

# NEWBURGH PRIMARY SCHOOL RISK ASSESSMENT AND PLANS UPDATED FOR JANUARY 2021

J Simpkins NPS

WARWICKSHIRE COUNTY COUNCIL

January 2021 updated update again

Dear parents/carers

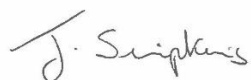
**Risk Assessment and plans updated for January 2021 ( National Lockdown3)**

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 coronavirus (COVID-19) transmission during the partial closure of schools.

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 from 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](mailto: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

## GOV.UK – Partial Closure of schools

Guidance partial closure of schools - GOV.UK (Updated 18 /01/ 2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

This guidance has been prepared with input from school leaders, unions and sector bodies and in consultation with PHE and the Health and Safety Executive (HSE). This guidance is under review and updated as necessary.

*During the period of national lockdown, schools, alternative provision (AP), special schools, colleges and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). All other pupils and students should not attend and should learn remotely until February half term.*

*Limiting attendance does not suggest that schools and colleges have become significantly less safe for young people. Instead limiting attendance is about supporting the reduction of the overall number of social contacts in our communities.*

### Public health advice to minimise coronavirus (COVID19) risks

*The system of controls set out in this section provides a set of principles for infection control and if schools follow this advice and maximise the use of these control measures, they will effectively minimise risks of viral transmission. All elements of the system of controls are essential. All schools must cover all key elements, but the way different schools implement some of the requirements will differ based on their individual circumstances. Where something is essential for public health reasons in this section, as advised by Public Health England (PHE), we have said 'must'. Where there is a legal requirement we have made that clear. This guidance does not create any new legal obligations.*

*These measures remain just as important during the period where attendance is limited to only vulnerable children and young people, and the children of critical workers.*

*Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and plans that address the risks identified using the system of controls, with which schools will now be familiar. Essential measures*

*include:*

- a requirement that people stay at home if they:*
- are ill with virus symptoms*
- have tested positive, even if asymptomatic*
- have been advised by NHS Test and Trace to do so*
- are household members of a positive case, even if that case is asymptomatic*
- are required to self-isolate for travel-related reasons*
- robust hand and respiratory hygiene*
- enhanced cleaning and ventilation arrangements*
- active engagement with NHS Test and Trace*
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible*
- minimise the potential for contamination so far as is reasonably practicable*

*How contacts are reduced will depend on the school's circumstances, including how many children need to attend during this period, and will (as much as possible) include:*

- keeping children in consistent groups*
- avoiding contact between groups*
- arranging classrooms with forward facing desks*
- staff maintaining distance from pupils and other staff as much as possible*

### 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. Schools should have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19). It is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed). It is good practice to treat risk assessments as a “living document” which is kept under review, especially having regard to changing circumstances.

Public Health		
A requirement that people who are ill stay at home	<p>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.</p> <p>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-developsymptoms-of-coronavirus">www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-developsymptoms-of-coronavirus</a>, or have tested positive in at least the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). Updated to reflect that the requirement to self-isolate if you test positive or are contacted by NHS Test and Trace and asked to self-isolate has changed from guidance to law.</p> <p>All schools must follow this process and ensure all staff are aware of it:</p> <p>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' <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a>, which sets out that they should self-isolate for at least 10 days and should arrange to have a test <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a> to see if they have coronavirus (COVID-19).</p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.</p> <p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <p>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.</p>	<p><b>System of controls</b></p> <p>This is the set of actions schools must take.</p> <p>They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.</p> <p><b>Prevention</b></p> <ol style="list-style-type: none"> <li>1) Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home do not attend school.</li> <li>2) Where recommended, the use of face coverings in schools.</li> <li>3) Clean hands thoroughly more often than usual.</li> <li>4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</li> <li>5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</li> <li>6) Minimise contact between individuals and maintain social distancing wherever possible.</li> <li>7) Where necessary, wear appropriate personal protective equipment (PPE).</li> </ol>

