

COVID-19 risk assessment – School operation from September 2021

Site / school name:	Vaughan Primary School		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> ▪ Students ▪ Staff: <ul style="list-style-type: none"> ▪ Classroom based staff ▪ Office / administrative staff ▪ Premises / site staff ▪ Cleaning staff ▪ Catering staff ▪ SMSAs ▪ Contractors ▪ Visitors 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> ▪ School's operation from September 2021 ▪ Cleaning and sanitisation ▪ Adequate ventilation ▪ Testing and measures to manage isolation and confirmed cases of COVID-19 ▪ Contingency planning 		
Equipment and materials used:	<ul style="list-style-type: none"> ▪ General class and teaching materials ▪ Practical equipment and materials ▪ Sports and PE equipment ▪ Cleaning materials and equipment 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> ▪ All school premises and grounds 		
Name of person completing this risk assessment:	Kirsten Beaven	Date of completion:	21 st July 2021
Risk assessment approved by:	Karen Jones	Date of approval:	21 st July 2021
Date risk assessment to be reviewed by:	31 st January 2022	Risk assessment no:	Version 1.3 – January 2022

Record of risk assessment reviews

Date of review:	31 st August 2021	Reviewed by:	Kirsten Beaven	Comments / date of next review:	<p>Changes made to reflect updated DfE Schools COVID-19 Operational Guidance dated 17 August 2021. Main changes include:</p> <ul style="list-style-type: none"> ▪ Updated to clarify that 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. ▪ Update to make clear who is no longer required to isolate if identified as a close contact ▪ Added additional detail on what close contacts should do whilst awaiting their PCR test results ▪ Updated information on boarding school pupils attending from abroad, as quarantine rules have changed ▪ Updated information on contingency planning in schools ▪ References removed to step 4 <p>All changes have been highlighted in yellow in the body of risk assessment</p>
Date of review:	18 th October 2021	Reviewed by:	Kirsten Beaven	Comments / date of next review:	<p>Changes made to reflect updated DfE Schools COVID-19 Operational Guidance dated 27 September 2021. Main changes include:</p> <ul style="list-style-type: none"> ▪ Included information on CO2 monitors being provided by government to state funded schools from September. ▪ Updated information in relation to ongoing asymptomatic testing and removed references to summer and start of term. ▪ Updated information on CEV pupils. ▪ Updated information on CEV staff including reference to HSE guidance. ▪ All changes have been highlighted in yellow in the body of risk assessment <p>All changes have been highlighted in blue in the body of risk assessment</p>
Date of review:	2 nd January 2022	Reviewed by:	Kirsten Beaven	Comments / date of next review:	<p>Changes made to reflect updated DfE schools COVID-19 Operational Guidance published 2nd January 2022. Main changes include:</p>

- Temporary introduction of new measures as a result of the Omicron variant and on 8 December than Plan B, as set out in the Autumn & Winter plan 2021 was being enacted
 - Updated control measures to reflect developments on ventilation
 - Updated advice on tracing close contacts and isolation to reflect changes to isolation rules
 - Updated asymptomatic testing reflecting you should encourage visitors to test before coming to school
- All changes have been highlighted in pink in the body of the risk assessment

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Key changes in approach

Mixing and bubbles

- At Step 4 we will no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term.
- As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch.
- Contingency plans to manage potential outbreaks where threshold level of confirmed cases have been met, would deem it necessary to reintroduce bubbles for a temporary period to reduce mixing between groups. Any decision to recommend re-introduction of bubbles would not be taken lightly and would need to consider the detrimental impact they can have on the delivery of education. Any such decision would be taken in conjunction with advice from the Local Health Protection team.

Tracing close contacts and isolation

- Close contacts will be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.
- 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.
- Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.
- 18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.
- From 14 December 2021, adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months identified as a contact of someone with the omicron variant of COVID-19 are strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result. Daily testing of close contacts applies to all contacts who are:

- fully vaccinated adults – people who have had 2 doses of an approved vaccine
- all children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status
- people who are not able to get vaccinated for medical reasons
- people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine
- Further actions for educational settings may be advised by a local Incident Management Team (IMT) investigating a suspected or confirmed case of the Omicron variant of COVID-19.
- Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is an outbreak in a setting or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.

Face coverings

- Face coverings are no longer be advised for pupils and staff in classrooms
- 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.
- If you have a substantial increase in the number of positive cases 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 contingency plans cover this possibility.
- In Primary schools, we recommend that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas.

Stepping measures up and down

- You should have contingency plans (sometimes called outbreak management plans) outlining how you would operate if there were an outbreak in your school or local area.
- Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.
- If you have several confirmed cases within 14 days, you may have an outbreak.
- You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required, such as implementing elements of your outbreak management plan. You can reach them by calling the DfE helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.
- The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.

Control measures

You should:

1. Ensure good hygiene for everyone
2. Maintain appropriate cleaning regimes.

3. Keep occupied spaces well ventilated
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

Risk assessment	
What are the hazards?	<ul style="list-style-type: none"> ▪ Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.
Who might be harmed and how?	<ul style="list-style-type: none"> ▪ Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site. ▪ Potential for spread to other family members / persons.
<p>Note: We have specifically removed any rating or scoring from this risk assessment. We do not feel this adds any significant benefit to this untypical situation. You may wish to prioritise any actions, but the basis of the approach to mitigating the risks from coronavirus is such that all measures should be carried out alongside each other rather than in sequence. The planning and assessment you undertake will form the basis of an overall plan to manage the risks specific to your setting which is the most important aspect of this process.</p>	

This risk assessment is based on Department for Education (DfE) School's coronavirus (COVID-19) operational guidance (applies from Step 4) as published on 2nd January 2022.

