

Section from DFE guidance. Update on 29.8.20 highlighted in red.(direct quotes in italics)	In all cases of this risk assessment the Type of Hazard is the same- it is the risk of contracting Coronavirus and passing this to other individuals. All groups are at risk of significant illness from Covid-19 but some are more so than others. These are dealt with in the risk assessment below. Therefore the risk is seen on the Hazard column as C-19 which entails the issues detailed here.	Type of Hazard	Likelihood of occurrence	Hazard severity	Risk factor	Control measures: Action to be taken to reduce risk	New likelihood of occurrence	New hazard severity	New risk factor			
<p><i>This document has been updated from the Government guidance on 29.8.20 and these points are highlighted. There are a system of controls and these are as follows:</i></p> <p><u>Prevention</u></p> <p>1) <i>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</i></p> <p>2) <i>Where recommended, use of face coverings in schools.</i></p> <p>3) <i>Clean hands thoroughly more often than usual.</i></p> <p>4) <i>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</i></p> <p>5) <i>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</i></p> <p>6) <i>Minimise contact between individuals and maintain social distancing wherever possible.</i></p> <p>7) <i>Where necessary, wear appropriate personal protective equipment (PPE).</i></p> <p><i>Numbers 1 to 5 must be in place in all schools, all the time.</i></p> <p><i>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.</i></p> <p><i>Number 7 applies in specific circumstances</i></p> <p><u>Response to any infection</u></p> <p>8) <i>Engage with the NHS Test and Trace process.</i></p> <p>9) <i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community.</i></p> <p>10) <i>Contain any outbreak by following local health protection team advice.</i></p>						<p>There will be an operating procedure for all major situations including a child with symptoms, and for contractors coming onto the site. All adults working on our site will be asked to sign this risk assessment and MUST ensure they keep their distance. These are new rules in place as the risk is higher as more children are in school.</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>NB - each of the 10 actions set out in the guidance and detailed on the LHS are dealt with in more detail below</p>						
<p>1. Prevention and Control Measures These measures to be adhered to in full.</p>												
1.1	Requirement that people who are ill stay at home	C-19	5	4	20	<p>We have written to all parents and staff on 20.7.20 and 17.8.20 emphasising in bold type that any illness whatsoever on the part of the child and the requirement to adhere fully to this document.</p> <p>We should minimise contact with individuals who are unwell by ensuring that they do not attend school. Anyone with symptoms should get tested <i>or who have tested positive in the last ten days</i> and stay home whilst they receive the result. If anyone in the school shows the symptoms of a high temperature, loss or change of taste or smell, new continuous cough, they will be sent home and arrange to have a test. If a member of staff is alerted to the child being unwell, they will move the child to the area kept specifically for that purpose. <i>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms . Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</i></p>	1	4	4			

					<p>At both schools, this is the foyer area outside the office. The child will be guided into that area and the doors closed back into the school. The outside door will be propped open and for Safeguarding purposes, there will be a second member of staff standing at least 2m away. The parent will pick up from the front door of the school. An operating procedure will be in place in these areas to support the members of staff working in these circumstances. Following supporting the child, the two members of staff may wish to wash/change clothes/go home to change and this is acceptable, following discussions with the leadership team. PPE must be worn by the Office Managers caring for the child. <i>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. The parent will be required to get their child tested at their earliest opportunity.</i></p>				
1.2	Wear face coverings as appropriate and as recommended	C-19	3	4	12	<p><i>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. Primary school children will not need to wear a face covering.</i> Other mitigating measures are in place, such as lowering contacts through class bubbles. If a member of staff who moves across bubbles has to go into a class in an emergency, they are able to wear a mask and a visor, as required. If a member of staff is in the vulnerable category (and have a separate risk assessment) then they should always wear a mask and visor if they have to enter the school in an emergency. More details to be found here: https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</p>	1	4	4

