



# Riverhill Federation COVID 19- Health and Safety Risk Assessment and Outbreak Management Plan September 2021



## Government's Contingency Framework

The loss of direct teaching has negatively impacted the education and mental health of pupils. As COVID-19 becomes a virus that we learn to live with, the government has set an imperative to reduce disruption to children's education - particularly given that the '*direct clinical risks to children are extremely low*'. It has set out a contingency framework to address how schools should prepare to manage any future outbreaks and government directives:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1011704/20210817\\_Contingency\\_Framework\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf)

This Risk Assessment and Outbreak Management plan is drafted to mitigate and reduce the risk posed by COVID-19. It also sets out how restrictions would be implemented as a containment measure if we are *directed* to address a school or local cluster outbreak of COVID. Any restrictions on education would only be as a last resort and may only be initiated following a ministerial decision or direction from Public Health.

## Staying COVID Secure – Our Commitment

- ✓ We recognise the residual risks posed by Coronavirus (COVID-19) to our staff, pupils and their families following the move to Step 4 from Monday 19<sup>th</sup> July 2021. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment.
- ✓ We will ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and pupils.
- ✓ We will share this Risk Assessment and its findings with employees and consult on its contents.
- ✓ We will continue to comply with all relevant Health and Safety Legislation

## **Hazards**

This risk assessment is written in response to the global pandemic and the residual risk posed by COVID 19. COVID 19 continues to be a highly infectious virus that is thought to occur mainly through respiratory droplets generated by coughing and sneezing, and to a lesser level through contact with contaminated surfaces. The predominant modes of transmission are assumed to be droplet and contact. A person can be asymptomatic so there is a potential of unwittingly spreading the virus. The virus mutates and variants can raise concerns of increased transmission and illness.

## **Risks**

### **Physical Health**

Covid-19 poses a risk to health that can be life threatening. The degree of risk is considered to be variable based on age, health conditions and ethnicity and scientists are continually reviewing and studying the behaviour of coronavirus. Due to the successful vaccination programme the risk of severe illness caused by COVID has been significantly reduced.

Although, children are not generally vaccinated they are considered to develop a relatively mild form of the virus and the risk to health is therefore, considered to be lower. They can however still catch COVID and could transmit any new VoC if one emerges. During August 21, 1 in 75 people tested positive with COVID; this was highest in the age 7-24 age ranges. Children particularly younger children are social. They may have reduced understanding of what is happening and their adherence to good hygiene may be lower.

Children with additional special needs may have reduced hygiene standards e.g., putting things in their mouth and may also have reduced understanding, making them less able to follow rules and instructions put into place.

The following are considered to be at higher risk of severe illness if they catch COVID:

- Persons with underlying health conditions such as asthma, COPD, sickle cell, diabetes, chronic lung diseases, cancer, cardiovascular diseases and those with down syndrome are considered to be at elevated risk.
- Those who are 70 years plus are the most vulnerable age range with those who fall within the 60-69 age bracket also at elevated risk.
- Those from Black, Black African, Pakistani, Indian and Bangladeshi backgrounds.
- Men also appear to be at higher risk of Covid-19
- Persons who are clinically obese
- Although not at increased risk of catching COVID persons who are pregnant are at a small increased risk of premature birth or still birth if they catch COVID in the third trimester of pregnancy.

'Long COVID' is now a recognised additional risk from COVID. Although, most people recover fully from COVID within 12 weeks others may develop Long COVID. Currently, why and who is at risk of Long COVID is not well understood. It is believed that older people and women may be higher risk.

### **Mental Health**

It is recognized that the global pandemic and COVID restrictions have caused additional mental health challenges for many people. Any future isolation periods or restrictions to attendance may impact on the mental health and wellbeing of children, parents and staff. Some people may experience elevated anxiety due to concerns about the physical risk to health. Children may show increased levels of separation anxiety, fear of travelling and fear of social contact.

Children who remained at home for long periods of time may have been at increased risk of abuse and domestic violence. This may impact on their behaviour and mental health in school.

### **Loss of learning**

Many children's academic attainment and progress has been negatively affected by both lockdowns and periods of self-isolation. Any directions to restrict attendance in the future is likely to negatively impact on children's academic development. Access is likely to be variable for some families due to technology, skill level and health reasons.

### **Online safety**

If children are expected to access learning virtually, they may not keep themselves safe online. Remote learning provides additional safeguarding risks for teachers who are expected to teach children remotely.

### **Safeguarding**

Children are also at risk of exposure to domestic violence or abuse during periods of isolation leading to behaviour challenges in school.