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

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
1. Ensure good hygiene for everyone					
Hand hygiene					
<ul style="list-style-type: none"> ▪ Frequent and thorough hand cleaning should now be regular practice. ▪ You should continue to ensure that pupils clean their hands regularly. ▪ This can be done with soap and water or hand sanitiser. 	<ul style="list-style-type: none"> ▪ Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. ▪ Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly? ▪ Ensure supervision of hand sanitiser use given the risks around ingestion. Skin friendly skin cleaning wipes can be used as an alternative. ▪ Build 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 ▪ Sufficient cleaning supplies and hand soap to be maintained. ▪ All staff should be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene. ▪ CLEAPSS current advice is that alcohol-based hand gels should not be used in science labs and D&T rooms where practical activities take place. CLEAPSS guidance is understood to be under review. 	<ul style="list-style-type: none"> ▪ Regular handwashing built into the school day to ensure hands are thoroughly washed at the start of the day and before key activities ▪ The entrance reception desk will be equipped with a hand sanitisation station to be used by all pre-entry to the site. ▪ Every classroom equipped with hand sanitiser for staff and pupil use (note this should not replace regular handwashing regimes) ▪ Toilet consumables such as soap, blue towels, tissues etc to be maintained and regularly topped up through the course of the school day ▪ Teaching and Support staff to be instructed to monitor effective handwashing during the Autumn term at September INSET briefing ▪ All school staff to wash hands prior to entering the staffroom 	<p>All staff & Pupils</p> <p>Kirsten Beaven</p> <p>Kirsten Beaven</p> <p>PCS Group Company</p> <p>Karen Jones</p> <p>All staff</p>	<p>01.09.21</p> <p>01.09.21</p> <p>31.08.21</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>01.09.21</p> <p>11.08.21</p> <p>27.07.21</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Respiratory hygiene					
<ul style="list-style-type: none"> ▪ The 'catch it, bin it, kill it' approach continues to be very important 	<ul style="list-style-type: none"> ▪ Are there enough tissues and bins available in the school to support pupils and staff to follow this routine? ▪ Ensure that younger children and those with complex needs are helped to get this right. ▪ Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers? ▪ All staff should be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene. 	<ul style="list-style-type: none"> ▪ Audit of tissues supplies to be undertaken and additional supplies procured as necessary ▪ Regular checks of classroom supply of tissues to be added to Resource Assistant checks in the Autumn term to ensure consumables are replaced as used ▪ Children with EHCP plans will have an individual risk assessment based on change of teaching and learning arrangements. The risk assessment will also consider the specific needs of pupils. ▪ Teaching and Support staff to be instructed to brief pupils on good respiratory hygiene practices during the Autumn term at September INSET briefing 	<p>Umema Heptullabhai</p> <p>Umema Heptullabhai</p> <p>Emma Rogers</p> <p>Karen Jones</p>	<p>Ongoing</p> <p>Ongoing</p> <p>24.09.21</p> <p>01.09.21</p>	<p>Ongoing</p> <p>Ongoing</p> <p>24.09.21</p> <p>01.09.21</p>
Use of personal protective equipment					
<ul style="list-style-type: none"> ▪ 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, 	<ul style="list-style-type: none"> ▪ Where staff have been identified as needing PPE, have they been provided with appropriate supplies? ▪ Have staff identified as needing PPE been provided with appropriate 	<ul style="list-style-type: none"> ▪ Welfare staff who have potential to be looking after children who present with coronavirus symptoms in 	<p>Kirsten Beaven</p>	<p>01.09.21</p>	<p>01.09.21</p>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>the same PPE should continue to be used.</p> <ul style="list-style-type: none"> ▪ Additional PPE for COVID-19 is only required in a very limited number of scenarios, for example, when: <ul style="list-style-type: none"> ▪ If a pupil becomes ill with COVID-19 symptoms, and only then if close contact is necessary ▪ When performing aerosol generating procedures (AGPs) ▪ Reference to PPE for higher risk situations means: <ul style="list-style-type: none"> ▪ Fluid-resistant surgical face masks (also known as Type IIR) ▪ Disposable gloves ▪ Disposable plastic aprons ▪ Eye protection (for example a face visor or goggles) ▪ The PPE that should be used in the following situations when caring for someone with symptoms of COVID-19 is: <ul style="list-style-type: none"> ▪ A face mask should be worn if close contact is necessary ▪ If contact is necessary, then gloves, an apron and a face mask should be worn ▪ Eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting 	<p>training and information on correct use and disposal?</p>	<p>school shall be issued with appropriate PPE</p> <ul style="list-style-type: none"> ▪ Any staff who work on a one to one basis with High Needs children shall be provided with PPE ▪ Video explaining appropriate donning and doffing procedure in regards to use of PPE ▪ PPE stocks to be checked regularly and ordered to ensure there is always adequate supply in school for a minimum of 3 weeks at any one time. 	<p>Kirsten Beaven</p> <p>Kirsten Beaven</p> <p>Kirsten Beaven</p>	<p>01.09.21</p> <p>01.09.21</p> <p>Ongoing</p>	<p>01.09.21</p> <p>31.08.21</p> <p>Ongoing</p>
Face Coverings					

