

Section from DFE guidance.	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 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf</a>	New likelihood of occurrence	New hazard severity	New risk factor
	<p><i>Schools should thoroughly review their health and safety risk assessments and plans that address the risks identified using the system of controls, with which schools will now be familiar. Essential measures include:</i></p> <ul style="list-style-type: none"> <li>• <i>a requirement that people stay at home if they:</i></li> <li>• <i>are ill with virus symptoms</i></li> <li>• <i>have tested positive, even if asymptomatic</i></li> <li>• <i>have been advised by NHS Test and Trace to do so</i></li> <li>• <i>are household members of a positive case, even if that case is asymptomatic</i></li> <li>• <i>are required to self-isolate for travel-related reasons</i></li> <li>• <i>robust hand and respiratory hygiene</i></li> <li>• <i>enhanced cleaning and ventilation arrangements</i></li> <li>• <i>active engagement with NHS Test and Trace</i></li> <li>• <i>formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible</i></li> <li>• <i>minimise the potential for contamination so far as is reasonably practicable</i></li> </ul> <p><i>How contacts are reduced will depend on the school's circumstances, including how many children need to attend during this period, and will (as much as possible) include:</i></p> <ul style="list-style-type: none"> <li>• <i>keeping children in consistent groups</i></li> <li>• <i>avoiding contact between groups</i></li> <li>• <i>arranging classrooms with forward facing desks</i></li> <li>• <i>staff maintaining distance from pupils and other staff as much as possible</i></li> </ul>					<p>There is an <b>operating procedure</b> for all major situations including a child with symptoms, and for contractors coming onto the site. <b>All adults working on our site will be asked to sign this risk assessment and MUST ensure they keep their distance.</b> The school is 'closed ' to all but Critical Workers and Vulnerable Children, following the National Lockdown on 5.1.21.</p> <p>From 11 Jan 2021, the CW group will work together (approx 12-14 children). This brings together children from both bubbles into one bubble per school, supported by two members of staff on a rota. Staff will have a break from being a contact and will only work in school approximately 50% of their contact hours. The rest of their contracted hours will be spent supporting online learning for the rest of their class, who are working at home. At the point of writing 11.1.21, we are limiting the numbers in the CW bubbles to 15, we have sent parents the information that "Children with at least one parent or carer who is a critical worker can go to school or college if required, but parents and carers should keep their children at home if they can." DFE pp1, update 8.1.21.</p>			
<b>1. Prevention and Control Measures</b>						<b>These measures to be adhered to in full.</b>			

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 10 days from when the symptomatic person first had symptoms.</i> We are advising parents (letter dated 11.9.20) that they should use the NHS111 online service if their child has any of the symptoms; to check these symptoms to see if they should take a test. School staff will not give medical advice and will follow this one message to all members of the community. Anyone with any of the symptoms, and NHS111 gives advice to get a test, should be tested. School staff and their families can use the tests provided by the Government to school, if they are unable to access a test centre online (change to Govt ruling on 16.9.20 for use of these tests to ensure school staff are able to teach)</p> <p>"Schools must also ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• book a PCR test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. 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 if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit</li> <li>• 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</li> <li>• 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), or if they are required to do so having recently travelled from certain other countries." DFE pp18</li> </ul>	1	4	4
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At Graffham - this is foyer at the front of the school, the child will be guided into that area and the doors closed back into the school. For safeguarding purposes, a second member of staff will stand at least 2m away, outside the ramped area. *The parents will be rung by the Office Manager and collected by the side ramped door. 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.*

At Duncton - this is the area of the foyer. 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. *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.*

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1.2 Wear face coverings as appropriate and as recommended	C-19	3	4	12	<p>5.1.21. All staff must maintain 2m with any members of staff from another bubble, or those that are not in a specific bubble. They must always wear a face mask when they have left their office/class base.</p> <p>5.1.21 All parents to wear face coverings when they drop off or pick up at any time from the school gate. 5.1.21. Staff and parents must be aware that they must maintain both of these mitigations, both 'space' and 'face'. 7.1.21 Staff who are working in the new CW bubbles will not have to wear face coverings as they have the same contacts with children as each other. They will continue to wear face coverings in areas where the 'non-bubble' members of staff are present. <b>Staff must make sure that they always wear their face mask over their nose and mouth, do not touch the mask and change it frequently. If it is a fabric mask, they must wash it daily.</b> School provides face coverings that are disposable for all staff. These are available in the offices and entrances to both schools. Staff who are in the same bubble are expected to still keep a distance between them, as this lowers contact. They are not expected to wear a mask in the bubble.</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 remove when it is on skin. This remains true for the new variant. 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>14</p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <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></li> <li>• <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></li> </ul> <p>Staff will ensure that children are supervised when they are washing their hands, with running water and soap, for at least 20 seconds. This will be when they arrive at school, before eating and at the end of the day. Hand sanitiser will also be used throughout the day.</p>	1	4	4

1.4	Ensure good respiratory hygiene	C-19	3	4	12	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.	1	4	4								
1.5	Enhanced cleaning	C-19	3	4	12	<p>There will be an enhanced cleaning regime throughout the school day. 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. <i>The school has put in place a cleaning schedule that ensures cleaning is generally enhanced and includes: more frequent cleaning of rooms and shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal.</i></p> <table border="1"> <thead> <tr> <th colspan="2">Playtime and after Lunchtime</th> </tr> <tr> <th>Who by?</th> <th>Where?</th> </tr> </thead> <tbody> <tr> <td>Office Manager</td> <td>Photocopier Front doors Key panel/door entry Both office doors Adult toilet doors Doors to Staff room Staff rooms kitchen surfaces Tables before lunch and after lunch (Graffham)</td> </tr> <tr> <td>Teaching Assistant</td> <td>Children toilet doors Doors to outside from the classroom Doors to inside from the classroom Tables before lunch and after lunch (Duncton)</td> </tr> </tbody> </table>	Playtime and after Lunchtime		Who by?	Where?	Office Manager	Photocopier Front doors Key panel/door entry Both office doors Adult toilet doors Doors to Staff room Staff rooms kitchen surfaces Tables before lunch and after lunch (Graffham)	Teaching Assistant	Children toilet doors Doors to outside from the classroom Doors to inside from the classroom Tables before lunch and after lunch (Duncton)	1	4	4
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1.6	Reduce contacts and maximise distancing	C-19	4	4	16	<p>It has been communicated to all parents in letters/emails dated 17.7.20 that "Parents coming onto the school site without an appointment is not allowed." 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. 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. <b>Any contractors or visitors must maintain their distance of 2m and wear a face covering. If a contractor coming onto the site is exempt, they will be asked to wait until the area that they are planning to work in is completely cleared of staff and well ventilated. Only contractors whose job is vital to the H&amp;S and running of the school will be allowed to continue.</b></p> <p>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. 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.</p>	1	4	4								

1.61 How to group children	C-19	4	4	16	<p><i>"The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining the distance between individuals. Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Any additional space available where there are lower numbers of pupils attending, should be used wherever possible to maximise the distance between pupils and between staff and other people." DFE guidance pp15. Following the national lockdown measures, the bubbles will now be mixed on 11.1.21, the overall contacts will be at approximately 12-14. At the point of writing 11.1.21, we are limiting the numbers in the CW bubbles to 15, we have sent parents the information that "Children with at least one parent or carer who is a critical worker can go to school or college if required, but parents and carers should keep their children at home if they can." DFE pp1, update 8.1.21.</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. As of 5.1.21, all shared staff will teach online. PE coaches will continue to support the CW children- they will teach outside, keep 2 m+ distance and wear a mask during these teaching sessions. All other children will be taught PE online.</i></p> <p>Staff will not 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>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".</i> DFE pp.16</p> <p><i>Our Critical Worker bubble will share staff and spaces within each school only. All other members of staff will not share the space and not go near to anyone in the bubble.</i></p>	1	4	4
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					<p>Visitors to the school will be expected to read the school 'operating procedure' to enable these bubbles to be secure. 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. 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. <b>Any visitors will always wear a face covering at all times.</b></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. <b>No adults outside the bubble will enter the classroom at all. Communication between adults will take place in larger, ventilated areas or outside and these will always be whilst wearing a mask.</b></p> <p><i>"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> DFE pp 17</p> <p>Playtimes and lunchtimes will be carefully timetabled so that the groups do not meet and the spaces cleaned in between. School hot lunch provision will follow these rules: Graffham Nursery will take their lunches into their classroom at 11.45. At Graffham and Duncton, the CW bubble in each school will eat together in the hall. The person on duty outside, if they are not in the bubble, will keep their distance, wear a mask and not enter the school at all; they will pass on the group to the member of staff inside the school, rather than entering the school themselves. 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. Ipads will be divided amongst the classes and then cleaned throughout the day with specific wipes.</p> <p>8) Keeping occupied spaces well ventilated: Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:)</p> <ul style="list-style-type: none"> <li>• natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</li> <li>• natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) DFE pp.18.</li> </ul>	2	4	8

					<p>"What makes a Covid Contact" Our Public Health team has produced the following summary from the guidance on when an individual would be considered a contact of a confirmed positive case in school, requiring them to self-isolate. This is to aid schools with both contact tracing and trying to prevent the number of contacts for each case: Length of time: being within a 2m proximity for 15 minutes or more on a single day - please note this can be cumulative (for e.g. three lots of 5 minutes); Distance: being within 1m of an infectious person; having a face to face conversation; being coughed on; having skin to skin contact; a minute or longer without a face to face interaction; Sharing a small vehicle: for any length of time with a positive case in their two week infectious period; Household contact: Living in the same house as a positive case. (Source WSCC email and PHE webinar 9.12.20- sent to parents 11.12.20)</p>				
1.63	Measures elsewhere	C-19	2	4	8	<p>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.5.1.21 There will be now one bubble in each school so that the staff room shall be shared, although staff should still maintain distance from each other. If they are used when another member of staff is not in the room, for example, to use the kettle, then this will be disinfected by the user. In each of the offices, where there is an enclosed space, only the office manager or headteacher will enter their office; any conversations with staff will happen in the doorway of the heads offices, or through the closed screens of the office managers office.</p>	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 5 minute window of time (new timings to CW in letter on 7.1.21). Parents will remain outside the school grounds in all classes.</p> <p>All classes can arrive between 8.55-9.00 (Duncton) and 9.00-9.05 (Graffham) 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 3.00-3.05 at Graffham and 3.10-3.15 at Duncton.</p>	1	4	4

					<p>There will be morning provision at both schools to support working families and different school drop offs. Duncton Morning Club and Graffham morning club will be run by teaching assistants 8.15-9.00, <b>this will be child care only and there will no cost during lockdown for Critical workers</b>. Members of staff in the corridor collecting children for Graffham morning Club will wear a mask. 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><b>In order to ensure the Critical Worker children arrive safely and teachers can settle their children in their class and wash their hands, children will walk into the classroom after being met at the gates. These groups can now come in to school together. This information has gone to parents on 7.1.21</b></p> <p>Other information from the Guidance below explains that some households will support each other with child care provision at the beginning and end of the school day:  "•parents will be able to access other childcare activities (including wraparound care) where reasonably necessary to enable parents to work, seek work, attend education or training, or for the purposes of respite care for carers  •nannies will be able to continue to provide services in the home  •parents are able to form a childcare bubble with another household for the purposes of informal childcare, where the child is 13 or under  •some households will also be able to benefit from being in a support bubble, which allows single adult households to join another household"</p>				
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 swap bubbles or children once at each half term only. 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 not use of supply teachers that go to other schools.</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. <b>This will not take place during the lockdown</b>. 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> <p>IF A CONTRACTOR ENTERS THE SITE, AND IS UNABLE TO WEAR A FACE COVERING DUE TO THEIR OWN MEDICAL NEEDS, ALL STAFF WILL BE ASKED TO REMAIN AWAY FROM THE AREA WHERE THE CONTRACTOR IS WORKING AFTER SCHOOL (NO CONTRACTORS OR VISITORS ALLOWED ON SITE WHILST THE CHILDREN ARE IN SCHOOL). THE AREA WILL BE VENTILATED BEFORE, DURING AND AFTER THEIR VISIT. 30.11.20</p>	2	4	8

					<p>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. 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. 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. Unless staff can keep 2 m distance, or are outside, they must wear a mask if they cross bubbles.(information sent to staff on 5.11.20) <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>The school minibus system will not be in place until further notice, when restrictions change.</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. Parents have been asked to not bring in their child if they are ill in any way, due to the breadth of symptoms of Covid in young children. letter dated 2.1.21</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. <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 10 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

					<p>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. <i>Surrey and Sussex HPT (South East)</i></p> <p><i>Public Health England</i>  <i>County Hall North</i>  <i>Chart Way</i>  <i>Horsham</i>  <i>West Sussex</i>  <i>RH12 1XA</i>  <i>Email</i>  <i>PHE.sshpu@nhs.net</i>  <i>Telephone</i>  <i>0344 225 3861 (option 1 to 4 depending on area)</i>  <i>Out of hours advice</i>  <i>0844 967 0069</i></p>				
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 10 days.</i></p>	2	5	10

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 10 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 places 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 10-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 10-day isolation period). Their household should self-isolate for at least 10 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. If a parent has a negative test result for their child, but they continue to be unwell with Covid-*

					<p>parent has a negative test result for their child, but they continue to be driven with COVID-19 symptoms, then the parent and school will liaise about the possibility of another test and keeping the child at home until they fully recover.</p> <p><i>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.</i></p> <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><b>IT IS VITAL THAT THE STRICT TESTING REGIME IS ADHERED TO BY ALL MEMBERS OF THE SCHOOL COMMUNITY AS REQUIRED.</b></p>			
1.10. Other school based logistical plans to ensure that the above are secure	C-19	3	4	12	<p>Staff will be able to share a staff room with other members of staff that are in the same 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 wear their PE kits to school on their allocated days. 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>We will continue to complete some 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>	1	4	4

					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.				
<b>2. School operation</b>									
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			Attendance on site during the National Lockdown will be linked to the criteria in the Government critical worker document.			
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	"Following the reintroduction of shielding, clinically extremely vulnerable staff are advised that they should not attend the workplace. Clinically extremely vulnerable individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance. Staff should talk to their employers about how they will be supported, including to work from home. Schools should continue to pay clinically extremely vulnerable staff on their usual terms. Those living with someone who is clinically extremely vulnerable can still attend work where home-working is not possible." Clinically vulnerable staff can continue to attend school where it is not possible to work from home. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents. People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings." DFE pp 30	2	5	10

2.8 Deploying support staff and accommodating visiting specialists	C-19	N/A			<p>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.</p> <p>Although the schools will take on board this advice from the DFE, we will minimise all contact with any teachers across any bubbles at all. This might mean that bubbles will have to close if there are no teachers to teach them. All bubbles will stay separate and the leadership members will not go into classes (LW will remain in her bubble).</p>			
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	<p>"Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19). Where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future. Further information is available at <a href="https://www.gov.uk/government/publications/drivers-of-the-higher-covid-19-incidence-morbidity-and-mortality-among-minority-ethnic-groups-23-september-2020">https://www.gov.uk/government/publications/drivers-of-the-higher-covid-19-incidence-morbidity-and-mortality-among-minority-ethnic-groups-23-september-2020</a></p> <p>People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home." DFE pp31</p>	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.</i> <i>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.</i> <i>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	<b>From 4.1.21, Art, Music and Spanish will be virtual. All PE will be outside</b>	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 after any holiday. 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. <b>Holidays abroad are not allowed in the lockdown and only local travel is allowed.</b>			
2.15 Volunteers	C-19	3	4	12	Volunteers will not be coming into school.	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. This will not take place in lockdown.	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. <b>Children have been asked (Dec 2020) to wear warmer clothes and a school jumper, so that the school can be well ventilated. Staff are also advised to wear warmer clothes.</b>			
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 CW bubble.	1	4	4

Graffham provision - In class bubble morning provision from 8.15am to 9.00am with school member of staff.  
Duncton provision - In class bubble morning provision from 8.15am to 8.45pm with class member of staff.

**3. Curriculum, behaviour and pastoral support**

3.1 Curriculum expectations	That all children in our schools will return to some 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.	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.			
3.2 Teach an ambitious curriculum with time for catch up	That all children in our schools will return to some 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.	N/A		<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>			

3.3 Aim to return to normal curriculum by Summer 2021	N/A		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>			
3.4 Develop remote education	N/A		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.			
3.5 EYFS	N/A		The Early Years children will focus on the prime areas of learning (communication and language, personal social and emotional development and physical development)			
3.6 Physical Activity	N/A		<p>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"> <li>i) guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport</li> <li>ii) advice from organisations such as the Association for Physical Education and the Youth Sport Trust</li> <li>iii) guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents</li> </ul> <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>			
3.7 Catch-up support	N/A		Catch up support will be put in place, on receipt of the Government funding arrangements. <b>See the school catch up plan on our website.</b>			

3.8 Children's wellbeing and support	N/A		<p>For those children in school: tables will be in shapes to ensure safety but also effective communication and collaboration. The focus of the Spring term 2021 is to ensure that the key worker groups 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 online and face to face, 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"> <li>support the rebuilding of friendships and social engagement</li> <li>address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>support pupils with approaches to improving their physical and mental wellbeing</li> </ul>			
3.9 Music, Dance and Drama	2	4	This will all take place online.	1	4	4
3.11 Performances		8	<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 <a href="#">performing arts</a> 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 <a href="#">outdoor events</a>. Nothing of this kind will take place in lockdown.</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>			
<b>4. Assessment and Accountability</b>								
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. We have a Wellbeing audit document which we will use to gather information about our children and their needs.			
<b>5. Contingency planning for outbreaks</b>								
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	<a href="https://www.westsussex.gov.uk/fire-emergencies-and-crime/coronavirus-covid-19-advice-and-information/west-sussex-covid-19-local-outbreak-control-plan/">https://www.westsussex.gov.uk/fire-emergencies-and-crime/coronavirus-covid-19-advice-and-information/west-sussex-covid-19-local-outbreak-control-plan/</a>	2	4	8

<p>5.3 Remote support</p>		<p>N/A</p>		<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"> <li><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></li> <li><i>give access to high quality remote education resources</i></li> <li><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></li> <li><i>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</i></li> <li><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></li> </ul> <p><i>When teaching pupils remotely, we expect schools to:</i></p> <ul style="list-style-type: none"> <li><i>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</i></li> <li><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></li> <li><i>provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos</i></li> <li><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></li> <li><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></li> <li><i>plan a programme that is of equivalent length to the core teaching pupils would receive in</i></li> </ul>			
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				<p>plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</p> <p>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</p> <p>5.1.21 All teachers will ensure that their lessons are available online for all children, should a bubble be closed. In the case of individual children self isolating, then a topic based document will be sent to those families to support their learning, whilst the majority of children are being taught in the classroom. All communication will be through Class Dojo.</p>				
<b>6. Health and Safety Risk Assessment</b>								
6.1	Covid-19 specific		N/A		<p>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></p>			
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		<p>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.</p> <p>Letter to remind staff about their responsibilities and their actions/mitigations sent to all on 10.1.21:Updates to our Risk Assessment as at 11/1/21</p> <p>These are some new stronger restrictions for us in Lockdown. (see the ones in bold which show major changes)</p> <p>These plans are in place for the next half term.</p> <p>Our groups of vulnerable and “critical worker” children in each school have come together making one bubble at each school with Nursery operating a separate bubble at the Graffham site. This means some changes to our provision. In light of the worsening situation, you should no longer treat these as guidance, but must be strictly adhered to by everyone. I will talk to anyone who is breaching these steps.</p> <ol style="list-style-type: none"> <li>1. All parents will still be asked to wear a face covering and maintain a 2m distance when collecting or dropping their child at the gate. Parents or carers must be aware to always maintain 2m distance, as well as wearing a face covering. Staff will also wear a face covering at the gate.</li> <li>2. Art, Spanish, PE and Music learning will take place virtually for all.</li> <li>3. PE provision with Curtis will take place at both schools on a Tuesday (am Duncton/pm Graffham). The group will work together and need one member of staff to be out there with them only. Curtis will keep 2 m distance and wear a face mask.</li> <li>4. Morning Club provision stays in place at each school but should only be used by parents needing to get to work. Each morning club can stay in a space that is comfortable for them and this decision can take place with the staff in school.</li> <li>5. If a member of staff is on outside duty who is not in a bubble, they must wear a face mask. This is in case you need to go near to the child in an emergency. The member of staff in the bubble will conduct normal first aid.</li> <li>6. All staff must maintain at least 2m and wear a face mask when they exit their office or class bases. Staff must be aware to always maintain 2m distance from anyone who is not in their bubble, as well as wearing a face covering. All areas of the schools will be well ventilated.</li> </ol>			
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7. If you are wearing your face mask, it must fit over your mouth and nose and that you do not touch it. There are signs in both schools to show you how to wear your face mask. You must be wearing one that fits you snugly. Medical masks are available in school. You are also welcome to wear a plastic visor type face covering [as well as/instead] a more traditional face mask.

8. If you are in the same bubble as another member of staff, you should keep 2m distance from them wherever possible, but there is no requirement to wear a mask in the classroom.

9. Each bubble will register together and then spend play times together, and use their own class bases to have one member of staff working through Dojo activities with the children in their usual surroundings.

10. Staff will ensure that children are supervised when they are washing their hands, with running water and soap, for at least 20 seconds. This will be when they arrive at school, before eating and at the end of the day. Hand sanitiser will also be used throughout the day.

11. Any contractors or visitors must maintain their distance of 2m and wear a face mask. If a contractor coming onto the site is exempt, they will be asked to wait until the area that they are planning to work in is well ventilated, completely cleared of staff and children and measures have been taken to prevent staff or children entering.

12. Adults from outside the bubble will not enter the classroom at all. Communication between adults will take place in larger, ventilated areas or outside and these will always be whilst wearing a mask and at least 2m distance.

13. Please never enter Kathie, Helen and Vanessa's offices. Talk to them through the foyer window glass.

14. In each of the offices, where there is an enclosed space, only the office manager or Headteacher will enter their office; any conversations with staff will happen in the doorway of the head's offices, or through the closed screens of the office managers office.

15. Assemblies will take place on Zoom. HM will see children outside on playground duty and on the gate. HM will spend time in each school and is not in a bubble. LW will remain in her bubble and have contact with Graffham staff and parents at the gate once a week.

			<p>16. Steve Beer has been asked to shield, so is working from home in the first instance. Should any member of staff need to contact him, please do ring or email him. Vanessa and Kathie have his details. He can arrange to ring you back at a good time for you both.17. Both Chartwells members of staff will be asked to wear a face mask.</p> <p>18. Graffham specific:</p> <ul style="list-style-type: none"> <li>• The bubbles at Graffham are now combined in to one bubble and therefore do not now need to keep distance from each other, and will be using both classrooms. We must be very careful that we do not use the hall at all between 11.20-1.20 to allow for set up and tidy up for lunch.</li> <li>• Please make sure that you are always wearing a face mask when you go through the Nursery office, as this is used as their staff room and office desk.</li> <li>• Playtimes and lunchtimes will all be together.</li> <li>• School Staff can now use the same staff room, but it must be well ventilated and when there are two or more of you, you must keep your distance (in other words, don't sit right next to someone else)</li> <li>• Staff at Graffham will use their phones to receive and send messages to Kathie in the office, in case of information about children etc; please set your phones so that we can hear notifications.</li> <li>• Jenny will work at Graffham and be available to talk to staff at a time which is convenient for you on a Tuesday. She will work at home on a Monday.</li> </ul> <p>19. Duncton Specific:</p> <ul style="list-style-type: none"> <li>• Vanessa will use the walkie talkies for the same information at Duncton.</li> <li>• Please be watchful for the mix of younger and older children at Duncton, as they are not used to playing with each other. They may need support with this.</li> </ul> <p>HM 10.1.21</p>		
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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:

