# **All Saints Church School September 2021 Risk Assessment**

**This risk assessment is separated into 2 distinct areas:**

**· Part A focuses on our step-down arrangements for normal running as of September 7th 2021.**

**· Part B focuses on our step up due to an outbreak of covid.**

#### **Government Guidance is in BOLD italics**

**School Actions in green**

## **PART A – STEPPED DOWN** Risk Matrix

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Severity | | | | | | Likelihood | 1. Minor Injuries | 1. Significant injury | 1. Serious Injury | 1. Major Injury | 1. Fatality | | 1. Very Unlikely | 1 | 2 | 3 | 4 | 5 | | 1. Unlikely | 2 | 4 | 6 | 8 | 10 | | 1. Feasible | 3 | 6 | 9 | 12 | 15 | | 1. Likely | 4 | 8 | 12 | 16 | 20 | | 5.Very Likely | 5 | 10 | 15 | 20 | 25 | |
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| **Hazard Observed:** Children and/or staff will transmit or become infected with COVID-19 | | With no Controls  Severity: 5  Likelihood:3  **Risk Rating:15**  **With Controls**  Severity: 5  Likelihood: 1  **Risk Rating: 5** | |
| **Who is affected:**    Children, staff and anyone in contact with the above | |
| **Control** | **Additional Detail** | | **Date initiated and Oversee by** |
| Ensure good hygiene for everyone. | **Hand hygiene** ***Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.***  Ensure everyone is advised to clean their hands thoroughly and more often than usual Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser.  Children are required to wash hands during the day at All Saints:  Before leaving for school from home  When arriving at school - anti-bac soap  Before handing food - anti-bac soap  After toilet – anti-bac soap  After break – anti-bac soap  After Sport – anti-bac soap  When leaving school - anti-bac soap  Sanitiser stations are also placed around the school – entry to classrooms, school hall, office area, foyer and corridors  Impact of regular hand washing.  Parents are able to send in hand cream to offset hand washing issues. This is not to be shared and must remain in their bags and must be applied by the child themselves.  In class teaching of how to be cleanliness  • Washing hands  • Sneezing  • Talking closely to people’s faces.  • Make sure children know to say if they feel unwell  We have considered:  • whether we have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly  • if we need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative (individuals can bring their own hand sanitisers if they have a sensitivity to ingredients).  • building hand washing routines into our school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them.  ***Respiratory hygiene***  ***The ‘catch it, bin it, kill it’ approach continues to be very important.***  Pupils who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ may also need more opportunities to wash their hands.  Staff will help pupils with complex needs to clean their hands properly.  ***The***[***e-Bug COVID-19 website***](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus)***contains free resources for you, including materials to encourage good hand and respiratory hygiene.*** **Use of personal protective equipment (PPE)** ***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***](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care)***provides more information on the use of PPE for COVID-19.*** | |  |
| **Maintain appropriate cleaning regimes.** | **You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.**  TAs to clean all frequently touched surfaces, e.g., door handles, light switches (break time and after lunch/ or as required).  Each Classroom will have a cleaning sheet that is ticked or signed after the cleaning process is complete. Each class has the ability to manipulate the rota to reflect their time table.  Appropriate cleaning materials have been purchased and have continued to be used throughout the pandemic.  Equipment which is shared by all staff where close respiratory contact has been made e.g. communal use of phone hand sets, should be wiped after use using an anti-bac wipe.  Any rubbish from the lidded bins of which a suspected/confirmed infectious person has used is to be bagged and tied up and placed into another bag and tied up. This bag then needs to be stored separately until it is confirmed if the person is infectious. Public Health England will advise  Posters are already placed in all key areas of the school.  Cleaning equipment stations   * Halls * Staffroom * Office * Playground/ field * Intervention and library area * Practical areas   Lidded bins in all classrooms.  **PHE has published guidance on the**[**cleaning of non-healthcare settings**](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)**.** | |  |
| Keep occupied spaces well ventilated. | ***When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.***  ***You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays.***  ***Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.***  ***If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.***  ***Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers’ recommendations.***  ***Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).***  ***You should balance the need for increased ventilation while maintaining a comfortable temperature.***  ***The***[***Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic***](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/index.htm)***and***[***CIBSE COVID-19 advice***](https://www.cibse.org/coronavirus-covid-19)***provides more information.***  ***DfE is working with Public Health England, NHS Test and Trace, and the Scientific Advisory Group for Emergencies (SAGE) on a pilot project to measure CO2 levels in classrooms and exploring options to help improve ventilation in settings where needed.***  **When school is in operation, we ensure it is well ventilated and a comfortable teaching environment is maintained. This is achieved by a variety of measures including:**  • natural ventilation – opening windows (in cooler weather windows will 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 will also assist with creating a throughput of air. If necessary external doors may be opened.  **To balance the need for increased ventilation while maintaining a comfortable temperature, we consider:**  • opening high level windows in colder weather in preference to low level to reduce draughts  • increasing the ventilation while spaces are unoccupied (TAs to open windows wider during break and lunch, when a room is unused)  • providing flexibility to allow additional, suitable indoor clothing – vests and t-shirts maybe worn underneath school shirts/polo shirts and coats if necessary. Parents to be informed of this.  • rearranging furniture where possible to avoid direct draughts. Heating will be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.  **Room Occupancy: windows open**  Classrooms: no limit  2 people small kitchen - Poor ventilation  Julie’s Office – 3 people  No limit Main office  No limit Head Teacher’s office  No limit Group Room  No limit staffroom  No limit office reception area  No limit school hall  No limit intervention area  **Poor ventilation:**  2 people only in caretaker’s office (open window at all times)  Stock Cupboard: Poor ventilation 1 adult  No limit Library area – doors from office/ staffroom to be kept open to allow air flow. | |  |
| Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19. | **When an individual develops COVID-19 symptoms or has a positive test**Close contacts of a positive COVID-19 case in all education and childcare sectors From Monday 16 August unvaccinated young people up to the age of 18 years and 6 months and fully vaccinated adults, are no longer required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19.  Those identified as a close contact will be informed by NHS Test and Trace that they have been in close contact with a positive case and advised to take a PCR test. We strongly encourage all individuals to take a PCR test if advised to do so. There is no requirement to self-isolate while awaiting PCR test results and so individuals can attend their setting as usual.  Children and young people who attend an education or childcare setting and who have been identified as a close contact, should continue to attend their setting as normal.  18-year-olds will be treated in the same way as children and young people until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.  ***Pupils, staff and other adults should follow public health advice on***[***when to self-isolate and what to do***](https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/)***. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).***  ***If anyone in your school develops***[***COVID-19 symptoms***](https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/)***, however mild, you should send them home and they should follow public health advice.***  ***For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.***  ***If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the***[***use of PPE in education, childcare and children’s social care settings***](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care)***guidance. Any rooms they use should be cleaned after they have left.***  ***The household (including any siblings) should follow the PHE***[***stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection***](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)***.***  Pupils with symptoms will be isolated and supervised in the Annex until collection.  ***Asymptomatic testing***  ***Testing remains important in reducing the risk of transmission of infection within schools. That is why, whilst some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.***  ***Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.*** **Confirmatory PCR tests** ***Staff and pupils with a positive LFD test result should self-isolate in line with the***[***stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection***](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)***. They will also need to***[***get a free PCR test to check if they have COVID-19***](https://www.gov.uk/get-coronavirus-test)***.***  ***Whilst awaiting the PCR result, the individual should continue to self-isolate.***  ***If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn’t have COVID-19 symptoms.***  ***Additional information on***[***PCR test kits for schools and further education providers***](https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers)***is available.***  ***Other considerations***  ***All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend.***  ***Further information is available in the guidance on***[***supporting pupils at school with medical conditions***](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)***.***  ***You should ensure that key contractors are aware of the school’s control measures and ways of working.***  ***Admitting children into school***  ***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 your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.***  ***Attendance***  ***School attendance is mandatory for all pupils of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school.***  ***Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).***  ***For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the***[***school attendance guidance***](https://www.gov.uk/government/publications/school-attendance)***.*** | |  |