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		sneezes on a piece of equipment or furniture			
3. Keep occupied spaces well ventilated					
<ul style="list-style-type: none"> ▪ When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained. ▪ You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example school plays. ▪ Mechanical ventilation is a system that uses a fan to draw fresh air, or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. ▪ If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. ▪ Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations. 	<ul style="list-style-type: none"> ▪ If air handling systems that move air between rooms are used set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal. ▪ Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters. ▪ Airing rooms as frequently as you can, will help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between uses particularly in colder or adverse weather. ▪ Manage colder temperatures in rooms by opening high level not low level windows, opening window just enough to allow for ventilation, increasing heating and allowing for flexibility on uniform. ▪ Identify any poorly ventilated areas and consider if these areas should be restricted or if ventilation can be improved by increasing the flow of 	<ul style="list-style-type: none"> ▪ Fresh air ventilation systems in operation at Vaughan, which have been regularly maintained and serviced by Athena Air. ▪ New finger guards purchased and installed where appropriate as increased risk of finger entrapment when doors temporarily propped open ▪ To raise awareness of the need to balance increased ventilation while maintaining a comfortable temperature at September INSET, including reference to the following measures should also be used as appropriate: <ul style="list-style-type: none"> ▪ opening high level windows in preference to low level to reduce draughts ▪ increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) 	<p>Kirsten Beaven</p> <p>Michael Scott</p> <p>Karen Jones</p>	<p>01.09.21</p> <p>20.08.21</p> <p>01.09.21</p>	<p>01.09.21</p> <p>20.08.21</p> <p>01.09.21</p>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household. ▪ If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. ▪ Appropriate PPE should also be used if close contact is necessary, further information on this can be found in the use of PPE in education, childcare and children’s social care settings guidance. ▪ The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. 	<ul style="list-style-type: none"> ▪ Have welfare staff and others been trained in measures to take? ▪ Have welfare staff and others been provided with PPE and training on its use and disposal? 	<ul style="list-style-type: none"> ▪ All parents/carers advised regarding attendance protocols in the event of COVID-19 symptoms ▪ Signage erected on school gates as visual reminder regarding no access to site if symptomatic ▪ In event of individual becoming symptomatic during the course of the day, the individual will immediately be taken to the isolation room (hygiene room) and relevant arrangements made for individuals collection from site ▪ Welfare staff who may be required to care for individual, will wear full PPE which includes, masks, visors, gloves and protective aprons ▪ When parents are being advised to collect children from welfare, parents should be advised that they should not use public transport 	<p>Kirsten Beaven</p> <p>Welfare Staff</p> <p>Welfare Staff</p> <p>Welfare Staff</p>	<p>31.08.21</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>31.08.21</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
Cleaning a room or area after a person with symptoms of COVID-19, or confirmed COVID-19, has left the setting					
<ul style="list-style-type: none"> ▪ The minimum PPE to be worn for cleaning an area after a person with symptoms of COVID-19, or confirmed 	<ul style="list-style-type: none"> ▪ Is there a procedure in place for cleaning an area where a person with 	<ul style="list-style-type: none"> ▪ Isolation rooms to be deep cleaned following departure of individual 	<p>Cleaning Company</p>	<p>Ongoing</p>	<p>Ongoing</p>