## **Covid-19**

This risk assessment has been produced taking into account DFE government guidance and NHS updates e.g. [Actions for early years and childcare providers during the COVID-19 pandemic - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic)

Contingency framework: education and childcare settings (August 2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1011704/20210817\\_Contingency\\_Framework\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf)

We have also used guidance from the local authority, Southwark public health and online research and webinars.

## **Person's responsible for delivery of this risk assessments**

Executive Head Teacher	<ul style="list-style-type: none"><li>• Overall strategic direction of the response within the risk assessment</li><li>• Ensuring the smooth daily running of the implementation of this plan</li><li>• Concise communication and updates for governors, staff and parents</li></ul>
Head of School	<ul style="list-style-type: none"><li>• Collecting and analysing data from parents and staff</li><li>• Ensure attendance monitoring is robust</li><li>• Communication with parents and staff</li><li>• Overseeing safeguarding routines</li><li>• Conducting individual risk assessments with staff when required</li><li>• Organising a response to PH or national directives</li></ul>
Premises Managers	<ul style="list-style-type: none"><li>• Ensuring the building and playground are safe and compliant. Daily risk assessments conducted.</li><li>• Making adjustments to the building where needed</li><li>• Restocking soap, sanitisers, and paper towels around the school.</li><li>• Directing and communicating with the cleaning company.</li><li>• Moving furniture and helping to organise classrooms.</li></ul>

Chartwells	<ul style="list-style-type: none"> <li>• Conducting training and staffing to ensure they are following government guidelines.</li> <li>• Conducting risk assessments of staff and organising appropriate PPE</li> <li>• Ensuring hygiene standards follow government guidance.</li> </ul>
Servicemaster	<ul style="list-style-type: none"> <li>• Cleaning the school to a high standard and following government guidelines</li> <li>• Conducting risk assessments with their own staff</li> <li>• Ensuring staff have appropriate PPE.</li> <li>• Purchasing appropriate cleaning resources for the school, including PPE.</li> </ul>
SENCOs	<ul style="list-style-type: none"> <li>• Conducting individual risk assessments for children with additional needs particularly those with EHC plans.</li> <li>• Adapting educational plans for EHC plan –ensuring adjustments are made where possible.</li> <li>• Checking in with families of SEN children particularly those with EHC plans who are not attending school for any period of time.</li> <li>• Liaising with external specialists to mitigate mental health needs of children and families.</li> </ul>
Safeguarding Team	<ul style="list-style-type: none"> <li>• Supporting and communicating with families of vulnerable children</li> <li>• Conducting home visits if concerns arise</li> <li>• Communicating with social services</li> <li>• Liaising with professionals regarding welfare of children</li> <li>• Delivering telephonic and face to face mentoring sessions dependent on the situation at that time</li> </ul>
Class teachers	<ul style="list-style-type: none"> <li>• Catering for and monitoring the mental health and wellbeing of children</li> <li>• Delivering pastoral care within the classroom</li> <li>• Accessing or creating online learning opportunities for children if they have to remain at home or the school goes into another lockdown</li> <li>• Creating learning packs for children who are not in school</li> <li>• Communicating with parents via email</li> <li>• Contacting class children if they are unable to attend school</li> <li>• Using Teams to communicate with parents or children dependent on need at the time</li> <li>• Ensuring good hygiene measures are followed in school</li> </ul>
SLT	<ul style="list-style-type: none"> <li>• Communicate with staff not in school on a regular basis to support emotional wellbeing</li> <li>• Supervision for staff to ensure mental health remains high</li> <li>• Considering opportunities to promote good mental health among staff</li> </ul>
Office staff	<ul style="list-style-type: none"> <li>• Managing and logging equipment borrowed e.g. laptops</li> <li>• Disseminating and recording results of lateral flow tests</li> <li>• Communication with parents or staff when a person is symptomatic.</li> <li>• Ensure protocols are followed when managing a person with symptoms of COVID.</li> </ul>

## Prevention

These actions are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

### **Prevention:**

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms 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) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 5) Keep occupied spaces well ventilated.
- 6) Where necessary, wear appropriate personal protective equipment (PPE).
- 7) Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19, including engaging in asymptomatic testing.