	<p>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. PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them <b>do not</b> 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 they have been requested to do so by NHS Test and Trace.</p> <p>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. 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).</p> <ul style="list-style-type: none"> <li>• If you have one of the top three symptoms, self-isolate and book a test.</li> <li>• If you are unwell – as before Coronavirus - remain home, if you can, whilst highly symptomatic.</li> <li>• The top three symptoms of Coronavirus are a cough, high temperature and loss of sense of smell or taste. If you have these symptoms it is very likely you have coronavirus</li> </ul> <p>There are more symptoms associated with coronavirus than the top three symptoms. These include severe fatigue (feeling unwell), sore throat or gastrointestinal issues can be the only symptoms exhibited, as such although these are more likely to be another illness, these can be a sign of Coronavirus.( Public Health advice 23.10.20)</p>	<p>8) Always keeping occupied spaces well ventilated.</p> <p>Numbers 1 to 5, and number 8, must be in place in all schools, all the time.</p> <p>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 7 applies in specific circumstances.</p> <p>Response to any infection</p> <p>9) Engage with the NHS Test and Trace process.</p> <p>10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.</p> <p>11) Contain any outbreak by following local health protection team advice.</p> <p>Numbers 9 to 11 must be followed in every case where they are relevant.</p>
Robust hand and respiratory hygiene	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Pupils will instructed and supervised to clean their hands regularly, including when they arrive at school, when they return from breaks and before eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p> <p>Additional hand washing and hand sanitiser ‘stations’ are available so that all pupils and staff can clean their hands regularly. Good respiratory hygiene by promoting the</p>	

	<p>'catch it, bin it, kill it' approach continues to be very important so we will ensure that enough tissues and bins are available in the school to support pupils and staff to follow this routine.</p> <p>As with hand cleaning, we will 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 <a href="https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus">https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus</a> contains free resources for schools and parents, including materials to encourage good hand and respiratory hygiene.</p> <p>Public Health England does not (based on current evidence) recommend the use of face coverings in primary schools. This evidence will be kept under review. They are not required in primary schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.</p> <p>Parents and staff are asked to wear face covering at drop off and pick up times and when entering the office area.</p> <p>Staff and visitors at Newburgh are asked to wear face coverings when arriving at and departing from school, when greeting and dismissing children to their parents and in corridors and communal areas where appropriate and sufficient social distancing is not possible. "In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</p> <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided."</p> <p><b>Further guidance on face coverings</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Safe working in education, childcare and children's social care provides Face coverings in education settings</a></li> </ul>	
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Enhanced cleaning arrangements	<p>Cleaning schedule ensures cleaning is enhanced and includes:</p> <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms and shared areas</li> <li>• frequently touched surfaces being cleaned more often than normal</li> <li>• toilets cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet</li> </ul> <p>Public Health England has published revised guidance for cleaning non-healthcare settings <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a> to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</p>	
Asymptomatic testing	<p>Staff engage with asymptomatic testing</p> <p><a href="https://www.warwickshire.gov.uk/covidcommunitytesting">https://www.warwickshire.gov.uk/covidcommunitytesting</a></p> <p>Asymptomatic testing, twice weekly, for staff in primary schools begins 25.01.21</p>	
Active engagement with NHS Test and Trace	<p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• book a test <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a> if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace self-isolate <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-homeguidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-homeguidance-for-households-with-possible-coronavirus-covid-19-infection</a> if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</li> </ul> <p>Schools will ask parents and staff to inform them immediately of the results of a test:</p>	<p>Having a test at a testing site will deliver the fastest results. The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils</p> <p>Test kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests</p>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.</li> </ul> <p>Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</p>	<p>kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19)</p>
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	<p><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a> . They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</li> </ul> <p><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></p>	<p><b>Parents to wear a face covering ( if able to) and observe social distancing rules when dropping or waiting for their child and to leave the school grounds in a timely and orderly manner. Groups must not stop and chat on the premises or outside of the school gates.</b></p>
Reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable	<p>The overarching principle to apply is reducing the number of contacts between children and staff. This will be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals.</p> <ul style="list-style-type: none"> <li>• grouping children together in <b>class</b> group sized ‘bubbles’ <b>where possible ( year group for Reception and Y1)</b> avoiding contact between groups- staggered start of day, end of day, break, lunch, <b>no assemblies, except virtually. Tables are separated in lunch halls for class bubbles.</b></li> <li>• staff maintaining distance from pupils and other staff as much as possible</li> <li>• where staff need to move between classes and year groups, they will try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. It is recognised this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer. <b>Movement between classes/ bubbles has been further reduced. By changing staff timetables to lessen contacts.</b></li> <li>• movement around the school site will be kept to a minimum.</li> <li>• face coverings, where pupils and staff use them, must be removed safely on arrival at school. Pupils must be instructed not to touch the front of their face covering during use or when removing it. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face</li> </ul>	<p>Parents’ evening will be held virtually</p> <p>Meetings between staff and parents, will take place online or by phone.</p> <p>Parents entering the grounds and office area are asked to wear a face covering, if they are able to do so.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible.</p> <p>Use of staff rooms should be minimised, although staff must still</p>

