

Antony CE Primary School

Covid 19 Risk Assessment - School Closure (Except for Critical Key Worker Children) in January 2021

Date reviewed: 28th September 2020 26th October 2020 **4th January 2021**

Reviewed by Governing Body

Government guidance source:

- **Guidance for schools. Updated 14th January 2021.**
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>
1. Public health advice
 2. School operations
 3. Curriculum, behaviour and pastoral support
 4. Assessment and accountability
 5. Contingency planning to provide continuity of education in the case of a local outbreak

	Risk not mitigated - unable to follow guidance or implement adequate controls
	Risk partially mitigated – some actions outstanding
	Risk mitigated – adequate controls in place and guidance followed

Risk / Guidance Requirements	Controls/ procedures in place	Actions remaining	Status
1. Public health advice			
Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks		-Further shared with staff in morning briefing w/c 5th January 2021	

identified using the system of controls set out below			
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	Posters newsletters check arrivals on the playground		
Signage Review and update - social distancing/ hands/face/space / one way system	Signs made Updated 18/01/2021		
Keep parents informed about possible and confirmed cases	Use MyEd and class dojo to keep parents informed of cases Possible case in the staff: Direct contact letter: General positive case letter: Keep track of staff absences and pupil's absences to manage isolation times effectively. Communicate these times clearly with parents.	Template letters updated to be used in the event of a positive case affecting critical key worker provision Jan 2021 School attendance kept up to date to identify contacts should the need to track and trace arise. This includes staff movements and limits to bubbles/ movement between. Jan 2021	
Clean hands thoroughly more often than usual	Staff to check handwash has taken place on arrival break lunch afternoon start end of the day		
Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	PSHE lessons being delivered remotely to prioritise hygiene approach. flip top bins		

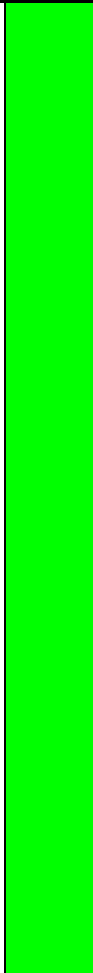

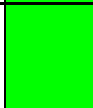
	It becomes our fourth school rule		
Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents	We won't use bleach. staff to wipe down desks, handles, hand rails at lunch Extra cleaning from cleaners at lunch		
Minimise contact between individuals and maintain social distancing wherever possible. Consider the following: - how to group children - measures in the classroom - measures elsewhere - measures for arriving and leaving school - other considerations	Start times are organised so that different door times are kept as far apart in time as possible. Entrance doors changed due to rooms being used. Exec Head to request parents to keep socially distant at these times. Exec Head has advised staff to wear visors at the gate when speaking to parents through car windows.	see letter to parents for times Parent Letter 04.01.2021	
Keep separate bubbles apart	2 Bubbles being used - EY/KS1 and KS2 To do this safely we will: <ul style="list-style-type: none"> • sit children from different bubbles on different tables. • The closest pupils from different bubbles will still be 2m apart. • chairs, tables and any other surfaces touched will be cleaned and sanitised before and after the RWI session • pupils will not share equipment and will bring their own pencils/pens/rubbers/books/whiteboards • staff member wears a visor/ mask in front of the children in the other bubble. 	Jan 2021 - Currently operating two bubble timetable however, break out rooms to minimise time together / maximise space. Ventilation requirements reviewed.	
Where necessary, wear appropriate personal protective equipment (PPE)	When managing pupils with symptoms and 2m distance can't be kept. Re-organisation of isolation room.	PPE Stocks audited and refreshed 04.01.21	
Engage with the NHS Test and Trace process	Yes	Template letters updated to be used in the event of a positive case affecting critical key worker provision Jan 2021	

<p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>If anyone becomes unwell with a new, continuous cough or a high temperature in school, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.</p> <p>If a child is awaiting collection, they should be moved, if possible, to the Isolation room (next to Head's office), where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required.</p> <p>The child will be collected from the school site via the rear (old office door).</p> <ul style="list-style-type: none"> ● A window should be opened for ventilation. ● The PPE should be stored here. ● Remove as much furniture as possible, so it is easier to clean afterwards ● Move a contaminated waste bin from one of the staff toilets to this room for contaminated PPE ● Clean the room thoroughly afterwards <p>If they need to go to the bathroom while waiting to be collected, they should use the designated toilet - staff toilet by the staff room. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the child while they await collection. In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. The adult collecting the child should be asked to get the child tested as soon as possible and to share the test result with the school as soon as possible.</p>	<p>Template letters updated to be used in the event of a positive case affecting critical key worker provision Jan 2021</p>	
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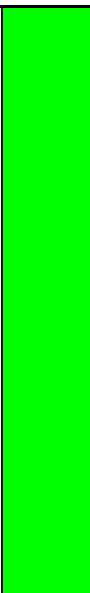