### **Section 1: strategies to minimize coronavirus (COVID-19) risks.**

<b>Systems of control</b>	<b>Action</b>	<b>By Whom</b>	<b>When</b>	<b>Monitoring/ Review</b>
<b>Prevention</b>	<b>Symptomatic</b> If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 10 days, <b>they are not to attend school</b> . The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again throughout the term. Letters/newsletters/briefings for staff to continually remind them of this duty to follow guidance.	All staff and parents HoS / EHT	When appropriate  Weekly	
<b>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus</b>	<b>Developing Symptoms at school</b> If an adult becomes unwell, they are to remove themselves from the setting as soon as possible. Office staff/First aiders to inform / EHT or HoS if this occurs. The room that the adult utilised will be immediately cleaned.	All staff – when appropriate	As appropriate	



	<p>Hand hygiene protocols are to be re-visited at the start of each new term during when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.</p> <p>Posters will continue to be displayed around the school and in particular near sinks showing children how to wash their hands thoroughly.</p>	TA		
<p><b>Prevention</b></p> <p><b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</b></p>	<p>On return to school and on a regular basis going forward, children will be reminded of good respiratory hygiene practices which encourage them if they sneeze or have a runny nose, to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the lidded bins in each classroom and that their hands must be cleaned afterwards. Posters will be used to remind them of this process.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc.) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This will not be used as a reason to deny these pupils face-to-face education.</p>	<p>Teachers</p> <p>SENCO</p>	<p>September and then weekly Reminders</p> <p>When required</p>	<p>This has been ongoing. Most children now follow good hygiene practices.</p>
<p><b>Prevention</b></p> <p><b>4. Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></p>	<p>At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment that will be stored appropriately within the classrooms. Children will be encouraged to assist in cleaning their tables.</p> <p>Toilets are to be cleaned regularly.</p> <p>The school has employed a cleaner to be onsite from 10am every day to ensure cleaning is continual and rigorous. This protocol will continue and be monitored throughout the term. If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of. Our cleaning company will support this deep cleaning process.</p>	<p>Teachers/ TA</p> <p>Cleaner/ Premises manager to supervise</p> <p>Cleaner/ Premises manager to supervise</p>	<p>Ongoing – ready in all classes for September</p> <p>After break and lunch times</p> <p>When required</p>	
<p><b>Prevention</b></p> <p><b>5. Keep occupied spaces well ventilated</b></p>	<p>Staff should ensure that spaces are well ventilated particularly in small rooms. Opening external windows or doors can improve natural ventilation and ensure there is sufficient air flow. Opening internal doors will also assist with creating a throughput of air.</p> <p>The requirement for good ventilation will need to be balanced with maintaining a comfortable temperature. During colder weather leaving the door open during break time will improve ventilation.</p>	All staff	Ongoing	

	Once carbon dioxide monitors are received from the DfE we will use these to monitor air ventilation in classrooms.			
<b>Prevention</b>  6. Where necessary, wear appropriate personal protective equipment (PPE).	<p>PPE should always be worn when a first aider is attending to an individual who is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).</p> <p>The following PPE is available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> <li>- Face masks</li> <li>- Aprons</li> <li>- Gloves of various sizes</li> <li>- Face visors</li> </ul> <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p>	TA/First Aiders		
<b>Response to any infection</b>  7. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so. They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow directions from Public Health.</p> <p><b>When to self-isolate</b> Staff or children must self-isolate straight away and get a <b>PCR test (a test that is sent to the lab) on GOV.UK</b> as soon as possible if they any of these 3 symptoms of COVID-19, even if they are mild:</p> <ul style="list-style-type: none"> <li>➤ a high temperature</li> <li>➤ a new, continuous cough</li> <li>➤ a loss or change to your sense of smell or taste</li> </ul> <p>Staff or children should self-isolate straight away if:</p> <ul style="list-style-type: none"> <li>➤ They have tested positive for COVID-19 or</li> <li>➤ If someone they live with has symptoms or tested positive and they are not exempt from self-isolating (see below)</li> <li>➤ If the person has been told to self-isolate following contact with someone who tested positive – <a href="#">find out what to do if you're told to self-isolate by NHS Test and Trace or the NHS COVID-19 app</a></li> </ul> <p><b>When you do not need to self-isolate</b> If someone you live with has symptoms of COVID-19, or has tested positive for COVID-19, you will not need to self-isolate if any of the following apply:</p>	Office staff/ First aider/ SLT	Sep 21 onwards	