|  | ***Mixing and ‘bubbles’ at All Saints*** ***We no longer recommend that it is necessary to keep children in consistent groups (‘bubbles’). This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term. If your school is still open in the week commencing 19 July, you may wish to continue with these measures until the end of your summer term.***  ***As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch.***  ***You should make sure your 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.***  ***Any decision to recommend the reintroduction of ‘bubbles’ would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.***  All classes will be able to mix during the Autumn term and bubbles will no longer be in use unless we have to ‘step up’ mitigations due Covid cases and advice from PHE.  Lunch times and break times will therefore resume to pre-covid organisations.  Bus registers will be taken in the hall as per pre-lockdown – however children will still be required to stay in their classes and to face forward. Windows will be open for ventilation and the high vaulted ceiling will assist in air circulation.  Wrap around after school club will take place in the intervention (library area depending on numbers). Again, windows and/or doors will be open to assist ventilation. | |  |
|  | **PART B - STEP UP (in place should there be an outbreak of Covid)** The Operational Guidance sets out the measures that all education settings should have in place to manage transmission of COVID-19 day to day. For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting.  **The thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned.**  **For most education and childcare settings, whichever of these thresholds is reached first:**  **• 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or**  **• 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period**  Identifying a group that is likely to have mixed closely will be different for each setting. The annex gives examples for each sector, but a group will rarely mean a whole setting or year group.  At the point of reaching a threshold, education and childcare settings should review and reinforce the testing, hygiene and ventilation measures they already have in place.  Settings should also consider:  • whether any activities could take place outdoors, including exercise, assemblies, or classes  • ways to improve ventilation indoors, where this would not significantly impact thermal comfort  • one-off enhanced cleaning focussing on touch points and any shared equipment  If there is an outbreak at All Saints Church School, which will be declared through consultation with PHE, then the school will step up mitigations and act upon Part B of this Risk assessment  You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required, such as implementing elements of your outbreak management plan. You can reach them by calling the DfE helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. | |  |
| **5) minimise contact between individuals and maintain social distancing wherever possible** | Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts. As a school we must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.  The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the:   * pupil’s ability to distance * layout of the building * feasibility of keeping distinct groups separate while offering a broad curriculum   **All Saints Church School approach**  Each class will operate as a contained group (bubble). They will not interact with other class groups through the normal school hours. · Access to all rooms will be directly from the outside where possible.  Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.  Laptops/tablets will be wiped down after every use by a TA using wipes in class provided. This must be completed before being shared between class groups. · Staff should avoid close face to face contact and minimise time spent within 1 metre of anyone so that it is less than 15 minutes at most. · Staff to maintain their social distance area in the classroom so they have an area in the classroom that allows for a 2m distance to be maintained. ·  **WILL BE REQUIRED IF OUTBREAK CONTINUES AND IS NOT CONTAINED: When staff travel around the school they are to wear a face mask. This can be taken off when in their classroom or office**  Approaches to the separating groups and maintaining distance are not ‘all or nothing’ options and will still bring benefits, even if partially implemented.  We will keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for: • specialist teaching  • wraparound care  • transport  All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.  When using larger groups, the other measures from the system of controls become even more important to minimise:  • transmission risks  • the numbers of pupils and staff who need to self-isolate  Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.  **Avoiding contact between groups**   * No whole school worships in the main hall or church. Teams will be used to connect classrooms together.   + Monday – Church of England Collective Worship   + Tuesday – Rev Annie or Rev Nick Collective Worship   + Wednesday – Daniel England   + Thursday – Class worship   + Friday – Praise assembly led by SLT via TEAMs or outside weather permitting * There will be a play and lunch time rota: Each class will stay in their own zone when outside. * The playground will be split into three zoned areas. The forest area can also be used. The playground will have 2 metre no go zones between each class bubble area. * Play time will run two sessions, 10:15am – 10:30 am and 10:30am – 10:45am * Lunch time will also run two time slots. * 12 – 12.30 – Class A, 1 (Hall for hot lunch) and 3 (classroom) eating lunch   12.30 – 1.00 – Class 2 (Hall for hot lunch) and Classes 4, 5 and 6 in classrooms  To help manage the track and trace of individuals, should a positive case be reported within school, children will be organised into micro bubbles in classrooms. Whilst indoors children will exit their class within their micro bubble, wash hands within their micro bubble etc. This will help staff trace children who have been in close contact (Less than 2 metres for 15 minutes or less than 1 metre for 1 minute – face to face or skin to skin)  Staff have been asked to record times of when they have worked with individuals or small groups (Less than 2 metres for 15 minutes or less than 1 metre for 1 minute – face to face or skin to skin). This will again support the management of tracing contacts should appositive case be confirmed.  