

NEWBURGH PRIMARY SCHOOL RISK ASSESSMENT AND PLANS UPDATED FOR JANUARY 2021

J Simpkins NPS

WARWICKSHIRE COUNTY COUNCIL

January 2021 update

Dear parents/carers

Risk Assessment and plans updated for January 2021

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.

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

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 - Welcoming children back to school

Guidance for full opening: schools - GOV.UK(Updated 30 /12/ 2020)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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 under review and update as necessary.

When we made the decision to ask schools to open only to a small number of children, this was done with the aim of reducing transmission of coronavirus (COVID-19), to protect the NHS and save lives. As the situation improved, we began to consider how we could bring more children and young people back into schools, and supported primary schools to do so from 1 June, focusing on some year groups being educated in small 'bubbles', and secondary schools from 15 June, with year 10 and 12 spending some time in school in small groups, with public health risk reduction measures in place. Since 15 June, primary schools have also had flexibility to bring back other pupils where they have space to do so.

Now, the circumstances have changed. The prevalence of coronavirus (COVID-19) has decreased, our NHS Test and Trace system is up and running, and we are clear about the measures that need to be in place to create safer environments within schools.

Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.

Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire life. For many households, school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on coronavirus (COVID-19) related deaths linked to occupations <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/causesofdeath/bulletins/coronaviruscovid19relateddeathsbyoccupationenglandandwales/deathsregistereduptoandincluding20april2020> suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.

Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19), and this guidance explains the steps schools need to take to reduce risks still further. As a result, we can plan for all children to return and start to reverse the enormous costs of missed education. This will be an important move back towards normal life for many children and families. We are, therefore, asking schools to prepare to welcome all children back this autumn. While coronavirus (COVID-19) remains in the community, this means making judgments 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 children and young people. Schools should use their existing resources to make arrangements to welcome all children back. There are no plans at present to reimburse additional costs incurred as part of that process.

The measures set out in this guidance provide a framework for school leaders to put in place proportionate protective measures for children and staff, which also ensure that all pupils receive a high quality education that enables them to thrive and progress. In welcoming all children back this autumn, schools will be asked to minimise the number of contacts that a pupil has during the school day as part of implementing the system of controls outlined below to reduce the risk of transmission.

If schools follow the guidance set out here and maximise control measures, they can be confident they are managing risk effectively.

While our aim is to have all pupils back at school in the autumn, every school will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.

Education settings will remain open in local restriction tiers 1,2, 3 and 4, see more in the [Local restriction tiers: what you need to know](#) guidance.

Purpose of this guidance

The first section of this guidance sets out the public health advice schools must follow to minimise the risks of coronavirus (COVID-19) transmission. It also includes the process that should be followed if anyone develops coronavirus (COVID-19) symptoms while at school. This guidance has been developed with advice from PHE.

The public health advice in this guidance makes up a PHE-endorsed ‘system of controls’, building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) outbreak. When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

The system of controls provides a set of principles and if schools follow this advice and maximise use of control measures, they will effectively minimise risks. All elements of the system of controls are essential. All schools must cover them all, 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, as advised by 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.

There cannot be a ‘one-size-fits-all’ approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk. The system of controls provides a set of principles to help them do this and, if schools follow this advice and maximise use of control measures, they will effectively minimise risks.

We expect schools and trusts to work closely with parents, staff and unions, as they normally would, when agreeing the best approaches for their circumstances. Where the personal circumstances of parents and/or staff create added concerns, schools and trusts should discuss these, and we have offered advice in this document about how to do this. We want all pupils and staff to be back in schools, and believe the conditions are right for this, but some people will understandably have worries that should be heard and addressed.

The rest of the guidance sets out more details on how DfE expects schools to operate in the autumn term. This covers:

- school operations, including attendance, workforce, estates, catering*
- curriculum, behaviour and pastoral support*
- assessment and accountability, including plans for inspection*
- contingency planning in case of self-isolation of multiple pupils or staff or local outbreaks*

Risk Assessment and local arrangements for Newburgh Primary School

Public Health		
<p>A requirement that people who are ill stay at home</p>	<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 www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-developsymptoms-of-coronavirus last updated 14.12.20 2020 — see all updates , 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 www.gov.uk/government/publications/covid-19-stay-at-home-guidance, which sets out that they should self-isolate for at least 10 days and should arrange to have a test www.gov.uk/guidance/coronavirus-covid-19-getting-tested 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</p>	<p>System of controls</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>Prevention:</p> <ol style="list-style-type: none"> 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school 2) clean hands thoroughly more often than usual 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach 5) minimise contact between individuals and maintain social distancing wherever possible

	<p>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>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 do not 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"> • If you have one of the top three symptoms, self-isolate and book a test. • If you are unwell – as before Coronavirus - remain home, if you can, whilst highly symptomatic. • 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 <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>6) where necessary, wear appropriate personal protective equipment (PPE)</p> <p>Numbers 1 to 4 must be in place in all schools, all the time.</p> <p>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 6 applies in specific circumstances.</p> <p>Response to any infection:</p> <p>7) engage with the NHS Test and Trace process</p> <p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>9) contain any outbreak by following local health protection team advice</p> <p>Numbers 7 to 9 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>	

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 '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.