	<ul style="list-style-type: none"> <li>➤ Staff who are fully vaccinated – this means 14 days have passed since their final dose of a COVID-19 vaccine given by the NHS</li> <li>➤ Children who are under 18 years, 6 months old</li> <li>➤ you're taking part or have taken part in a COVID-19 vaccine trial</li> <li>➤ you're not able to get vaccinated for medical reasons</li> </ul> <p><b>Even if you do not have symptoms, you should still:</b></p> <ul style="list-style-type: none"> <li>➤ get a <a href="#">PCR test on GOV.UK</a> to check if you have COVID-19</li> <li>➤ follow advice on <a href="#">how to avoid catching and spreading COVID-19</a></li> <li>➤ consider limiting contact with <a href="#">people who are at higher risk from COVID-19</a></li> </ul> <p>Staff do not need to inform the school if they are a contact of a positive case but exempt from self-isolation. Employers are not expected to check whether an individual is exempt from self-isolation. Staff do not need to inform employers if they have received a contact notification and advice from the NHS COVID-19 app. <a href="https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance?utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_source=09bc689c-73ca-4445-94fe-4f79828ed4e2&amp;utm_content=daily">https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance?utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_source=09bc689c-73ca-4445-94fe-4f79828ed4e2&amp;utm_content=daily</a></p> <p><b>Using the NHS app</b> Staff should suspend using the NHS test and trace app in school</p> <ul style="list-style-type: none"> <li>• when you are working behind a fixed Perspex (or equivalent) screen and are fully protected from other people</li> <li>• if you store your phone in a locker or communal area, for example while working</li> <li>• Contact tracing can be paused within the app by selecting 'manage contact tracing' on the home screen.</li> </ul> <p><b>Lateral Flow Testing</b> 1 out of 3 people who test positive for COVID 19 are asymptomatic. The purpose of these tests is to identify these staff to reduce transmissibility of the virus. These tests are completed at home. Staff must opt into this process, and many have done so. The school keep a record of all test results. Staff who have opted in complete 2 tests per week.</p> <p>At RPS Sharon Hudson and Maxine Walters and at DKH Carrie Lucas; monitor and allocate tests to staff and keep a record of test results.</p> <p>If a member of staff tests positive using a lateral flow test, they must self-isolate and book a PCR test to confirm the result. 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 member of staff can return to school, as long as the individual doesn't have COVID-19 symptoms.</p>	<p>Sharon H Maxine Walters and Carrie Lucas to monitor</p>	<p>2 x per week When required. Till at least the end of September 21</p>	
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<p><b>8. Social distancing</b></p>	<p>Although social distancing is no longer a legal requirement for staff and pupils, headteachers still have a legal duty to ensure the health and safety of their staff.</p> <p>Therefore, large gatherings will for the time being, be limited in the following ways:</p> <p><b>Assemblies</b></p> <ul style="list-style-type: none"> <li>➤ Whole School Assemblies will be delivered virtually.</li> <li>➤ Music Assemblies will be delivered live on Teams</li> <li>➤ Celebration awards will be conducted in class and celebrated in the weekly newsletter</li> <li>➤ Children will gather for teacher book assemblies in the hall, but this will be limited to the gathering of 2 year groups (4 classes maximum)</li> <li>➤ Class assemblies will resume after half term. Performances will be for other year groups only.</li> </ul> <p><b>Performances</b></p> <p>No large gatherings will occur in the first half of term. This will be reviewed at half term.</p> <p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>➤ Staff are encouraged to social distance when meeting external agencies within meeting rooms.</li> <li>➤ Although it is not compulsory staff should consider wearing masks when meeting external agencies.</li> <li>➤ Rooms should be well ventilated.</li> </ul> <p><b>Transition Days and Visits</b></p> <ul style="list-style-type: none"> <li>➤ These will resume this year but limited to one family at a time. Parents visiting the school will be encouraged but we will not insist on families wearing face masks.</li> <li>➤ Where longer transition meetings occur, these will be held keeping a 2m distance in mind as far as possible.</li> <li>➤ Settling in/transition visits will be whenever possible outside in the playground for nursery/Reception children and time limited.</li> </ul>			
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## Section 2: School operations

Aspect of school	Action	By Whom	When	Monitoring/ Review	
<b>Attendance</b> <b>School attendance is mandatory for all children of compulsory school age</b>	<b>Attendance expectations</b> The government is prioritising the delivery of face-to-face, high-quality education and childcare to all children. The evidence is clear that being out of education and childcare causes significant harm to educational attainment, life chances, mental and physical health. School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support. We will ring parents of children who were PA last academic year to clarify expectations and ensure that children attend school.	LM/SIO	August and Sep 21 onwards		
	School will continue to record and monitor attendance as we did pre- Covid 19 and any absence will be followed up.	/SIO/LM	Sep 21		
	Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority's code of conduct). The school will refer families to the Education and Inclusion Team (this is part of the Early Help Team) and review attendance concerns during Team Around the School (TAS) meetings. Families will be expected to engage in attendance contracts with the school if they are PA.	SIO/LM SLT			
	<b>Pupils who are self-isolating or shielding</b> As children are now able to attend school even if they have been a close COVID contact, the likelihood of being directed to self-isolate is significantly reduced. However, 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 will 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 will be recorded as code I (illness).	LM/SIO	Summer 21	If required	
	If a pupil is abroad and unable to return to the country code Y (unable to attend due to exceptional circumstances) may apply – but this will be dependent on specific circumstances.	LM/SIO			
	<b>Shielding:</b> All clinically extremely vulnerable (CEV) children and young people are now expected to attend school. Only a very small number of children and young people under paediatric or another specialist care will have been advised by their clinician or other specialist not to attend. Any child directed to shield will not be expected to attend school but parents should provide evidence of a medical letter directing the child to shield to the school. Remote learning will be provided for these children. Regular contact with them will be maintained by the class teacher.	SENCO		When issues arise	

