



## Risk Assessment Guidance September 2021 Reopening

<b>Department:</b> Bishop Bewick Catholic Education Trust <b>Section/Team:</b> <b>Location:</b> St Charles' Catholic Primary School <b>Head Teacher:</b> L Nealings	<b>Document Number:</b> 03  <b>Assessment Date:</b> 01/09/21  <b>Review Date:</b> 01/09/22 or in the event of significant change.
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**Risk Matrix**

<b>PROBABILITY</b>	<b>Highly probable</b>	5 Moderate	10 Major	15 Major	20 Severe	25 Severe
	<b>Probable</b>	4 Moderate	8 Moderate	12 Major	16 Major	20 Severe
	<b>Possible</b>	3 Minor	6 Moderate	9 Moderate	12 Major	15 Major
	<b>Unlikely</b>	2 Minor	4 Moderate	6 Moderate	8 Moderate	10 Major
	<b>Rare</b>	1 Minor	2 Minor	3 Minor	4 Moderate	5 Moderate
		<b>Very low</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>Very High</b>
	<b>IMPACT</b>					

In the tables on the following pages, you will see two columns for risk rating: the first column is the risk rating before any control measures or action is taken to reduce the risk; the second column is for the residual risk rating – that is the risk rating after the control measures and actions have been implemented.

Please assess each risk using the table above and enter the **colour and number** of the risk rating in the appropriate column. For instance, if you assess a risk to be highly probable, with a very high impact – the risk rating would be Red 25. Once you have applied the control measures and actions, the risk may then be reduced to possible, with high impact. This would reduce the risk to Amber 12.

Everyone needs to assess and manage the risks from coronavirus (COVID-19). This means school employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19).

School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [Health and Safety Executive \(HSE\) guidance on working safely](#).



Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures.

A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that.

The risk assessment will help school leaders and employers decide whether they have done everything they need to. Employers have a legal duty to consult their employees on health and safety in good time.

It also makes good sense to involve pupils (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. Employers can do this by listening and talking to them about how the school will manage risks from coronavirus (COVID-19). The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. Involving them in making decisions shows that the school takes their health and safety seriously.

### **Sharing your risk assessment**

Schools should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

### **Monitoring and review of risk controls**

It is important that employers know how effective their risk controls are. You must regularly review and update your risk assessments - treating them as 'living documents' - as the circumstances at your school and the public health advice changes. This includes having active arrangements in place to monitor that the controls are:

- effective
- working as planned

You must notify your staff and their health and safety representatives of review outcomes.

### **Overview**

All pupils should now be attending school.

We ask that schools:

- review and where necessary, update your risk assessment
- make sure you are following the system of controls to minimise the risk of infection, including engaging with the asymptomatic testing programme
- have a contingency plan in place for outbreaks in your school or changes in restrictions
- communicate any changes in your processes to parents

Much of the content in this guidance will be familiar to you, as it has been in place for some time.



The “system of control” which will be at the heart of how St Charles’ operates is in two parts as follows:

**Prevention: current measures as per latest government guidance**

- Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, do not attend school.
- Clean hands thoroughly more often than usual.
- Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach.
- Continue enhanced cleaning, including cleaning frequently touched surfaces.
- Encourage social distancing wherever possible.
- Keep occupied spaces well ventilated.
- Where necessary, wear appropriate personal protective equipment (PPE-Risk Reducing Equipment) in specific circumstances as identified below.
- Follow Public Health advice on testing, self-isolation and managing confirmed cases of COVID 19.

**Response to any infection: as per Outbreak Management Plan – see Appendix A**

- Promote and Engage with the NHS Test and Trace process. following Covid-19 procedures when notified by a positive case.
- Manage confirmed cases of coronavirus (COVID-19) within the school.
- Contain any outbreak by informing and following local health protection team advice.

## Latest Updates

### 1. Timelines

- From 19 July
  - No longer recommend that it is necessary to keep children in consistent groups (‘bubbles’).
  - Close contacts will be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.
  - Face coverings will no longer be advised for pupils, staff and visitors either in classrooms or in communal areas.
  - The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don’t normally meet. This includes public transport and dedicated transport to school or college.
- From 16 August
  - From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case.

### 2. Tracing close contacts and isolation

- As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.
- Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:
  - they are fully vaccinated
  - they are below the age of 18 years and 6 months
  - they have taken part in or are currently part of an approved COVID-19 vaccine trial
  - they are not able to get vaccinated for medical reasons
- Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.



### 3. Stepping measures up and down

- You should have contingency plans (sometimes called outbreak management plans) outlining what you would do if children, pupils, students or staff test positive for COVID-19, or how you would operate if you were advised to take extra measures to help break chains of transmission. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.
- Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.
- For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead you to consider taking additional action, and the steps you should work through, can be found in the [contingency framework](#).

### 4. CO2 Monitor programme

- CO2 monitors are to be provided to all state-funded education settings from September, so staff can quickly identify where ventilation needs to be improved.
- CO2 monitors are portable so schools and other settings will be able to move them around to test their full estate, starting with areas they suspect may be poorly ventilated.
- The programme will provide schools and other settings with sufficient monitors to take representative readings from across the indoor spaces in their estate, assessing all spaces in a relatively short space of time.

### Change Log 2021-2022

#### New in Version 01

Section	Change
Use of face coverings in schools – section 6	13/9/2021 - Staff advised by DHT to wear face masks when not able to socially distance.

### Summary of measures in place from 7 September 2021

1.	Parents only access the school site on collection, face coverings are optional and parents collect children from individual classrooms.
2.	All staff, pupils and visitors wash hand when entering and leaving the school site.
3.	Children are allocated their own chair and resources.
4.	Children come into school wearing PE kits.
5.	PPE is stored in the library and around the school site.
6.	All Collective worship and assemblies are held via Teams for weeks 6.9.21 and 13.9.2. Key stage gathering will take place.
7.	Contact between classes is limited and some staggered playtimes to avoid whole school contact up to 20.9.21.
8.	Lanyards may not be worn when working with pupils who spit or cough.
9.	All staff are responsible for cleaning of seats and equipment they have used.
10.	All staff will ensure their desk is clean.
11.	All staff will ensure all areas of the school are tidy and all equipment is cleaned after use.
12.	All areas of the school are ventilated.
13.	Staff avoid unnecessary mixing.
14.	Toilets are cleaned regularly throughout the school day.
15.	If a child or adult displays COVID-19 symptoms they should go to the school library and wait to be sent home. PPE is stored here and the hazard waste bin is stored in the PPA room.
16.	Face coverings are not required in the school building unless an adult chooses to wear one.



## Summary of Early Years Additional Measures from 7 September 2021

1.	Parents are not allowed to enter school building at drop off.
2.	Early Years daily cleaning schedule to be followed.
3.	Weekly deep clean of shelving units and resources.
4.	Nursery and Reception will mix in the outdoor area.
5.	Reception will continue to use Nursery toilets so that they do not mix with KS1 classes.

### 1. Leadership, Communication and Staffing

What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Risk after controls (RAG, colour and number)
1. Lack of understanding of COVID-19 policies and procedures	Amber 15	Students, Employees, Visitors and Contractors	<p><b>1. Information is up to date and from appropriate sources</b></p> <p>a. The school keeps up-to-date with advice issued by, but not limited to, the following:</p> <ol style="list-style-type: none"> <li>DfE</li> <li>NHS</li> <li>Department for Health and Social Care</li> <li>PHE</li> <li>HSE</li> <li>The school's local health protection team (HPT)</li> </ol> <p>b. All staff have regard to all relevant guidance and legislation including, but not limited to, the following:</p> <ol style="list-style-type: none"> <li>The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>The Health Protection (Notification) Regulations 2010</li> <li>Public Health England (PHE) (2017) '<a href="#">Health protection in schools and other childcare facilities</a>'</li> <li>DfE and PHE (2020) '<a href="#">COVID-19: guidance for educational settings</a>'</li> <li>PHE '<a href="#">The Spotty Book Notes on infectious diseases in Schools and Nurseries</a>'</li> <li>Pregnancy guidance from The Royal College of Gynaecologists and Obstetricians - <a href="https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/">https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/</a></li> </ol> <p><b>2. All members of the community are made aware of new procedures and policies</b></p> <p>a. All staff, pupils, parents, directors, governors, visitors and volunteers (primary schools only) with access to site are aware of all relevant COVID-19 adaptations, policies and procedures before they return to site.</p> <p>b. These policies could include:</p> <ol style="list-style-type: none"> <li><a href="#">Health and Safety Policy</a></li> <li><a href="#">Safeguarding Policies</a></li> </ol> <p>c. The Staff and Volunteer Confidentiality and Student Confidentiality are respected at all times.</p> <p><b>3. Teaching and support staff are informed of changes</b></p> <p>a. Regular communication keeps staff up to date.</p> <p>b. The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training, use of PPE during first aid.</p> <p>c. Staff are made aware of the school's infection control procedures in relation to coronavirus via email, briefing and contact the school as soon as possible if they believe they may have been exposed to coronavirus.</p> <p>d. Staff are aware of the need for isolation after returning from some holiday destinations and that this cannot impeded their return to the classroom in September.</p> <p><b>4. Parents are kept informed</b></p> <p>a. Parents are engaged with updates of new developments and progress in the schools COVID-19 response</p> <p>b. Parents are made aware of the school's infection control procedures in relation to coronavirus via email, letter or social media – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus.</p>	LN	Y	Amber 4



- c. Parents are informed of travel routines and the latest guidance changes prior to any in-school event. Guidance will include:
  - i. Washing of uniforms after the event
  - ii. Travel arrangements via Nexus web site
  - iii. How to make face coverings. Ideally a fabric covering should be reused and cleaned via steaming with an iron. This will ensure good hygiene protection and a minimised environmental impact.
  - iv. The need to bring filled water bottles and the limited opportunities for filling them, etc.
  - v. Expectations of hygiene and behaviour on site.
- d. Parents are informed that they should let school know if they are isolating due to returning from a holiday destination.

**5. Students are kept informed**

- a. Students are informed of COVID-19 symptoms.
- b. Students are made aware of the school's infection control procedures in relation to coronavirus prior to arrival
- c. Students are aware of new school routines prior to arrival
- d. New routines are reinforced to students on arrival to site each day.
- e. Students are informed that they must tell a member of staff if they feel unwell.

**6. Use of face coverings in schools**

**a. All settings**

- i. Face coverings will no longer be advised for pupils, staff and visitors either in classrooms or in communal areas.
- ii. If you have an outbreak in your school, a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils staff and visitors, unless exempt). You should make sure your outbreak management plans cover this possibility. In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.

**b. Exemptions**

- i. Some individuals are exempt from wearing [face coverings](#). This applies to those who:
  - 1. cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability
  - 2. speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate
  - 3. The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.
    - a. speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate
    - b. The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.

**c. Access to face coverings**

- i. Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. PHE has also published guidance on [how to make a simple face covering](#).
- ii. You should have a small contingency supply available for people who:
  - 1. are struggling to access a face covering
  - 2. are unable to use their face covering as it has become damp, soiled or unsafe
  - 3. have forgotten their face covering
- 4. No pupil should be denied education on the grounds that they are not wearing a face covering.

**d. Safe wearing and removal of face coverings**

- i. Schools should have a process for removing face coverings when those who use face coverings arrive at school. This process should be communicated clearly to pupils and staff.



			<ul style="list-style-type: none"> <li>ii. 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.</li> <li>iii. Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling 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.</li> </ul> <p><b>e. Further guidance on face coverings</b></p> <ul style="list-style-type: none"> <li>i. <a href="#">Safe working in education, childcare and children's social care provides</a></li> <li>ii. <a href="#">Face coverings in education settings</a></li> </ul>			
<p><b>2. Staffing levels allow the school to operate</b></p>	<p><b>Amber 15</b></p>	<p>Employees and students</p>	<p><b>1. Staffing levels -</b></p> <ul style="list-style-type: none"> <li>a. All staff are expected to attend school. This means that First Aid Teams, Fire Marshals and Pastoral support staff will be in school at appropriate levels.</li> <li>b. Current site-specific absence policies should be followed to ensure levels of staffing are appropriate at all times.</li> <li>c. Staff may need to be deployed flexibly. Any changes in workplace practices should be discussed and agreed with staff prior to changes.</li> <li>d. Schools may wish to review existing practices and consider changes to routines to mitigate against changes to workload during the initial COVID return to work phase.</li> </ul> <p><b>2. Teaching Support and LSAs</b></p> <ul style="list-style-type: none"> <li>a. Schools must ensure appropriate support is in place for those students with SEND.</li> <li>b. Visiting SENTASS and other support staff are now able to visit sites. They should follow site specific procedures.</li> <li>c. Teaching assistants may be deployed to lead catch up provision, lead groups or cover lessons under the direction and supervision of a qualified or nominated teacher. These redeployments should not be at the expense of supporting SEND students.</li> <li>d. Headteachers should be satisfied that the member of staff has the appropriate skills, expertise and experience to carry out the role.</li> <li>e. Proposed changes in responsibilities should be discussed in advance.</li> </ul> <p><b>3. Business support, administration and premises management staff -</b></p> <ul style="list-style-type: none"> <li>a. There may be some roles within school where working from home is still possible. School leaders should consider if home working is feasible and appropriate in these roles.</li> <li>b. Hot desking is avoided</li> <li>c. Staff moved to alternative workspaces where personnel are uncomfortable with working arrangements.</li> </ul> <p><b>4. Premises and cleaning staff -</b></p> <ul style="list-style-type: none"> <li>a. Activities are scheduled so that premises activities do not take place during times when pupils and staff move around the school.</li> <li>b. Staff who carry out cleaning are familiar with the cleaning and disinfecting processes that are required at this time.</li> <li>c. Staff who carry out cleaning and disinfection have the appropriate equipment required if cleaning is needed after a symptomatic person has left the building.</li> </ul> <p><b>5. Volunteers (primary schools only)</b></p> <ul style="list-style-type: none"> <li>a. Volunteers can resume working in the school.</li> <li>b. They should be provided with the same information, instruction and support as staff members.</li> <li>c. Volunteers must be have all safeguarding checks in place before beginning.</li> </ul> <p><b>6. Peripatetic/Supply Teachers/Visiting Staff</b></p> <ul style="list-style-type: none"> <li>a. All visitors to site should be logged at reception</li> <li>b. Peripatetic Teachers <ul style="list-style-type: none"> <li>i. Peripatetic staff can move between schools</li> <li>ii. They should minimise contact with other staff as much as possible.</li> <li>iii. Peripatetic staff are not employed by the school. For this reason, they should supply their own risk assessments for the school to approve well in advance of their arrival on site. These assessments must outline how they will ensure good hand and respiratory hygiene while ensuring 2.3.b is followed and outline how they will follow protective measures. They may need to supply their own PPE at the insistence of the school.</li> </ul> </li> </ul>	<p>LN</p>	<p>Y</p>	<p><b>Amber 9</b></p>



			<p>iv. Peripatetic Staff should:</p> <ol style="list-style-type: none"> <li>1. Not attend school if unwell or demonstrating any COVID-19 symptoms, e.g. fever, new sustained cough, loss of taste or smell.</li> </ol> <p>c. SEND Support staff e.g. Therapists</p> <ol style="list-style-type: none"> <li>i. Interventions for all SEND students should proceed as normal.</li> <li>ii. Staff will need to supply their own PPE.</li> </ol> <p>d. Supply teachers</p> <ol style="list-style-type: none"> <li>i. Where it is necessary to use supply staff, those individuals will be expected to comply with the school's arrangements for managing and minimising risk.</li> <li>ii. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.</li> </ol> <p><b>7. Deploying non-teaching staff flexibly</b></p> <ol style="list-style-type: none"> <li>a. All staff should have appropriate checks in place for any regulated activity.</li> <li>b. Further guidance is provided in part 3 of <a href="#">Keeping Children Safe in Education</a></li> </ol> <p><b>8. Expectation and deployment of ITT trainees</b></p> <ol style="list-style-type: none"> <li>a. We strongly encourage schools to consider hosting ITT trainees.</li> <li>b. Demand for teacher training is high this year and, while it is understandable that schools will have prioritised other activity, there is a risk that insufficient training places will be available.</li> <li>c. ITT trainees have the potential to play a significant role in supporting schools.</li> <li>d. Schools should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs.</li> <li>e. Deployment decisions will need to take into account the skills and capacity of the trainees in question.</li> <li>f. Trainees could: <ul style="list-style-type: none"> <li>• take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons</li> <li>• be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues</li> <li>• develop or engage in working groups to share best practice around resilience, commitment and team-working</li> <li>• work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload</li> </ul> </li> <li>g. This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all <a href="#">legislation</a> and guidance relevant to ITT.</li> </ol>			
<p><b>3. Management of Covid-19 cases</b></p>	<p><b>Amber 12</b></p>	<p>Students and Employees</p>	<p><b>1. When an individual develops coronavirus (COVID-19) symptoms or has a positive test</b></p> <ol style="list-style-type: none"> <li>a. Pupils, staff and other adults must not come into the school if: <ol style="list-style-type: none"> <li>i. they have one or more coronavirus (COVID-19) symptoms</li> <li>ii. a member of their household has coronavirus (COVID-19) symptoms or has tested positive and they are not double vaccinated</li> <li>iii. they are required to quarantine having recently visited countries outside the Common Travel Area</li> <li>iv. they have had a positive test.</li> </ol> </li> <li>b. They must immediately cease to attend and not attend for at least 10 days <i>from the day after</i>: <ol style="list-style-type: none"> <li>i. the start of their symptoms</li> <li>ii. the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)</li> </ol> </li> <li>c. You must follow this process and ensure everyone onsite or visiting is aware of it.</li> <li>d. Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on <a href="#">NHS Test and Trace: how it works.</a></li> </ol>	<p>LN</p>	<p>Y</p>	<p><b>Amber 4</b></p>





- e. If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:
  - i. must send them home to begin isolation—the isolation period includes the day the symptoms started and the next 10 full days
  - ii. advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection
  - iii. advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19)

f. Individuals are no longer required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:

- i. they are fully vaccinated
- ii. they are below the age of 18 years and 6 months
- iii. they have taken part in or are currently part of an approved COVID-19 vaccine trial
- iv. they are not able to get vaccinated for medical reasons

g. Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.

h. Other members of their household who do not fall in the above criteria should self-isolate.

- i. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test, and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test.
- j. If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.
- k. In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.
- l. If a pupil is awaiting collection:
  - i. 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 pupil, with appropriate adult supervision if required
  - ii. a window should be opened for fresh air ventilation if it is safe to do so
  - iii. if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people
  - iv. 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
  - v. personal protective equipment (PPE) must be worn by staff caring for the pupil 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) - more information on PPE use can be found in the [safe working in education, childcare and children's social care settings guidance](#)
- h. In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to.
- i. The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the [safe working in education, childcare and children's social care settings guidance](#).
- j. Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

## 2. When an individual has had close contact with someone with coronavirus (COVID-19) symptoms

- a. Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:
  - i. the symptomatic person subsequently tests positive and the staff member is not double vaccinated.
  - ii. they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)
  - iii. they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)
  - iv. they have tested positive from an LFD test as part of a community or worker programme



- b. 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 after they have left, to reduce the risk of passing the infection on to other people. See the guidance on the [cleaning of non-healthcare settings](#).
- c. If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.

### 3. Engaging with Track and Trace.

- a. Staff members, parents and carers will need to:
  - i. book a test if they or their child has symptoms - the main symptoms are:
    - 1. a high temperature
    - 2. a new continuous cough
    - 3. a loss or change to your sense of smell or taste
  - ii. self-isolate immediately and not come to school if:
    - 1. they develop symptoms
    - 2. they have been in close contact with someone who tests positive for coronavirus (COVID-19) and are not double vaccinated.
    - 3. anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19) and are not double vaccinated.
    - 4. they are required to do so having recently travelled from certain other countries
    - 5. they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation
  - iii. provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace

### 4. Polymerase Chain Reactions (PCR) tests for symptomatic testing

- a. Booking a polymerase chain reaction (PCR) test through 119
  - i. Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the [NHS testing and tracing for coronavirus](#) (COVID-19) website or ordered by telephone via NHS 119 for those without access to the internet.
  - ii. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.
  - iii. All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.
- b. Polymerase Chain Reaction (PCR) tests contingency supply
  - i. Separate to the asymptomatic testing regime, all schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived.
  - ii. Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere.
  - iii. You will need to decide how to prioritise the distribution of your test kits.
  - iv. These kits can be given directly to:
    - 1. staff
    - 2. parents collecting a pupil who has developed symptoms at school
  - v. These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of coronavirus (COVID-19).
  - vi. Further information on test kits for schools and further education providers is available.
  - vii. Ask parents and staff to inform you as soon as they get their results.

### 5. Manage confirmed cases of coronavirus (COVID-19) amongst the school community

- a. You must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.



- b. Unvaccinated young people up to the age of 18 years and 6 months and fully vaccinated adults, are no longer required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19.
- c. Those identified as a close contact will be informed by NHS Test and Trace that they have been in close contact with a positive case and advised to take a PCR test. It's strongly encouraged that all individuals to take a PCR test if advised to do so. There is no requirement to self-isolate while awaiting PCR test results and so individuals can attend their setting as usual.
- d. Children and young people who attend an education or childcare setting and who have been identified as a close contact, should continue to attend their setting as normal.
- e. If you would like support on the action you should take to respond to a positive case, you can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. You will be put through to a team of advisers who will inform you of what action is needed based on the latest public health advice.
- f. Close contact means:
  - i. anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)
  - ii. anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:
    - o face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre
  - iii. been within 1 metre for 1 minute or longer without face-to-face contact
  - iv. sexual contacts
  - v. been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)
  - vi. travelled in the same vehicle or a plane
- g. The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend you keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different groups. This should be a proportionate recording process. You do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.
- h. Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.
- i. A template letter will be provided to you, on the advice of the health protection team, to send to parents and staff if needed. You must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.
- j. Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:
  - i. 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 coronavirus (COVID-19) within the remaining days.
  - ii. if the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days.
  - iii. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection
- k. You should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

**6. Contain any outbreak by following PHE local health protection team advice**

- a. For settings testing pupils, students and staff in asymptomatic test sites (ATS) after the summer holidays. The thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned. For most education and childcare settings, whichever of these thresholds is reached first:
  - i. 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period
  - ii. 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period.



			<p>You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.</p> <ul style="list-style-type: none"> <li>b. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</li> <li>c. If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.</li> </ul> <p><b>7. Admitting children and staff back to the school</b></p> <ul style="list-style-type: none"> <li>a. The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</li> <li>b. You should not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation.</li> <li>c. In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others.</li> <li>d. In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Your decision would need to be carefully considered in the light of all the circumstances and current public health advice.</li> </ul>			
<b>4. Communication leaves staff, parents and students unsure and at risk.</b>	<b>Amber 15</b>	Students, Employees, Visitors and Contractors	<p><b>1. General Arrangements -</b></p> <ul style="list-style-type: none"> <li>a. Arrangements have been put in place to ensure communication and collaboration between pupils, staff, staff representatives (e.g. unions) and parents. Communication of key messages are integrated into any return to school plans.</li> <li>b. Arrangements are in place to ensure that parents support the school requirements and to support hygiene requirements with pupils both in and outside the school.</li> <li>c. Parents and carers have been communicated with about symptoms and household isolation requirements</li> <li>d. Staff report immediately to the headteacher about any cases of suspected coronavirus, even if they are unsure.</li> <li>e. The headteacher contacts the local HPT immediately about any suspected cases of coronavirus, even if they are unsure, and discusses if any further action needs to be taken.</li> <li>f. Schools put into place any actions or precautions advised by their local HPT.</li> <li>g. Schools contact their local HPT for specific recommendations for their school.</li> <li>h. Schools keep staff, pupils and parents adequately updated about any changes to infection control procedures as necessary.</li> </ul> <p><b>2. Visitors</b></p> <ul style="list-style-type: none"> <li>a. Information about visitor arrangements are displayed in a suitable place where necessary, including information hygiene and not attending when the person has symptoms.</li> <li>b. Where possible this information is also shared on the school website or directly with visitors in advance.</li> </ul> <p><b>3. Communicating safety arrangements -</b></p> <ul style="list-style-type: none"> <li>a. Site signage has been reviewed</li> <li>b. Site changes such as entrances and exits will be identified where required</li> <li>c. Communication will include the use of recommended information on notice boards and throughout the school, for example, handwashing, key staff notices</li> <li>d. The arrangements that have been put in place have considered additional and inclusive support measures where needed, for example, routes have been marked in braille or with other meaningful symbols.</li> </ul>	LN	Y	<b>Amber 4</b>
<b>5. Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of</b>	<b>Amber 12</b>	Students, Employees, Visitors and Contractors	<p><b>1. Specific activities may not be covered fully by a general risk assessment</b></p> <ul style="list-style-type: none"> <li>a. Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>i. Different areas of the school</li> <li>ii. When pupils enter and leave school</li> <li>iii. During movement around school</li> <li>iv. During break and lunch times</li> </ul> </li> <li>b. Site specific risk assessments are created prior to events as and when required.</li> </ul>	LN	Y	<b>Green 3</b>



hygiene guidance.					
6. Staff and students returning from holiday destinations should check for the latest guidance on isolation.	Red 20	Students, Employees	<b>1. Staff and students returning from holiday may need to self-isolate.</b> <ul style="list-style-type: none"><li>a. Anyone returning from a holiday abroad must check the latest guidance for areas where returnees are expected to self-isolate at <a href="https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors">https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors</a>.</li><li>b. Staff having to isolate past the expected return date must notify school as quickly as possible.</li><li>c. Parents should be reminded of the need to self-isolate after returning from certain holiday destinations outlined above.</li></ul>	LN	Y
					Amber 4

## 2. Curriculum and Continuity



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Residual risk rating (RAG, colour and number)
1. Pupils will fall behind in their learning during school closures and achievement gaps will have widened	Amber 16	Students	<p><b>1. Learning gaps may be inconsistent across pupil groupings</b></p> <ul style="list-style-type: none"> <li>a. All schools should have a recovery curriculum in place by September and this should be deployed over the Autumn term. Gaps in learning are assessed and addressed in teachers' planning.</li> <li>b. Teachers ensure that some remote learning is continuing and is calibrated to complement in-school learning and address gaps identified.</li> <li>c. Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> </ul> <p><b>2. School curricular may be disrupted.</b></p> <ul style="list-style-type: none"> <li>a. Schools should ensure that: <ul style="list-style-type: none"> <li>i. All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</li> <li>ii. The curriculum remains broad and ambitious and all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</li> <li>iii. Remote education, where needed, is high quality and aligns as closely as possible with in-school provision.</li> </ul> </li> <li>b. Local lockdowns may be enforced (see section 2.2.8 below). <ul style="list-style-type: none"> <li>i. All schools are expected to plan to ensure pupils educated at home receive high quality education.</li> <li>ii. Remote education should be integrated into school curriculum planning in the case of a local lockdown.</li> </ul> </li> </ul> <p><b>3. Due to COVID the school curriculum may become narrowed.</b></p> <ul style="list-style-type: none"> <li>a. Schools must ensure that they: <ul style="list-style-type: none"> <li>i. 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:</li> <li>ii. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. All subjects should contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</li> </ul> </li> <li>b. Planning is in place for a return to normal curriculum. <ul style="list-style-type: none"> <li>i. Aim to return to the school's normal curriculum in all subjects by summer term 2021.</li> <li>ii. Substantial modification to the curriculum may be needed at the start of the year. <i>Teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i></li> <li>iii. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills while avoiding the introduction of unnecessary tracking systems.</li> </ul> </li> <li>c. Exam syllabi are covered, SLT ensure they keep updated with specification changes and also ensure middle leaders are briefed, prepared and given time to make necessary curriculum changes.</li> <li>d. Staff are updated and given departmental time to review any curriculum changes to exam classes in particular.</li> <li>e. Some students may have educational gaps too great to catch up with peers while engaging in a full curriculum. <ul style="list-style-type: none"> <li>i. Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances.</li> <li>ii. Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term.</li> <li>iii. Schools should have a coherent plan for returning to a normal curriculum for all pupils by the summer term 2021.</li> </ul> </li> </ul> <p><b>4. Schools may not engage with a full National Curriculum</b></p> <ul style="list-style-type: none"> <li>a. New areas of the curriculum are compulsory in September 2020. <ul style="list-style-type: none"> <li>i. Relationships and health education (RHE) for primary aged pupils must still be covered</li> <li>ii. Relationships, sex and health education (RSHE) for secondary aged pupils</li> <li>iii. Schools are expected to start teaching these subjects by at least the start of the summer term 2021.</li> </ul> </li> </ul> <p><b>5. Remote education should be integrated into school curriculum planning</b></p> <ul style="list-style-type: none"> <li>a. School should investigate root causes of students who were reluctant or unable to engage.</li> <li>b. Support should be offered to those with low levels of IT access</li> <li>c. Analysis of online offer to be evaluated</li> </ul>	All staff	Y	Green 3



			<p><b>6. Students with SEND may have had a greater impact from school closure</b></p> <ul style="list-style-type: none"> <li>a. Risk assessments may prove useful now and over the autumn term, in identifying what additional support children and young people with education, health and care plans need to make a successful return to full education.</li> <li>b. Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to more limited attendance, or temporarily close.</li> <li>c. Whether individual risk assessments are used to help plan for the autumn term or not, schools should, in the spirit of coproduction, contact parents and involve them in planning for their child's return to their school from the start of the autumn term.</li> <li>d. They should also contact and involve young people over 16 who have education, health and care plans. That might include visits to the school, social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.</li> </ul>			
<p><b>2. Schools may be unsure on stage specific priorities or guidance</b></p>	<p><b>Amber 16</b></p>	<p>Students, Employees</p>	<p><b>1. Specific points for early years foundation stage (EYFS) to key stage 3</b></p> <ul style="list-style-type: none"> <li>a. For children in nursery settings, teachers should focus on:             <ul style="list-style-type: none"> <li>i. Communication and language,</li> <li>ii. Personal, social and emotional development (PSED)</li> <li>iii. Physical development.</li> <li>iv. All groups of children should be given equal opportunities for outdoor learning.</li> </ul> </li> <li>b. For pupils in Reception:             <ul style="list-style-type: none"> <li>i. Assess and address gaps in language, early reading and mathematics.</li> <li>ii. Ensure children's acquisition of phonic knowledge.</li> <li>iii. Extend vocabulary.</li> <li>iv. Guidance on disapplication can be found at <a href="#">EYFS disapplication guidance</a>.</li> <li>v. All groups of children should be given equal opportunities for outdoor learning.</li> </ul> </li> <li>c. For pupils in key stages 1 and 2 prioritise:             <ul style="list-style-type: none"> <li>i. identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics).</li> <li>ii. Identifying opportunities across the curriculum for children to read widely and developing their knowledge and vocabulary.</li> <li>iii. The curriculum should 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.</li> </ul> </li> <li>d. For pupils in key stage 3:             <ul style="list-style-type: none"> <li>i. The curriculum should remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education.</li> <li>ii. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.</li> </ul> </li> </ul> <p><b>2. Specific points for Key Stages 4 and 5</b></p> <ul style="list-style-type: none"> <li>a. Pupils in key stage 4 and 5 will need extra support to catch up on any content they have missed.</li> <li>b. The vast majority of pupils in year 10 and 11 are expected to continue to study their examination subjects.</li> <li>c. In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject             <ul style="list-style-type: none"> <li>i. This is most likely if the school judges that the student would achieve significantly better in their remaining subjects, especially in GCSE English and mathematics.</li> <li>ii. School leaders are expected to make such decisions in discussion with pupils and parents</li> <li>iii. These decisions should be informed by ongoing assessment of a pupil's progress and wellbeing</li> </ul> </li> <li>d. School will review any plans for early entry among year 10 pupils in summer 2021.</li> <li>e. The school adheres to and keeps up-to-date with the latest JCQ and exam board information.</li> </ul> <p><b>3. Marking of student books</b></p> <ul style="list-style-type: none"> <li>a. There is no definitive guidance from either DfE or PHE as to the marking of student books.</li> <li>b. Until such guidance becomes available schools should reinforce hand hygiene messages for staff and students.</li> </ul>	<p>LN, LK and all teachers</p>	<p>Y</p>	<p><b>Green 3</b></p>



			<ul style="list-style-type: none"> <li>c. If books/worksheets are marked then staff should remember to hand sanitise before handling work, avoid touching their face etc during marking and hand sanitise after handling books.</li> <li>d. Marking should take place electronically where practical. Student work completed on paper should be left for 48 hours before being physically marked.</li> </ul>			
<b>3. Catch up provision will incur additional costs to school budgets</b>	<b>Red 20</b>	Students, Employees	<ul style="list-style-type: none"> <li><b>1. Catch up support funding will be available to schools</b> <ul style="list-style-type: none"> <li>a. One-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021</li> <li>b. Headteachers will decide how the money is spent.</li> <li>c. Additional guidance on effective interventions is provided by the Education Endowment Foundation as <a href="#">guidance on effective interventions to support schools</a>.</li> <li>d. For pupils with complex needs, funds can be spent to address individual needs.</li> </ul> </li> <li><b>2. External Support programmes will be available</b> <ul style="list-style-type: none"> <li>a. Plans are in place for funded <a href="#">National Tutoring Programme</a>.</li> <li>b. This initiative will focus on the most disadvantaged and vulnerable young people.</li> </ul> </li> </ul>	LN	Y	<b>Green 3</b>
<b>4. Disruption to the running of school exams and accountability</b>	<b>Amber 12</b>	Students, Employees, Visitors and Contractors	<ul style="list-style-type: none"> <li><b>1. Exam disruption may continue beyond Summer 2020</b> <ul style="list-style-type: none"> <li><b>a. Primary Schools</b> <ul style="list-style-type: none"> <li>i. Statutory primary assessments will take place in summer 2021. Assessment will include:               <ul style="list-style-type: none"> <li>1. the phonics screening check</li> <li>2. key stage 1 tests and teacher assessment</li> <li>3. the year 4 multiplication tables check</li> <li>4. key stage 2 tests and teacher assessment</li> <li>5. statutory trialling</li> </ul> </li> <li>ii. Reception baseline assessment has been postponed until September 2021</li> <li>iii. The Standards and Testing Agency (STA) are reviewing requirements for:               <ul style="list-style-type: none"> <li>1. The phonics screening check in year 2 (following the cancellation of the 2020 assessment)</li> <li>2. Arrangements for implementation of the engagement model</li> <li>3. There will be an update to schools before the end of the summer term.</li> </ul> </li> <li>iv. 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.</li> </ul> </li> <li><b>2. Performance management and appraisal for teachers</b> <ul style="list-style-type: none"> <li>a. Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management.</li> <li>b. Schools are expected to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances.</li> <li>c. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.</li> <li>d. Appraisals and performance management for support staff should be carried out in accordance with the employee's contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.</li> </ul> </li> </ul> </li> </ul>	LN	Y	<b>Green 3</b>
<b>5. Preparations for COVID reopening may disrupt schools' usual running and impede preparations for inspection.</b>	<b>Amber 9</b>		<ul style="list-style-type: none"> <li><b>1. Inspection routines will be altered.</b> <ul style="list-style-type: none"> <li>a. Ofsted inspections will remain suspended for the autumn term.</li> <li>b. During the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils.               <ul style="list-style-type: none"> <li>i. These will be collaborative discussions, taking into account the curriculum and remote education expectations</li> <li>ii. They will not result in a judgement.</li> <li>iii. A brief letter will be published following the visit.</li> <li>iv. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public.</li> </ul> </li> </ul> </li> <li><b>2. Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.</b></li> </ul>	LN	Y	<b>Green 2</b>





<p><b>6. Transition arrangements have been disrupted</b></p>	<p><b>Amber 8</b></p>	<p>Students</p>	<p><b>1. Transition from secondary school</b></p> <ul style="list-style-type: none"> <li>a. Students should continue to receive their usual transition arrangements.</li> <li>b. Offsite visits should be planned carefully, and all aspects of the visit should figure in the risk assessment.             <ul style="list-style-type: none"> <li>i. This should be done in line with protective measures</li> <li>ii. Risk assessments must be in line with the wider advice on visiting indoor or outdoor venues</li> <li>iii. <u>Government health and safety guidance</u> should be consulted in the planning stage.</li> </ul> </li> <li>c. The SLT of the school should make a decision over the appropriateness of such visits.</li> </ul> <p><b>2. Transition to secondary school</b></p> <ul style="list-style-type: none"> <li>a. Communications with the parents of incoming pupils will continue into the new school year.</li> <li>b. SEND Transition for 2021/22 can be considered as normally or with suitable changes to working practices, e.g. attending meetings for Y6 EHCPs in the Autumn term remotely.</li> </ul>			<p><b>Green 3</b></p>
<p><b>7. There could be further future school closures – Post September 2020</b></p>	<p><b>Amber 6</b></p>	<p>Students, Employees, Visitors and Contractors</p>	<p><b>1. In the event of future of extended lockdowns</b></p> <ul style="list-style-type: none"> <li>a. The school communicates with parents via letter, text or email as soon as possible about a school closure and the cancellation of any school trips or extra-curricular activities.</li> <li>b. Pupils are informed via small group/virtual assembly about the school closure and what is expected of them should they need to work from home.</li> <li>c. The headteacher puts a plan in place to manage staff workload in preparation for a school closure.</li> <li>d. Communication lines are kept open between staff during a school closure – staff know to report to their line manager if there is an issue.</li> <li>e. The headteacher ensures all pupils have access to school work and the necessary reading materials at home, prior to a school closure.</li> <li>f. The headteacher works with the ICT team to ensure that all technology used is accessible to all pupils – alternative arrangements are put in place where required.</li> <li>g. The headteacher liaises with the relevant organisations to ensure adequate provision is in place for all pupils to be able to work from home, e.g. learning support.</li> <li>h. The site manager arranges for all or part the school to be deep cleaned if necessary in the event of a school closure.</li> <li>i. The school manages the use of parents’ and pupils’ contact details in line with the Data Protection Policy and Records Management Policy, e.g. collecting emails to send school work to the pupil.</li> </ul> <p><b>2. Curricular learning should still occur in the event of a whole or partial school lockdown or isolation.</b></p> <ul style="list-style-type: none"> <li>a. Small group or individual isolations due to coronavirus             <ul style="list-style-type: none"> <li>i. Remote education plans should be in place.</li> <li>ii. Pupils isolating should have the same expectations as other pupils.</li> </ul> </li> <li>b. Local lockdown             <ul style="list-style-type: none"> <li>i. Schools must have the capacity to offer immediate remote education</li> <li>ii. This remote education should be of a similar quality to a normal offer</li> <li>iii. Contingency plans should be in place for remote education provision and should assume large numbers of pupils are required to remain at home.</li> <li>iv. Contingency plans are assumed to include:                 <ul style="list-style-type: none"> <li>1. A curriculum sequence that allows access to high-quality online and offline resources and teaching videos</li> <li>2. Links to the school’s curriculum expectations</li> <li>3. Access to high quality remote education resources</li> <li>4. Online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</li> <li>5. Printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> </ul> </li> <li>v. 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.</li> <li>vi. When teaching pupils remotely, the expectations should be:                 <ul style="list-style-type: none"> <li>1. set assignments so that pupils have meaningful and ambitious work each day</li> <li>2. The work covers a number of different subjects</li> <li>3. The work is planned and well-sequenced curriculum so that knowledge and skills are built incrementally</li> <li>4. There is clarity about what is intended to be taught and practised in each subject</li> <li>5. Frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</li> </ul> </li> </ul> </li> </ul>	<p>LN</p>	<p>Y</p>	<p><b>Green 3</b></p>



			<p>6. Feedback to 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> <p>7. Teachers to adjust the pace or difficulty of what is being taught in response to feedback</p> <p>8. Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.</p> <p>9. Consideration is given in relation to the pupils' age, stage of development and/or special educational needs,</p> <p>10. To avoid an over-reliance on long-term projects or internet research activities.</p> <p><b>3. The Behavioural Policy and Staff Code of Conduct are adhered to at all times, even while working remotely.</b></p> <p>a. Protocols should be agreed for remote learning and shared with students, parents and staff.</p> <p>b. Suggested protocols could be:</p> <ol style="list-style-type: none"> <li>i. Access the meeting in a suitable communal environment (not a bedroom)</li> <li>ii. Be appropriately dressed in clothes that cover the top and bottom half of the body</li> <li>iii. All members of the household must be aware that the call is taking place</li> <li>iv. Ensure that your camera is turned off at all times</li> <li>v. Make sure you and other members of the household use appropriate language and behaviour when nearby</li> <li>vi. Be aware that the meeting is being recorded so that it can be shared with other students</li> <li>vii. Ensure that your camera is turned off at all times</li> </ol> <p>c. Staff should be aware that school staff codes of conduct are still applicable when working remotely.</p>			
<b>8. Students may not be able to access remote learning provision.</b>	<b>Amber 8</b>	Students	<p><b>1. Schools may not be able to supply IT to those without equipment at home</b></p> <p>a. Laptops, tablets and 4G wireless routers have been made available to local authorities and academy trusts to support vulnerable and disadvantaged children</p> <ol style="list-style-type: none"> <li>i. These are defined as: <ol style="list-style-type: none"> <li>1. care leavers</li> <li>2. children and young people with a social worker</li> <li>3. disadvantaged year 10 pupils</li> </ol> </li> <li>ii. Local authorities and academy trusts will continue to own and use these devices (including for catch up purposes) following pupils returning to school in the autumn term.</li> <li>iii. Schools will be responsible for loaning them in the event that a school is required to close temporarily due to coronavirus (COVID-19).</li> <li>iv. If required, the department will look to provide further device and connectivity support for disadvantaged pupils who would otherwise lack access during a school closure.</li> <li>v. These devices will be owned by the school.</li> </ol> <p><b>2. Students may have limited internet access at home</b></p> <p>a. The DfE is working to provide alternative access for those who require it. It is expected to include:</p> <ol style="list-style-type: none"> <li>i. 4G routers provided to local authorities and academy trusts,</li> <li>ii. Free access to BT WiFi hotspots for disadvantaged pupils.</li> <li>iii. An expanded offer to provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus requires pupils to learn from home and access social care services online.</li> <li>iv. See <a href="#">increasing internet access for vulnerable and disadvantaged children</a> for guidance.</li> </ol>	TA	Y	<b>Green 3</b>
<b>9. Vacant and partially open premises have not been maintained prior to Autumn opening</b>	<b>Red 20</b>	Students, Employees, Visitors and Contractors	<p><b>1. Sites should be maintained while not in use</b></p> <ol style="list-style-type: none"> <li>a. During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. Gov Guidance <a href="#">'Managing school premises, which are partially open, during the coronavirus outbreak'</a>.</li> <li>b. External signage is visible to show that the school is closed and that access is restricted.</li> <li>c. Any hazards are reported to the headteacher as soon as possible and issues are resolved prior to staff and pupils returning to school.</li> <li>d. The headteacher ensures the school reopens only when it is safe and advisable to do so, in line with local and national advice.</li> <li>e. At all times guidance from the HSE and all statutory duties must be maintained.</li> </ol>	LN and TA	Y	<b>Green 3</b>



			<p><b>2. Schools may be unsure over preopening checks</b></p> <p>a. Areas not in use for extended periods</p> <ol style="list-style-type: none"> <li>i. Flushing the water system in accordance with the school's legionella risk assessment and policy.</li> <li>ii. Checking that there are no leaks in the water system and that there is provision of hot water.</li> <li>iii. Ensuring the safety and quality of the water by:             <ol style="list-style-type: none"> <li>1. disinfecting the water system by raising the temperature of the heating of the system; or</li> <li>2. in schools which have cooling towers/AC systems, microbiologically testing the water and receiving a positive clearance.</li> </ol> </li> <li>iv. Testing the fire alarms/smoke alarms/panic and accessible-toilet alarms.</li> <li>v. Checking:             <ol style="list-style-type: none"> <li>1. the fire-door mechanisms;</li> <li>2. gas supply;</li> <li>3. kitchen equipment;</li> <li>4. ventilation system;</li> <li>5. key holder information;</li> <li>6. the fixed wiring (if the scheduled tests required by regulations have not taken place in the last sixth months);</li> <li>7. emergency lighting;</li> </ol> </li> <li>vi. Inspection of lifts (if the scheduled tests required by the regulations have not taken place in the last six months);</li> <li>vii. Inspection of all known asbestos sites as these may have been damaged by rodent activity during the closure.</li> <li>viii. Inspection for rodent activity and/or infestations             <ol style="list-style-type: none"> <li>1. Commissioning of pest control may be required.</li> </ol> </li> <li>ix. Cleaning of the premises:             <ol style="list-style-type: none"> <li>1. Deep cleaning is not required if no-one has been into the premises during the time of closure.</li> <li>2. However, if someone goes into the premises within five days before the date of reopening, any areas accessed by that person must have a deep clean of touch surfaces.</li> </ol> </li> <li>x. Servicing of reprographic and other equipment in accordance with the manufacturer's/provider's requirements.</li> </ol> <p>b. <b>Schools which have been partially open for certain pupils and staff</b></p> <ol style="list-style-type: none"> <li>i. If only part of the school premises has been open, the checks in the above section (2.9.2.a) must be carried out for all parts of the building and any other buildings on the site which have been closed for any period of time.</li> <li>ii. If the school has been partially opened, then a full deep clean of the premises should not be necessary unless it has been required by Public Health Authorities.</li> <li>iii. All touch surfaces should be given priority for cleaning prior to full opening.</li> </ol>			
10. Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school	Amber 16	Students	<p><b>1. Students should continue to receive vouchers</b></p> <ol style="list-style-type: none"> <li>a. Provision for free school meal will continue for vulnerable and key worker children</li> <li>b. Vouchers will continue to be available until the end of Summer term for those eligible</li> </ol>	TA	Y	Green 3
11. Students may need more uniform to maintain good hygiene practises.	Amber 12	Students	<p><b>1. School Uniform</b></p> <ol style="list-style-type: none"> <li>a. The Governing body of the school and academy trust make decisions regarding school uniform.</li> <li>b. The intention for Autumn is that there should be no difference (unless already approved and consulted upon) in the school's uniform policy.</li> <li>c. Current Government guidance states that uniforms do not need to be cleaned more than usual and do not need different cleaning methods.</li> <li>d. School may need to be mindful of economic factors that may impede some students being in full uniform.</li> </ol>	LN	Y	Green 3
12. Students will be out of the routines of school.	Amber 16	Students	<p><b>1. Behaviour Expectations</b></p> <ol style="list-style-type: none"> <li>a. Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents.</li> <li>b. Expectations of pupil behaviour should be clear, reasonable and proportionate. See <a href="#">Behaviour and discipline in schools</a>.</li> </ol>	LN	Y	Green 3



- c. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions.
- d. This is particularly the case when considering restrictions on movement within school and new hygiene rules.
- e. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs.
- f. Schools should consider how to build new expectations into their rewards system.
- g. It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour.
- h. Schools should work with those 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.
- i. The disciplinary powers that schools currently have, including exclusion, remain in place.
- j. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation.
- k. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling.

## 2. Attendance

- a. All children should return to school.
- b. School attendance is mandatory from the beginning of the 8<sup>th</sup> March.
- c. Usual rules on school attendance will apply, including:
  - i. 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;
  - ii. schools' responsibilities to record attendance and follow up absence
  - iii. the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct
- d. Schools should work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development. Schools should:
  - i. Communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year.
  - ii. Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with the school regularly during the pandemic.
  - iii. Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance.
  - iv. Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance.

### 3. Health Arrangements and Management of Infectious Disease



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Residual risk rating (RAG, colour and number)
1. Staff are unaware of new routines in management of infections in school	Amber 15	Employees	<p>1. <b>All staff instructions</b></p> <ul style="list-style-type: none"> <li>a. Staff are informed of the symptoms of possible coronavirus infection, e.g. a new persistent cough, difficulty in breathing, loss of sense of smell and high temperature; and are kept up-to-date with NHS guidance '<a href="#">Coronavirus (COVID - 19)</a>' about the signs, symptoms and transmission of coronavirus.</li> <li>b. All staff should confirm that they are confident in applying the control measures identified in this assessment.</li> <li>c. Staff should receive appropriate instructions in relation to the specific measures that have been put in place in the school (as detailed in this assessment).</li> <li>d. Staff should be involved in the practical implementation of this guidance.</li> <li>e. Staff to advise SLT of any concerns they may have. All concerns will be dealt with on a confidential basis.</li> <li>f. Vulnerable staff who are at a higher risk to be identified and given special consideration.</li> <li>g. Staff are instructed to monitor themselves and others and look out for similar symptoms if a pupil or staff member has been sent home with suspected coronavirus.</li> <li>h. The school is consistent in its approach to the management of suspected and confirmed cases of coronavirus.</li> <li>i. Staff inform the headteacher when they plan to return to work after having coronavirus.</li> <li>j. Staff should be familiarised with new evacuation and fire routines.</li> </ul>	LN	Y	Amber 4
2. Pupil health issues make them vulnerable	Red 20	Students and Employees	<p>1. <b>Shielded and clinically vulnerable children and young people</b></p> <ul style="list-style-type: none"> <li>a. <b>Current advice – from 1<sup>st</sup> August. See previous Risk Assessment 10 for advice before this date.</b> <ul style="list-style-type: none"> <li>i. Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). Since shielding advice has paused nationally, except in a very few areas where the implementation of local restrictions is ongoing, all previously affected children should be able to return to school except where individual clinical advice not to do so has been provided.</li> <li>ii. 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.</li> <li>iii. Patients can only be removed from the shielding patient list by their GP or specialist, following consultation with the child and their family, and other clinicians where appropriate.</li> <li>iv. If a child or young person is removed from the shielded patient list in due course, they will no longer be advised to shield in the future if coronavirus (COVID-19) transmission increases.</li> <li>v. For the latest advice see the Royal College of Paediatrics and Child Health <a href="#">website</a>.</li> <li>vi. If local rates rise there may be a need for individuals in that locality only to shield.</li> <li>vii. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice they should have immediate access to remote education.</li> <li>viii. Schools should monitor engagement with this activity (as outlined in 2.7.2.b)</li> <li>ix. Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised</li> <li>x. Children in a household where someone is continuing to shield from 1<sup>st</sup> August do not need to shield themselves,</li> </ul> </li> </ul> <p>2. <b>Symptoms</b></p> <ul style="list-style-type: none"> <li>a. Pupils know what the main symptoms are and who to report to if they develop symptoms, no matter how mild</li> <li>b. Staff should check with pupils regarding symptoms on their arrival and remain vigilant for developing symptoms throughout the day</li> <li>c. Arrangements are in place for the management of a very small number of pupils who are not able to communicate their symptoms and staff are aware of these arrangements e.g. temperature checks</li> </ul> <p>3. <b>Increased supportive measures for pupils/ psychological needs -</b></p> <ul style="list-style-type: none"> <li>a. Individual pupil risk assessments have been undertaken where required and management plans reviewed. These should be communicated to all staff.</li> <li>b. Pupils are encouraged to understand that it is normal to experience different reactions and are encouraged to discuss their questions and concerns</li> </ul>	LN	Y	Amber 8



- c. Available resources are used to identify and support students and staff who exhibit signs of distress.
- d. Staff should be mindful when using PPE that their appearance may make students feel uneasy.
- e. Vulnerable students who are at a higher risk to be identified and given special consideration. It may be in the students' best interest to attend face to face catch up rather than group lessons.
- f. Bereavement counselling to be provided on a bespoke basis.

#### 4. Resources to support Pupil Well-Being

- a. Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood.
  - i. 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.
  - ii. 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.
  - iii. Others will not be experiencing any challenges and will be keen and ready to return to school.
- b. The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.
- c. 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).
- d. Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021.
- e. Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term.
- f. DfE, Public Health England and NHS England hosted a free webinar for school and college staff on 9 July 2020 to set out how to support returning pupils and students. A recording of this is available: [View webinar](#)
- g. The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings.
- h. WSS have co-produced 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations with schools about [successful returns following a period of absence](#) and about [transition planning for post-year 11 destinations](#). WSS have also produced resources to support the schools' workforce to prepare for the return, such as the [COVID-19 SEND review guide](#) which settings can use to reflect on their provision and a [handbook](#) to support teachers to take a whole school approach to supporting pupils following a traumatic event.
- i. You can access WSS resources on the [Whole School SEND Resource page](#) of the SENDGateway and professionals in the schools' workforce can [sign up to the Community of Practice](#) to be kept up to date with further information.
- j. DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on [teaching about mental wellbeing](#), which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It has been published early given the importance of supporting pupils' mental health and wellbeing at this time.

#### 5. Using extracurricular provision to support students.

- a. Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:
  - i. support the rebuilding of friendships and social engagement
  - ii. address and equip pupils to respond to issues linked to coronavirus (COVID-19)
  - iii. support pupils with approaches to improving their physical and mental wellbeing
- b. Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.
- c. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.
- d. To support this, teachers may wish to access the free [MindEd learning platform for professionals](#), which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a [coronavirus \(COVID-19\) staff resilience hub](#) with advice and tips for frontline staff.



			<ul style="list-style-type: none"> <li>e. Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the Designated Safeguard Lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance <a href="#">keeping children safe in education</a> and consider any referral to statutory services (and the police) as appropriate.</li> <li>f. Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the <a href="#">healthy child programme</a> can offer a range of support including: <ul style="list-style-type: none"> <li>i. support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>ii. support for pupils with additional and complex health needs</li> <li>iii. supporting vulnerable children and keeping children safe</li> </ul> </li> </ul> <p><b>6. Where the setting is not the ‘usual setting’ for the pupil</b></p> <ul style="list-style-type: none"> <li>a. Relevant information including emergency contact details, dietary requirements and medical needs have been provided and relevant controls put in place on an individual basis.</li> </ul>			
<b>3. Staff health issues make them vulnerable</b>	Red 20	Students and Employees	<p><b>1. School workforce</b></p> <ul style="list-style-type: none"> <li>a. School leaders are best placed to determine the workforce required to meet the needs of their pupils.</li> <li>b. Clinically extremely vulnerable (CEV) people are no longer advised to shield but may wish to take extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus.</li> <li>c. Staff in schools who are CEV should currently attend their place of work if they cannot work from home.</li> </ul> <p><b>2. Wellbeing</b></p> <ul style="list-style-type: none"> <li>a. Suitable supportive measures have been put in place for staff, for example, how to obtain well-being support</li> <li>b. Bereavement counselling to be provided on a bespoke basis</li> </ul> <p><b>3. Symptoms</b></p> <ul style="list-style-type: none"> <li>a. Staff will go home as soon as possible if they develop symptoms</li> <li>b. They will be asked to ring 119 as soon as possible and arrange a test</li> <li>c. They will be instructed to notify school of all test outcomes as soon as possible.</li> <li>d. School should contact the local PHT as soon as possible in the outcome of a positive test.</li> </ul>	LN	Y	Amber 8
<b>4. Actions if a person becomes unwell with COVID-19 symptoms -</b>	Red 20	Students, Employees, Visitors and Contractors	<p><b>1. Monitoring of health</b></p> <ul style="list-style-type: none"> <li>a. Staff are instructed to monitor themselves and others, especially and look out for similar symptoms if a pupil or staff member has been sent home with suspected coronavirus.</li> <li>b. Staff are vigilant and report concerns about their own, a colleague’s or a pupil’s symptoms to their line manager or headteacher</li> <li>c. The school is consistent in its approach to the management of suspected and confirmed cases of coronavirus.</li> <li>d. The school is informed by pupils’ parents when pupils return to school after having coronavirus – the school informs the relevant staff.</li> <li>e. Staff inform the headteacher when they plan to return to work after having coronavirus.</li> </ul> <p><b>2. Actions if a person becomes unwell with COVID-19 symptoms -</b></p> <ul style="list-style-type: none"> <li>a. A suitable room should be identified to wait in and is large enough to keep a 2-metre distance between the ill person and any supervising staff (close to a toilet where possible) and with a closed door. Ideally, a window should be open and the room well ventilated.</li> <li>b. The room should be emptied of unnecessary items.</li> <li>c. Tissues and a waste bag should be provided in the room.</li> <li>d. There should be a separate toilet for symptomatic children and staff, solely for their use.</li> <li>e. If a pupil develops symptoms they should wait in the room that has been identified as soon as possible</li> <li>f. The relevant member of staff calls for emergency assistance immediately if pupils’ symptoms worsen.</li> <li>g. In the unlikely event that a pupil spent a significant amount of time in a classroom or other area after they developed symptoms, arrangements should be made to move pupils and staff while that area is cleaned.</li> <li>h. Staff who look after a symptomatic person must wear PPE if they are supervising the person in the same room while waiting for collection in accordance with the PPE guidance and must wash their hands thoroughly if they have contact with the person and after they have left.</li> <li>i. If a member of staff has helped someone who was taken unwell with coronavirus (COVID-19) symptoms, they do not need to go home unless they develop symptoms themselves.</li> <li>j. Staff should ensure they follow guidance for the application and removal of PPE.</li> </ul>	LN	Y	Amber 8