1.3	Clean hands thoroughly more often than usual	C-19	3	4	12	<p><i>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</i></p> <p><i>whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</i></p> <p><i>supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</i></p> <p><i>building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</i></p> <p>Children and adults should routinely wash their hands thoroughly throughout the school day, this ideally should be using soap and running water, or hand sanitiser. The school will have a running water system outside each class bubble and also on the entrance to each school.</p> <p>All children will be required to wash their hands at the beginning of the day, before they enter the building; at playtime; at lunchtime; after they have been to the toilet; when they have a snack; and before they go home at the end of the day.</p>	1	4	4
1.4	Ensure good respiratory hygiene	C-19	3	4	12	<p>The catch it, bin it, kill it, approach to good respiratory hygiene will be used throughout the school at all times. Children will be taught these routines. Bins should not be emptied into another bin, but the bin bag should be tied and then put inside a larger bin, before disposal.</p>	1	4	4
1.5	Enhanced cleaning	C-19	3	4	12	<p>There will be an enhanced cleaning regime throughout the school day. This will take place by the staff in each bubble and will be recorded onto an individual cleaning record. If members of staff use areas that are shared, such as the staff room and staff toilets, they will clean these with anti-bacterial wipes after they have used this area, including door handles, kettle etc. This will then also take place at the end of the school day by the cleaning team.</p> <p><i>The school has put in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</i></p> <p><i>more frequent cleaning of rooms and shared areas that are used by different groups</i></p> <p><i>frequently touched surfaces being cleaned more often than normal.</i></p>	1	4	4
1.6	Reduce contacts and maximise distancing	C-19	4	4	16	<p><i>It has been communicated to all parents in letters/emails dated [] that "Parents coming onto the school site without an appointment is not allowed."</i> Parents will use phone or email to discuss all office issues. Appointments can be made for a socially distanced conversation with the Leadership team, office staff or teachers. They are allowed to come to their allocated gate, where the class teacher or teaching assistant will send their child safely to them.</p> <p>Contractors or visitors to the school will be asked to come at the end of the school day.</p> <p><i>They will be asked to sign a separate signing in sheet and leave their contact details in case of needing to use Track and Trace.</i></p>	1	4	4

					Any medical professionals coming into school (school nurse etc) will be asked to wear PPE. Children will be supported with the emotional shock of meeting a medical professional in full PPE. <i>We will plan for the medical professional to conduct a first friendly meeting before they come into school for height and weight measurements/flu jabs.</i>			
1.61 How to group children	C-19	4	4	16	<p>Children are not expected to social distance. Maintain bubbles that do not mix so that it is easier to self isolate in the event of a case of Coronavirus within the bubble. This bubble will be the normal class size of a mixed age class. <i>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</i></p> <p>Limit interaction, shared spaces and social spaces. Keeping the group separate for as much time as possible limits interactions and reduces the network of possible transmission. <i>Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission. All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</i></p> <p>Staff can operate across different classes and year groups, they will keep 2m distance. They will wear red lanyards and these will be explained to the children across the school. In some cases, it will be easier to use a table to help with this distancing, so it is easier for children to understand. In some cases, these sessions can take place outside, where the risk is lower. If they are outside, 2m distance should still be maintained. <i>Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</i></p> <p>Our class bubbles will stay separate for the whole school day. The Year 1 groups will remain within their own class until this guidance changes to enable the bubble to be extended to the whole school.</p>	1	4	4