	<p>coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> <ul style="list-style-type: none"> <li>• Supply teachers, peripatetic teachers and other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. They should also participate in schools' rapid testing programmes where these have been established. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</li> <li>• Guidance on physical distancing and hygiene will be explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors.</li> <li>• 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.</li> <li>• 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.</li> <li>• Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment will 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.</li> <li>• It is recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books. Small bags (to avoid too much space) are allowed.</li> <li>• Cloakrooms will not be used.</li> <li>• Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided.</li> </ul>	<p>have a break of a reasonable length during the day.</p>
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	<ul style="list-style-type: none"> <li>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. <b>PPE will be worn by staff on first aid duty.</b></li> </ul>	
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 <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></p>	
Attendance expectations	<p>During the period of national lockdown, primary schools will remain open to vulnerable children and young people and the children of critical workers only. All other pupils should receive remote education. Pupils who are self-isolating should not attend school. Clinically extremely vulnerable pupils are also advised not to attend school.</p> <p>Schools will continue to record attendance in the register. Schools will follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we will authorise the absence during this national lockdown period. Absence will not be penalised.</p>	
Pupils and staff who are shielding or self-isolating	<p><a href="#"><u>Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</u></a></p> <p><b>Updates 7<sup>th</sup> January 2021</b></p> <p><b>Following the reintroduction of shielding, clinically extremely vulnerable staff are advised that they should not attend the workplace</b></p> <p><b>Clinically vulnerable staff can continue to attend school where it is not possible to work from home. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</b></p>	

	<p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.</p> <p>People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings</p>	
Support staff and visiting specialists	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.	
Supply teachers and other temporary or peripatetic teachers	Supply staff and other temporary workers can move between schools, but school leaders will consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.	
Safeguarding	The Child protection policy has been reviewed to reflect the move to remote education for most pupils.	
Catering	Our kitchens are currently open, for hot and cold food options, food parcels / vouchers will be available for FSM pupils.	
Good ventilation	<p>Good ventilation and maximising this wherever possible will be ensured, for example, opening windows and propping open doors, as long as they are not fire doors, where safe to do so (bearing in mind safeguarding in particular). External doors may be closed.</p> <p>Further advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a>.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</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>

	<ul style="list-style-type: none"> <li>opening high level windows in preference to low level to reduce draughts</li> <li>increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused)</li> <li>providing flexibility to allow additional, suitable indoor clothing. For more information see <a href="#">School uniform</a></li> <li>rearranging furniture where possible to avoid direct drafts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>	Additional layers of indoor clothing may be worn in addition to normal school uniform' eg base layers, fleeces etc that do not inhibit the ability to work in the classroom.
School uniform	Comfortable, warm clothing suitable for outdoors and PE activities should be worn.	Shoes should be flat sole/low heels – suitable for running and playing in-
Extra-curricular provision and clubs	This provision is paused during lockdown.	
School workforce	<p>Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</p> <p>Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.</p> <p>Teachers PPA time may be taken at home to reduce numbers on site.</p> <p>All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission.</p> <p>Individuals who are clinically extremely vulnerable are advised to work from home and where this is not possible, they should not go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past, most recently in November 2020.</p>	<p>Our Risk assessment, completed using the Local Authorities toolkit, has been submitted to and validated by the Local Authority.</p> <p>The Education Support Partnership <a href="http://www.educationsupport.org.uk/">http://www.educationsupport.org.uk/</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>



Staff levels will be a factor that will need to be considered when determining how a school can continue to operate safely.