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 https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus contains free resources for schools and parents, including materials to encourage good hand and respiratory hygiene.

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.

Parents and staff are asked to wear face covering at drop off and pick up times and when entering the office area.

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 may wear them 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.

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."

Further guidance on face coverings

- **Safe working in education, childcare and children's social care provides**

Enhanced cleaning arrangements	<ul style="list-style-type: none"> • Face coverings in education settings <p>Cleaning schedule ensures cleaning is enhanced and includes:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms and shared areas • frequently touched surfaces being cleaned more often than normal • toilets cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet <p>Public Health England has published revised guidance for cleaning non-healthcare settings https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings Last updated 16 October 2020 — see all updates to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</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"> • book a test https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested 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 • 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 https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-homeguidance-for-households-with-possible-coronavirus-covid-19-infection 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) <p>Schools will ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> • 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. 	<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 kits will also help ensure that symptomatic staff can also get a test</p>

- if someone tests positive, they should follow 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> 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.

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:

- 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)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

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’

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance> . They should get a test, and:

- 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.

and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19)

	<ul style="list-style-type: none"> 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' https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance <p>Schools are not required to request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p>	
<p>Reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable</p>	<p>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"> grouping children together in year group sized 'bubbles' avoiding contact between groups- staggered start of day, end of day, break, lunch, assemblies. staff maintaining distance from pupils and other staff as much as possible 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. movement around the school site will be kept to a minimum. 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 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><u>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.</u></p> <p>To offer a full range of subjects and manage the practical logistics within and around school, year group sized 'bubbles' will be implemented. They will be kept apart from other groups where possible and older children will be encouraged to keep their distance within groups, where possible. Steps to limit interaction include year group assemblies, break times and lunch times, staggered start</p>

	<ul style="list-style-type: none"> • Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They will 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 will provide interventions as usual, wherever possible. • 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. • The school will engage with the local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff. • For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared- these will be provided by the school and must not be brought in from home. • 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. • 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 being used in the corridors) are allowed. • Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. • 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 	<p>and end of day. It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>Parents' evening will be held virtually and special assemblies/concerts will be broadcast to parents wherever possible</p> <p>Meetings between staff and parents, except in the most exceptional circumstances, 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 have a break of a reasonable length during the day.</p>
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School Operations

Transport	<p>Parents, staff and pupils are encouraged to walk or cycle to school if at all possible. Families using public transport should refer to the safer travel guidance for passengers https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p>	
Attendance expectations	<p>School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; • schools' responsibilities to record attendance and follow up absence; • the availability to issue sanctions, including fixed penalty notices in line with local authorities 'codes of conduct 	
Pupils who are shielding or self-isolating	<p>The majority of pupils will be able to return to school. However:</p> <ul style="list-style-type: none"> • a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) • Shielding advice for all adults and children paused on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk) • if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). • some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). 	<p>Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.</p> <p>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school in all local restriction tiers.</p>

Pupils and families who are anxious about return to school	<p>If parents of pupils with significant risk factors are concerned, they may discuss their concerns and the school will provide reassurance of the measures we are putting in place to reduce the risk in school.</p> <p>Pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</p>	
Support staff and visiting specialists	<p>Appropriate support will be made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p>	
Supply teachers and other temporary or peripatetic teachers	<p>Supply staff and other temporary workers can move between schools, 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.</p>	<p>Volunteers may be used to support the work of the school, as would usually be the case.</p>
Safeguarding	<p>The Child protection policy has been reviewed to reflect the return of more pupils. Designated safeguarding leads (and deputies) will need more time , to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate.</p>	
Catering	<p>Our kitchens are fully open, for hot and cold food options, from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p>	
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 air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p>	<p>Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</p>

	<p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform • rearranging furniture where possible to avoid direct drafts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>	<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.</p>
Educational visits	<p>The Government continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educationalsettings/coronavirus-travel-guidance-for-educational-settings</p> <p>In the autumn term, schools can resume non-overnight domestic educational visits. As normal, schools will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues.</p>	<p>No visits, including for swimming lessons, are planned at Newburgh, to be reviewed in February 2021.</p>
School uniform	<p>The school is to return to the usual uniform policy in the autumn term. Uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p> <p>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>For parents who may be experiencing financial pressures, please contact us and we will see what we can do to help.</p>	<p>Shoes should be flat sole/low heels – suitable for running and playing in- No boots or trainers</p> <p>PE uniform, including warm top/trousers for outdoor PE.</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.
Extra-curricular provision and clubs	<p>Parents are advised to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports will not take place. https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p> <p>Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups. Competition between different schools should not take place, in line with the local restrictions on grassroots sport</p>	<p>Schools in tier 4 PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons. It is intended that clubs provided by staff and outside providers will resume in January 2021</p> <p>Attendance will be limited to one year group at a time to avoid mixing groups.</p>
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. As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. 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. 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>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 http://www.educationsupport.org.uk/ provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>

In local restriction tier 4 areas, 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.