STEAM will continue to support your children’s learning and the development of life skills. Children will work within their class bubble, within micro-bubbles of four. Covid mitigations will operate in the usual way, children facing the same direction, handwashing before and after entering the hall, cleaning surfaces and equipment etc. The high ceilings, open windows and large space still allow for a greater dilution of virus should there be any.  Our children will be able to experience the fun learning opportunities that STEAM promotes, where they can problem solve, think creatively, collaborate, communicate effectively, develop resilience and a desire to learn through our ever evolving broad creative curriculum.  **Room Occupancy:**  Classrooms: 3 adults 32 children KS2/ 3 adults 31 children KS1  Small kitchen – 1 adult  Julie’s Office – 1 adult  Main office – 2 adults  Head Teacher’s office – 2 adults  Group Room – 1 adult/ four children  Staffroom – 4 adults  Office reception area – 2 adults  School hall – one class for PE/ 3 adults  School hall lunch – two classes sat in bubbles and socially distanced/ 6 adults  Intervention area – two adults – 10 children  **Poor ventilation:**  Caretaker’s office – Two adults  Stock Cupboard: Poor ventilation 1 adult  Library area – five adults at lunch / or 15 children plus 1 adult during teaching time.  doors from office to be kept open to allow air flow.  All communication between staff and bubbles to be conducted over teams in the first instance and communication between people must be for an essential reason. No one should visit the main office, Head Teacher’s office or SENCO/Assistant Head Teacher’s area unless for an essential reason that cannot be conducted over teams. If you need a private conversation via teams, use an empty classroom and wipe down afterwards. No conversations in the corridors. Phones and desk area must be wiped down.  **How will we manage the main office:**  Restricting staff and pupil access to the office area – communicate using teams if possible.  Staff to adhere to social distancing guidelines. ·  Regular cleaning of high touch areas ie, phone, printer, copier, PCs etc ·  Paper sign in sheet to be filled out by office staff if a visitor is admitted to the school. ·  Parents to request phone meetings.  Parents bringing in items late ie, lunchboxes etc All items must be wiped clean using cleaning material provided. Parents will be able to drop these items off at the school office where a member of staff will go outside to collect the item. There will be no need to enter the school door. ·  Late arrival to enter through the main door and to sanitise hands before entering. ·  Intercom system to be used to talk to visitors ·  Staff must wash hands after signing paperwork and handling deliveries.  **Children from breakfast club** will go to their classrooms via the playground and not via the front of the school at the allocated drop off time. All children in Classes 2 – 6 will still enter their classroom via their external playground doors. Year 1 and Acorn children will be taken to their classroom by a member of the breakfast club staff.  **Drop off times will remain as normal** – between 8.45am and 8.55am. Classes to continue to use the designated pathways to class. School staff to supervise social distancing.  **Pick up times vary slightly** – parents to wait socially distanced at the front of the school as the playground will be used to organise those children who go home using the bus.  To help with traffic build up – during Step Up actions – Classes A, 1, 3 and 5 will need to be picked up at 3.05pm and Classes 2, 4, 6 at 3.15pm. Children will be brought to the front of the school by teaches and TAs. Class will continue to use the pathways they use at morning drop off.    **Transport - All Saints Church school uses dedicated school transport**  **Dedicated school transport, including statutory provision**  We are making a distinction between **dedicated school transport** and wider public transport:   * **by dedicated school transport**, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only * by public transport services, we mean routes which are also used by the general public   Pupils on dedicated school services do not mix with the general public on those journeys. This helps limit the number of other people with whom they come into contact.  Local authorities are not required to uniformly apply the social distancing guidelines which are in place for public transport on dedicated school transport. However, social distancing should be put in place within vehicles wherever possible.   * social distancing is maximised within vehicles * pupils either sit with their ‘bubble’ on school transport, or with the same constant group of children each day * pupils clean their hands before boarding transport and again on disembarking * additional cleaning of vehicles is put in place * organised queuing and boarding is put in place * fresh air (from outside the vehicle) through ventilation, is maximised, particularly through opening windows and ceiling vents   Dedicated school transport, including statutory provision  The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for our school.  <https://www.somerset.gov.uk/coronavirus/covid-19-school-transport-guidance-september-2020/>  **Seating arrangement at All Saints –** All Saints staff will ensure children line up in class bubbles when waiting to leave the school site to go home on their bus.Children will wait in the following order – Year 6, 5, 4, A, 3, 2 and 1.  Year 6 will file onto the bus towards the back first and other classes will follow.  