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		<p>01.09.21 and test thereafter on a Sunday and Wednesday evening. Part time members of staff should test the evening before they are first due in and then again 3 days later</p> <ul style="list-style-type: none"> Test collection kit timetable to be compiled for September to ensure staff know when test kit supplies can be replenished 	Kirsten Beaven	01.09.21	01.09.21
Confirmatory PCR tests					
<ul style="list-style-type: none"> Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance. They will also need to get a free PCR test to check if they have COVID19. Whilst awaiting the PCR result, the individual should continue to self-isolate. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual does not have COVID-19 symptoms. Additional information on PCR test kits for schools and further education providers is available. 	<ul style="list-style-type: none"> Ensure staff, students and parents understand what to do in the event of a positive test, including arranging a confirmatory PCR test. Ensure that staff, students, and parents understand that symptomatic testing still needs to take place and that it can be booked online. 	<ul style="list-style-type: none"> Staff briefed at INSET regarding actions to book PCR test if they have a resulting positive LFD result Business Leader can provide PCR test kits to identified individuals whom we suspect may not be able to access a test easily. Policy governing the use of PCR test kits has been written and shared with staff Supply of postal PCR kits to be maintained to ensure access to PCR is not a barrier to confirmatory testing where covid is suspected 	<p>Karen Jones</p> <p>Kirsten Beaven</p> <p>Kirsten Beaven</p>	<p>01.09.21</p> <p>Ongoing</p> <p>01.09.21</p>	<p>01.09.21</p> <p>Ongoing</p> <p>Ongoing</p>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Tracing Close Contacts and Isolation					
<ul style="list-style-type: none"> ▪ Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing. ▪ 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. 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: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ▪ Communicate latest requirements on who is required to isolate and who is not to the school community. ▪ Encourage those contacted by NHS Test and Trace to take a PCR test where advised to do so. ▪ Advise that those who do not need to self-isolate who have been identified as a close contact can attend school as normal and do not need to wear a face covering in schools, but that it is expected that they should wear a face covering on public and school transport. ▪ Work with NHS Test and Trace and local health protection teams where requested. 	<ul style="list-style-type: none"> ▪ Communication published on website and linked to in letter to parents and staff. ▪ Where symptomatic individuals identified they are actively encouraged to seek PCR test. ▪ Provide tailored advice as appropriate in individual cases ▪ Continue to work with NHS Test and Trace and local health protection teams where requested or where the school feels it appropriate to seek further guidance (for example in the event of a suspected outbreak). ▪ Where a vulnerable pupil is asked to self isolate you should notify their social worker (if they have one) and for Looked After Children the Local Authority virtual school head ▪ Agree with the social worker the best way to maintain contact and offer support 	<p>Karen Jones</p> <p>Kirsten Beaven</p> <p>Office team</p> <p>Karen Jones / Kirsten Beaven</p> <p>Emma Rogers</p> <p>Emma Rogers</p>	<p>21.08.21</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>21.08.21</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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<p>case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.</p> <ul style="list-style-type: none"> ▪ Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport. ▪ 18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact. ▪ As of 14th December, the Government introduced daily contact testing as an alternative to self-isolation for contacts who are fully vaccinated or under the age of 18 years and 6 months where the omicron variant is suspected. ▪ Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is an outbreak in a setting or if central 					

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	<ul style="list-style-type: none"> Ensure staff hosting contractors and visitors are aware of their responsibilities. Encourage lateral flow testing before arrival at school Encourage use of face masks in communal areas 	<ul style="list-style-type: none"> All visitors continue to sign in via inventory and complete declaration that they are symptom free ahead of their admission to school premises 	Kirsten Beaven	Ongoing	Ongoing
Admitting children into school					
<ul style="list-style-type: none"> In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others. If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice. 	<ul style="list-style-type: none"> Communicate with parents on process that pupils with symptoms should not attend and that they may not be allowed to attend school to protect other persons. 	<ul style="list-style-type: none"> Communication to parents regarding requirement for pupils with symptoms to remain home and seek a PCR test Communicate to parents regarding Headteachers right to refuse admission where pupil is exhibiting symptoms in alignment with Local Authority Public Health guidance 	Karen Jones	21.08.21	21.08.21
			Karen Jones	21.08.21	21.08.21
Attendance					
<ul style="list-style-type: none"> School attendance is mandatory for all pupils of compulsory school age and it is priority to ensure that as many children as possible regularly attend school. 	<ul style="list-style-type: none"> Communicate with parents on requirements for attendance. Put in place measures to keep in contact with vulnerable children. 	<ul style="list-style-type: none"> Communication to parents regarding attendance expectations 	Karen Jones	21.08.21	21.08.21
Travel and quarantine					
<ul style="list-style-type: none"> All pupils travelling to England must adhere to travel legislation, details of 	<ul style="list-style-type: none"> Continue to communicate and engage with families. 	<ul style="list-style-type: none"> Communication to parents regarding self-isolation 	Karen Jones	21.08.21	21.08.21