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.

#### **Staff who are pregnant**

Employers will conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).

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.

#### **Employer health and safety and equalities duties**

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.

#### **Supporting staff**

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 pupils and teachers <https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers> is available.

#### **Staff deployment**

The school may need to alter the way in which we deploy our staff, and use existing staff more flexibly.

#### **Recruitment**

Recruitment will continue as usual.



	<b>Expectation and deployment of ITT trainees and students</b> Demand for teacher training is high this year and there is a risk that insufficient training places will be available. ITT trainees have the potential to play a significant role in supporting schools. This school will host ITT trainees and students.	
Curriculum, behaviour and pastoral support		
Curriculum	Our Blended Learning Policy reflects the DFE requirements during a National Lockdown or partial closure.	
RHE	Relationships and Health Education (RHE) for primary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.	A new scheme has been purchased and will be shared with staff and parents in the spring term.
Reception	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.	
KS1 and 2	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 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	Schools have the flexibility to decide how music, dance and drama will be provided to pupils attending school while following the measures in their system of controls.	
Physical activity in schools	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 will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. 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	<p>The Government have announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most. We will spend our allocation of this funding on catch-up support to assess and address individual needs.</p> <p>A National Tutoring Programme <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/">https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/</a> 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.</p>	Some additional 1/1 and small group tutoring programmes will begin in the spring term. Some interventions delayed by third lockdown.
Pupil wellbeing and support	<p>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.</p> <p>The return to remote learning for most will limit pupils' social interaction with their peers, carers and teachers, which may have an impact on wellbeing. Live lessons will allow contact between pupils and the teacher to support their well-being. We are also setting work to ensure children are actively learning, which is good for their mental well-being.</p> <p>Our pastoral learning mentor can be reached on <a href="mailto:pastoral2325@welearn365.com">pastoral2325@welearn365.com</a></p>	<p>To support this, teachers may access the free MindEd learning platform for professional <a href="https://www.minded.org.uk/">https://www.minded.org.uk/</a> which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub <a href="https://covid.minded.org.uk/">https://covid.minded.org.uk/</a> with advice and tips for frontline staff.</p>
Behaviour expectations	Our Behaviour policy has been updated to set clear, reasonable and proportionate expectations of pupil behaviour, including the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions. This is particularly important when considering restrictions on movement within school and new hygiene rules. We need to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and will also consider how to build new expectations into our rewards system.	
Assessment and accountability		

Inspection	For state-funded schools, the intention is that routine, graded Ofsted inspections will not be reintroduced until the summer term. During the spring term, it is intended that inspectors will conduct monitoring inspections in schools most in need of support - inadequate schools and some schools that require improvement. These monitoring inspections will not be graded, and will focus on matters that are particularly relevant at this time such as curriculum and teaching (including remote education), Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.	
Primary assessment	The statutory key stage 1 and key stage 2 tests and teacher assessments planned for summer 2021, including the key stage 2 tests in reading and mathematics will not take place.	
Accountability expectations	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.	
Contingency planning to provide continuity of education in the case of a local outbreak		
Remote education support	<p>The remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:</p> <ul style="list-style-type: none"> <li>• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>• Key Stage 2: 4 hours a day</li> </ul>	<p>At Newburgh, we have developed our use of the Microsoft Office 365 Education to improve the quality of our provision and, where possible, to enable more face to face contact with teachers.</p> <p>Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day for KS1 and 4 hours for KS2, on average, across the school cohort</p>

Access to devices	<a href="https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19</a> These will be available for disadvantaged pupils and clinically extremely vulnerable children unable to attend school. These devices will be owned by the school and provided to children who would otherwise be unable to access remote education.	
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