



CORONAVIRUS RISK ASSESSMENT AND OUTBREAK MANAGEMENT PLAN

AUTUMN TERM 2021

RISK	PRIORITIES	CONTROLS	RESP
<p>1. Spreading of Germs and Contamination within the School Premises</p> <p>Level of Risk - High</p>	<p>1.1 Communication.</p>	<ul style="list-style-type: none">• School to put up sufficient signage around the school buildings, update the school's website with relevant information, issue letters and use social media for communication with parents and others, conduct regular school assemblies and staff meetings to ensure that all members of the school community and visitors understand the importance of following school expectations and public health advice and are promptly kept informed about any changes in respect to:<ul style="list-style-type: none">- Testing, self-isolation and the management of confirmed cases of COVID-19- Hand hygiene/washing routines- Respiratory hygiene such as 'catch it, bin it, kill it'- Drop-off and pick-up routines- Maintaining social distancing where practical and appropriate, such as at drop-off and pick-up times- Ensuring people with coronavirus symptoms do not enter the school premises- Implementing further temporary measures in response to any significant outbreaks of coronavirus in school i.e. where 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or where 10 % of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period• Liaise and seek advice from the Local Authority's Director of Public Health, Public Health England and/or the NHS in respect of agreeing any temporary measures in the case of a significant outbreak of coronavirus among members of the school community, and/or the emergence of a new variants and in supporting the NHS track and trace processes.• Ensure that all stakeholders understand that the school will seek to prioritise the ongoing education of the children and will only implement additional coronavirus measures as a last resort under, exceptional circumstances in line with Government guidance.	<p>Headteacher SLT Office Manager School keeper All school staff</p>

	<p>1.2 Preparing and managing the school environment.</p>	<ul style="list-style-type: none"> • Deep clean of the internal premises before the beginning of the Autumn Term. • Regular and rigorous cleaning routines. All areas being used to be thoroughly cleaned and work surfaces to be disinfected at the end of each day. • Monitor the quality of cleaning and adherence to agreed specifications and reporting any issues promptly to the School keeper. • Dispose of cleaning items which cannot be reused e.g. gloves, cloths into lidded/tied bins only. • Ensure there is good ventilation within each classroom, halls and other areas by keeping doors and windows open where possible and undertaking learning activities in outdoor areas where appropriate. Staff and pupils to be advised to wear warm clothing, especially during winter months. • Provide each classroom, staffroom and other areas with a sufficient supply of cleaning resources. • Staff to limit the amount of close contact with colleagues, including in the staff room. • Some of our school meetings with parents and other professionals will continue to be conducted either remotely, or in larger ventilated areas. 	<p>School Keeper Cleaning and premises team staff. Office Manager Teaching Staff</p>
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**1.3.
Implementing
clear and safe
routines for pupil
drop-off and pick-
up.**

- Ensure that all main doors, corridors and playground areas are kept clear and tidy.
- School gates to be opened at 8.40 am in the mornings
- Children wash their hands and walk straight to class to facilitate at 'soft start'.
- School gates to be opened at 3.00 pm in the afternoons for KS1 children and at 3.15 pm for KS2 Children.
- Nursery pick-up time will be at 11.30 am for mornings sessions and between 3.15 and 3.30 pm for the afternoon session.
- Four different gates will still be used for dismissal of children as shown in table below:

YEAR GROUP	HOME TIME	PICK UP GATE
6M and 6T	3.15 pm	Car Park Exit –B1
4M, 4J and 5T	3.15 pm	Gate near Church - B2
3C and 3M	3.15 pm	Main Gate - B2
1L ,1K abd 2E	3.00 pm	Main Gate - B1
Rec 1 and Rec 2	3.00 pm	Nursery Gate
Nursery	11.30 am or 3.30 pm	Nursery Gate

- Parents/carers to be encouraged to maintain social distancing where possible.
- Parents to avoid congregating or having prolonged conversations with those outside their own family group, and to minimise the amount of time they spend by the school gates.
- Parents/carers to be encouraged to ensure that they only enter the school premises if seriously needed or when asked by school staff.
- Children to enter the classroom independently.
- Only two parents/carers at a time to enter the school office foyer at any one time.
- Provide sufficient staff supervision during drop-off and pickup times to monitor routines, encourage adherence to school expectations and report any issues to the School's Leadership Team.

Headteacher
SLT
Family Liaison
officer
Office staff
School keeper

	<p>1.4 Implementing of procedures and routines for hand and respiratory hygiene.</p>	<ul style="list-style-type: none"> • All staff, pupils and visitors to the school to wash their hands on arrival and after lunch and break times. • Staff and children to have easy access to tissues, bins and hand gel. • Staff and children to follow ‘catch it, bin it, kill’ guidance and to be encouraged to cough or sneeze into their sleeve if tissues are not immediately accessible. • Teachers to regularly remind children of the importance of respiratory hygiene and washing hands and provide guidance in respect of ensuring children understand how to wash their hands thoroughly. 	<p>Teaching Staff Schoolkeeper Office Staff</p>
	<p>1.5 Managing lunchtimes</p>	<ul style="list-style-type: none"> • Lunch times will continue be staggered for Early Years Foundation Stage and Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 with tables thoroughly cleaned between sittings. • Any excess, unwanted food and packaging to be disposed of immediately after finishing eating and disposed of in a designated bin. • Each Year Group to have a designated eating area in the lunch hall. 	<p>Headteacher SLT Mid day meals supervisor Kitchen staff School keeper</p>
	<p>1.6 Use of Personal Protective Equipment(PPE) and face coverings</p>	<ul style="list-style-type: none"> • Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas. However Personal protective equipment (PPE) and face coverings will be used if staff need to support a child who has developed symptoms i.e. high temperature, a new, continuous cough and a loss or change to their sense of smell or taste. • Any vulnerable members of staff will be allowed to use face coverings. • Staff expected to use a face covering (unless exempt) when using public transport to travel to and from school. • Non-washable/cleanable PPE items will be disposed of immediately after use in a designated bins. • Staff working closely with pupils whose Special Educational Need/Disability may increase the risk of transmission e.g. a child who has a tendency to spit, will be encouraged to consider using a face covering for additional protection. • Parents/carers and adult visitors to the school will be encouraged to wear a face covering inside the premises when in enclosed or crowded spaces or when coming into contact with people that do not normally meet. 	<p>Headteacher SLT Office Manager School keeper</p>

	<p>1.7 Managing pupils, staff and visitors who show signs of being symptomatic of COVID-19 and those who receive a positive test.</p>	<ul style="list-style-type: none"> • Staff to continue to be encouraged to administer the lateral flow test and register the result twice each week. Where a member of pupil, member of staff or visitor shows signs being symptomatic of COVID-19 i.e. they are experiencing a high temperature, a new, continuous cough and a loss or change to their sense of smell or taste, or if receive a positive PCR test result, the following actions will be implemented: <ul style="list-style-type: none"> • Immediate isolation of individual to the designated welfare space. First aider to wear appropriate PPE whilst with dealing with the affected person. • Use of thermal thermometer to check temperatures. • The parent/carer or next of kin to be contacted and advised to arrange pick up as soon as possible. • The pupil's parent/carer, staff member or visitor concerned to be asked to obtain a PCR test e.g. using the link https://www.gov.uk/get-coronavirus-test and to self-isolate pending the outcome of the test. The parent/carer, staff member or visitor will be expected to contact the school and share the test result as soon as it has been received. <p>In the event of a positive PCR test the school will:</p> <ul style="list-style-type: none"> • Support the relevant parent/carer, member of staff or visitor in respect of identifying any close contacts within the school and encouraging them to book a PCR test as soon as possible. In the event of a member of staff testing positive. • in order to support the NHS Track and Trace processes, where a member of staff tests positive, the school will contact the NHSSelf Isolation Service Hub on 020 3743 6715 using the 8-digit NHS Track and Trace Code of the individual concerned. • Use MS Teams platform to providing remote comprehensive home learning opportunities for pupils who are isolating. The online lessons will be planned to best match the curriculum and learning in the classroom. 	<p>SLT Office Manager First Aiders Teaching Staff</p>
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	<p>1.8 Promoting positive pupil behaviour</p>	<ul style="list-style-type: none"> • Revise the School's Behaviour Management Policy to include a coronavirus addendum e.g. addressing social distancing, personalhygiene, use of equipment etc. • Guide, support and monitor staff in respect to the implementation of the policy and the use of appropriate sanctions if a pupil struggles to conform. • Provide individual Risk Assessments for pupils who are vulnerable to experiencing more serious behavioural issues which may require positive handling strategies by staff. 	<p>SLT Class Teachers Ms Raji</p>
	<p>1.9 Additional measures</p>	<ul style="list-style-type: none"> • Ensure that the additional vulnerability of individuals and groups e.g. those with medical conditions which categorise the person as being extremely clinically vulnerable and clinically vulnerable, those over 70 years of age, those who are pregnant and those from Black,Asian and Minority Ethnic backgrounds are considered and highlighted. In the case of pupils or staff who were previously shielding, this will include the implementation of an individual risk assessment. 	<p>Head of School Executive Headteacher</p>

		<ul style="list-style-type: none"> • Take details of visitors to the school in order that Track and Trace information can be easily shared if necessary. • Undertake regular half-termly reviews of our coronavirus Risk Assessment, procedures, routines and implement any changes in regard to DFE and Government guidance as and when required. • Ensure that through Risk Assessments for educational trips and visits include measures to promote COVID-safe environments. 	
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CORONAVIRUS OUTBREAK MANAGEMENT PLAN

<p>2. Responding to a significant outbreak of coronavirus within the school, the local community or the emergence of a concerning new variant</p> <p>Risk Level - High</p>	<p>2.1 Implementing the Coronavirus Outbreak Management Plan</p>	<p>Implement emergency further temporary measures according to Government guidance and in liaison with the Local Authority’s Director of Public Health, which may include the reintroduction of all or some of the following:</p> <ul style="list-style-type: none"> • Increase the window of time and implement a one-way system for dropping-off and picking-up children. • Expect all parents/carers and visitors to the school to wear face coverings when on school premises, unless exempt from doing so. • Expect all staff to wear face coverings when moving around the school and visiting areas outside their designated areas, unless exempt from doing so. • Separate pupils into Year Group Bubbles with designated areas inside and outside and implement staggered times for lunch time and break times to help avoid the mixing of pupils from different Year Groups. • Encourage children to socially distance from specialist teachers during music, Art and PE lessons. • In PE, avoid team games involving close contact and teach lessons outside whenever possible. If the hall is needed, this will be well ventilated and the lessons will avoid activities which involve vigorous cardio activity. • Restrict staff and pupil movement around the school and provide sufficient resources and equipment to enable them to function and takes breaks within their designated learning area. • Remove equipment and resources which are difficult to keep clean e.g. soft toys, dress-ups, cushions etc. • Further limit the number of staff members in the staff room at any one time to a maximum of 6 or close access completely. • Restrict car sharing among staff when travelling to and from school unless exceptional circumstances apply and then only in accordance with strict published guidance. • Provide opportunities for staff categorised as extremely clinically vulnerable to work from 	<p>Headteacher SLT Office Manager Teaching Staff</p>
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		<p>home.</p> <ul style="list-style-type: none"> • Encourage the use of pupil self-assessment and whole class marking where appropriate in order to reduce the necessity for the teachersto handle and mark books. • Ensure that rigorous registration procedures are put in place during times of national or local school closures. This will include strict adherence to the law and DFE guidance in regard to granting permission for children of critical/key workers to attend school when the parents/carers have no other reasonable child care options to enable them to keep working. • Restrict or suspend extra-curricular after school clubs and activities. • Restrict numbers of children attending wraparound care provision. • Postpone or cancel educational trips and visits. • Implement a rigorous programme for remote home learning through MS Teams platform which best matches the planned school curriculum and includes a mixture of recorded and live lessons. • Provide access to internet and laptop computers for eligible pupils. • Liaise with the Local Authority to provide meal vouchers for pupils eligible for Free School Meals who are required to learn remotely. 	
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<p>3. Pupils being subjected to emotional and physical abuse as a result of lockdown restrictions</p> <p>Level of Risk -</p>	<ul style="list-style-type: none"> • Revise Child Protection and Safeguarding Policy to include an addendum in accordance with coronavirus guidance such as additional safety measures. Communicate changes to relevant stakeholders and implement related actions accordingly. • Ensure all members of staff and relevant stakeholders are fully aware of any changes to the guidance and/or legislation contained within the DFE documents: <ul style="list-style-type: none"> - Keeping Children Safe in Education - Working together to Safeguard Children - EYFS Statutory Framework 	<p>SLT</p>
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<p>High</p>		
<p>4. Pupils and families experiencing emotional trauma as a result of the coronavirus outbreak and lockdown restrictions e.g.those who have suffered bereavement Level of Risk - Medium</p>	<ul style="list-style-type: none"> • Teachers to liaise with line managers and senior leaders to agree any support that could be offered to families experiencing significant challenges e.g. managing learning expectations, signposting other relevant agencies depending on the circumstances e.g. bereavement counselling, social stories to help manage anxieties. • Provide guidance to parents/carers and children in respect to maintaining emotional well-being including links to online resources via the website. • Teachers to keep in regular direct contact with pupils and families experiencing significant issues i.e. at least once a week. • Vulnerable pupils to be designated to a trained Emotional Literacy Support Assistant (ELSA) where appropriate. 	<p>SLT Teaching Staff Family liaison officer TA: ELSA Support</p>
<p>5. Pupils falling behind in learning as result of the lockdown restrictions Level of Risk - Medium</p>	<ul style="list-style-type: none"> • Teachers to use ongoing assessment strategies and communication with pupils and families to identify the needs of pupils who may have struggled to engage with home learning during lockdown periods. • Teachers to adapt learning activities and expectations to help to encourage and meet the needs of pupils who are vulnerable to falling behind. • Leadership Team to implement, oversee and monitor specific 'catch-up' learning programmes as appropriate. • Teachers to engage with the parents/carers of pupils who have fallen behind to help ensure that they we are working in partnership and establish a joint commitment to help improve rates of progress in learning and therefore reduce the risk of underachievement. • School to engage with relevant pupil tutoring catch-up initiatives and guidance from the Department for Education (DFE). • Ensure that the school does its utmost to encourage and accommodate all vulnerable pupils to attend school during times when national and local lock down measures are in place. 	<p>SLT All school staff</p>

<p>6. Staff experiencing emotional trauma as a result of the coronavirus restrictions e.g. those who have suffered bereavement</p> <p>Level of Risk - Medium</p>	<ul style="list-style-type: none"> • Staff to be given regular opportunities to communicate with school leaders and one another and share their concerns and anxieties and to make contributions towards the development and revision of strategic plans. • Provide guidance to staff on maintaining emotional well-being and signpost links to online and other resources. • Ensure that reasonable adjustments are made in respect to job roles and responsibilities in light of any difficulties a staff member may be experiencing. • Provide regular updates and allocate a reasonable number of tasks and use feedback to help all members of staff feel supported and valued. 	<p>SLT All school staff</p>