<p><b>School Workforce</b></p>	<p><b>Staff who are clinically vulnerable or extremely clinically vulnerable</b>  Riverhill Federation will be fully open from September 2021. Updated guidance has indicated that those who are clinically vulnerable are able to attend school.</p> <p>If staff are concerned for any reason about returning to school, they must contact the Head of School or Executive Head Teacher to discuss their concerns. An individualised risk assessment will then be completed for those individuals.</p> <p><b>Pregnancy:</b> If a staff member is pregnant an individual risk assessment will be completed that will include risk caused by COVID 19. They will be requested to discuss the risk for their own health with their GP particularly when they reach the 3<sup>rd</sup> trimester of pregnancy. The individual risk assessment will be revised as the member of staff approaches the 3<sup>rd</sup> trimester and will be informed by the medical advice and HR guidance at that point.</p> <p><b>Vaccine</b>  Staff will be encouraged to take the vaccine. Records will be kept of staff who are vaccinated.</p> <p>If staff choose to invoke the protection of Section 44 and 100 Employment Rights Act 1996, they must write to the Executive Head Teacher to do so.</p> <p><b>Music specialists</b></p> <p><b>Wind Instruments –</b> when using wind instruments the specialist teacher will ensure there is good ventilation. These types of instruments will be allocated to children on an individual basis. These instruments will not be shared unless sterilised or quarantined for at least 78 hours.</p> <p><b>Managing Staff absences due to self-isolations:</b> Staff will be redeployed across classes if required to manage staff absences due to self-isolation periods. Events (e.g. local trips/sporting events) may be changed/cancelled in school if there are high numbers of absences that make the event untenable and increase workload or risk significantly.</p> <p><b>Staff travel</b></p> <p>The government has set a requirement that people returning from some countries will be required to quarantine for 10 days. Staff will be reminded to check the quarantine travel requirements when making plans to travel abroad. They should take into account any quarantine requirements to ensure they do not have unnecessary absences from school. Any period of absence due to knowingly travelling to a red list country will not be authorised given that they would be knowingly absent from work. The school will follow HR advice and the absence procedures where this happens. This may include formal procedures/unpaid leave.</p>	<p>HoS/EHT to provide info by email and during briefings</p> <p>EHT / HoS</p> <p>Music specialist</p> <p>EHT/ HoS to monitor and manage absences through the HR process</p>	<p>Sep 21 onwards</p> <p>Sep 21 onwards</p> <p>Se 21</p> <p>August 21</p>	
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<p><b>Safeguarding</b></p>	<p>Staff refresher safeguarding training session on processes and procedures and the revised and changes to KCSIE in regard to Covid-19. Child Protection policy to be updated and disseminated.</p> <p>Induction for new staff and contractors to include Covid-19 safety measures.</p> <p>Individual risk assessments to be reviewed/update for children to ensure they reflect any changes due to reopening arrangements for specific children.</p> <p>Vulnerable calls to assess risk for any children who are requested to self-isolate – calls to monitor safety, health and wellbeing.</p> <p>Disclosures or concerns to be logged using My Concern as per normal safeguarding procedures.</p>	<p>SIO</p> <p>SIO</p> <p>Teachers SMSC lead to provide guidance</p>	<p>Sep 21</p> <p>Sep 21 onwards and when needed</p>	
<p><b>Catering</b></p>	<p><b><u>Rotherhithe Primary School</u></b> The school kitchen will be fully open throughout the year. Kitchen staff will follow Chartwells prevention requirements but must ensure that they maintain rigorous hygiene standards. Chartwells will provide ongoing training regarding this. Lunch service will start from 11:30 and continue to 1:45. These arrangements will be continually reviewed.</p> <p>Both canteens will be open at RPS. Although, bubbles are no longer a requirement, due to playground space restrictions (caused by the new build construction site) and to reduce the risk of transmission of COVID, children will continue to sit within their year groups. Tables and chairs will be sterilised before a new bubble or child uses it. Up to two-year groups maximum can sit within one area of the canteen.</p> <p>We will provide FSM packed lunches if children are directed to complete remote learning at home.</p> <p><b><u>Dog Kennel Hill Primary School</u></b> The school kitchen will be fully open throughout the year. Kitchen staff will follow Chartwells prevention requirements but must ensure that they maintain rigorous hygiene standards. Chartwells will provide ongoing training regarding this. Lunch service will start from 11:20 and continue to 1:30, providing lunch in the dining hall for EYFS to year 6. These arrangements will be continually reviewed.</p> <p>Although, bubbles are no longer a requirement, due to space restrictions (and to reduce the risk of transmission of COVID, children will continue to sit within their year groups. Tables and</p>	<p>Kitchen staff</p> <p>MMS</p> <p>Admin/ Premises manage and catering company</p>	<p>Sep 21</p> <p>Sep 21</p> <p>Sep 21 onwards</p>	