					<p>Visitors to the school will be expected to read the school 'operating procedure' to enable these bubbles to be secure. <i>Visitors will wear a red visitors sticky label. It will not be the norm to bring any visitors onto the school site at all, during school hours.</i> School staff must adhere to the rules across bubbles strictly. Any member of the school team should remind visitors or other staff politely to adhere to these rules.</p>			
1.62 Measures within the classroom	C-19	3	4	12	<p>Avoid face to face contact with anyone and keep 1 metre distance at all times. Keep 2m distance from other adults if possible. If children need specific care, then this is not possible. Children should not touch each other or staff, we are aware that this may not be able to happen in the case of the youngest children or those with specific needs.</p> <p>Seating will be side by side, or in a horseshoe shape, and facing forwards rather than face to face, in as many circumstances as possible. We feel that it is important for our teaching style for children to be in small group horseshoe tables or side by side, rather than a large horseshoe which would be challenging for group dynamics. Children will be educated outside for as much time as possible. Some furniture may be removed out of classrooms to make more space. <i>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</i></p> <p>Groups will be kept apart. Assemblies of children being brought together are not recommended so that Assemblies will be class bubbles or on Class Dojo. No visitors for Assemblies will be brought into school.</p> <p>Playtimes and lunchtimes will be carefully timetabled so that the groups do not meet and the spaces cleaned in between.</p> <p>School hot lunch provision will be reinstated: Graffham Nursery will take their lunches into their classroom at 11.45. Graffham Wren class will eat 11.45-12.10 whilst Kingfisher class have outdoor play; There will be a 10 minute cleaning routine 12.10-12.20. Kingfisher class will eat in the hall at 12.20-12.45 whilst Wren class have outdoor play. High touch areas will be cleaned in between by staff on duty.</p> <p>Duncton Woodpecker class will have play 11.45-12.15 outside. Both classes will eat in their classrooms at 12.15-12.45 and stagger collecting hot food from the hall; Peregrine class will have outdoor play 12.45-1.15. All areas will be cleaned by the member of staff on duty before and after eating. Children will wash their hands before and after lunch.</p> <p>Ipads will be divided amongst the classes and then cleaned throughout the day with specific wipes.</p>	2	4	8

1.63 <i>Measures elsewhere</i>	C-19	2	4	8	<i>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</i>	1	4	4
1.64 Measures for arriving at and leaving school	C-19	2	4	8	<p>Children will arrive at different times, in a 30 minute window of time. Parents of the youngest children will be able to sit with them in the outdoor classroom until their child has settled. The staggered beginning and end of the day will enable there to be time for children and parents to settle in our new Reception class. They will use outdoor pegs to put their children's coats and bags on, until the children are more comfortable in putting them away themselves. Parents will remain outside the school building in all classes.</p> <p>All classes can arrive between 8.40-9.10 to enable parents to drop off at either school and to park safely and ensure social distancing from each other. Each class will have a separate gate through which they will arrive to ensure social distancing from children and adults. The member of staff will welcome the children to wash their hands when they first arrive in school. At the end of the day, the pick up will be 2.45-3.15 at Graffham and 3-3.30 at Duncton.</p> <p>There will be morning provision at both schools to support working families and different school drop offs. Duncton Morning Club will be run in bubbles by Duncton teaching assistants 8.15-8.45, this will be child care only and cost £1 per day. Graffham Morning Club will still be provided by Treetops, with their usual times and costs. Children will be dropped at the different gates that they have been during the time of lockdown, usually at the main school gate, parents will be asked to stagger their timings and not to congregate around the school entrance. Teaching staff will ensure that they provide a friendly face at the gate at pick up and drop off to ensure our open door policy and support for families remains in place and active for all family contacts.</p> <p>In order to ensure the Wren and Kingfisher children arrive and parent and teachers can settle their children in their outside bubble, Wren children will use their outdoor area to settle and Kingfisher class will settle in the wooded area. They will move to the classroom once everyone is in place and happy.</p>	1	4	4
1.65 Other including SEND, supply, peripatetic, equipment and resources	C-19	3	4	12	<p>SEND Teaching Assistants will stay with their allocated child and not swap bubbles or children. This is different from the usual plan, so this will be explained to the child in an age appropriate way and by using a video social story.</p> <p>The school will minimise the use of supply teachers that go to other schools. These are allowed if other measures are in place; they will minimise contact and remain 2m apart from all other adults.</p> <p>All visitors to the site will have safety measures explained to them, and they will wash their hands when arriving and leaving the school. They will be asked to record the fact that they have done this as they arrive and leave the school. Specialist and Peripatetic teachers will also be able to teach different groups but they must leave 2m between adults and children. If visits and contractors can take place out of school hours, then they should. A record will be kept of all visitors and their contact details will be kept securely, in case of the need to use NHS Track and Trace.</p>	2	4	8

