

Updated Risk Assessment for Aycliffe Community Primary School and the Federation of Goodnestone & Nonington CE Primary Schools following the National Lockdown

8 January 2021

Aycliffe CPS	Goodnestone CEPS	Nonington CEPS
<p>Aycliffe Community Primary School's vision is to Make a Difference to Learning. The core purpose of our school is learning. We ensure learning behaviours are maximised so pupils are able to grow personally, emotionally and academically.</p> <p>Aycliffe Community Primary School is a community where children's rights are learned, taught, practised, respected, protected and promoted.</p> <p>Pupils and the school community learn about children's rights by putting them into practice every day.</p>	<p>Goodnestone is a place of learning where all are nurtured and supported. Goodnestone has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we include all by showing friendship to each other, valuing their unique contribution.</p>	<p>Nonington is a place of learning where all are cared for and supported. Nonington has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we trust each other, valuing everyone's unique contribution.</p>

Government risk assessment that led to the limiting of attendance

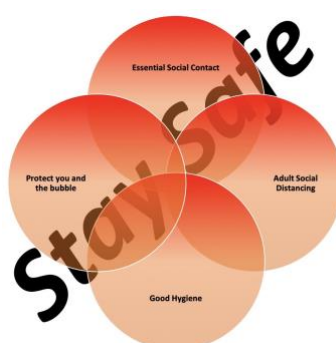
The DfE states:

'Limiting attendance does not suggest that schools and colleges have become significantly less safe for young people. Instead limiting attendance is about supporting the reduction of the overall number of social contacts in our communities. We have resisted restrictions on attendance at schools since the first lockdown but, in the face of the rapidly rising numbers of cases across the country and intense pressure on the NHS, we now need to use every lever at our disposal to reduce all our social contacts wherever possible.' DfE, 2021

Risk to Children of COVID-19

The DfE states:

'We are responding to the intense pressure on the NHS, but that pressure is not driven by children. We are not seeing significant pressure from coronavirus (COVID-19) in paediatrics across the UK. The new variant appears to affect all ages but we have not seen any changes in the severity of the disease among any age groups, including children and young people.' DfE 2021



'The majority of children and young people have no symptoms or very mild illness only. As cases in the community rise there will be an increase in the number of children we see with coronavirus (COVID-19) but only very rarely will they require admission to hospital.' DfE 2021

COVID-19 Symptoms

A new and persistent cough

A high temperature

A loss of or change in their normal sense of taste or smell

Minimising the risk of COVID-19

Our school follows the DfE guidance around the use of a system of control.

The DfE states:

'The system of controls ... provides a set of principles for infection control and if schools follow this advice and maximise the use of these control measures, they will effectively minimise risks of viral transmission. All elements of the system of controls are essential.' DfE, 2021

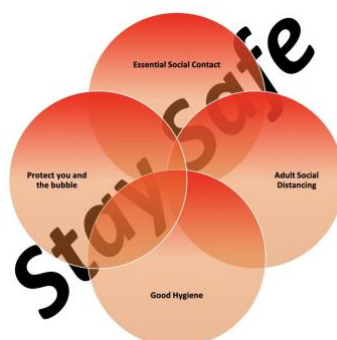
System of Controls

Each member of staff must consider their individual actions against the system of controls and ensure the system of controls are part of their individual planning for the fulfilment of their role.

Prevention

1. Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home do not attend school

- Do not come into school if you have COVID-19 symptoms or have tested positive in at least the last 10 days. If you have symptoms book a COVID-19 test and do not come into school unless the result is negative
- Staff who develop symptoms must go home and book a test.
- Pupils who develop symptoms during the school day are isolated in a secure space which can be cleaned after they leave and their parents are asked to collect them to take them home and book a test. Staff ensure all controls are in place during the supervision of pupils suspected of having COVID-19 symptoms, specifically in a ventilated room behind a closed door with adults supervising at



least 2m social distancing (If 2m cannot be maintained PPE must be worn). If a pupil is in school who is seriously ill, call 999. (Any member of staff providing close contact care to someone with symptoms does not need to go home to self-isolate unless the symptomatic person tests positive, they develop symptoms themselves or they are asked to by NHS Test and Tracer or the PHE)

