced cleaning schedule that includes more frequent cleaning of:</p> <ul style="list-style-type: none"> • rooms / shared areas that are used by different groups • frequently touched surfaces • medical rooms • toilet blocks <p>All year group areas to have spray disinfectant and disposable cloths.</p>
	b)	We will take steps to protect cleaning staff

		<ul style="list-style-type: none"> • Disposable gloves provided – change at least daily / heavy duty gloves washed daily. • Adhering to general COSHH regulations for all cleaning. • Spillages of bodily fluids, e.g. respiratory and nasal discharges, will be cleaned up immediately using anti-bacterial cleaning fluids.
Use of PPE	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.</p> <p>Wearing of face-coverings is discouraged at Chesswood Junior School but may be worn in exceptional circumstances in communal areas where families insist.</p>
	c)	<p>Due to the risk threshold being at 'Purple', all staff and visitors are required to wear face-coverings in communal areas.</p> <p>Visors and sneeze screens are available to be used by staff</p>

<p>Controlling mixing</p>	<p>a) Eligible children will be placed in classes. Classes will be grouped in bubbles which will typically split across 2 classrooms, supported by teachers and trainee teachers or HLTAs. We will not have more than 16 children in 1 classroom [however – where this capacity is breached, we must provide places (see b) but other rooms will be required]. Children will face the front of the classroom in rows. Children will have a designated desk for all lesson activities.</p>
	<p>b) Eligible attendance</p> <p>Critical workers – see definition (1.2)</p> <p>Children with at least one parent or carer who is a critical worker can go to school if required (there is no limit to numbers of these pupils who may attend and schools should not limit attendance of these groups). This includes parents who may be working from home. However, parents and carers who are critical workers should keep their children at home if they can (this is important to allow school to provide spaces for vulnerable children whilst maintaining numbers that allow for social distancing, thus reducing the risk of transmission and allowing capacity for staff to maintain high quality home-learning for those not eligible).</p> <p>Vulnerable children – see definition (1.3)</p> <p>We will allow and strongly encourage vulnerable children to attend. Parents/carers of vulnerable children and young people are strongly encouraged to take up the place.</p>
	<p>c) Classes can mix with their partnering bubble during PE and playtimes – maintaining social distancing wherever possible (this means play zones will have a maximum capacity of 32).</p> <ul style="list-style-type: none"> • Play times –zoned areas will be created for each bubble

		<ul style="list-style-type: none"> • Breakfast and after-school care club – children will be kept in bubbles, ensuring social distancing.
	d)	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 ensure they keep their distance from pupils and other staff as much as possible following social distancing guidance – close and proximity contacts.
	e)	Peripatetic teachers will not work on the school premises – lessons will take place virtually. Professionals e.g. Specialists, therapists, clinicians, social workers are allowed to undertake their work in school with SEND or vulnerable children. They will maintain social distancing in line with close and proximity contact definitions from adults and children.
	f)	Teacher zones are taped out in classrooms to allow adults to maintain distance from pupils. We do not require teachers to leave this zone – however, if they do wish to, they must seek to maintain social distance from pupils, following social distance guidance for close and proximity contact – especially ensure no face to face conversation within 1m.
	g)	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.
	h)	Lockers outside the classroom will not be used so that mixing is minimised in these areas.

