# COVID-19 School Site Risk Assessment

# (updated 15.12.21)



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| **Name of School:** | Astrea Academy Dearne |
| **Completed by:** | Joanne Wilson / Richard Wordsworth |
| **Executive Approval:** | |
| **Date:** | 15.12.21 |

**January 2022**

As the country continues to deal with the risks from COVID 19, the government continue to provide guidance to manage the risk of serious illness from the spread of the virus. The situation is rapidly evolving as the world becomes aware of new variations of the virus and becomes aware of new control measures designed to prevent serious illness.

The current stage of the pandemic provides us with a mixture of enhanced control measures identified as "Plan B" to reduce the risks from new strains of the virus, along with the ability to reduce the chances of serious illness through vaccination.

As COVID-19 becomes a virus that we learn to live with, there is a continued imperative to reduce the disruption to children and young people's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered vaccination with the government ramping up the process and availability of booster variations.

Our priority is for you to deliver face-to-face, high quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health. We have worked closely with the Department of Health and Social Care (DHSC) and Public Health England (PHE) to revise this guidance.

**Risk Assessment**

All settings must comply with health and safety law and put in place proportionate control measures. You must regularly review and update your risk assessments - treating them as 'living documents', as the circumstances in your school and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned. For more information on what is required of school leaders in relation to health and safety risk assessments and managing risk, see annex A.

**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.

**Stepping measures up and down**

All settings should have outbreak management plans outlining how they 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 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. The government will review its approach for enhanced response in local areas on a regular basis.

If you have several confirmed cases within 10 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.

*Instructions for completion – the aim of the risk assessment is to evaluate the hazards associated with COVID-19, what can be done to remove them or minimise the level of risk by adding control measures, as necessary. Please complete all sections and use Red (high risk), amber (medium risk) and green (low risk) as your rating. For further advice on completing a risk assessment please visit the HSE website.*

| Potential Risk | Risk | Who might be harmed? | Minimum control measures to reduce risks to an acceptable level | School Risk Response / Mitigation | School Risk Rating | Date Assessed |
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| Covid-19 - General | Staff having appropriate knowledg | Employee, pupils, agency staff, member | All staff to keep themselves updated and follow the latest Government and national Public Health England/NHS guidelines via https://www.gov.uk/coronavirus https://www.nhs.uk/conditions/coronavirus-covid-19/ | All staff have received training on safety procedures<br><br>Assigned Covid Health and Safety lead in the Executive | G | 15.12.21 |

| | | | | Team – completed WHO training on the transmission and risk of COVID-19 as well as other respiratory diseases. | | |
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| **Transmission of Covid-19 via transport to and from setting** | Increased transmission of virus on arrival at school setting | Employee, pupils, agency staff, member of the public | Transport services to education settings should continue to be provided.<br><br>Face coverings are now required for staff and students above 11 years of age when using transport<br><br>Dedicated school services can take different forms and may include:<br>· coaches regularly picking up the same pupils each day<br>· minibuses<br>· services which are used by different pupils on different days<br>· services for pupils with SEND<br><br>The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances. Do speak to the local authority or transport provider so that you understand the approach they are adopting. You might wish to request a copy of their updated risk assessment. It is important, wherever it is possible, that:<br><br>· pupils clean their hands before boarding transport and again on disembarking<br>· additional cleaning of vehicles is put in place<br>· organised queuing and boarding is put in place<br>· fresh air (from outside the vehicle) through ventilation, is maximised, particularly through opening windows and ceiling vents | Some students use public transport. All students have been instructed to wear face coverings and SLT have worked closely with the bus companies and with parents to address incidences where students have failed to comply.<br>Guidance has been given to students and parents to suggest alternative modes of travel are used: walking, cycle, car drop-off. Face masks are provided for all pupils who wish to wear one. | G | 15.12.21 |

| | | | Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID19).<br><br>Children, young people and staff can continue to use public transport where necessary. We encourage everyone to walk, cycle or scoot wherever possible and safe. | | | |
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| **Effectively implementing infection protection and control** | Staff and Children/ Young People being unable to adhere to social distancing therefore increasing the transmission and spread of Covid-19 | Employee, pupils, agency staff, member of the public | You should:<br><br>1. Ensure good hygiene for everyone.<br>2. Maintain appropriate cleaning regimes.<br>3. Keep occupied spaces well ventilated.<br>4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.<br><br>**Ensure good hygiene for everyone**<br><br>1. Hand hygiene 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.<br><br>2. Respiratory hygiene The 'catch it, bin it, kill it' approach continues to be very important. The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene.<br><br>3. Use of personal protective equipment (PPE) Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use of PPE in education, | Safety protocol and training has been put in place in the event that a staff member or child develops symptoms.<br><br>SLT have significant experience in this practice and in the instances of positive cases and have worked closely with PHE and HPT to ensure accurate information is followed and shared.<br><br>PPE and assigned COVID room is in place for the supervision of students who develop symptoms. Clear signage in toilets to inform pupils of symptoms and direct them to the appropriate place and person.<br><br><br>Staff and students are encouraged to sanitise hands upon arrival, before and after | | 15.12.21 |

[childcare and children's social care settings](#) provides more information on the use of PPE for COVID-19.

**Maintain appropriate cleaning regimes, using standard products such as detergents**

You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces. PHE has published guidance on the [cleaning of non-healthcare settings.](#)

**Keep occupied spaces well ventilated**

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

break, before and after lunch and before leaving the building under staff supervision. Sanitising stations have been created to service each year bubble.

There are additional sanitising stations in all communal areas and on stair-wells. All stations are checked twice daily.
The school has significant supplies in stock.

Clear signage around 'catch it, bin it, kill it' in school and lidded bins in place to limit spread of the virus.

The site team have a rigorous cleaning programme in place.


**Access to face coverings**

The school has full stock of face masks and this is constantly reviewed.

Safe wearing of face coverings necessitates:
· cleaning hands before and after touching face coverings, – including to remove or put them on

| | | 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.

Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).

You should balance the need for increased ventilation while maintaining a comfortable temperature.

The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE COVID-19 advice provides more information.

CO2 monitors have been provided to education settings, so staff can quickly identify where ventilation needs to be improved.

**Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19**

When an individual develops COVID-19 symptoms or has a positive test, pupils, staff and other adults should follow public health advice on when to self-isolate and what to do.

They should not come into school if they have symptoms, have had a positive test result or other | · safely storing face coverings in individual, sealable plastic bags between use
· not touching the front of face coverings during use or when removing them

Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Individuals may consider bringing a spare face covering to wear if their face covering becomes damp during the day.

If pupils or students arrive wearing a face covering, settings must instruct them to:
· not touch the front of their face covering when removing it
· dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)
· place reusable face coverings in a plastic bag they can take home with them
· wash their hands again before heading to their classroom

Separate guidance is available on preventing and controlling infection, including the use of PPE, in education, childcare and children's social care settings | | |

reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).

If anyone in your school develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice.

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. Any rooms they use should be cleaned after they have left.

The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.

**Face coverings**

Face coverings are currently recommended for all staff and students above 11 years of age in communal areas. You can find more information on the use of face coverings including when to wear one, exemptions and how to make your own.

How to use fabric face coverings.pdf

clothing-masks-infogr aphic---(web)-logo-wl

| | | | If you have an outbreak in your school, a director of public health might advise you that face coverings should temporarily be worn in classrooms (by pupils, staff and visitors, unless exempt). You should make sure your outbreak management plans cover this possibility.<br><br>Due to the use of face coverings in wider society, staff and pupils are already likely to have access to face coverings.<br><br><u>You should have a small contingency supply available for people who:</u><br><br>· are struggling to access a face covering<br><br>· are unable to use their face covering as it has become damp, soiled or unsafe<br><br>· have forgotten their face covering Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.<br><br><u>When wearing a face covering, staff, visitors and pupils should:</u><br><br>· wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on<br><br>· avoid touching the part of the face covering in contact with the mouth and nose, as it could be contaminated with the virus<br><br>· change the face covering if it becomes damp or if they've touched the part of the face covering in contact with the mouth and nose | | | |