- Do not come into school if you are required to isolate for 10 days from the day after an individual in your house has tested positive

2) Where recommended, the use of face coverings in schools

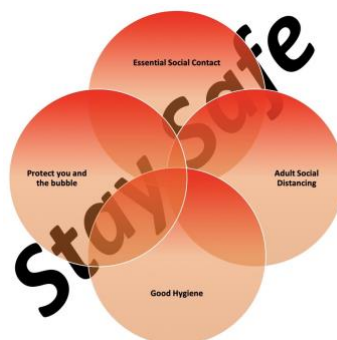
- Although the DfE does not require the wearing of face coverings in primary schools, staff are asked to wear face covering outside their bubbles as a preventative control
- This recognises that there are spaces within our small school where social distancing can be difficult when staff move around the building. However, this control does not reduce the need for social distancing in these spaces
- Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully

3) Clean hands thoroughly more often than usual

- Coronavirus (COVID-19) is an easy virus to remove when it is on skin. This remains true for the new variant. This can be done with soap and running water or hand sanitiser.
- Staff and pupils must clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating
- Washing hands must be a routine as part of the school culture
- Everyone who has contact with someone who is unwell must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser

4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach

- The ‘catch it, bin it, kill it’ approach continues to be very important



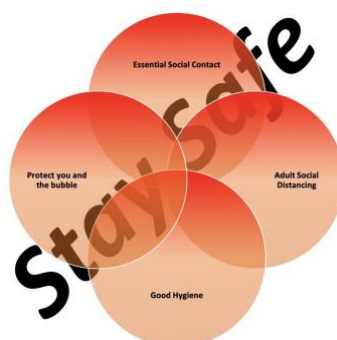
- Staff should promptly raise any shortage in products to support the ‘catch it, bin it, kill it’ approach with school leaders as part of good practice around health and safety

5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents

- An enhanced cleaning schedule is in place. Cleaning staff have received guidance from Shaun Saunders, Aycliffe Site Manager
- Surfaces which are used regularly within the classroom are cleaned as part of a classroom routine by staff and pupils
- Staff wipe surfaces they have used in the toilets
- Systems are in place for the cleaning of pupil toilets
- Any areas around a person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people.

6) Minimise contact between individuals and maintain social distancing wherever possible

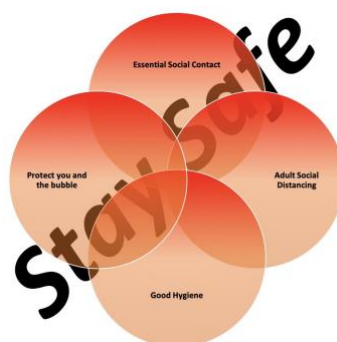
- Each class forms a class bubble
- Staff in each bubble are part of that class bubble and do not mix with any other bubble unless it is essential within their role. Staff should use virtual methods to support their communication rather than face to face communication outside the class bubble
- Staff who work in different bubbles must maximise the opportunities to be socially distanced at 2m
- Staff should maximise the opportunities to be socially distanced at 2m from pupils and ensure adult social distancing is in place
- Pupils are taught and reminded to social distance from staff. Where this is not possible for a pupil, there is an individual risk assessment in place
- Planning and organisation within the class bubble should eliminate, or where appropriate reduce, any time with face to face contact for staff or pupils. In



particular, staff should avoid close face to face contact and minimise time spent within 1 metre of anyone

- Pupils should sit side by side and no pupils should sit face to face
- Pupils stay within their class bubble space and do not use other learning spaces except for PE. Individual pupils may access certain spaces within their individual provision and the system of controls are used within these spaces
- PE is arranged on different days for pupils to allow for the cleaning of this space
- PE lessons must be planned with social distancing controls in place. This will require adjustments to our curriculum map. Pupils will work outdoors where ever possible
- Within the classroom resources used regularly by pupils must be organised in a way they have a personal set. Resources which are shared between pupils must be cleaned after use or left unused for 72 hours before being used again
- Pupils should only bring in essential items into school- eg, coat and lunch box
- There are no school gatherings and any school collective activities are facilitated through the use of TEAMs (eg assemblies/collective worships)
- Our school will not currently arrange any educational visits
- Our school will not currently teach singing or wind musical instruments to reduce the risk of infection. Our school will focus on other aspects of the music curriculum recognising that arts education builds confidence and helps children live happier and enriched lives
- Staff must check the pathway before moving pupils around the school to maximise the opportunities for social distancing
- Timetables and allocations of space are used to ensure that staff protect their class bubble throughout the day, including break and lunch time
- All visitors to school must make a full record of their personal details for NHS track and trace