					<p><i>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because the prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously 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</i> Children will use their own equipment as much as possible. Classroom resources can be shared within the bubble as long as they are cleaned regularly, along with all high touch areas. Resources that have to be swapped across bubbles should be meticulously cleaned or left 48 hours. Outdoor play equipment should be more regularly cleaned . Children should limit the amount of equipment they bring in each day.</p> <p>In order for children to understand that there are adults that they can't get too close to, it will be explained to them that these adults will be wearing a different coloured lanyard around their neck (red) so that children can see that they must keep their distance.</p> <p><i>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources</i></p>				
1.7	Wearing appropriate PPE	C-19	4	4	20	<p>If a child or adult has used public transport to arrive at school, they will have the process for safely removing their face covering explained to them. These face coverings will be put in their plastic bag and kept in their own bag until they take them home at the end of the day. They will wash their hands before and after removing the face covering. The school minibus system will not be in place during the Autumn term.</p> <p>PPE will be required if there is a need to provide intimate care. PPE will be needed if a child has symptoms and needs to be kept in a safe outdoor space before their parent picks them up.</p> <p>If routine first aid is needed, this will be undertaken in the classroom bubble that the child is in. If advice is required from office manager staff or member of the leadership team, they will support the first aid from either 2m distance, or less if they are wearing a face covering.</p> <p>Parents will be asked to not bring their child to school if they have any possible symptoms; school will ask the parent to take the child home if there is any doubt of this.</p>	1	4	4

1.8 Engage with NHS track and trace	C-19	4	4	20	<p>The schools will engage fully with the NHS test and trace system- this includes taking a test, providing details of anyone that they have been in close contact with and they will self isolate for 14 days. Details will be found on the PHE website and the full DFE guidance.</p> <p><i>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to: book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</i></p>	1	4	4
1.9 Manage confirmed cases of Coronavirus amongst the school community	C-19	4	5	20	<p>School will maintain a record of all visitors that come into school</p> <p>" close contact that takes place between children and staff in different groups." No staff will take children in their cars for any reason, as this is 'close contact'.</p>	2	5	10

Schools will take the latest PHE advice and send home any child who has had 'close contact' with a person who has tested positive and advise them to self-isolate for 14 days. [This letter](#) has been sent to parents on 11.9.20, giving additional information about symptoms, testing and self-isolation. The school will use this to support decision making. Coronavirus symptoms in children

We know that the next few months will be a challenge in relation to normal childhood diseases and the confusion as to whether these are Coronavirus symptoms.

We have made a plan, using the Government guidance, for parents and school to follow: Firstly, if you are unsure, access the NHS 111 service and this system takes you through a symptom checker and gives you advice: <https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/coronavirus-in-children/>

If the advice is to get a test, use this website: <https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-a-test-to-check-if-you-have-coronavirus/>

If a member of your household is having a test because they have symptoms, all other members of the household must self-isolate, and therefore not come to school, until the test result is back.

Please let the school know that you have taken your child for a test.

If it is negative, children can come back to school.

If it is positive, please contact Helen Martin at school immediately. She will contact our local Public Health England number and take their advice on our next steps as a school.

More information about self isolation can be found here:

<https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/>

If you need any advice, please ring school. We will not make decisions as to whether to have a test or not, as the NHS 111 Symptom tracker does this for you.

Thank you for your understanding at this challenging time, we are trying hard to support everyone whilst keeping school safe and most importantly, normal for the children.

Updated 8.9.20

School will contact the PHE team if there is anyone within the school who has tested positive, this will be done immediately and action taken that day. We will use the WSCC Covid-19 Local Outbreak Control Plan (in its updated format for September) to enable us to fully know what to do. *Surrey and Sussex HPT (South East)*

Public Health England

County Hall North

Chart Way

Horsham

West Sussex

RH12 1XA

Email

PHE.sshpu@nhs.net

Telephone

0344 225 3861 (option 1 to 4 depending on area)

Out of hours advice

0844 967 0069

1.9 Contain any outbreaks	C-19	4	5	20	<p>If a child, a member of the child's family or a member of staff, or a member of their family they live with, go for a test, they should not come into school until they have received the test result.</p> <p><i>If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</i></p> <p><i>If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days</i></p>	2	5	10
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If the child is self isolating, but does not have symptoms, the members of their family do not also need to self isolate, unless the child/staff member develops symptoms.