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>which are set out in government travel advice.</p> <ul style="list-style-type: none"> Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return. 	<ul style="list-style-type: none"> Consider arrangements for provision of remote education and assessment for pupils who are abroad where appropriate. Review arrangements for any pupils travelling from abroad where needed. 	<ul style="list-style-type: none"> requirements where returning from abroad Remote provision arrangements for children self-isolating to be put in place, adhering to government guidance Staff will ensure that timetables for each year group are posted on MSTeams with associated activities linked to the appropriate year group curriculum Migration of pupils MSTeams accounts to new classes 	<p>Karen Jones</p> <p>Seem Varsani</p> <p>Concero Technician</p>	<p>31.08.21</p> <p>06.09.21</p> <p>03.09.21</p>	
Remote education					
<ul style="list-style-type: none"> Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19. 	<ul style="list-style-type: none"> Have plans in place for high quality remote provision of education for those unable to attend school. Have plans in place and work with families to have appropriate provision for pupils with SEND. 	<ul style="list-style-type: none"> Staff will ensure that timetables for each year group are posted on MSTeams with associated activities linked to the appropriate year group curriculum content Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain supported for the duration of the remote learning period. 	<p>Seema Varsani</p> <p>Teaching Staff & Emma Rogers</p>	<p>06.09.21</p> <p>Ongoing</p>	<p>Ongoing</p>

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<ul style="list-style-type: none"> ▪ You should maintain your capacity to deliver high quality remote education for next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad. ▪ The remote education provided should be equivalent in length to the core teaching pupils would receive in school. ▪ You should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. 		<ul style="list-style-type: none"> ▪ The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls. 	Emma Rogers	Ongoing	Ongoing
Pupil wellbeing and support					
<ul style="list-style-type: none"> ▪ Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. You can access useful links and sources of support on promoting and supporting mental health and wellbeing in schools. 	<ul style="list-style-type: none"> ▪ Take a whole school, coordinated and evidence-informed approach to mental health and wellbeing. ▪ Consider the provision of pastoral and extra-curricular activities for pupil wellbeing and support where appropriate. ▪ Provide more focused pastoral support where issues are identified that individual pupils may need help with, including support resources available from DfE and partners. ▪ Consider support needs of groups that you are already aware need additional help (for example, children in need), and any groups you identify as newly vulnerable because of the pandemic. 	<ul style="list-style-type: none"> ▪ Whole school PSHE programme will be in place from Autumn 2021 (Jigsaw) which will form part of weekly curriculum content ▪ Targeted emotional pupil support for identified individuals linked to the Rainbows/Sunbeams training programme ▪ Mental Health First Aiders to provide additional support for the school community 	<p>Louise Crimmins (Lead) and supported by Class Teachers</p> <p>Rainbows/Sunbeams trained facilitators</p> <p>Emma Rogers, CBT Counsellor & Learning Mentor</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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	<ul style="list-style-type: none"> Communicate what help is available to families. 	<ul style="list-style-type: none"> Pupil Premium Champions to provide additional educational support for identified pupils across the school Mental health and wellbeing section developed on school website with useful resources which parents can be directed to and issue of regular newsletters 	<p>Pupil Premium Champions</p> <p>Emma Rogers, CBT Counsellor & Learning Mentor</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Ongoing</p>
School workforce					
<ul style="list-style-type: none"> School leaders are best placed to determine the workforce required to meet the needs of their pupils. Social distancing measures ended workplaces on 19 July and the government is no longer advising people to work from home. The shielding programme has now come to an end and adults previously considered CEV should, as a minimum, continue to follow the same COVID-19 guidance as everyone else. It is important that everyone adheres to this guidance but people previously considered CEV may wish to consider taking extra precautions. In some circumstances, staff may have received personal advice from their specialist or clinician on additional precautions to 	<ul style="list-style-type: none"> Share this risk assessment with staff and invite feedback. Carry out individual risk assessments and discussions as required. Refer to guidance from The Health and Safety Executive (HSE) on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace. 	<ul style="list-style-type: none"> Individual risk assessments for higher risk staff will be implemented Ongoing conversations if requested regarding physical safety, their psychological safety and their mental health 	<p>Karen Jones</p> <p>Karen Jones</p>	<p>01.09.21</p> <p>01.09.21</p>	<p>01.09.21</p> <p>01.09.21</p>