- k. Appropriate cleaning materials are available to clean areas a symptomatic person has been in after they developed symptoms as detailed in the guidance.
- l. If unwell pupils and staff are waiting to go home, they are instructed to use different toilets to the rest of the school to minimise the spread of infection. These toilets should be labelled as solely for this purpose.
- m. Any pupils who display signs of infection are taken home immediately, or as soon as practicable, by their parents – the parents are advised to contact NHS 111 immediately or call 999 if the pupil becomes seriously ill or their life is at risk.
- n. Where contact with a pupil's parents cannot be made, appropriate local operating procedures are followed in order to make contact as soon as possible.
- o. Any members of staff who display signs of infection are sent home immediately and are advised to contact NHS 111 immediately or call 999 if they become seriously ill or their life is at risk.
- p. Areas used by unwell staff and pupils who need to go home are appropriately cleaned as per Gov guidance '[COVID-19: cleaning of non-healthcare settings](#)' once vacated.
- q. The headteacher (or other senior member of staff under direction) contacts the local HPT immediately about any suspected cases of coronavirus, even if they are unsure, and discusses if any further action needs to be taken
- r. 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
  - i. they develop symptoms themselves (in which case, they should arrange a test)
  - ii. the symptomatic person subsequently tests positive and they are not double vaccinated.
  - iii. They are requested to do so by NHS Test and Trace.
- s. 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.
- t. 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

**3. Actions after sending a child or member of staff home with COVID -19 Symptoms**

- a. When a child, young person or staff member develops symptoms compatible with coronavirus (COVID-19), they should be sent home and advised to self-isolate for 10 days and arrange to have a test to see if they have COVID-19.
- b. A COVID -19 test must be arranged visiting NHS.UK to arrange or contact NHS 119 via telephone if they do not have internet access.
- c. If the person tests positive then their fellow household members should seek to be tested and self-isolate for 14 days or until a test result is returned.
- d. Close contacts who are double vaccinated or under 18 years and 6 months will not be required to isolate. Those identified as a close contact will be informed by NHS Test and Trace that they have been in close contact with a positive case and advised to take a PCR test. There is no requirement to self-isolate while awaiting PCR test results and so individuals can attend their setting as usual.
- e. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus (COVID-19).
- f. Staff and students should be encouraged to get tested in this scenario.
- g. Procedures in place earlier in this document should then be followed.

**4. Actions if a student or member of staff has felt unwell but then tests negative**

- a. Where the child, young person or staff member tests negative, they can return to school and the fellow household members can end their self-isolation.

**5. Actions if a student or member of staff test positive**

- a. See section 1.3.1 earlier in this document

**6. Test and trace**

- a. As part of the national test and trace programme, if other cases are detected in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take.
- b. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group.
- c. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.





			<p><b>7. Management of waste</b></p> <p>a. If a person is symptomatic on the premises the cleaning cloths used and tissues etc are double bagged and tied and kept separately for 72 hours (secured from pupil access) before being disposed of with normal waste.</p>			
<p><b>5. Poor hygiene practices are followed</b></p>	<p><b>Amber 15</b></p>	<p>Students, Employees, Visitors and Contractors</p>	<p><b>1. Students do not know how to maintain good hygiene</b></p> <p>a. Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:</p> <ol style="list-style-type: none"> <li>i. when they arrive at the school</li> <li>ii. when they return from breaks</li> <li>iii. when they change rooms</li> <li>iv. before and after eating</li> </ol> <p>b. Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</p> <p>c. Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</p> <p>d. Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.</p> <p>e. Continue to help pupils with complex needs to clean their hands properly.</p> <p>f. Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <ol style="list-style-type: none"> <li>i. whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly</li> <li>ii. if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative</li> <li>iii. building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them</li> </ol> <p>g. Posters are displayed throughout the school reminding pupils, staff and visitors to wash their hands, e.g. before entering and leaving the school.</p> <p>h. Tutors should display a reminder of good practices at the start of every day as a PowerPoint to remind all students of these expectations.</p> <p><b>2. Hygiene is effective</b></p> <p>a. Pupils, staff and visitors are encouraged to wash their hands with soap or alcohol-based sanitiser (that contains no less than 60 percent alcohol) and follow infection control procedures in accordance with the Gov guidance '<a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a>'</p> <p>b. Supervision arrangements are in place to support pupils with handwashing where it is needed and avoid ingestion.</p> <p>c. Sufficient amounts of soap (or hand sanitiser where applicable), clean water and paper towels are supplied in all toilets and kitchen areas.</p> <p>d. Communal hand dryers to be turned off. Paper towels and bins to be provided as an alternative.</p> <p><b>3. Good respiratory hygiene is followed</b></p> <p>a. The 'catch it, bin it, kill it' approach should be promoted within school</p> <p>b. Schools must ensure there are enough tissues and bins available in the school to support pupils and staff to follow this routine.</p> <p>c. Schools must 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.</p> <p>d. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.</p> <p>e. Face coverings are required at all times on public transport (for children over the age of 11).</p> <p><b>4. Guidance is appropriate</b></p> <p>a. Age and developmentally appropriate ways area being used to encourage pupils to follow requirements.</p> <p>b. Cleaners are employed by the school to carry out daily, thorough cleaning that follows Local Authority and Government guidance '<a href="#">COVID-19: cleaning of non-healthcare settings</a>'</p>	<p>All staff</p>	<p>Y</p>	<p><b>Amber 4</b></p>



<b>6. Some areas of site may not be hygienic</b>	<b>Amber 10</b>	Students and Employees	<p><b>1. Monitoring of site cleanliness</b></p> <ul style="list-style-type: none"><li>a. The site manager arranges enhanced cleaning to be undertaken where required</li><li>b. The site manager monitors the cleaning standards of school cleaning staff/contractors and discusses any additional measures required with regards to managing the spread of coronavirus.</li><li>c. A review of the current cleaning arrangements should be carried out in order to identify the existing cleaning and disinfection arrangements to inform the additional cleaning required as outlined in Gov guidance '<u>COVID-19: cleaning of non-healthcare settings</u>'</li></ul> <p><b>2. Shared and high contact areas</b></p> <ul style="list-style-type: none"><li>a. All contact surfaces which are fixed to the premises should be identified and disinfected on a daily basis e.g. door handles, toilets, taps, handrails, external gates and dining room equipment.</li><li>b. Frequently touched surfaces are cleaned more than usual.</li><li>c. Learning equipment such as computers and tablets should be cleaned with a disinfectant wipe prior to use. This also applies to the teacher's desk.</li><li>d. Handheld and frequently touched sports/PE equipment should be disinfected prior to use</li><li>e. Staff and pupil shared workstations should be cleaned with a disinfectant wipe prior to use</li><li>f. Disinfectant wipes should be available for staff to use where required.</li></ul> <p><b>3. Toilet areas</b></p> <ul style="list-style-type: none"><li>a. Different bubbles do not need to be allocated their own toilet areas</li><li>b. Toilet areas will need to be cleaned regularly</li><li>c. Children must be encouraged to clean their hands thoroughly after using the toilet</li><li>d. Toilets should include guidance on how to clean hands.</li></ul> <p><b>4. Cleaning play equipment and toys -</b></p> <ul style="list-style-type: none"><li>a. Toys that are more difficult to clean should be taken out of use temporarily, for example play dough and wooden toys</li><li>b. Toys that are put into children's mouths should be cleaned between use</li><li>c. Soft toys and dressing up items should be washed after use in a washing machine at 60°C wash cycle for 10 minutes through a wash cycle or taken out of use where this is not possible.</li><li>d. Children should be allocated their own resources e.g. pencils where possible and are not encouraged to take equipment home</li></ul> <p><b>5. Spillages of bodily fluids</b></p> <ul style="list-style-type: none"><li>a. Any bodily fluids e.g. respiratory and nasal discharges, are cleaned up immediately in line with Gov guidance '<u>COVID-19: cleaning of non-healthcare settings</u>'.</li></ul>	TA	Y	<b>Amber 4</b>
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## 4. General School Routines



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Residual risk rating (RAG, colour and number)
1.Travel to school and parents parking	Amber 16	Students, Employees, Visitors and Contractors	<p>1. <b>General</b> -</p> <ul style="list-style-type: none"> <li>a. The school have assessed that any additional vehicles and vehicle movements can be carried out safely (a vehicle movement assessment has been carried out where required)</li> </ul> <p>2. <b>Public Transport</b> -</p> <ul style="list-style-type: none"> <li>a. Pupils, parents and staff have been advised not to use school transport if they have symptoms</li> <li>b. Pupils, parents and staff have been advised to wash their hands before and after using transport services</li> <li>c. Pupils, parents and staff have been advised of the government recommendation to wear face coverings when travelling on public transport</li> <li>d. Pupil attendance times have considered reduced numbers associated with public transport where possible.</li> <li>e. Windows are opened during journeys where it is safe to do so</li> <li>f. Parents have been directed to check <a href="#">local transport websites</a> to ensure timetables are running as required.</li> </ul> <p>3. <b>School Transport</b></p> <ul style="list-style-type: none"> <li>a. Pupils on dedicated school services do not mix with the general public on those journeys and pupil groups will tend to be consistent under return to school measures. Therefore wider transmission risks are likely to be lower.</li> <li>b. From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.</li> <li>c. The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important, wherever it is possible, that: <ul style="list-style-type: none"> <li>i. children should clean their hands before boarding transport and again on disembarking</li> <li>ii. additional cleaning of vehicles is put in place</li> <li>iii. organised queuing and boarding is put in place</li> <li>iv. through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</li> </ul> </li> <li>d. Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</li> <li>e. In accordance with advice from PHE, from the autumn term, it is recommended that young people aged 11 and over wear a face covering when travelling on dedicated transport. This does not apply to people who are exempt from wearing a face covering on public transport. More information on this can be found at the <a href="#">safer travel guidance for passengers</a>.</li> <li>f. Prior advice was that children and young people have not been expected to wear face coverings on dedicated transport, although they have been able to if they wish. This has been adapted in light of all children returning to education full-time as well as the fact that it will not always be possible to apply the same social distancing measures as apply on public transport.</li> <li>g. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.</li> </ul> <p>4. <b>Minibus Journeys</b></p> <ul style="list-style-type: none"> <li>a. If circumstances dictate that a minibus should be used, the driver's window should remain open throughout the journey.</li> <li>b. Hands should be washed by all parties at the end of a journey.</li> <li>c. Alcohol hand gel is to be available in vehicle glove boxes.</li> <li>d. Touch points on school minibuses/vehicles are wiped down with disinfectant wipes after use</li> <li>e. Staff do not transport a symptomatic pupil</li> </ul>	LN	Y	Amber 9
2.Arriving at and leaving the School site	Amber 16	Students, Employees, Visitors and Contractors	<p>1. <b>Arrival in the school building</b></p> <ul style="list-style-type: none"> <li>a. On entering the building students should go directly to the teaching area, after washing their hands, rather than congregating in collection /meeting areas.</li> <li>b. Students who have arrived by public or school transport will need facilities to remove their face coverings. This will include <ul style="list-style-type: none"> <li>i. Being able to wash hands before removing face coverings</li> <li>ii. Disposal facilities for temporary face coverings in a covered bin.</li> <li>iii. Placing reusable face coverings in a plastic bag to take home with them.</li> </ul> </li> </ul>	LN	Y	Amber 6