The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

direct close contacts - 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)

proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual

travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups (see section 6 of the system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:

if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.

if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection. Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.

					<p>If two or more confirmed cases take place in a school within 14 days, there may be an outbreak, and we will be in touch with WSCC and PHE to support decision making. PHE may recommend that a larger number of other children self isolate at home as a precautionary measure, which might be the whole bubble or the whole school. A mobile testing unit may be dispatched by PHE as required and PHE are ensuring that the school has some tests available, if the family are unable to get to a testing centre in any other way. <i>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</i></p> <p><i>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</i></p> <p><i>IT IS VITAL THAT THE STRICT TESTING REGUIME IS ADHERED TO BY ALL MEMBERS OF THE SCHOOL COMMUNITY AS REQUIRED.</i></p>			
1.10. Other school based logistical plans to ensure that the above are secure	C-19	3	4	12	<p>Staff will ensure that they are not sharing the staff room spaces, as this would mean mixing members of staff. To support wellbeing, there will be spaces created to ensure breaks can be taken (Head office, hub). Staff will not be able to sit in the staffroom with someone who is not in their bubble. Staff will be using their own cups to make their own drinks in the staff room; they will make sure that they clean the kettle handle, fridge handle and their own cup.</p> <p>Children will bring their PE kits home every week to wash them. They will be kept on their own pegs and used by that child only. Children will not bring in any other equipment from home. We are able to send home reading books this term. Their reading books will need to be cleaned when they arrive in from home and when they return home. Our Library books in each school will be separated across the classes, so that there is not a sharing of resources across the class bubbles.</p> <p>The spaces at Graffham will be separate: Middle room will be purely for Wren class; The hub will be just for Kingfisher class. Each class will have one toilet each and only one child will be able to go in at the same time. Doors will be propped open and areas demarcated with a line. All extra equipment will be moved. At Duncton, Woodpecker class will share a toilet; Peregrine class will have a separate boys and girls toilet.</p> <p>We will continue to complete the majority of our learning outside, and if we are inside, we will make sure that the spaces are well ventilated.</p> <p>Our homework tasks will be completed using Class Dojo and this will remain as our main point of parent contact.</p> <p>Where we are using outdoor spaces, they will be cleaned/left unused/on a rota for use to ensure that these do not spread infection eg. climbing wall at Duncton. The Climbaround at Graffham will not be able to be open at the end of the school day, and will be used during the school day by the Wren bubble only.</p> <p>Spaces that are used by different staff, such as photocopiers, toilets etc, will be on the regular cleaning rota. Staff using them will be responsible for cleaning them after use, to ensure the high touch areas are cleaned.</p>	1	4	4

2. School operation

2.1	Transport	C-19				as below:			
2.2	Dedicated school transport	C-19	4	4	16	"The approach to dedicated transport should align as far as possible with the bubbles in school." In order to maintain our usual minibus service, children from both bubbles will need to board and sit in 'close contact' on the minibus. Therefore, we will cease the use of the minibus until the DFE guidance changes to allow larger numbers to come together.	0	4	0
2.3	Wider public transport	C-19				N/A			
2.4	Attendance	C-19	N/A			We will support families to manage full attendance for the Autumn term, understanding that there will be families that are anxious about this change, especially if they starting in Reception or haven't been in to school since March. All families should be aware that they are required to attend our transition start to school from 3rd September, so if they go on holiday to an area that you have to self-isolate for 14 days after returning, then they will have to ensure this takes place and is completed before the 3rd September. <i>Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</i> <i>parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age</i> <i>schools' responsibilities to record attendance and follow up absence</i> <i>the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</i>			
2.5	Pupils who are shielding or self-isolating	C-19	4	5	20	There will be far less families needing to self isolate in line with the newest PHE advice. If a family needs support, they should take advice from their specialist health care professional.	2	5	10
2.6	Pupils who are anxious about return to school	C-19	N/A			There will be families who are anxious about the return to school and so this risk assessment will be available for those to read (on website) and to discuss with the leadership team as required.			
2.7	Staff who are clinically vulnerable or extremely clinically vulnerable	C-19	4	5	20	"Individuals who are considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing." Members of staff that this relates to must talk to the leadership team. A separate room will be available to support an office based member of staff. If schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are clinically extremely vulnerable and clinically vulnerable. <i>Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures were paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. Therefore, we advise that those who are clinically extremely vulnerable can return to school in the autumn term provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</i> A separate risk assessment is available linked to this member of staff and their working practices.	2	5	10