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<p>take and they should continue to follow that advice.</p> <ul style="list-style-type: none"> Employers should be able to explain the measures they have in place to keep staff safe at work. 					
Educational visits					
<ul style="list-style-type: none"> Given the likely gap in COVID-19 related cancellation insurance, if you are considering booking a new visit, you are advised to ensure that any new bookings have adequate financial protection in place. You should speak to either your visit provider, commercial insurance company, to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI). Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits. You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about educational visits is available and is supported by 	<ul style="list-style-type: none"> For any new bookings COVID-19 cancellation related insurance is advised. Where trips are planned, COVID-19 must be considered as part of the risk assessment process including identifying any additional mitigation measures that may be needed. 	<ul style="list-style-type: none"> Business Leader to ensure adequate insurance arrangements for any trips/visits is in place in the event of cancellation due to COVID-19 EVC Coordinator to ensure risk assessments are completed in a timely manner and submitted to the Local Authority for approval EVC Coordinator must have approved risk assessment in order for any trip to be undertaken including local visits 	<p>Kirsten Beaven</p> <p>Emma Rogers</p> <p>Emma Rogers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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specialist advice from the Outdoor Education Advisory Panel (OEAP).					
Wraparound provision and extra-curricular activity					
<ul style="list-style-type: none"> ▪ Out-of-school settings and wraparound childcare providers can offer provision to all children, without restriction on the reasons for which they may attend. ▪ Wraparound childcare and other organised activities for children may take place in groups of any number. ▪ At Step 4, we will 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 out-of-school settings will not be expected to undertake contact tracing. ▪ We no longer advise that providers limit the attendance of parents and carers at sessions. You should continue to ensure that you have parents' and carers' most up-to date contact details in case of an emergency. 	<ul style="list-style-type: none"> ▪ Have cleaning arrangements been considered, particularly for frequently touched surfaces and any equipment that is shared. ▪ Ensure there is clear communication with any external providers on school measures and approach. ▪ Consider contingency arrangements and planning in place in case of any local public health protection advice. 	<ul style="list-style-type: none"> ▪ Catering for breakfast club will continue to be outsourced to Taylor Shaw, thus allowing breakfast club staff to supervise individual small groups ▪ Use of outdoor space will be maximised in good weather since being outdoors further reduces transmission risks ▪ Regular cleaning of frequently touched surfaces and any shared equipment ▪ Completion of registration forms for any new admissions to the club settings, which hold up to date emergency contact details 	<p>Kirsten Beaven</p> <p>Megan Ferguson</p> <p>ASC/Breakfast Club Staff</p> <p>Megan Ferguson</p>	<p>02.09.21</p> <p>02.09.21</p> <p>Ongoing</p> <p>Ongoing</p>	<p>31.08.21</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
Contingency planning / outbreak management plan					
<ul style="list-style-type: none"> ▪ You should have outbreak management plans outlining how you would operate if there were an outbreak in your school or local area. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools 	<ul style="list-style-type: none"> ▪ Prepare an outbreak management plan. ▪ Review your plans against the DfE contingency framework. ▪ Have plans in place for high quality remote provision of education. ▪ Consider how bubbles, wearing of face coverings, and other social distancing 	<ul style="list-style-type: none"> ▪ Business Continuity Plan outlines protocols and procedures in event of partial or whole school closure ▪ Remote learning policy and approach remains in place in 	<p>Kirsten Beaven</p> <p>Karen Jones</p>	<p>01.09.21</p> <p>01.09.21</p>	<p>01.09.21</p> <p>01.09.21</p>

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<p>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.</p> <ul style="list-style-type: none"> The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities. 	<p>measures could be reintroduced if they were required.</p> <ul style="list-style-type: none"> Ensure key staff understand the escalation process to get further public health advice via the DfE helpline. 	<p>the event that contingency plans need to be activated</p> <ul style="list-style-type: none"> The leaders can seek advice where appropriate via DfE coronavirus helpline Telephone: 0800 046 8687 Monday to Friday, 8am to 6pm Saturday to Sunday, 10am to 6pm 	<p>Karen Jones/Kirsten Beaven</p>	<p>Ongoing</p>	<p>Ongoing</p>