			<ul style="list-style-type: none"> <li>iv. Washing hands after removing a face covering</li> <li>v. Instructions on how to follow these routines.</li> </ul> <ul style="list-style-type: none"> <li>c. All building users are to wash hands once in the building, frequently throughout the day, especially before eating, and again before leaving the building. Appropriate signage to be visible in wash and key areas.</li> <li>d. Staff and support services to be signed in and out of the building. Signing in sheet to be completed by Reception Staff rather than the individual so as to avoid pen sharing.</li> </ul>			
<b>3. Breakfast and after school clubs</b>	<b>Amber 16</b>	Students and Employees	<ol style="list-style-type: none"> <li>1. <b>School clubs that are essential</b> - <ul style="list-style-type: none"> <li>a. An assessment of activities (e.g. breakfast clubs, after school clubs as part of wrap around care) should be carried out applying the control measures that are detailed in this risk assessment.</li> <li>b. Where findings differ from this assessment, they should be recorded on a separate risk assessment form using this format.</li> </ul> </li> </ol>	TA	Y	<b>Amber 6</b>
<b>4. The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</b>	<b>Amber 9</b>	Students, Employees and Visitors	<ol style="list-style-type: none"> <li>1. <b>First Aid considerations are included in planning</b> <ul style="list-style-type: none"> <li>a. Nearly all staff should be present on site.</li> <li>b. When allowing for working from home school leaders should consider: <ul style="list-style-type: none"> <li>i. First aider levels</li> <li>ii. Fire marshal levels</li> <li>iii. Safeguarding team availability within school.</li> </ul> </li> <li>c. First Aid certificates were extended for three months but may need renewal.</li> <li>d. First aiders will have minimal contact with students and be away from areas of student activity.</li> <li>e. First Aiders have PPE and instructions on how to use it safely.</li> <li>f. DSLs and Deputy DSLs are available remotely when not in school.</li> </ul> </li> </ol>	LN	Y	<b>Green 3</b>
<b>5. Staff and students will not know emergency routines.</b>	<b>Red 25</b>	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li>1. <b>Fire evacuation</b> <ul style="list-style-type: none"> <li>a. Fire assembly points may have been restored to original arrangements and all should be made aware.</li> <li>b. Fire drills should be reimplemented to ensure understanding of arrangements.</li> <li>c. Staff and pupils understand that in an emergency they must leave without delay</li> </ul> </li> <li>2. <b>First aid</b> <ul style="list-style-type: none"> <li>a. Pupils with specific first aid requirements only attend where the appropriate first aid can be provided.</li> <li>b. First Aid arrangements have been checked and meet risk assessment training level and ratio requirements for the number of staff and pupils in attendance (including trained staff whose certification expired on or after 16 March and is now extended for 3 months).</li> <li>c. Appropriate PPE is in place for staff who be giving first aid following guidance from '<a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a>'</li> <li>d. If this is not possible the following steps have been taken: <ul style="list-style-type: none"> <li>i. Higher risk activities are avoided where it is possible e.g. use of D &amp; T machinery</li> <li>ii. The previous 3 months accident history has been reviewed and all previous investigations have been completed with control measures in place to reduce future risk.</li> <li>iii. There are arrangements in place to respond to a first aid event, e.g. two people respond to provide instructions from a trained responder by calling 999.</li> <li>iv. A member of staff has been nominated to check and maintain first aid kit contents</li> <li>v. First aid boxes are located in prominent places</li> <li>vi. The location of the automatic defibrillator is known to all staff</li> <li>vii. Staff who do not have training have been provided with Basic First Aid Skills information and familiarised themselves with the relevant areas they may be required to use.</li> <li>viii. Changes to first aid arrangements are communicated to all staff</li> <li>ix. To support social distancing, staff will instruct an injured person about what to do for minor injuries if it is age appropriate</li> <li>x. Where close contact is required the first aider uses PPE as outlined above.</li> </ul> </li> </ul> </li> <li>3. <b>Using suitable PPE</b> <ul style="list-style-type: none"> <li>a. Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.</li> <li>b. Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</li> <li>c. Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: <ul style="list-style-type: none"> <li>i. a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained</li> <li>ii. performing <u>aerosol generating procedures</u> (AGPs)</li> </ul> </li> </ul> </li> </ol>	LN	Y	<b>Amber 6</b>



			<p>d. When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.</p> <p><b>4. What PPE to wear when caring for a symptomatic individual</b></p> <p>a. Depending on how close you need be to an individual with COVID-19 symptoms you may need the following PPE:</p> <ul style="list-style-type: none"> <li>i. fluid-resistant surgical face masks (also known as Type IIR)</li> <li>ii. disposable gloves</li> <li>iii. disposable plastic aprons</li> <li>iv. eye protection (for example, a face visor or goggles)</li> </ul> <p>b. How much PPE you need to wear when caring for someone with symptoms of COVID-19 depends on how much contact you have.</p> <ul style="list-style-type: none"> <li>i. A face mask should be worn if you are in face-to-face contact.</li> <li>ii. If physical contact is necessary, then gloves, an apron and a face mask should be worn.</li> <li>iii. Wear eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting.</li> </ul> <p>c. If a child tests positive for COVID-19 and needs to remain in a residential setting, the same type and level of PPE as above should be used.</p> <p>d. When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on how to put PPE on and take it off safely in order to reduce self-contamination.</p> <p><b>5. Contacting Home</b></p> <ul style="list-style-type: none"> <li>a. All staff and pupils' emergency contact details are up-to-date, including alternative emergency contact details, where required.</li> <li>b. Pupils' parents are contacted as soon as practicable in the event of an emergency.</li> <li>c. Staff and pupils' alternative contacts are contacted where their primary emergency contact cannot be contacted.</li> </ul>			
<p><b>6.Students may want greater involvement in hygiene routines</b></p>	<p><b>Amber 4</b></p>	<p>Students and Employees</p>	<p><b>1. Championing COVID-19 measures</b></p> <ul style="list-style-type: none"> <li>a. Schools should consider using Pupil Hygiene Champions in order to promote and reinforce the requirements, alongside supporting staff and peers in line with the guidance in <u>Coronavirus (COVID-19): implementing protective measures in education and childcare settings.</u></li> <li>b. Pupils and staff should contribute towards how these new roles will support the schools aims</li> <li>c. School champions should understand the universal hygiene arrangements in the school, why they are important and how to promote them.</li> <li>d. All information should be provided to pupils in an honest, age-appropriate manner.</li> </ul>	<p>LN</p>	<p>Y</p>	<p><b>Green 2</b></p>

## 5. Site and Operational Issues



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Residual risk rating (RAG, colour and number)
1. Additional practices in the building	Red 20	Students, Employees, Visitors and Contractors	<p><b>1. Ventilation is required throughout site</b></p> <ul style="list-style-type: none"> <li>a. Internal doors should remain open wherever possible so as to avoid the use of push plates and door handles.                             <ul style="list-style-type: none"> <li>i. Corridor fire breaks to be held open using electronic closers; no door chucks to be used.</li> <li>ii. Classroom doors to remain open, this will also assist with ventilation. This applies even if they are fire doors, while the classroom is occupied. But they must be shut if the classroom is empty.</li> <li>iii. Fire doors that do not close automatically should remain closed outside of classroom areas.</li> </ul> </li> </ul> <p><b>2. High contact surfaces will require more attention</b></p> <ul style="list-style-type: none"> <li>a. Frequently touched surfaces to be sanitised periodically with a suitable cleaner such as Clinell Universal Wipes, Clinell Universal Spray, Vita Anti-Viral Wet Wipes, or other suitable product as available. (Computer keyboards, remote controls photocopiers etc.)</li> <li>b. Where computer headphones are to be used, the set should be specific to the user and not shared. A user's equipment should be labeled for easy identification</li> </ul>	Caretaker	Y	Amber 6
2. Fire hazard resulting from ethanol-based hand sanitiser on site.	Red 20	Employees	<p><b>1. Alcohol is highly flammable</b></p> <ul style="list-style-type: none"> <li>a. Stock to be stored in a metal locker in an area with restricted access. The locker should be labeled to advise of potential fire risk. Area should be kept cool and ventilated.</li> <li>b. Dispensers in classrooms to be stored away from heat sources, sources of ignition and out of direct sunlight.</li> <li>c. All staff to be advised of potential fire risk and precautionary measures.</li> <li>d. Classroom dispensers to be managed by the teacher in charge of that room.</li> <li>e. Areas where there are heat sources, e.g. Food preparation areas, Food technology rooms, science labs should not have alcohol hand gel present in the room and should instead use soap.</li> </ul>	Caretaker	Y	Amber 4
3. Contractors on-site whilst school is in operation may pose a risk to infection control	Amber 12	Students, Employees, Visitors and Contractors	<p><b>1. Pre-approved Project/ Building works</b></p> <ul style="list-style-type: none"> <li>a. If possible, access should be made available for contractors to enter the site to carry out pre-approved project or building work. To do this we need to ensure that the following criteria are met;                             <ul style="list-style-type: none"> <li>i. Students and staff should not be exposed to any additional or increased risk of exposure.</li> <li>ii. Contractors entering the site should be made aware of the advice issued by the Construction Leadership Council (CLC) <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/construction-and-other-outdoor-work">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/construction-and-other-outdoor-work</a></li> <li>iii. Contractors are to abide by all normal operating requirements in addition to those stated in the CLC advice guidelines. Risk assessments should be provided by contractors, especially COVID 19 related. H&amp;S should be adhered too and, in larger sites open to key worker students, DBS requirements should be confirmed.</li> <li>iv. The school should still provide guidance of on-site hazards to contractors, e.g. asbestos management</li> </ul> </li> <li>b. Whilst we are content to allow entry to contractors to enable pre-arranged project/ building work to progress the decision to attend rests solely with the contractor involved. If they feel they cannot meet the guidelines stated by the CLC it is their prerogative.</li> </ul> <p><b>2. Compliance inspections, servicing &amp; testing</b></p> <ul style="list-style-type: none"> <li>a. It should be considered that failing to complete compliance checks could have an impact on insurance cover and provide a negative reputation impact should an incident occur.</li> <li>b. Students and staff should not be exposed to any additional or increased risk of exposure.</li> </ul> <p><b>3. Contractor Guidance</b></p> <ul style="list-style-type: none"> <li>a. Contractors should be expected to follow guidance issued and approved by HM Gov delivered by the <u>Construction Leadership Council: Site Operating Procedures - Protecting Your Workforce</u>.</li> </ul>	Caretaker	Y	Green 2
5. Statutory compliance has not been completed due to the availability of contractors during lockdown	Amber 9	Students, Employees, Visitors and Contractors	<p><b>1. The HSE has stated that statutory compliance has not been suspended</b></p> <ul style="list-style-type: none"> <li>a. All statutory compliance is up to date.</li> <li>b. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>	LN	Y	Green 2