2.8	Deploying support staff and accommodating visiting specialists	C-19	N/A			Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.			
2.9	Recruitment	C-19	N/A			All recruitment will take place using appropriate measures and will ensure all safeguarding checks are compliant and recorded.			
2.1	Staff who are pregnant	C-19	3	5	15	It is imperative that any member of staff informs the leadership team as soon as they know they are pregnant as they are in the clinically vulnerable category. This has been communicated to our staff team through this RA.	1	5	5
2.11	Staff who may otherwise be at increased risk of Covid-19	C-19	3	5	15	Anyone who feels that they are at increased risk, should discuss with the leadership team and their medical professional before returning to school. This has been communicated to our staff team through this RA. People who live with someone of a potentially increased risk can return to work.	1	5	5
2.12	Supporting staff	C-19	N/A			The Leadership team and Governing Body are aware of the pressure of the situation on staff wellbeing and will continue to monitor and support as appropriate. Workload pressures will be taken into consideration in all decision making. <i>All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in section 5 of the 'prevention' section. School leaders should explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to schools. If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</i>			
2.13	Supply teachers and peripatetic teachers	C-19	4	4	16	"Supply staff and other temporary workers can move between schools but we will minimise the number of visitors to the school." Music, Spanish, Art and PE, Pupil Premium support specialists will be required to maintain 2m from all children that they work with. After and before school provision must also ensure this distance is maintained. These teachers MUST ensure that when moving around the school, they keep at least 2m away from any other adult and child. They are able to move into the space, but not touch anything. If anything is touched, it must be cleaned. In class based situations, they will use a table in front of them to demarcate the distance that they must adhere to, to support their own safety and the children's understanding. Coming closer to 2m breaches the bubble.	2	4	8

2.14 Staff taking leave	C-19	N/A			All staff must be aware that if they are going on holiday to a country where they are required to self isolate on their return, that they are ready for work on 3rd September. If a member of staff is well, but has to begin a period of self isolation, the school will organise for them to complete work from home.				
2.15 Volunteers	C-19	3	4	12	Volunteers will be able to come into specific bubbles and work just within an allocated bubble. However, we do not intend to ask any volunteers to begin any time in school until one month has elapsed, to ensure all procedures with usual staff are embedded.	2	4	8	
2.16 Safeguarding	C-19	N/A			The safeguarding policy is updated to show the changes of procedures. This remains paramount in all discussions and planning. Keeping Children Safe in Education (KCSIE) 2020 is to be adhered to at all times.				
2.17 Estates	C-19	N/A			All pre-term building checks will take place and be recorded before the school re-starts. Risk assessments that link to this RA will have a clause addition to them linked to Covid 19 guidance and be sent to all staff.				
2.18 Educational visits	C-19	2	4	8	Educational visits can take place in the local area and within children's usual bubbles. This may be Forest School provision or local walks, in order to maintain a broad and balanced curriculum.	1	4	4	
2.19 School uniform	C-19	N/A			"Uniforms do not need to be cleaned any more than usual". Normal school uniform rules will apply. Any parent who is struggling with financial pressures should consult the Leadership team confidentially for support in this area.				
2.20. Extra curricular provision	C-19	4	4	16	We have carefully considered our before and after school provision, in order to maintain the bubbles across the schools. Wider protective measures will be in place, in order to maintain support for families in small, consistent groups. Our before and after school provision will only be for children in their own school and in their own bubble. There will be no crossing over of bubbles or schools. <u>Graffham provision</u> - Treetops in 2 bubbles from 7.45am to 8.45 am, Tues/Weds/Thurs only. Nursery will not be able to join these groups as that would mean swapping over bubbles. The bubbles must be kept separate, and members of staff must ensure that they keep their distance from the children. If they need to support at a less distance than 2m, they should wear a face covering. After school clubs will also be available, with 2m distance between the group leader and the children. <u>Dunton provision</u> - In class bubble morning provision from 8.15am to 8.45pm with class member of staff. Staggered beginning of the day 8.45-9.15. End of day provision, staggered end of day 3.00-3.30 and after school clubs will be available (sports/dance/art etc)	1	4	4	
3. Curriculum, behaviour and pastoral support									
3.1 Curriculum expectations	That all children in our schools will return to some	N/A			The teaching day will start for everyone at 9.15am. In order for a broad and balanced curriculum to be supported for all children, they will have slightly shorter break times to ensure that there is enough time for teaching time.				