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.

	<p>Staff deployment The school may need to alter the way in which we deploy our staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term.</p> <p>Recruitment Recruitment will continue as usual. From the start of the autumn term checks will revert to being carried out in person. Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom.</p> <p>Expectation and deployment of ITT trainees and students 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.</p>	
Curriculum, behaviour and pastoral support		
Curriculum	<p>The DfE asks that schools and other settings meet the following key expectations and we will:</p> <ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: • Aim to return to the school's normal curriculum in all subjects by summer term 2021: • Planning on the basis of the educational needs of pupils: Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work. • Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. 	
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	<p>All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</p> <p>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.</p>	<p>Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies until further notice.</p> <p>Peripatetic teachers Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.</p> <p>Peripatetic teachers can move between schools, for instance, but you should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p> <p>It is intended that instrumental lessons will resume in the spring term.</p>

Physical activity in schools	<p>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.</p> <p>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.</p> <p>Schools are able to work with external coaches, clubs and organisations for curricular and extracurricular activities where they are satisfied that it is safe to do so. The school will consider carefully how such arrangements can operate within our wider protective measures.</p> <p>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.</p>	It is intended that clubs will resume in January 2021.
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 https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/ will be accessed to deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening.</p>	Additional 1/1 and small group tutoring programmes will begin in the spring term.
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. Some may need support to re-adjust to school, others may have enjoyed being at home and be reluctant to return, a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement 	To support this, teachers may access the free MindEd learning platform for professional https://www.minded.org.uk/ which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub

	<ul style="list-style-type: none"> • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing <p>We will provide more focused pastoral support (mentors, counselling) where issues are identified that individual pupils may need help with and continue to work with the school nursing services to support the health and wellbeing of pupils.</p>	<p>https://covid.minded.org.uk/ with advice and tips for frontline staff.</p> <p>The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school.</p>
Behaviour expectations	<p>https://www.gov.uk/government/publications/behaviour-and-disciplinein-schools</p> <p>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. We will work with pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <p>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors.</p>	

	The disciplinary powers that schools currently have, including exclusion, remain in place.	
Assessment and accountability		
Inspection	<p>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.</p> <p>Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.</p>	
Primary assessment	<p>To recognise the challenges that primary schools are facing, primary assessments in summer 2021 will focus on assessments in phonics, English reading and writing, and mathematics.</p> <p>The key stage 1 tests in English reading and mathematics, and the English grammar, punctuation and spelling tests at key stage 1 and 2, will be removed for one year. There will also be no requirement to undertake and report on teacher assessments in science at either key stage. In addition, the introduction of the multiplication tables check will be postponed a further year, whilst still enabling schools to use it on an optional basis.</p> <p>For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021.</p> <p>The statutory rollout of the reception baseline assessment has been postponed until September 2021. During the summer term 2020, schools had the opportunity to sign up to the 2020 to 2021 early adopter year.</p>	

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. For the 2020 to 2021 academic year, school and college level performance data based on exams, tests and assessments will be made available to Ofsted, DfE teams, and to schools themselves, to support school improvement, but will not be publishing this data on school and college performance tables.	
Contingency planning to provide continuity of education in the case of a local outbreak		
Process in the event of local outbreaks	If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.	
Contingency plans for outbreaks	For individuals or groups of self-isolating pupils, remote education plans will be in place. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.	
Remote education support	<p>Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.</p> <p>When teaching pupils remotely, the Government expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work 	<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 during any future periods of closure.</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, on average, across the school cohort</p>

	<ul style="list-style-type: none"> • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. <p>From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.</p>	
Access to devices	<p>Following pupils returning to school in the autumn term, laptops and tablets will be distributed directly to schools affected by a local coronavirus (COVID-19) outbreak https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19</p> <p>These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school and provided to children and young people who would otherwise be unable to access remote education.</p> <p>In addition to 4G routers provided to local authorities and academy trusts, the Department for Education is working in partnership with BT to offer free access to BT WiFi hotspots for disadvantaged pupils. They are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children https://get-help-withtech.education.gov.uk/about-bt-wifi is available.</p>	