<b>6.Provision of PPE for staff where required is not in line with government guidelines/Sanitiser becomes scarce</b>	<b>Amber 9</b>	Students, Employees and Visitors	<b>1. Some members of staff require PPE</b> <ul style="list-style-type: none"><li>a. Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li><li>b. Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</li><li>c. Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li></ul> <b>2. Large supplies of scarce items are required</b> <ul style="list-style-type: none"><li>a. The LA has been used to procure some items</li><li>b. Large stocks were bought early on in the pandemic</li><li>c. Multiple suppliers are used</li></ul>	LN	Y	<b>Green 3</b>
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## 6. Finance



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Residual risk rating (RAG, colour and number)
1. The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties	Amber 10	Students and Employees	<b>1. Financial projections have been amended.</b> <ol style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with governors and Trust.</li> </ol>	TA	Y	Green 2

## 7. Governance

What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed and how	Existing risk controls	Action by whom	In place? (Yes/No)	Residual risk rating (RAG, colour and number)
1. Lack of Trustee oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	Amber 10	Students and Employees	<b>1. Governance continues at Trust level</b> <ol style="list-style-type: none"> <li>The Board continues to meet regularly via online platforms.</li> <li>The Board agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The Chief Executive's report to directors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>In all schools within the Trust regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>Minutes of Board meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> <li>Governors and Directors are allowed to visit schools, especially to carry out governance duties.</li> </ol>	LN	Y	Green 2



# Use of LFD Testing within Education Settings



What are the hazards?	Risk rating prior to action (RAG, colour and number)	Who might be harmed	Existing risk controls	Action by whom	In place? (Yes/No)	Risk after controls (RAG, colour and number)
Staff may not be trained to deliver onsite testing	Amber 15	Students, Employees,	<b>1. Training videos are available:</b> <ol style="list-style-type: none"> <li>All staff should be fully trained by the online NHS training videos.</li> <li>The school should ensure via the Quality Lead/Team leader that all staff complete the training that is mandatory for their role and that a record that the training has been completed is saved.</li> <li>The opportunity for repeated low-level trials should be offered before any form of testing begins.</li> <li>Any practice that does not seem appropriate should be monitored by the Team Leader</li> <li>The number of invalid tests should be monitored to check for expertise.</li> </ol>	LN	Y	Green 1
Test Sites must be COVID secure	Amber 15	Students, Employees,	<b>1. Centre-specific Risks</b> <ol style="list-style-type: none"> <li>A centre specific risk assessment must be produced by each school detailing the measures taken to ensure a safe working environment is produced.</li> <li>The NHS template can be used as a guide but each school will have issues unique to the location and running of the test centre that will need site specific evaluations.</li> </ol> <b>2. Dealing with waste</b> <ol style="list-style-type: none"> <li>Cleaning and hygiene measures within the testing site will need to be revised.</li> <li>Samples and waste to be disposed of in accordance with guidance DFE/NHS document "How to Guide – Rapid Testing in Schools and Colleges" and associated documents/guidance</li> <li>Cleaning contracts should be checked to appropriate, regular removal of waste from school in accordance with general and healthcare waste protocols</li> <li>The testing room will need a cleaning at the end of each testing session</li> </ol>	NA	NA	Green 1
Consent may not be in place for all being tested	Amber 15	Students, Employees, Visitors and Contractors	<b>1. Consent must be obtained from all who wish to be tested</b> <ol style="list-style-type: none"> <li>The NHS handbook includes guidance on obtaining consent.</li> <li>A consent template is provided to cover consent for testing, use of personal information to register students, and visibility/communication of positive results to students.</li> <li>Consent can be removed by the student/adult at any time in the process.</li> <li>Due to the large volumes of consent required schools may wish to start obtaining consent early.</li> <li>All data collected must be treated with the appropriate GDPR guidance.</li> <li>Due to the nature of obtaining consent, schools may wish to ask students to either opt in or opt out rather than assuming no returns may mean an opt out.</li> </ol> <b>2. Testing of other staff on the school site.</b> <ol style="list-style-type: none"> <li>Supply staff <ol style="list-style-type: none"> <li>Supply staff if they are on long term assignments should be included in the testing arrangements for all staff.</li> <li>When working on a daily basis, they could be offered testing on arrival and on subsequent days. This arrangement would offer more protection than no testing.</li> <li>Schools may wish to check contracts for supply staff who may test positive prior to offering tests to check that they will not have to pay longer term fees in the event of a positive test.</li> </ol> </li> <li>Other externally contracted support staff <ol style="list-style-type: none"> <li>Schools might not employ everyone who comes into school regularly, e.g. caretaking staff, cleaners.</li> <li>At the moment, if a school wished to test these workers they can do so but should seek permission from the contractor's employer.</li> <li>City Council Facilities have strong risk mitigations in place already. At the moment, NCC and other Councils are seeking a city-wide approach.</li> </ol> </li> <li>Visitors to a site <ol style="list-style-type: none"> <li>Visitors do not have to be tested before arriving on site and should continue to follow other mitigations.</li> </ol> </li> </ol>	NA	NA	Green 1
Results may change staff and student	Red 20	Students, Employees and Contractors	<b>1. Negative test results</b> <ol style="list-style-type: none"> <li>On site testing is a further mitigation against the transmission of COVID-19.</li> <li>It works alongside all other measures outlined in this risk assessment and does not replace them.</li> </ol>	NA	NA	Green 1



<p><b>behaviour on site.</b></p>			<p>c. Staff and students will need to be made aware of the need for continued vigilance.</p> <p>d. This is especially important in staff shared working, office and social areas. Research indicates that staff-staff transmission is one of the most likely routes in spreading COVID.</p> <p><b>2. Positive test results</b></p> <p>a. Positive LFD result</p> <ul style="list-style-type: none"> <li>i. Following a positive lateral flow test result, an individual will need to self-isolate in line with <u>government guidance</u>, and contact tracing will need to be undertaken.</li> <li>ii. Confirmatory PCR testing is to be completed.</li> <li>iii. Self-isolate until the result of the PCR test is obtained.</li> <li>iv. Contact tracing will be undertaken by the NHS.</li> <li>v. Schools technically can only “advise”. Legally, a school can not enforce self-isolation of close contacts on the basis of a Lateral Flow Test result. A parent could insist that their child attends until the result is confirmed.</li> </ul> <p>b. LFT Testing of Staff after a positive PCR confirmation</p> <ul style="list-style-type: none"> <li>i. Staff who have had a confirmed positive PCR test need to self-isolate for the required period of time, then return to work when they feel well enough.</li> <li>ii. There is conflict between the advice from DfE and from NHS as to whether these staff need to have a regular LFT within 90 days of the positive test.</li> <li>iii. Public health team advice is to continue the lateral flow testing once the member of staff returns, rather than wait 90 days.</li> </ul>			
<p><b>Symptomatic students and staff may come in to school for a test as an alternative</b></p>	<p><b>Red 20</b></p>	<p>Students, Employees</p>	<ol style="list-style-type: none"> <li>1. Schools must reinforce that testing on the school site is for asymptomatic individuals.</li> <li>2. Any symptomatic individuals should not attend school and isolation procedures should be followed as usual for that setting.</li> </ol>	<p>NA</p>	<p>NA</p>	<p><b>Green 1</b></p>



## Appendix A Outbreak Management Plan

St Charles' will take 'extra action' to break the chain of COVID 19 when whichever of these thresholds is reached first:

- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period (Guidance taken from the Government document on contingency planning: [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))

At the point of reaching a threshold, education and childcare settings should review and reinforce the testing, hygiene and ventilation measures they already have in place. Schools will consider:

- whether any activities could take place outdoors, including exercise, assemblies, or classes
- ways to improve ventilation indoors, where this would not significantly impact thermal comfort
- one-off enhanced cleaning focusing on touch points and any shared equipment.

This Outbreak Management Plan (OMP) below outlines how the school will operate if additional measures are recommended for our setting or the local area. The Director of Public Health, Public Health England Health Protection Teams or the Local Authority could recommend certain measures are re-introduced. This may happen to help manage outbreaks in schools, or if there is an "extremely high prevalence" of Covid-19 in the community and other measures have failed to reduce transmission, or as part of a package of measures "responding to a variant of concern".

When the above threshold is met, the school will review the testing, hygiene and ventilation measures already in place. In addition, the school will seek Public Health advice from a Director of Public Health or Health Protection Team.

The school will continue to keep monitoring Government Guidance as it is reviewed and updated regularly. If control measures are to be introduced then parents, carers, students and staff will be informed of such measures promptly via communications from the school.

**N.B- THE FOLLOWING CONTROL MEASURES DO NOT NEED TO BE PUT INTO PLACE UNLESS RECOMMENDED BY THE DIRECTOR OF PUBLIC HEALTH, PHE HEALTH PROTECTION TEAMS OR THE LOCAL AUTHORITY.**

Control Measure	Possible Actions to be taken
If there is significant concern that existing or recently introduced measures in an area have failed to mitigate community transmission, or that a more robust response is required to contain the outbreak of a variant of concern it may be necessary to limit the number of children and young people in education or childcare settings through attendance restrictions.	Attendance restrictions will only be considered as a last resort following the DfE's 'contingency framework' and, in collaboration with public health and the local authority. In this case, school will: <ul style="list-style-type: none"> <li>- Ensure remote learning platform is in place and accessible to all.</li> <li>- That provision is in place for vulnerable children and key worker children to attend (as per national lockdowns).</li> </ul>
When a variant of COVID-19 is classed as a variant of concern, PHE will increase targeted testing in that area to help suppress and control any possible new cases and better understand the new variants.	- Increased use of home testing for staff
Temporary re-introduction of year/class bubbles, for a temporary period to reduce mixing between groups.	- Strict class bubbles re-implemented - Staggered entrance/ exit times will remain in place - Use of multiple entrances and exits will remain in place - Staggered/ limited use of communal areas- hall/ dining room will remain in place.
Temporary re-introduction of face coverings.	- Face coverings must be worn by staff and visitors, in communal areas unless they are exempt.
Temporary re-introduction of shielding in the event of a major outbreak or variant of concern that poses a significant risk to individuals on the shielded patient list.	- Shielding can only be re-introduced by national government. - Individual risk assessments regularly reviewed and specifically in line with any updated government guidance regarding variant of concerns. - Remote learning platform in place for children who are advised to shield.

Temporary limit to certain school activities.

- Residential educational visits
- Open days
- Transition and taster days
- Visitor/ parental attendance in settings
- Performances in settings
- These will all be risk assessed and control measures put in place as and when required.