<p>3.2 Teach an ambitious curriculum with time for catch up</p>	<p>normality and have support and high quality teaching in all subjects across the curriculum. Support for their wellbeing and emotional needs will be a priority.</p>	<p>N/A</p>		<p>Catch up support will be put in place, on receipt of the Government funding arrangements. Substantial amounts of the curriculum will be still taught outside, to support a lower infection rate and children's mental and physical wellbeing. There will be a focus on finding out what each child needs for their learning and to begin with the basics of each core subject; however, this will be within a format of a supportive 'recovery' curriculum that enables each child to learn with support and understanding of the impact of the previous months. <i>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</i></p> <p><i>Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i></p> <p><i>Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.</i></p>			
<p>3.3 Aim to return to normal curriculum by Summer 2021</p>		<p>N/A</p>		<p>Modification to our curriculum will be in place for all children across all years. Use of the outdoors will be normal, both to focus on wellbeing and also to greatly reduce infection rates. <i>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</i></p>			
<p>3.4 Develop remote education</p>		<p>N/A</p>		<p>Remote education on Class Dojo will continue to be an essential component of the school curriculum. This will be required if any child needs to self isolate or in the case of a local lockdown. School communication with parents will take place using Class Dojo and email.</p>			
<p>3.5 EYFS</p>		<p>N/A</p>		<p>The Early Years children will focus on the prime areas of learning (communication and language, personal social and emotional development and physical development)</p>			

3.6 Physical Activity
3.7 Catch-up support

N/A			<p>A large proportion of our curriculum will take place outside. This will also include PE activities, Forest School, yoga and outdoor provision. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Schools should refer to the following guidance:</p> <ul style="list-style-type: none"> i) guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport ii) advice from organisations such as the Association for Physical Education and the Youth Sport Trust iii) guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</p>			
N/A			Catch up support will be put in place, on receipt of the Government funding arrangements.			

3.8 Children's wellbeing and support

N/A			<p>Tables will be in shapes to ensure safety but also effective communication and collaboration. The focus of the Autumn term is to ensure that the classes feel comfortable with each other and they have time together in a larger group to develop friendships again. Children who need specific support for anxiety, stress or low mood will be supported by the SENDco, class teacher and leadership team and support put in place. The curriculum will consider the provision of pastoral activities for all children designed to support the rebuilding of friendships and social engagement; address and equip pupils to respond to issues linked to Covid-19; support pupils with approaches to improve their physical and mental wellbeing. Children with specific SEND needs and those who struggle with anxiety and stress, will all be supported by their class teachers, their teaching assistant and the SENDco. The new changes will be supported by videos so that children can see what the experiences will be like. Changes will happen gradually and in a supported way so that all children are given time to understand and process. WSS have co-produced 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations with schools about successful returns following a period of absence and about transition planning for post-year 11 destinations. WSS have also produced resources to support the schools' workforce to prepare for the return, such as the COVID-19 SEND review guide which settings can use to reflect on their provision and a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event. Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none">support the rebuilding of friendships and social engagementaddress and equip pupils to respond to issues linked to coronavirus (COVID-19)support pupils with approaches to improving their physical and mental wellbeing			
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<p>3.9 Music, Dance and Drama</p>	<p>2</p>	<p>4</p>	<p>8</p>	<p><i>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below. When planning music provision for the next academic year, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place.</i></p> <p><i>Playing outdoors</i></p> <p><i>Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</i></p> <p><i>Playing indoors</i></p> <p><i>If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained. In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. Use microphones where possible or encourage singing quietly.</i></p> <p><i>By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.</i></p>	<p>1</p>	<p>4</p>	<p>4</p>
<p>3.11 Performances</p>				<p><i>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.</i></p>			