	<p>chairs will be sterilised before a new bubble or child uses it. Up to two-year groups maximum can sit within one area of the canteen.</p> <p>We will provide FSM packed lunches if children are directed to complete remote learning at home.</p>			
<b>Lunch and break times</b>	<p>Midday supervisors (MMS) / TAs will continue to support the supervision of lunchtimes. Year groups will be allocated a set playtime space and time (at RPS this is due to restricted playground space.)</p> <p>Each year group will be supported by at least 2 members of staff to enable supervision in the playground and within the lunch hall. These members of staff are expected to support the cleaning of the room before and after children eat, if needed.</p> <p>Possible playground ideas: <a href="https://engb.padlet.com/gazneedle/mry7d3wlpw313515">https://engb.padlet.com/gazneedle/mry7d3wlpw313515</a>. Only sponge balls will be allowed in the playground. At DKH - footballs to only be allowed in the Football pitch.</p> <p>All MMS and support staff who will be conducting playground duty are first aid trained, as far as possible. Refresher update training will be provided for those MMS or first aiders where it is about to expire.</p> <p>A playtime rota has been shared with staff. Wet playtime rota to be created and shared with MMS / TAs – if it is wet lunch time children will remain in their class.</p> <p>All TAs will be on playground duty each day unless they have medical exemption. SLT/LM to be available to support any behaviour challenges. Teachers to cover play duty when TA are absent.</p> <p><b><u>Rotherhithe Primary School</u></b> Whilst children are at lunch, teachers and support staff will have their lunch. Lunch time will be condensed to 45 min to enable playground space to be available for outdoor activities.</p> <p><b><u>Dog Kennel Hill Primary School</u></b> Playtimes will be timetabled for two year groups at a time (years 1/2, years 3/4 and years 5/6.) Lunchtimes will have children sit with their class and a section of the playground will be allocated to years 1/2, years 3/4 and years 5/6. This is to reduce the number of children and adults gathering in one area at one time.</p>	<p>MMS HoS / SLT timetable</p> <p>MMS/LM/ SIO/Coach</p> <p>MMS/LM/ SIO Coach</p> <p>SIO Coach</p> <p>TA SLT/LM</p>	<p>Sep 21</p> <p>Sep 21</p> <p>Sep 21</p> <p>Sep 21</p> <p>Sep 21</p>	



### Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action	By Whom	When	Monitoring/ Review
<p><b>Remote Learning</b></p>	<p>Not all people with COVID-19 have symptoms. If a child tests positive for COVID and is directed to self-isolate but is well enough to work or learn from home, we will provide remote learning. We will also provide remote learning for pupils directed by Public Health to self-isolate or to quarantine.</p> <p>Remote Learning will be planned and well-sequenced so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject. Remote learning will be linked to the school curriculum. We will:</p> <ul style="list-style-type: none"> <li>➤ set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>➤ 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</li> <li>➤ provide clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos such as the National Oak Academy.</li> <li>➤ check that pupils are engaging with their work weekly, and inform parents immediately where engagement is a concern</li> <li>➤ provide printed resources, such as textbooks and workbooks or access to electronic resources such as laptops.</li> <li>➤ <i>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs. (SENCOs will support class teachers to differentiate remote education packs for those who have additional SEN needs.)</i></li> </ul> <p>The schools may also use Teams as a platform to provide direct teaching or intervention.</p>	<p>Class teachers</p>	<p>When required</p>	
<p><b>Education Recovery</b></p>	<p>Lost face to face teaching due to the pandemic has negatively impacted on attainment and progress of some children. Riverhill Federation schools will be providing their full, broad and balanced curriculum, with a focus on addressing the differences and gaps that have been created by the pandemic. We believe the</p>		<p>Sep 21 ongoing</p>	