	<p>The school will contact Public Health England and engage with NHS Test and Trace procedures. NHS letter templates will be used to inform the wider school</p> <p>The school COVID-19 register will record pupils who have had symptoms with the date. It will then give the test outcome but will we will not hold any outcome letters or copies of letters in school. Staff: When a staff member develops symptoms compatible with coronavirus, they should remain at home or be sent home and advised to self-isolate for 10 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and should get tested in this scenario. Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. Where the child, young person or staff member tests positive guidance should be sought from Public Health England immediately. The school will engage with NHS Test and Trace procedures.</p>		
Contain any outbreak by following local health protection team advice	<p>engage with the local authority: Brian.ONeill@cornwall.gov.uk DFE: nhsbsa.askus3@nhs.net Public health England (SW) Peter.Willsher@phe.gov.uk</p>		
2. School Operations			
Transport: - Dedicated school transport considerations - Wider school transport considerations	N/A		
Attendance:	<p>Newsletter 08 and 15/01/2021</p> <p>Re-opening information Letter 04.01.2021</p>		

<ul style="list-style-type: none"> - communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year 			
<ul style="list-style-type: none"> - identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic 	<p>Email to Parents 02.01.2021</p> <p>Teacher Meeting 04.01.2021</p> <p>TA Meeting 05.01.2021</p>	<p>Jan 2021- Vulnerable children logs updated and vulnerable children contacted to encourage attendance. Social worker recommendations have been implemented regarding part time attendance of identified child.</p>	
<ul style="list-style-type: none"> - use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance 			
<ul style="list-style-type: none"> - work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance 	<p>We will be open to outside agencies.</p>	<p>All CHIN and CP meetings are taking place via Microsoft Teams. Jan 2021</p>	
<p>School Workforce:</p>	<p>No clinically extremely vulnerable.</p>		

<ul style="list-style-type: none"> - Clinically extremely vulnerable: School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. - If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. 	<p>Remain distant/ adequate ventilation/ access to PPE.</p> <p>Staff timetable kept to a minimum to reduce contacts.</p> <p>The Head has identified those members of staff who are more vulnerable and discussion had regarding deployment. These members of staff will operate outside of pupils bubbles. Strict hand washing procedures and reduced touching of faces will be adhered to by these members of staff.</p>		
<p>Supporting staff:</p> <ul style="list-style-type: none"> - Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. 	<p>The Head has identified those members of staff who are more vulnerable and discussion had regarding deployment. These members of staff will operate outside of pupils bubbles. Strict hand washing procedures and reduced touching of faces will be adhered to by these members of staff.</p>		
<p>Staff deployment:</p> <ul style="list-style-type: none"> - Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals 	<p>Teaching assistants have been prioritised for care of children of critical key workers to allow teachers to focus on quality remote learning offer.</p>		

<p>Minimising infections amongst staff</p>	<p>reduce the use of staffrooms and keep staff in their classroom bubbles as much as is possible.</p> <p>Each bubble uses locking hot water flasks (Consortium LINK) and tupperware to keep milk, tea, coffee and sugar in</p> <p>Particular attention paid to the cleaning of staff toilets throughout the day.</p> <p>All staff who might need to move between bubbles to wear visors or masks and have hand gel at the door to every classroom for staff moving between bubbles to use.</p> <p>Any adult who comes in to work here who is not from Antony School will wear a visor/ mask all the time. Reviewed and reduced</p> <p>All meetings in school will now need to be remote using Googlemeet, this will include school staff meetings and bulletin meetings on a Friday.</p> <p>Aside from admin staff, nobody should enter the school office.</p> <p>Wipe down shared equipment after use. Eg: photocopier, paper cutter, water boiler, door keyboards. Electronic equipment must be wiped down with alcohol wipes only.</p>	<p>Cleaning schedule/ check list implemented in classrooms and communal areas. 04/01/21</p>	
<p>Recruitment - Recruitment should continue as usual</p>			
<p>Supply teachers and other temporary or peripatetic teachers</p>	<p>Inform supply staff about our Covid risk assessments. Wear visors</p>		

<ul style="list-style-type: none"> - Schools can continue to engage supply teachers and other supply staff during this period 			
<p>Expectation and deployment of ITT trainees</p> <ul style="list-style-type: none"> - We strongly encourage schools to consider hosting ITT trainees 	NA		
<p>Safeguarding</p> <ul style="list-style-type: none"> - Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils - Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. 	<p>DSL will be on site every day during school closure.</p> <p>Safeguarding policy updated with new safeguarding contacts.</p> <p>Safeguarding Annex produced and published on school website. Jan 2021</p> <p>Exec Head has access to oversee safeguarding incidents and subsequent logs.</p>		
<p>Catering</p> <ul style="list-style-type: none"> - We expect that kitchens will be fully open from the start of the autumn term - School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19) 	<p>Separate eating areas and eating times. Outdoor areas utilised where possible. Food cooked off site and delivered. Jan 2021</p>		

<p>Estates</p> <ul style="list-style-type: none"> - We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school - It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe - Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. 	<p>windows will be open as well as fire doors where appropriate Pupils may wear extra clothing indoors</p>	<p>EH/ HOS covid compliance checks in every staff meeting as well as in monitoring checks</p>	
<p>Educational visits</p> <ul style="list-style-type: none"> - We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. - In the autumn term, schools can resume non-overnight domestic educational visits - As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult 		<p>DfE guidance states no educational visits should take place.</p>	

<p>the health and safety guidance on educational visits when considering visits.</p>			
<p>School uniform</p> <ul style="list-style-type: none"> - It is for the governing body of a school to make decisions regarding school uniform. - We would, however, encourage all schools to return to their usual uniform policies in the autumn term. - Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures 	<p>school uniform as usual, but with extra layers for warmth due to extra ventilation</p>		
<p>Extra-curricular provision</p> <ul style="list-style-type: none"> - Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term - Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. - Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in 	<p>None during school closure. See separate risk assessments</p>		

planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible.			
3. Curriculum, behaviour and pastoral support (CURRENTLY IN REMOTE LEARNING) See remote learning staff/ parent guides/ safeguarding annex and code of conduct.			
<p>The key principles that underpin advice on curriculum planning are:</p> <ul style="list-style-type: none"> education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. 			
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	normal curriculum from September		
Aim to return to the school's normal curriculum in all subjects by summer term 2021.			
Plan on the basis of the educational needs of pupils	assess children's gaps		
Develop remote education so that it is integrated into school curriculum planning	Google classroom continues to be used for flipped and blended learning		
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	2019 phonics screening test to take place in September. Assessments for other year groups later in the Autumn term		

<p>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, PE/sport, RE and RHE.</p>			
<p>Physical activity in schools</p> <ul style="list-style-type: none"> - Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. - Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. - Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures 	<p>Arena coaches will work with us again from September, with regularly cleaned equipment. Plymouth Argyle coaches to follow Covid risk assessment</p> <p>Coaches to keep socially distant.- wear visors. External only.</p>		
<p>Catch-up support</p> <ul style="list-style-type: none"> - Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs. 	<p>Identify pupils Identify gaps with assessment Establish catch up support</p>	<p>Unsure of budget or government constraints at the moment</p>	

Pupil wellbeing and support

- The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see [DfE - Supporting pupil and student mental wellbeing](#) for further details.
- The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the [events page](#) of the SEND Gateway.
- DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on [teaching about mental wellbeing](#), which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom

<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing 	<p>Learning to learn week activities</p>		
<p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</p>	<p>Identify children needing support in September's learning to learn week. Staff will already have a list of who they are concerned about from non attenders at July's transition evenings.</p>		
<p>Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school</p>			

nursing services have continued to offer support as pupils return to school			
Behaviour expectations <ul style="list-style-type: none"> - Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. - 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. 	<p>We will continue to use the school's sanctions and reward systems, but include new rules on avoiding actions which increase the risk of transmitting covid:</p> <ul style="list-style-type: none"> ● not following catch it, bin it, kill it ● avoiding following handwashing guidance 	New covid rule for behaviour display	
4. Assessment and accountability			
Primary assessment Statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes: <ul style="list-style-type: none"> ● the phonics screening check ● key stage 1 tests and teacher assessment ● the Year 4 multiplication tables check ● key stage 2 tests and teacher assessment ● statutory trialling Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020			
5. Contingency planning to provide continuity of education in the case of a local outbreak			

<p>Contingency plans for outbreaks</p> <p>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</p>			
<p>Remote education support</p> <p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> • 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 • give access to high quality remote education resources • 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 • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • 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. 	<p>We will go back to Google classroom or tapestry in this situation, starting immediately from day 1</p> <p>HLP’s ready for those who don’t have IT equipment</p>		
<p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects 	<p>AS during lockdown</p>		

<ul style="list-style-type: none"> • 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 • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • 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 • 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 • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers 			
<p>We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents's help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p>			