Controlling movement	a)	<p>Due to numbers of children being reduced during limited opening, staggered start and end to the day have been removed.</p> <p>We seek to minimise mixing and reduce groups of parents gathering at the gates by insisting on prompt collection and avoidance of queueing.</p> <ul style="list-style-type: none"> • On arrival, children go to register in their allocated hall and then go to their classroom
	b)	<p>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.</p>
	c)	<p>We will seek to keep groups apart and movement around the school site kept to a minimum. Shared areas – DT room, music room, computer suite are out of use which vastly reduces the need to move classes of children around school.</p>
	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"> • Packed lunches will be eaten in class seats • Hot school meals (all children are eligible for a free school meal). We will seek to serve these in classrooms. However, year 6 will be served in the hall maintaining social distancing between bubbles. • 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 (vulnerable children with 1:1 are an exception) • 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 in the school day.
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2.3. Maintaining Curriculum & Safeguarding		S	L	R
School is open to vulnerable children and children of critical workers. For all other children, remote learning will be provided through the school website and hard copy packs where essential. We will seek to ensure 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.		3	3	9
Hazard	Control			
Attendance	<p>a) As vulnerable children are still expected to attend school full time, we will seek to do all we can to ensure they attend. However, if the parent of a vulnerable child wishes their child to be absent from school, the parent should let the school know that the pupil will not be attending. The Department for Education expects schools to grant such applications for leave given the exceptional circumstances.</p> <p>As with vulnerable children, critical worker parents and carers should let schools know if their child will not be attending and, if not, schools should grant a leave of absence (code C) given the exceptional circumstances.</p> <p>All pupils who are not expected to be in school should be marked as Code X. They are not attending because they are following public health advice.</p>			
	<p>b) Pupils who remain under the care of a specialist health professional must discuss their care with their health professional before returning to school.</p>			

	c)	<p>The 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 with this approach.</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>
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Behaviour

We will adapt the behaviour policy to include a 5-step Covid-19 behaviour protocol:

It is essential that all children who are in school keep themselves and others safe within the school environment.

To do this, they must follow the COVID-19 rules. They are non-negotiable and set out to comply with Government advice.

1	<ul style="list-style-type: none">• The pupil keeps themselves and others safe by exceptionally good compliance to C-19 rules in school.• They show others courtesy, care and kindness and are a good friend to others.
2	<ul style="list-style-type: none">• The pupil keeps themselves and others safe by generally good compliance to the C-19 rules in school.• They may need an occasional reminder, which they respond to quickly.• They are respectful to other children and don't cause others emotional distress.
3	<ul style="list-style-type: none">• The pupil needs regular reminders about the C-19 rules to keep themselves and others safe.• They may also need reminders to show kindness to others.• They respond positively to those reminders.• Teachers may contact parents to support the safety message.
4	<ul style="list-style-type: none">• 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. Their behaviour may also cause others emotional distress.• They have needed to spend time in a separate safe room to ensure other children and adults in their class feel safe physically and emotionally.• A Year Leader has spoken with them and their parents to consider whether it is safe for them to continue to attend school.• If the child is the child of a key worker or in a vulnerable group i.e. with an EHCP or has a social worker, a Support Plan will be produced between the SENCO, Yr Leader and parents with specific strategies to address their needs. This Support Plan would be reviewed each week along with the appropriateness of continuing the pupil's place in school.• 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.
5	<ul style="list-style-type: none">• 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.• They are a risk to themselves and others and cannot continue to attend school.

<p>Curriculum and teaching including remote learning</p>	<p>a)</p>	<p>To maintain high standards of online learning, we will ensure two teachers per year group are free to plan comprehensive resources to support a broad remote curriculum being delivered. Capacity to allow this will be increased by using trainee teachers to lead classes within a bubble overseen by a qualified teacher.</p>
	<p>b)</p>	<p>For families without suitable technology – devices or internet connection – hard copies of the work are available. However, wherever possible, we will seek to encourage families to send these children to school (vulnerable category).</p> <p>Alternative support will be to seek help from the government ‘Get Help With Technology’ scheme – especially access to free internet for vulnerable families.</p>
	<p>c)</p>	<p>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>

	<p>d) 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 not be used.</p>
	<p>e) We will cease singing and wind instrument (recorders) activities to minimise the risk of infection.</p>
	<p>f) Pupils will not change into PE kits. Children will wear trainers to school every day with their uniform.</p>
	<p>g) We will not undertake day visits that require a coach trip in the coming academic year. The Year 4 residential trip has now been cancelled.</p> <p>The Year 6 Bristol residential has been moved to the final full week of term in July 2021 and will go ahead if guidance allows.</p>
	<p>h) We will not be arranging any extra-curricular clubs until further notice although we will have a fully operational breakfast club and after school care club.</p>
	<p>i) Assemblies will be delivered to classrooms via Microsoft Teams – only requiring one further member of staff to monitor classrooms. This will be a year leader decision.</p>

<p>Pupil wellbeing</p>	<p>a) We will focus on supporting pupil’s wellbeing (within school and those at home) 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"> • PowerPoint designed to highlight procedures around school and to be discussed regularly by teachers/ TAs to reduce anxiety. • Regular PSHE lessons and assemblies will encourage pupils to share experiences, discuss anxieties and raise self-esteem. • Daily PSHE activities within the remote learning curriculum • Children reporting worries <ul style="list-style-type: none"> • Children encouraged to talk to member of staff to discuss their feelings and the pastoral team will be available each day. • Promote the use of - <ul style="list-style-type: none"> ▪ worries@ email for children to use if needed. ▪ worry boxes • All children to know their teacher’s email address – displayed on the home-learning pages so that contact is available
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	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. For those at home, the pastoral team will co-ordinate with class teachers to ensure contact is made with vulnerable children and their families on an appropriately frequent basis.
	c)	Parents' evening will take place via phone in January. Teachers will discuss pupil well-being as a standard item with all parents and agree appropriate actions as a result.
	d)	EAL pupils will be supported (via class teacher/TA emails) through the EAL support team.
	e)	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.
	f)	Personal plans/risk assessments are made for vulnerable pupils.

2.4. Maintaining Effective Operation		S	L	R
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.		2	2	4
Hazard	Control			
Staff capacity	<p>a) We will support our staff whilst ensuring we achieve our full capacity plan to deliver a broad and balanced curriculum</p> <ul style="list-style-type: none"> • Where a role can be effectively performed from home without affecting capacity within school, we will adopt this approach making any reasonable adjustments. • Staff who are extremely clinically extremely will not attend school but will be available to work from home if well enough to do so – roles may be adapted to support this. • Staff who are clinically vulnerable are able to attend school unless advised not to by a medical professional. Medical note must be provided. • Staff who live with those who are clinically extremely vulnerable should not attend school. • Individual risk assessments will be created for those who request • We encourage ITT students to be in school, leading classes within a bubble overseen by a qualified teacher. This has increased capacity significantly and allows us to keep class sizes to a minimum. All students returning after Christmas must have a period of 10 days quarantine or a negative PCR test result. 			
	<p>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</p>			

		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 Initial Teacher Training students to support within the classroom – leading classes overseen by qualified teachers.
	e)	We will use volunteers to support the school where appropriate.
Staff wellbeing	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.
Property maintenance	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.
Visitors and contractors	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.
Community activity	a)	We will continue to work with the community in any way possible that does not compromise the controls within this risk assessment.

2.5. Appendix

Guidance for suspected and confirmed cases (update 29/9/20)

N.B. isolation period has been reduced from 14 days to 10 days – however, the flow of advice in this document still stands.

PHE South East Health Protection Team:

Managing Suspected and Confirmed COVID-19 cases in Childcare and Educational Settings

Version 4.2 Date 28/9/2020

Prevent the spread of infection by maintaining high standards of hygiene, including hand washing and regular cleaning and disinfection of surfaces.

- To notify of 2+ confirmed cases or for advice about a potential outbreak situation, call **Surrey & Sussex Health Protection Team (HPT) on 0344 225 3861** (0844 967 0069 out of hours). If the matter is not urgent you can email SSHPU@phe.gov.uk
- For general queries about COVID-19 in educational settings, or to notify of a single confirmed case, contact the **DfE Helpline on 0800 046 8687** (option 1 for confirmed cases). The line is open Monday-Friday 8am-6pm and Saturday-Sunday 10am-4pm.
- For detailed COVID-19 guidance for educational settings, see www.gov.uk/coronavirus/education-and-childcare
- To book a coronavirus test, see www.nhs.uk/ask-for-a-coronavirus-test (call 119 if you don't have internet access)