Those children who choose to wear face masks on their bus journey should make sure they take their mask off, in the way shown by their teachers, and place it in a small bag (or similar) until they next require it. **Behaviour protocol** We will be taking quick and necessary action with children and young people who do not adhere to the ‘Behaviour Protocol’ or are not following COVID-19 Government guidance and recommendations. If a child is removed from transport due to bad behaviour, it will then become the parent or carers responsibility to ensure their attendance at school at their own expense. **Children and young people displaying symptoms** Children and young people must not travel on school transport if displaying symptoms. If your child falls ill during the school day, it is parental responsibility to ensure your child is picked up from school, and only returns to school and school transport when it is safe to do so, in line with Government guidance. **Cleaning on school transport vehicles** Operators will be cleaning their vehicles in line with Government guidance and the recommendation that frequently touched surfaces are cleaned during the day after each journey where possible. **Consistent drivers and passenger assistants** Transport will be provided by your normal bus, coach or taxi operator at normal times unless you have been written to with details of a change. Operators are encouraged, where practically possible, to ensure the same driver, passenger assistant and vehicle is used daily on each route. **Choosing not to use school transport** If parents choose not to send their child to school on the transport arranged by Somerset County Council, the alternative arrangements will have to be made. It is however important that parents follow Government guidelines and that the child’s school policy regarding gatherings around entrances, arrival and departure points are adhered to.  **Classroom equipment**  For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items. Classroom based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:  • clean it before it is moved between bubbles  • allow them to be left unused for a period of 48 hours (72 hours for plastics) You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use.  Where cleaning or disinfecting is not possible or practical, resources will have to be either:  • restricted to one user  • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals  Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of school settings providers.  Pupils should limit the amount of equipment they bring into school each day, including essentials such as:   * lunch boxes * drinks bottles * hats and coats * books * stationery   Bags are allowed.  Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.  **Arranging classrooms with forward facing desks**   * When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above. * Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. **This will be implemented across the school and adapted to meet the needs of the children depending on their age** * Class Teachers will remain behind a two-metre distancing line at the front of their classroom when delivering lessons, avoiding unnecessary travel between pupils and tables. * Face mask or visors maybe used when working closely with pupils on a 1:1 level, dependant on need. * Children in KS2 should aim to remain in their seating position during lesson time unless working within their micro-bubble in a larger space e.g. the school hall. * Children in Year 1 will sometimes work in micro bubbles to support their EYFS transition to support their play/learning development. Children will work within the same groupings should track and trace need to be implemented. * For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help. * Only one person should be allocated the job of handing out work books or equipment to children. This person should gel their hands before and after the giving out of books.   **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 should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.  Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.  At All Saints we will use outdoor space and the Main Hall. The main hall will be used for activities that require less physical exertion and for when it is wet outside and not safe.    We can work with external coaches, clubs and organisations for curricular and extra-curricular activities. We must be satisfied that it is safe to do. Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.  All Saints work with Pro-Coaching – school risk assessments are adhered to and coaches work outside. If outside sport is disrupted by weather conditions – classes are split into two halves. 15 at a time go to the hall. Windows and doors are open for ventilation and distances are kept. No high impact sport is carried out. Coaches are also part of our Lateral Flow Testing system.  **PPA arrangements at All Saints will continue as planned with HD and JR helping to support this process. PPA staff will follow hygiene and hand washing and where possible maintain social distancing from children and staff.**  Staff maintaining distance from pupils and other staff as much as possible   * Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. * Extra designated areas for PPA have been set up within the intervention area and the staff room. Staff can also go home to carry out their PPA.   **Staff Absence:**  Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.  We will continue to use supply teachers and TAs to cover staff absence. TAs will be able to move between classes to provide this essential operation.  **How will we manage Contractors on Site**  There will be times that contractors will be required to attend the school site to undertake certain repairs or compliance tasks. During this time, they must wear a face mask that the school will be able to provide if they do not have one.  Only business critical tasks will be completed  Contractor will be provided with a mobile sanitization station containing hand gel and cleaning equipment to clean down their working area.  Temperatures of visitors are taken  The contractor will be reminded about ensure social distancing guidance is followed  Admin staff to monitor the completion of work  Outdoor playground equipment should be more frequently cleaned.   * EYFS outdoor equipment will be cleaned after each use   It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books. Bags are allowed.  **Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.**  Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. **Extra-curricular provision – Breakfast club and After School Clubs** Breakfast club and wraparound childcare for pupils will continue, where provision is necessary to support parents to work, attend education and access medical care, and if it is part of a pupil’s wider education and training. Vulnerable children can attend these settings regardless of circumstance.  Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.  **Breakfast Clubs:**   * Breakfast club will operate in the main hall * Same hand washing and cleaning principles for main school will continue. * The hall will have 7 zones and the group room will be used for Year 6. Each zone will hold a different year group which will act as a protective measure. * Each zone will have a table and chairs set up. There are twelve spaces for EYFS children and 9 spaces for all other year groups. * Food will be served and children will be able to eat in their zones. * Parents will drop off their children at the hall door. Children will then be taken a group at a time to their classrooms as the appropriate timings. * Children will have their own play equipment (e.g. playdoh, lego) Pens can be shared but only within a class bubble.   **Wrap** willalso be run in a similar way. Zoned areas and individual equipment will be available for pupils.   * Children be able to use the playground. Staff will take out no more than four groups who will play separately in their own zone.  **Music teaching in schools, including singing, and playing wind and brass instruments in groups****Singing, and playing wind and brass instruments in groups** Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained. When planning music provision, we will consider additional specific safety measures. There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections. Government has published advice on safer singing. <https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing> **Playing outdoors**  Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, we will consider limiting the numbers in relation to the space.  **Playing indoors**  If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limit the numbers to account for ventilation of the space and the ability to social distance. 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. **Microphones** Use microphones where possible or encourage singing quietly.  Currently Piano, guitar, drum and violin individual or small group lessons can commence during the Spring term. Lessons will take place in a well-ventilated room and at a social distance. Hands will be washed before the lesson and after.  Piano keys will be wiped with anti-bac spray on a paper towel. The piano and keyboard will be placed next to each other in the school hall. The teacher will use the keyboard and the pupils the piano. **Social distancing** In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. **Seating positions** Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. **Singing and Performances**Schools cannot host any performances with an audience. We can consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. | |  |
|  | **Remote education** Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the [remote education temporary continuity direction](https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note) are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.  You should maintain your capacity to deliver high-quality remote education for the next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.  The remote education provided should be equivalent in length to the core teaching pupils would receive in school.  You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.  All Saints will continue to adhere their blended learning policy – see website  [**http://d6vsczyu1rky0.cloudfront.net/29948\_b/wp-content/uploads/2021/02/Blended-Learning-Policy-Feb-2021.pdf**](http://d6vsczyu1rky0.cloudfront.net/29948_b/wp-content/uploads/2021/02/Blended-Learning-Policy-Feb-2021.pdf) | |  |

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| **Hazard Observed:** Impact on children’s mental health | | With no Controls  Severity: 5  Likelihood:3  **Risk Rating: 15**  **With Controls**  Severity: 5  Likelihood:2  **Risk Rating: 10** | |
| **Who is affected:**    Children | |
| **Control** | **Additional Detail** | | **Date initiated and Oversee by** |
| Higher level mental Health Awareness and support than normal | **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. You can access useful links and sources of support on [promoting and supporting mental health and wellbeing in schools](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges).  <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges> Identifying need and monitoring impact You can:   * find out more about [measuring pupil wellbeing](https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/understanding-need/measure-pupil-wellbeing/) from the Anna Freud Centre * use the [statutory SEND code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) to identify emerging mental health issues and whether a child needs SEND provision * get guidance on [mental health and behaviour in schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) and the CPD support you can use to:   + identify underlying mental health issues early   + understand what is and is not a cause for concern   + what you should do if you think you have identified a cause for concern  Working with families You can:   * explain to families what help you can offer on your website or other communications channels * use these [mental health resources for parents and carers](https://dfemedia.blog.gov.uk/2021/02/01/mental-health-resources-for-children-parents-carers-and-school-staff/)  Targeted support If you need specific or specialist support, you may need to involve:   * local NHS Children and Young People’s Mental Health Services (CYPMHS) * local or voluntary organisations * GP practices  Curriculum, teaching and learning Resources are available to help you:   * plan and teach the compulsory[RHSE modules](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#RHSE) * encourage physical activity, which is part of wellbeing, with the [The School Sport and Activity Action Plan](https://www.gov.uk/government/publications/school-sport-and-activity-action-plan) * use the [Character and education framework](https://www.gov.uk/government/publications/character-education-framework) to help with pupils’ spiritual and mental development | |  |

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| **Hazard Observed:** Impact on staff’s Mental Health | | With no Controls  Severity: 5  Likelihood:3  **Risk Rating: 15**  **With Controls**  Severity: 5  Likelihood:2  **Risk Rating: 10** | |
| **Who is affected:**    Staff | |
| **Control** | **Additional Detail** | |  |
| High level mental Health Awareness and support than normal | All employers have a duty of care to their employees, and this extends to their mental health. Mental health and wellbeing resources This list provides sources of mental health and wellbeing support for teachers, school staff and school leaders in all maintained schools, academies and free schools.  It will help you:   * find help and support in response to any feelings you are experiencing as a result of COVID-19 * access advice on prioritising your own wellbeing and mental health * signpost pupils and students to appropriate support, help and advice * provide pupils and students with a list of resources so they can get support on a range of issues independently   Download the [list of mental health and wellbeing resources](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/993669/Mental_Health_Resources_for_teachers_and_teaching_staff_June_2021.pdf) (PDF, 324KB, 21 pages).   * Supportive SLT * Carefirst is available 24 hours a day, seven days a week for staff to contact via their website chat or via phone * Sharing of Risk Assessment and discussions about updates and changes help to ensure all staff recognise that their thoughts and ideas are heard and being put into action. * SB contacts staff who are isolating daily, morale. * Safeguarding of staff is of utmost importance and is discussed regularly with SLT and the Trust. * Weekly COVID surgeries are held by the Trust in order to support Headteachers and answer any questions schools have. * Work/life balance is raised by enabling staff time to complete tasks and work with others to complete tasks. * Appraisal objectives continue to be threaded around the SDP and new curriculum in order for targets to be actioned within the existing plans for our school – no extra projects or time-consuming tasks required * SLT continue to be flexible when Staff have to consider their own childcare needs | |  |

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| Children Action Plan | | |
| **Questions** | **What needs to be done?** | **Has this been completed?** |
| Pupils who are shielding or self-isolating | **Support for pupils who have to stay at home** Under normal circumstances, schools do not provide free school meals to eligible children who are not in school. During the coronavirus (COVID-19) outbreak, we expect schools to continue supporting children eligible for benefits-related free school meals who are at home during term time.  Where pupils eligible for benefits-related free school meals are self-isolating at home, schools should work with their school catering team or food provider to provide good quality lunch parcels. This will ensure that eligible pupils continue to be supported for the short period where they are unable to attend school.  At All Saints Mrs Sharp contacts the families of those children self-isolating to organise drop off times for school lunches. |  |
| Behaviour Policy | Our behaviour policy sets out clearly the consequences for poor behaviour and deliberately breaking the rules, including rules put in place to support covid mitigations.  Our Behaviour policy was updated for the 1st June opening and will be continue to be used until we return to normal.  All parents and children have been asked to read and sign a copy of our Home School Learning Agreement to be sent out in September 2021. |  |

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| Staff Action Plan | | |
| **Questions** | **What needs to be done?** | **Has this been completed?** |
| Staff who are clinically vulnerable or extremely clinically vulnerable | School leaders are best placed to determine the workforce required to meet the needs of their pupils.  Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the [guidance on protecting people who are CEV from COVID-19](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/19-july-guidance-on-protecting-people-who-are-clinically-extremely-vulnerable-from-covid-19).  Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. Employers should be able to explain the measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on [protecting vulnerable workers](https://www.hse.gov.uk/coronavirus/working-safely/protect-people.htm), including advice for employers and employees on [how to talk about reducing risks in the workplace](https://www.hse.gov.uk/coronavirus/working-safely/talking-to-your-workers/index.htm).  We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time. |  |
| Staff who are pregnant | Pregnant women are considered CV. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice.  A risk assessment should consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If we are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, we will check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.  Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. We will take appropriate sensible action to reduce, remove or control the risks.  As part of our risk assessment, we will consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks. We are aware that pregnant women from 28 weeks’ gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).  <https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/> |  |