	<p>curriculum should be responsive to the needs of the children based on ongoing assessment for learning.</p> <p><i>Throughout the coming academic year, the school will be focusing on <b>the following key issues:</b></i></p> <ul style="list-style-type: none"> <li>➤ <i>The need to recover missed learning and addressing gaps in skills and knowledge</i></li> <li>➤ <i>Address the gaps between disadvantaged and non-disadvantaged children as this has widened significantly. We will be working with the staff team to establish intervention work to address this.</i></li> <li>➤ <i>Addressing the impact of the pandemic on pupils' personal and social skills and their overall well-being.</i></li> <li>➤ <i>We will be looking at contingency plans in preparation for possible further lockdowns and will continue to develop our remote learning for any pupils not able to be in school.</i></li> </ul> <p>Catch-up Recovery Funds will be used to provide interventions that redress gaps in learning. The detail of this is set out in the Catch-up premium document for each school.</p> <ul style="list-style-type: none"> <li>➤ After school phonics booster to be organised.</li> <li>➤ Class teachers to organise interventions/deploying support staff - using the EEF to make decisions re interventions selected.</li> <li>➤ Impact of interventions to be monitored using assessment pre and post intervention</li> <li>➤ Nuffield Early Language Intervention (NELI)The school will be using the NELI programme to address some of the language gaps that have occurred for children entering into year 1.</li> <li>➤ Stand-Out Project – this will be used to intervene early with families in Reception to encourage engagement.</li> </ul>	<p>SLT/EH/HoS</p> <p>HoS/phonics manager</p> <p>HW</p> <p>HW/MK</p>		
<p><b>Pastoral support</b></p>	<ul style="list-style-type: none"> <li>➤ The safeguarding team and SMSC lead, and Safeguarding team will ensure that appropriate materials are on hand to support children's wellbeing.</li> <li>➤ All teachers will use the Zones of Regulation to help children to understand their emotions and learn to self-regulate these. Every classroom will have a Zones of regulation poster within it and all classes to have a reflection box.</li> <li>➤ Mindup lessons and the Jigsaw programme will be taught as part of our PSICHE curriculum. This provides children with the opportunity to reflect on challenges that they may experience.</li> </ul>	<p>Safeguarding team/ SMSC Lead</p> <p>All teachers</p>	<p>Sep 21</p>	

	<ul style="list-style-type: none"> <li>➤ Mindful art to be used and a toolbox of sensory calming activities to be available in each classroom.</li> <li>➤ LM referrals to be made where these may be required.</li> </ul>	LM Teachers		
<b>Behaviour expectations</b>	<p><b>Behaviour Policy:</b> Both schools will revert to their pre-COVID behaviour policy. This allows for children to be sent for time out in a different class. Initially this should be limited to one of 2 year groups. Year1/2, 3/4 5/6</p> <p><b>Class charters:</b> positive behaviour expectations will be set by each class.  <b>School's values</b> will be widely discussed so that the ethos of the school does not change. The climate and culture will remain one of high expectations and respect for one another. This will be reinforced during virtual assemblies led by SLT.</p>	Teachers Teachers Teachers SLT	Sep 21	

#### Section 4: Assessment and accountability

Aspect of school	Action	By Whom	When	Monitoring/ Review
<b>Inspection</b>	Ofsted are now planning to revert to full inspections. Both schools are now due for inspection and should be prepared to discuss the provision provided throughout the pandemic. However, the interruption to the normal inspection will mean an extension of up to 6 terms in the inspection interval for those schools not inspected since the start of the pandemic.	EHT / HoS  EHT / HoS		
<b>Primary Assessment</b>	<p>Due to the impact of the COVID-19 pandemic, most exams and assessments did not take place in the 2019/20, or 2020/21 academic years. The government also announced that it would not publish school level results data on school performance tables in autumn 2020 or autumn 2021, and that this data would not be used to hold schools to account. They have also made clear that results data from 2020/21 will not be used in school and college level performance measures in future years.</p> <p>As statutory assessments will be returning for the first time since 2019, without any adaptations, the results will not be published in key stage 2 (KS2) performance tables in academic year 2021/22.</p> <p><b>Transitional Accountability Arrangements:</b>  The DfE will share school accountability measures securely with primary schools, local authorities and Ofsted for school improvement purposes and to help identify schools most in need of support. As schools we will be able to access our own performance data via the schools checking exercise and Analyse School Performance (ASP).</p>	Teachers/SLT to timetable  Teacher/HoS  Teachers	Dec 21  June 22	



