

NEWBURGH PRIMARY SCHOOL INFECTIOUS DISEASES RISK ASSESSMENT AND PLANS UPDATED FOR APRIL 2022

J Simpkins NPS

WARWICKSHIRE COUNTY COUNCIL

April 2022

Dear parents/carers

Risk Assessment and plans updated for April 2022

The following document sets out how we, at Newburgh Primary School, will balance delivering a broad and balanced curriculum with the measures needed to minimise the risks of infectious diseases, including coronavirus (COVID-19) transmission.

We appreciate that there will be many concerns and points of view and understand that the way different schools implement the requirements will differ based on their individual circumstances. We have made judgments, following Government, union and Local Authority advice and taking account of feedback from pupils, parents and staff, at a school level about how to balance minimising any risks infectious diseases, including coronavirus (COVID-19) by maximising control measures with providing a full educational experience for our pupils.

If you, or your child, have any comments, worries or concerns not covered here please contact me on admin2325@welearn365.com

Our Risk Assessment is a live document and this, and our plans, may change as conditions change and new advice is received.



Mrs J Simpkins
Headteacher

Updates following the announcement on living with COVID-19

On Tuesday 29 March, the Secretary of State for Health and Social Care, Sajid Javid, set out the next steps for living with COVID-19 in England from Friday 1 April. Most of the COVID-19 specific guidance for education and childcare settings will now be withdrawn from GOV.UK.

Guidance specific to education and childcare that settings should now refer to includes:

[UK Health Security Agency \(UKHSA\) health protection in education and childcare settings](#)
[DfE emergency planning and response](#)
[DfE good estate management for schools](#)

New and updated UKHSA guidance for the general population, which will also be relevant to education and childcare settings, includes:

- [guidance for people with symptoms of a respiratory infection including COVID-19, or a positive test result for COVID-19](#)
- [living safely with respiratory infections, including COVID-19](#)
- [ventilation of indoor spaces to reduce the spread of COVID-19 and other respiratory infections](#)
- [COVID-19 guidance for people whose immune system means they are at higher risk](#)

It is expected that Educational Settings will continue to:

- Promote full vaccination of all staff, alongside promoting vaccination among appropriate pupils and parents.
<https://www.gov.uk/government/publications/covid-19-vaccination-resources-for-children-aged-5-to-11-years/a-guide-for-parents-of-children-aged-5-to-11-years>
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- Ensure good hygiene for everyone.
- Maintain appropriate cleaning regimes.
- Keep occupied spaces well ventilated.
- Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

The Local Authority and local Public Health will continue to support schools that want to keep some mitigations/measures in place to minimise/prevent transmission of infection, such as consistent groupings. We will continue to keep this position under review based on infection rates in the county and any other relevant considerations.

To prepare for this we will:

- review and where necessary, update our risk assessment
- make sure we are following the system of controls to minimise the risk of infection.
- have a contingency plan in place for outbreaks in our school.
- communicate any changes in our processes to parents.

Risk Assessment and local arrangements for Newburgh Primary School

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting. It is good practice to treat risk assessments as a “living document” which is kept under review, especially having regard to changing circumstances.

A requirement that people who are ill stay at home

Guidance has always been if you are unwell and highly symptomatic do not go to school or work, as we do not want colds, flu or gastroenteritis equally spreading in these environments.

The main symptoms of COVID-19 are a recent onset of any of the following:

- a new continuous cough
- a high temperature
- a loss of, or change in, your normal sense of taste or smell (anosmia)

According to the NHS the signs of COVID-19 that people should look out for also include:

shortness of breath;
 feeling tired or exhausted;
 an aching body;
 a headache;
 a sore throat;
 a blocked or runny nose;
 loss of appetite;
 diarrhoea;
 feeling sick or being sick.

A note on the NHS website adds: "The symptoms are very similar to symptoms of other illnesses, such as colds and flu."

Symptomatic and asymptomatic testing (PCR and LFT) will cease for the majority of the population

Many people with COVID-19 will no longer be infectious to others after 5 days. If you have a positive COVID-19 test result, try to stay at home and avoid contact with other people for 5 days after the day you took your test. There is [different advice for children and young people aged 18 and under](#).

Control Measures:

1. Ensure good hygiene for everyone.
2. Maintain appropriate cleaning regimes.
3. Keep occupied spaces well ventilated.
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

	<p><u>Admitting children into school</u></p> <p>In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others. If a parent or carer insists on a pupil attending school, we may take the decision to refuse the pupil if, in our reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Any decision would be carefully considered in light of all the circumstances and current public health advice.</p> <p>If a child or young person has a positive COVID-19 test result they should try to stay at home and avoid contact with other people for 3 days after the day they took the test, if they can. After 3 days, if they feel well and do not have a high temperature, the risk of passing the infection on to others is much lower. This is because children and young people tend to be infectious to other people for less time than adults.</p> <p>Children and young people who usually go to school, college or childcare and who live with someone who has a positive COVID-19 test result should continue to attend as normal.</p>	
<p>Robust hand and respiratory hygiene</p>	<p>Hand hygiene Frequent and thorough hand cleaning should now be regular practice. We will continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.</p> <p>Respiratory hygiene</p> <p>The ‘catch it, bin it, kill it’ approach continues to be very important. The e-Bug COVID-19 website contains free resources, including materials to encourage good hand and respiratory hygiene.</p>	

<p>Enhanced cleaning arrangements</p>	<p>Cleaning schedule ensures cleaning is enhanced and includes:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms and shared areas • frequently touched surfaces being cleaned more often than normal • toilets cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet • UKHSA has published guidance on the cleaning of non-healthcare setting 	
<p>Reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable</p>	<p>It is no longer recommend that it is necessary to keep children in consistent groups ('bubbles').</p> <p>Our outbreak management plans cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.</p> <ul style="list-style-type: none"> • The school will engage with the local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff. • 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- these will be provided by the school and must not be brought in from home. • It is recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as bags, lunch boxes, hats, coats, books.. • Cloakrooms will be used, Small bags only to save space in cloakrooms and corridors. • Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use of PPE in education, childcare and children's social care settings provides more information on the use of PPE for COVID-19. 	

	<p>Face coverings Face coverings are no longer advised for pupils, staff and visitors in classrooms or communal areas. A director of public health might advise us that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt)</p>	
School Operations		
Transport	<p>Parents, staff and pupils are encouraged to walk or cycle to school if at all possible. Families using public transport should refer to the safer travel guidance for passengers https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p>	<p>Park safely- not on the corners opposite the school, in front of the school gates, on the zig zag lines or across our neighbours drives.</p>
Attendance expectations	<p>School attendance will be mandatory for all pupils. The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) • the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>The school is responsible for recording attendance, following up absence and reporting children missing education to the local authority.</p>	
Support staff and visiting specialists	<p>Appropriate support will be made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p>	
Supply teachers and other temporary or peripatetic teachers	<p>Supply staff and other temporary workers can move between schools. 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.</p>	
Safeguarding	<p>When a vulnerable pupil is ill, we will:</p> <ul style="list-style-type: none"> • notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head 	

	<ul style="list-style-type: none"> • agree with the social worker the best way to maintain contact and offer support We have procedures in place to: • keep in contact with them to check their wellbeing and refer onto other services if additional support is needed 	
Good ventilation	<p>Good ventilation and maximising this wherever possible will be ensured. To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused) <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>	<p>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</p> <p>Siting of the Medi 8 HEPA filters in every classroom.</p> <p>Use of CO2 monitors in every classroom.</p>
School uniform	<p>Uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p> <p>Uniforms do not need to be cleaned:</p> <ul style="list-style-type: none"> • more often than usual • using different methods <p>We will help parents who have difficulty obtaining uniform items or are experiencing financial pressures.</p>	<p>Shoes should be flat sole/low heels – suitable for running and playing in.</p> <p>On days that a class have PE they are able to attend school in their PE uniform.</p> <p>Children attending sports clubs on uniform days must change into PE kit before their club. Changing rooms are available.</p>

Extra-curricular provision and clubs	<p>Clubs will resume and year groups will mix to allow more opportunities and choice of activities.</p> <p>Inter school competitions will resume.</p>	
School workforce	<p>Staff levels will be a factor that will need to be considered when determining how a school can continue to operate safely.</p> <p>As in normal times, a reduction in staffing levels could necessitate a partial or full school closure. Schools should communicate this to parents in the way they normally would for short-notice school closures.</p> <p>Staff who are pregnant</p> <p>Employers will conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).</p> <p>If a school is notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, the employer will check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, the employer must take appropriate sensible action to reduce, remove or control them.</p> <p>Employer health and safety and equalities duties</p> <p>Schools have a legal obligation to protect their employees, and others, from harm and we will continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.</p> <p>Supporting staff</p> <p>Governing boards and school leaders will have regard to staff (including the headteacher) work life balance and wellbeing. The school will ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. All employers have a duty of care to their employees, and this extends to their mental health. Information about the extra mental health support for</p>	<p>The Education Support Partnership http://www.educationsupport.org.uk/ provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>

	<p>pupils and teachers https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers is available.</p> <p>Staff deployment The school may need to alter the way in which we deploy our staff, and use existing staff more flexibly.</p> <p>Expectation and deployment of ITT trainees and students ITT trainees have the potential to play a significant role in supporting schools. This school will host ITT trainees and students.</p>	
Curriculum, behaviour and pastoral support		
Curriculum	<p>Our Blended Learning Policy reflects the DFE requirements during a National Lockdown or partial closure.</p> <ul style="list-style-type: none"> • Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in 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. 	
RHE	<p>Relationships and Health Education (RHE) for primary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by summer term 2021, with particular attention to the importance of positive relationships, as well as mental and physical health.</p>	<p>A new scheme has been purchased and shared with staff and parents. RHE</p>
Reception	<p>For pupils in Reception, teachers will assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. All groups of children will be given opportunities for outdoor learning.</p>	
KS1 and 2	<p>For pupils in key stages 1 and 2, priority will be to 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 will remain</p>	

	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.	
Music, dance, drama	We will continue teaching music, dance and drama as part of our school curriculum, as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place and precautions will be taken.	Good ventilation, hand washing and enhanced cleaning.
Physical activity in schools	Outdoor sports will be prioritised where possible, and halls used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.	
Catch-up support	The National Tutoring Programme will be accessed to deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening.	Additional 1/1 and small group tutoring programmes
Pupil wellbeing and support	Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. We will use pastoral and extra-curricular activities to: <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 	Increased Pastoral and counselling support in school.
Educational visits	Full and thorough risk assessments will be made in relation to all educational visits and any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP) .	

Assessment and accountability		
Inspection	It is intended that Ofsted will return to a full programme of routine inspections from September 2021 and will aim to inspect every state-funded school within the next 5 academic years. This will mean an extension of up to 6 terms in the inspection interval for those schools not inspected since the start of the pandemic.	
Primary assessment	<p>As a result of the ongoing implications of the Covid-19 outbreak, arrangements for these assessments may change at relatively short notice.</p> <ul style="list-style-type: none"> • Key Stage 1 and 2 National Curriculum assessments; • Year 1 phonics check; • Year 4 multiplication check; • Reception Baseline Assessment; and • the Early Years Foundation Stage Profile 	
Accountability expectations	Data based on exam and assessment results from summer 2022 will be published in performance tables.	