7) Where necessary, wear appropriate personal protective equipment (PPE)



- PPE is used when looking after a pupil with symptoms of COVID-19 or as part of the risk assessment

8) Always keeping occupied spaces well ventilated

- On entry into a working space staff must ensure the space is ventilated by 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
- Staff and pupils should wear additional indoor clothing to manage the comfort of the ventilation in addition to the school heating

Response to any infection

Our school follows the guidance relating to controls 9, 10 and 11

9) Engage with the NHS Test and Trace process

10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community

11) Contain any outbreak by following local health protection team advice

NHS COVID-19 app

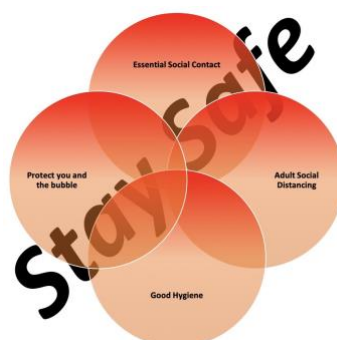
- Our school would recommend the use of the app to staff to support the system of controls in school

Asymptomatic Testing

- Our school is in a locality where asymptomatic testing is available. Our school would recommend staff access asymptomatic testing to support the system of controls in school

Attendance during National Lockdowns

- Only vulnerable and critical worker pupils attend the school site for a learning provision during National Lockdowns. Parents who are critical workers are asked to register for the learning provision by email our COVID-19 email notification address. Our school has identified vulnerable pupils who are invited to attend the learning provision.



- Breakfast Club is available to critical worker pupils and the learning provision is provided for the school day. Start and end times may need to be staggered based on numbers within the learning provision and this is regularly reviewed
- All pupils (within the learning provision and at home) access remote learning in line with our remote learning policy

Closure of Class Bubbles or Closure of School

- When a positive case of COVID-19 has been confirmed within a class bubble and staff or pupils are contacts within the bubble, the class bubble will close for a period of isolation and our school will provide remote learning in line with our policy
- If there are insufficient numbers of staff to ensure the safety of all children on site or insufficient numbers of staff to deliver quality in-school learning provision, our school will fully close and all pupils will move to remote learning

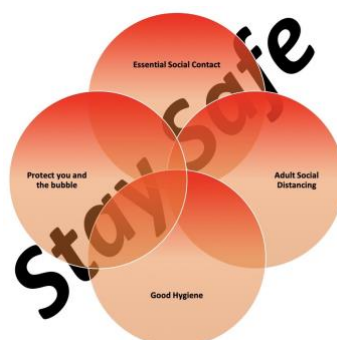
School Workforce

1. Working in School

- As our school has a number of vulnerable pupils which require additional support, we require teaching assistants to be available for work at school during periods of national lockdown. Our school leaders will review the need daily and staff that are surplus to the daily need will be asked to work at home for the rest of that day. If our school has frequent surplus capacity we will move to a rota system that protects the system of preventative controls
- Similarly, we require teachers to be available for work at school due to the number of vulnerable pupils to oversee teaching assistants provision within the learning provision and facilitate the remote learning policy

2. Clinically Extremely Vulnerable/Clinically Vulnerable

- Any staff who are clinically extremely vulnerable or clinically vulnerable must raise their medical needs with leaders who will carry out a risk assessment
- Clinically extremely vulnerable staff will be supported and arrangements made for them to work at home
- Clinically vulnerable staff who are not able to work at home will be supported in guidance to observe the systems of control which are in place



3. Wellbeing

- Our school is committed to supporting the wellbeing of all staff. Staff should raise any wellbeing concerns and staff will be supported in addressing the concerns through additional supervision/coaching/mentoring or signposting of other services
- Staff have attended 'Wellbeing for Education Return' and our school has started to disseminate aspects of this training

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Aycliffe CPS recognises that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

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