<p><b>Extra Action</b></p>	<p><b>Staff tests positive for COVID:</b> Leaders should call the Self-Isolation Service Hub on 020 3743 6715 as soon as they are made aware that any of their workers has tested positive. If cases amongst staff mean a setting meets the threshold, described above, employers will need to provide the 8-digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who tested positive, alongside the names of co-workers identified as close contacts. This will ensure that all workplace contacts are registered with NHS Test and Trace and can receive the necessary public health advice, including the support available to help people to self-isolate. Further guidance is available</p> <p><b>Testing:</b> When a variant of COVID-19 is classed as a variant of concern (VoC), Directors of Public Health may introduce ‘surge’ testing within a geographical area to suppress and control new variants. This may include increased home testing for staff.</p> <p><b>Face coverings:</b> Where VoCs have been identified PH may advise the temporary re-introduction of face coverings in an individual setting or a cluster of settings where necessary. In all cases any educational drawbacks in the recommended use of face coverings will be balanced with the benefits of managing transmission and will allow for reasonable exemptions for their use.</p> <p><b>Masks:</b> Extra action may include requesting staff wear face masks in communal areas, in meeting and when moving around the school.</p> <p><b>Shielding:</b> In the event that PH direct staff or children to shield arrangements will be made to cover absences and provide remote education for children.</p> <p><b>Social Distancing Restrictions</b> may be increased leading to suspension of:</p> <ul style="list-style-type: none"> <li>• residential educational visits</li> <li>• open days</li> <li>• transition or taster days</li> <li>• parental attendance in settings</li> <li>• live performances in settings. Social gathering to cease e.g assemblies or performances.</li> <li>• year group mixing</li> </ul> <p><b>Review:</b> We will consider whether any activities could take place outdoors, including exercise,</p> <ul style="list-style-type: none"> <li>• we will consider ways to improve ventilation indoors, where this would not significantly impact thermal comfort</li> <li>• organise one-off enhanced/deep cleaning focusing on touch points and any shared equipment</li> </ul>	<p>All staff</p>	<p>When required</p>	
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	<ul style="list-style-type: none"> <li>➤ Maths with Parents will continued be used in Reception to Year 2 (RPS) and Year 1 to Year 2 (DKH)</li> </ul> <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. More detail on Oak National Academy can be found here (<a href="https://www.thenational.academy/information-for-teachers">https://www.thenational.academy/information-for-teachers</a>).</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"> <li>➤ Children will receive learning opportunities for a range of subjects each day</li> <li>➤ Learning will be sequenced as per our current curriculum model</li> <li>➤ High quality explanations will be made by the teacher using video links from school or through curriculum resources such as Oak National</li> <li>➤ Work will be checked, and feedback provided using MS Teams</li> <li>➤ Teachers will further tailor the learning because of feedback. Often this will be after the Oak National Academy lesson has been completed.</li> <li>➤ Lessons will be of the equivalent length of a normal school day.</li> <li>➤ Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team.</li> </ul> <p>In the event that the class teacher is unable to deliver and organise lessons another year group teacher will take responsibility for planning and communication across the year group – supported by SLT.</p> <p>Children to be continually reminded through teaching, assemblies about online safety.</p>	<p>EHT/ HoS/IT lead</p> <p>SLT</p> <p>IT Lead/Teachers</p>	<p>When required Ongoing</p>	
<b>safeguarding</b>	<p>If attendance restrictions are once again needed, we will remain vigilant and responsive to all safeguarding threats with the aim of keeping vulnerable children safe.</p> <ul style="list-style-type: none"> <li>➤ This will involve regular welfare checks through telephone communication or home visits if it is felt this is necessary.</li> <li>➤ Communication with external agencies.</li> <li>➤ Online mentoring sessions.</li> <li>➤ Meetings with external professionals and parents using virtual methods.</li> <li>➤ Attendance and engagement will be monitored.</li> </ul> <p>We will always ensure there is a Designated Lead on the school site.</p> <p>Paediatric first aiders are available in school.</p>	<p>SIO/SLT</p> <p>LM/SIO/Teachers</p>	<p>If required</p>	

	We will continue to follow all requirements set out in Keeping children Safe in Education.			
<b><i>Clinically Extremely Vulnerable</i></b>	<p>In the event of an outbreak or direction to restrict attendance an individual risk assessment should be completed with any adults or children who are considered to be CEV.</p> <p>Public Health advice will be sought and if required additional protections put in place for staff or children. These may include:</p> <ul style="list-style-type: none"> <li>➤ Increased testing</li> <li>➤ Wearing of masks</li> <li>➤ Restriction of contact and movement around the school (e.g. working in one office only)</li> <li>➤ Working from home</li> </ul>	HoS/EH	If required	

**I declare that the content of these management arrangements reflects the principal risks and mitigations to prevent and reduce harm due to Covid 19 and confirm that these measures will remain in place for the duration that the risk exists.**

**Signed: Lisa Christiansen**

**Position: Head of School**

**Dated: 21.8.21**

**Signed: Barbara Ghezzi**

**Position: Head of School**

**Dated: 24.8.21**