3.12	Behaviour expectations		N/A			We will reconsider our behaviour policy in order to set reasonable and proportionate expectations of pupil behaviour. This is particularly important in relation to movement in the school and hygiene rules. <i>Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</i>			
4. Assessment and Accountability									
4.1	Inspection	as above	N/A			Ofsted are completing visits to ensure that blended learning is supportive for all children and their families. Our focus in school is on our children, rather than preparing for any inspection. Our Governing Body are monitoring our processes throughout the whole experience.			
4.2	Primary Assessment	as above	N/A			Our teachers will use our tracking documents to ensure that we are monitoring where children are and what they need to do next.			
5. Contingency planning for outbreaks									
5.1	Process in the event of local outbreaks	C-19	4	4	20	We will use the WSCC Outbreak document (see link at 5.2 below)	2	4	8
5.2	Contingency plans for outbreaks	C-19	4	4	20	https://www.westsussex.gov.uk/fire-emergencies-and-crime/coronavirus-covid-19-advice-and-information/west-sussex-covid-19-local-outbreak-control-plan/	2	4	8

5.3 Remote support		N/A		<p>Our Class Dojo will continue as our main source of communication. If a child is self isolating and is well, they will have their full time curriculum offer online. In order to support our teachers' wellbeing, this will be the same work that is happening in school and videos will be made of the teachers' inputs so that they can be shared at home without compromise of either part of the education offer. Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. <i>Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</i></p> <p><i>In developing these contingency plans, we expect schools to:</i></p> <ul style="list-style-type: none"> <i>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</i> <i>give access to high quality remote education resources</i> <i>select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</i> <i>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</i> <i>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum</i> <p><i>When teaching pupils remotely, we expect schools to:</i></p> <ul style="list-style-type: none"> <i>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</i> <i>teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</i> <i>provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos</i> <i>gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</i> <i>enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</i> <i>plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</i> <p><i>We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</i></p>			
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6.1 Covid-19 specific		N/A		Some of the relevant school risk assessments will be altered to have a section that makes the link to Covid-19. The Headteacher will make these modifications and will ensure all staff have seen these changes and signed for them. <i>Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to. Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. Employers can do this by listening and talking to them about how the school will manage risks from coronavirus (COVID-19) and make the school COVID-secure. The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. Involving them in making decisions shows that the school takes their health and safety seriously.</i>			
6.2 Sharing your risk assessment		N/A		Our risk assessment will be updated regularly and put on our school website.			
6.3 Monitoring risk		N/A		Our Governing Body have signed off this risk assessment and all of the changes and alterations that might be needed. We will have a checklist for daily/weekly/monthly monitoring relating to cleaning/distancing/ resources etc and these will be used throughout this time.			
6.4 Roles and responsibilities		N/A		The Headteacher holds the responsibility for this risk assessment, with agreement and discussion of the Governing Body. It is the responsibility of every member of staff to strictly adhere to the measures above. In some cases, for example, coming to work in between taking a Covid test and receiving the result, any non adherence to the seriousness of this policy will be dealt with under the disciplinary policy. This is because it is vital that we take this risk assessment seriously and think about all staff members and their families.			

Likelihood	Severity		
	High 5	High 4	Med 3
High 5	25	20	15
High 4	20	16	12
Med 3	15	12	9
Low 2	10	8	6
Low 1	5	4	3

No activity may be carried out where there is a High risk factor of 10-25

Activity graded 5-9 = Medium risk, this must be monitored by the Headteacher, responsible for H&S.

1-4 = Low risk.

Likelihood of occurrence: 1= low risk; 5= high risk of happening

Hazard severity: 1= very little impact; 5= risk of death or serious injury.

Signed by staff working in school:

Signed by Governors:

Signed by Headteacher:

Signed by the Governor responsible for Monitoring:

Date: