



Barnwood C of E Primary School

COVID - 19 Risk Assessment for Partial Closure from January 2021



System of controls: This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Focus Area	Key action list	Comment	Responsibility
PREVENTION	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	Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in at least the last 10 days If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). Ensure all staff are aware of, and follow, this process.	HT All adults (in the school community)
	Clean hands thoroughly more often than usual	Ensure that pupils wash their hands regularly with soap and water, including when they arrive at school, when they return from breaks, when they change rooms, after going to the toilet and before and after eating. Small children and pupils with complex needs should continue to be helped to clean their hands properly Ensure supervision of hand sanitiser use given risks around ingestion. Skin friendly skin cleaning wipes can be used as an alternative	All adults (in the school community)

	Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	Ensure that each class bubble has enough tissues and a bin available to support pupils and staff to follow the 'catch it, bin it, kill it' approach. Ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. The e-Bug coronavirus (COVID-19) website contains free resources, including materials to encourage good hand and respiratory hygiene.	Class Teams All adults (in the school community)
	Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach	Ensure each class bubble has a disinfectant cleaning spray, wipes and clothes to facilitate regular cleaning of frequently touched surfaces during the school day. MDS to clean their allocated classroom, sink areas and toilets each lunch time. Thorough end of the day clean across the school by experienced cleaning team following the Public Health England revised guidance for cleaning non-healthcare settings	Class Teams All adults (in the school community) Cleaning Team
	Minimise contact between individuals and maintain social distancing wherever possible See COVID – 19 Plan for partial closure Jan 2021	Maintain class 'bubbles' during the school day that do not mix Seat pupils in Y2-Y6 side by side and facing forwards, rather than face to face or side on and socially distanced Stagger drop off, pick up, break times and lunch times to minimise class bubbles and any adults from mixing Only one parent/carer per family is permitted for drop off and pick up and social distancing is expected All adults and children over the age of 12 should wear a mask when waiting at drop off and pick up times Avoid large gatherings such as assemblies or collective worship with more than one class bubble	HT Class Teams All adults (in the school community)

		Use of staff room and any communal area should be minimised (eg. max 3 in staffroom) Ideally, adults should maintain 2 metre distance from each other, and from children when possible, particularly when working with younger children. In particular, adults 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 pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. 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 where space does not allow. Doing this where we can, and even doing this some of the time, will help. Due to our building dimensions, class space is limited. To maximise social distancing and to minimise contact between individuals no more than 10 children can be accommodated in any of our classrooms. There is the possibility, if additional staffing allows, to place 2 further children in the practical areas. 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 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. Reading books will not be sent home. Access to online reading will be made available. Outdoor sports should be prioritised where possible. Ensure sports equipment is thoroughly cleaned between each use by different individual groups, and contact sports should be avoided. There may be an additional risk of infection through singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Ensure physical distancing and move outside wherever possible, limit group sizes to minimise risk of transmission (max 15) and position pupils back-to-back or side-to-side, avoid sharing of instruments, and ensure good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Peripatetic teachers and visiting sports coaches are not permitted on site during the partial closure period.	
	Where necessary, wear appropriate personal protective equipment (PPE)	The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used	HT All adults (in the school community) First Aiders

		• Staff are requested to wear a face covering when moving about the school and in communal areas • Staff are able to wear a face covering or face shield in class if that is their preference Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.	
Response to any infection	Engage with the NHS Test and Trace process	Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. 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.	HT All adults (in the school community) First Aiders
	Manage confirmed cases of coronavirus (COVID-19) amongst the school community	If someone tests positive, they should follow the 'stay at home: 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 (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.	

		If they 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. If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. (Isolation room is the Learning Lounge) If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. 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 (see below) 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.	
	Contain any outbreak by following local health protection team advice	School will take swift action if we become aware that someone who has attended has tested positive for coronavirus (COVID-19). School will contact the local health protection team. This team will also contact school 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.	

		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. Further guidance is available on testing and tracing for coronavirus (COVID-19).	
Attendance	School attendance (see Gov guidance on attendance codes)	Schools have been instructed by Government to close and only children of critical workers and vulnerable children should attend school. All other children will receive remote education. If school reaches capacity that means it would not be safe to operate with additional numbers we will need to apply strict criteria and prioritise need. For example, priority will be given to households where both parents/carers are critical workers and their work is critical to the coronavirus (COVID-19) response and neither adult can work from home. Priority will be given in the same way to single parents who are critical workers and are unable to carry out their critical role from home. If we are not able to meet demand for requests (eg. If this is greater than 12 children per class space) school will seek advice from the LA. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we offer access to remote education. Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.	HT Office staff All adults (in the school community) LA
Shielding / Vulnerable	Shielding advice for all adults and children was paused on 1 August.	See current advice on shielding Pregnant women are in the 'clinically vulnerable' category. Employers should conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We advise	HT Office staff All adults (in the school community)

		employers and pregnant women to follow this advice and to continue to monitor for future updates to it. Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can return to school in September as long as the system of controls set out in the government guidance are in place.	
Support / Behaviour	Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.	• Individual risk assessments for SEND (vulnerable children where needed) Share with parents and staff leading their bubble • Agencies & LA consulted if/where more specialised provision is required • Appendix to Behaviour policy – Children will be collected by a parent if they are non-compliant – NO physical handling by staff unless in an extreme emergency and then PPE MUST be worn • Behaviour policy and Home School agreement amended to reflect current measures	Inclusion Lead HT
	Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary.	• Regular Safeguarding procedures to be maintained in line with school policy • COVID-19 Appendix added to current policy to include safeguarding of those not attending school (on website and in Google Drive) • All concerns to be reported to DSL ○ DSL – Julia Matson ○ DDSL – Adele Knight ○ DDSL – Mandy Griffiths	HT All Staff
	Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations.	• Appendix added to current behaviour policy – to include hand washing, disposing of tissues etc linked to Gov guidance (shared with staff & parents) • Staff to regularly explain behaviour expectations to children	HT All Staff HT/DHT

		- Children will be collected by a parent if they are non-compliant – NO physical handling by staff unless in an extreme emergency and then PPE MUST be worn - Uniform compulsory, warm layers and a fleece advised for each day, wear PE Kits on PE days	
Catering / Clubs	Work with your catering supplier to ensure meals are available for all children in school.	- ABM Risk assessment completed and signed off by school - ABM providing an adapted menu for UFSM, FSM & fee paying children - ABM to provide weekly food packages for FSM not attending school - MDS to deliver lunches to outside each 'bubble' - Lunch to be eaten in the classroom or outside if weather permits (MDS can decide)	HT Inclusion team ABM MDS
	Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the <u>implementing protective measures in education and childcare settings</u> guidance), and under what terms.	- All My Friends after school club will continue in the school hall for children of critical workers and vulnerable children attending school during the day and will be provided in line with Government guidance - NO Breakfast Club currently able to be provided in line with Government guidance due to limited staffing and cross contamination of class bubbles by staff	HT

Staff (teachers, support staff and non- teaching staff)	Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary.	- Regular updates by email, WhatsApp, Teams Video conferencing - Whole Staff H&S training, expectations on managing risk (in line with LA and the implementing protective measures in education and childcare settings guidance) as part of INSET	HT
	Staff allocation	Day to Day essentials to be available as a minimum One class teacher per class (to plan, deliver, monitor and provide feedback on remote learning) One Learning Partner per class to support children onsite with remote learning One MDS per class to supervise lunchtime for each bubble (MDS may supervise 2 adjacent classes as long as they can maintain social distancing and limit close contact with individuals) One fully trained first aider to be on site One member of office staff on site One member of SLT on site One DSL available	HT
	Identify staff who can't return to school	- All staff consulted to establish if any staff are unable to be in work - All staff asked to read and understand the Gov guidance on clinically extremely vulnerable and clinically vulnerable and to seek medical advice if unsure about working onsite - Staff to inform HT if they can't be in work - Individual risk assessments for staff that inform HT of health concerns (eg. BAM, pre-existing conditions, wellbeing concerns)	HT All Staff
	Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).	- Staff consulted on flexibility with hours and provided with opportunity to share preferences of hours, year groups, roles - PPA reviewed in response to COVID-19 preventative measures - Learning Partners to cover PPA 8.50am – 11am every Friday morning - Class teachers to provide low stakes 'quiz' style resources for PPA	HT KS Leads All Staff
	Agree staff workload expectations (including for leaders).	- School open 7.50am, locked up 5pm (staff ideally to be off site as soon as the children have been collected to allow thorough cleaning) - Staff direct hours onsite 8.40am – 3.20pm - Class teachers have been provided with a time management suggestion to support workload expectations - Staff encouraged NOT to respond to emails after 3.20pm	HT Maths Lead English Lead Subject leaders

		Staff informed of timetable expectations and learning focus for remote learning – in line with Government directive	Curriculum Lead
	Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).	- Child protection Level 1 e-training to be completed by 31.01.2021 made available for ALL staff 4th January Whole Staff training before children return: H&S expectations on managing risk (in line with LA and the implementing protective measures in education and childcare settings guidance) safeguarding, appendix and adaptations to behaviour policy, curriculum expectations	HT Curriculum Lead Subject Leads
	Put in place measures to check on staff wellbeing (including for leaders).	- Staff all encouraged to share any worries or concerns with SLT/HT - All staff encouraged to check in on each other - WhatsApp group to maintain informal connections - Health Assured information sent to ALL staff - Mental Fitness strategies and online subscription provided for ALL staff - Each staff member has the responsibility to inform the leadership team if there is anything they are unsure of, or if they identify any risk.	HT ALL staff

Protective measures and hygiene	Read the guidance on <u>implementing protective measures in education and childcare settings</u> and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments.	• FGB meeting with Govs 07.01.2021 • Risk Assessment and checklist added to current H&S Policy shared with ALL staff, Gov & LA • ABM Risk assessment completed • CoG & HT close liaison • HT advice and guidance from LA as required	HT
	Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school.	• See Partial Closure Plan for room allocations and staggered times • KS1 toilets – KS1 • KS2 Toilets – Y3-Y5 • Disabled toilets – Y6 • Staff toilets – adults only • MDS to deliver lunch to outside each class space • Drop off & Pick up – encourage effective social distancing, masks to be worn by adults and children over 12 – children to be dropped at main car park gate – HT, DHT & Pastoral team will coordinate • Children will go straight in to class – staff will be available in class • Entry to Office, social distancing measures in place, one in one out • Liaison with staff by appointment only • Max 3 adults in the staffroom (additional seating in the school hall) • Doors to be wedged open to enable clear view for all • Clear signage	HT
	Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.	• Cleaning Team in place to provide additional daily cleaning • MDS to deploy their regular lunch time cleaning to all sinks, touchable surfaces in common areas, door handles etc Tissue bins to be emptied at lunch time • Stock of essential cleaning products to be audited and maintained	SBM
	Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment).	• Y2-Y6 forward facing desks, children seated side by side and socially distanced • Disinfectant spray and disposable cloths in each teaching space • Sanitizer in each teaching space (with a spare available) and at main entrance • Handwash and disposable towels available at ALL sinks	SBM ALL Staff

		• Lidded bins in each teaching space for tissues (to be left by the class door and emptied daily by MDS) • Staff to report when stock is running low to ensure a steady supply • Individual stationary packs to be provided in a plastic pocket • Soft furnishings removed where possible, Eg. rugs, fabric chairs, bean bags • Soft toys and any equipment with small parts that are hard to clean to be removed • Adult toilets - seat wipes provided	KS Leads to coordinate
	Plan the school level response should someone fall ill on site (in line with relevant government guidance).	• Learning Lounge to be used as an isolation room • Full PPE to be available for staff dealing with ill child / adult (see section above)	
	Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.	• One emergency use PPE pack to be available in each teaching space and the staffroom (mask, apron, disposable gloves) • Individual care plans in place where required	SBM Inclusion Lead

Pupil wellbeing	Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.	• CPSHE Lead to provide resources to support staff to deliver a programme of wellbeing support for the children in their care • CPSHE Lead to provide guidance for parents on how to support their child's mental health at home • Pastoral support to check in with staff and monitor the wellbeing of vulnerable children • Agency advice sought, referrals made where required	CPSHE Lead Inclusion Team
Learning	Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.	• Main priorities will be to provide high quality remote learning for all pupils • Provide increased pastoral and wellbeing support • Recovery Curriculum will revisit prior learning. For example, children will revisit phonics, reading, handwriting, number bonds, and revise basic strategies. (Maths -White Rose Maths recovery curriculum, English adapted planning) • See Remote Learning Plan – White Rose, Oak Academy, BBC, Literacy Shed, Spelling Shed and Pobble will be used for our core offer of remote learning (see remote learning plan) • Individual class emails and individual logins for Teams are set up and ready to be used to support home learning. • Microsoft 365 (TEAMS) in place as main online platform (logins to be sent w/c 11.01.2021) • Resources will be emailed to parents or shared in the Teams folder / available on the class remote learning pages on our website • Parents were requested and have informed us where children do not have access to the required resources. • Laptops, pens, paper etc have been provided where possible to support • A member SLT (PL) is our named member of staff in place to coordinate remote learning and will support further if a class teacher becomes ill	HT Curriculum Lead All Staff

Other considerations	Work with other school based-provision/ agencies as necessary (for example, nursery, SEN unit, health) to ensure policies are aligned where they need to be.	• Intimate care plans for EHCP children • Support and training on PEG feeding and Blended diet • Support from LA for children with additional needs (team around the school) • Pre-arranged visits on site by visitors are permitted if the visit relates to safeguarding and the visitor agrees to follow our COVID secure preventative measures	HT Inclusion Team LA
	Agree approach to any scheduled or ongoing building works.	• NO building work to take place during term time or when site is occupied	SBM
	Visitors to school (LA, SS, Catering, outside agencies, EP, governors etc)	• Encourage remote meeting where possible • No visitors to be allowed in school without a prior appointment and the visitor must follow our COVID secure preventative measures • No peripatetic teachers to be onsite • ITT students will be on site and will be expected to adhere to the 'prevention' actions detailed above (ITT students are deemed critical workers, the University had added safety measures and students will not be on site without receiving a negative test result) • All visitors entering the site will be expected to adhere to the 'prevention' actions detailed above • All adults and children over the age of 12 should wear a mask when in the school building and during busy times outside eg drop off and pick up where social distancing cannot be maintained • Visitors will be expected to read and sign the H&S COVID declaration on the sign in screen • Visitors will be expected to provide a contact number for Track and Trace purposes • Visitors are expected to use the hand sanitiser before entering and exiting the building	HT
	Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school.	• Ongoing, this has been observed to be maintained during the period school has been open for a limited number of children	SBM

	Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.	• All staff asked to read and understand the Gov guidance on clinically extremely vulnerable and clinically vulnerable and to seek medical advice if unsure • Staff to inform HT if they can't return to work • Individual risk assessments for staff that inform HT of health concerns (eg. BAM, pre-existing conditions, wellbeing concerns)	HT
--	---	--	----

Useful Links to Gov.uk: Guidance for Schools and Parents/Carers

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/909191/Easy_Read_Shielding.pdf

<https://www.gov.uk/school-attendance-absence/legal-action-to-enforce-school-attendance>

<https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

<https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/>

<https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/906663/20203007_Easy_read_household_isolation_v3.1.pdf

<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>

<https://www.gov.uk/guidance/covid-19-staying-safe-online>