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| | | | · avoid taking it off and putting it back on a lot in quick succession to minimise potential contamination<br><br>When removing a face covering, staff, visitors and pupils should:<br><br>· wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing<br><br>· only handle the straps, ties or clips<br><br>· not give it to someone else to use 10<br><br>· if single-use, dispose of it carefully in a household waste bin and do not recycle<br><br>· once removed, store reusable face coverings in a plastic bag until there is an opportunity to wash them.<br><br>· if reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric<br><br>· wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed<br>·<br><br>No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering. | | | |
| **Reducing transmission of Covid-19** | Staff and pupils having sufficient | Employee, pupils, agency staff, | Follow Hand Washing protocol at appendix 1 below https://www.who.int/gpsc/clean_hands_protection/en/ | Guidance has been shared with all staff and pupils – all pupils have been taught the principles of basic hygiene. | G | 15.12.21 |

| through effective hand washing | opportunity through the school day to implement effective hand washing | member of the public | 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:<br>· when they arrive at the school<br>· when they return from breaks<br>· when they change rooms<br>· before and after eating<br><br>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.<br><br>Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.<br><br>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.<br><br>Continue to help pupils with complex needs to clean their hands properly.<br><br>Frequent and thorough hand cleaning should now be regular practice. You should consider:<br>· whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly<br>· if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative<br>· 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 | Hand sanitisation stations in place and stock checked at least twice daily. Additional support given to children accessing Athena (SEN)and Eleos (Alternative Provision.) | | |

| Intimate care and minimising the risk of Covid-19 | | Employee, pupils, agency staff, member of the public | Most staff in education, childcare and children's social care settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others.<br><br>If a child, young person, or student already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.<br><br>During the coronavirus (COVID-19) outbreak, additional PPE is only required in a very limited number of scenarios:<br><br>• if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms and only then if a distance of 2 metres cannot be maintained<br><br>• when performing aerosol generating procedures (AGPs)<br><br>Depending on local arrangements, education and childcare settings may be able to access PPE for their coronavirus (COVID-19) needs via their local authority or local resilience forum. In this context, education and childcare settings means all registered childcare providers, schools (including independent schools, special schools, 16 to 19 academies and alternative provision) and FE providers.<br><br>For information on the arrangements in your local area, read personal protective equipment (PPE): local contacts for providers. | Any student or member of staff who feels unwell has been informed to go immediately to the Hygiene Room. A member of SLT is called, PPE in place: face mask, gloves, face shield, apron. Parents (for students) and next of kin (staff) immediately informed.  In the event that more than one room is required, two further rooms have been allocated as emergency rooms: the first aid room, and the adult catering classroom.  Both have hard surface flooring so can be kept hygienic. No one will be allowed to access these areas unless permission is given by the Principal or Senior Vice Principal.  Students who require general first aid outside of covid will use the main office. | G | 15.12.21 |
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| **CEV Students / Pupils** | Students or Pupils with pre-existing health conditions may be more susceptible to illness | Pupils / Staff | Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again.<br><br>Children and young people who were previously identified as being in one of these groups, are advised to continue to follow the guidance contained in Coronavirus: how to stay safe and help prevent the spread. Children and young people previously considered CEV should attend school and should follow the same COVID-19 guidance as the rest of the population.<br><br>In some circumstances, a child or young person may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. | All vulnerable staff and students have been made aware to follow clinician advice. | G | 15.12.21 |
| **Managing risk of an individual who displays symptoms** | Spread of COVID 19 within school to staff, pupils and visitors if not managed | Employee, pupils, agency staff, member of the public | When an individual develops COVID-19 symptoms or has a positive test, pupils, staff and other adults should follow public health advice on when to self-isolate and what to do.<br><br>They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to self isolate). | Clear system in place with designated room, separate toilet and exit.<br><br>Full PPE in place.<br><br>Tests allocated to form groups in line with guidance. | | 15.12.21 |

If anyone in your school develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice.

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. Any rooms they use should be cleaned after they have left.

The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.

**Confirmatory PCR Tests –**

Staff and pupils showing symptoms of COVID 19 should self-isolate in line with the stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.

They will also need to get a free PCR test to check if they have COVID-19.

Whilst awaiting the PCR result, the individual should continue to self-isolate.

If the PCR test returns as negative for COVID 19 the individual is permitted to come back to the school.

| | | | Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by UKHSA or the DHSC, they should be recorded as code X (not attending in circumstances related to coronavirus).

Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness) | | | |
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| **Managing the risk of a confirmed case of coronavirus** | Spread of COVID 19 within school to staff, pupils and visitors if not managed | Employee, pupils, agency staff, member of the public | 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 to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case 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.

Children who are between 5 and 18 years and 6 months old are not required to self-isolate if identified as a close contact of COVID 19  if they are showing no symptoms  – they should conduct daily LFT for a period of 7 days – if a | Working closely with Test and Trace where required. | G | 15.12.21 |

positive LFT is obtained the pupil should self-isolate for a period of 10 days and obtain a PCR - if the PCR is negative they may return to school, if the PCR is positive they should complete their 10 day isolation

Staff will not need to self-isolate if they are fully vaccinated (2 doses of the vaccine), they are taking part in a vaccine trial or they are not able to get vaccinated for medical reasons, if they are a close contact of a COVID 19 case. They will be required to take daily lateral flow tests for a period of 7 days, if a positive LFT is obtained they should self-isolate and seek a PCR. If the PCR is negative they can come back to school, if it is positive, then they must complete self-isolation.

Any member of staff who is identified as a close contact but is not vaccinated is to self-isolate for 10 days

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

**Asymptomatic testing**

Testing remains important in reducing the risk of transmission of infection within schools.

Staff and secondary school pupils should continue to test twice weekly at home, with lateral flow device (LFD) test kits, 3-4 days apart.

Testing remains voluntary but is strongly encouraged. There is no need for primary age pupils (those in year 6 and below) to test.

Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.

Schools are strongly encouraged to ask parents and other visitors to take a lateral flow device (LFD) test before entering the school

**Confirmatory PCR tests**

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 COVID[1]19.

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 doesn't have COVID-19 symptoms.

Additional information on PCR test kits for schools and further education providers is available

| Managing the risk of containing any outbreak of coronavirus | Rapid spread of COVID 19 throughout school if outbreaks are not managed or outbreak not identified | | If you have several confirmed cases within 10 days, you may have an outbreak.<br><br>Additional measures may be required if the following parameters are met:<br><br>• 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period<br>• 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period<br><br>For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time:<br><br>• 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period<br><br>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.<br><br>The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public | Established protocol in place with BMBC and the Trust. | G | 15.12.21 |
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| | | | 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. | | | |
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| **Travel and Quarantine** | Education can suffer due to self-isolation requirements | Pupils, members of Staff | All children and staff travelling to England must adhere to government travel advice in travel to England from another country during coronavirus (COVID-19).<br><br>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.<br><br>For pupils abroad who are facing challenges to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. | School is following government guidance. | G | 15.12.21 |
| **Ongoing provision of food** | Children, staff not receiving meals whilst in school | Employee, pupils, agency staff | You should continue to provide free school meal support to any pupils who are eligible for benefits-related free school meals and who are learning at home during term time.<br><br>More information on providing school meals during the COVID-19 pandemic is availableMore information on providing school meals during the coronavirus (COVID-19) outbreak is available. | Clear plan in place with Aspens checked by SBM and Principal. | G | 15.12.21 |
| **Ongoing management of the estate** | | Employee, pupils, agency staff | All regular servicing and maintenance is to be conducted in line with regulatory requirements. Schools are to ensure that maintenance/servicing is conducted to ensure that the estate remains operational and safe for | Guidance being followed with AMEY. Regular meetings with Principal and School Business Manager | G | 15.12.21 |

staff and students. The following list provides some considerations:

- Fire Risk Assessment (Annual)
- Fire Alarm Service (6 monthly)
- Fire Extinguishers Service (Annual)
- Legionella Risk Assessment (2 Yearly)
- PAT Testing (Annual)
- Fixed Wire Testing (5 Years)
- Tree Survey (Dependant on last report)
- Gas Inspections
- Air Conditioning Service (Annual)
- Inspection of Machinery (Annual)
- Inspection of Sports/Play Equipment (Annual)

Caretakers and site managers also have responsibility for items and checking of items – this is to be maintained at all times

**Ventilation**

Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.

It is important to ensure your school is well ventilated and a comfortable teaching environment is maintained. These can be achieved by a variety of measures including:

· mechanical ventilation systems – 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 not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply

· natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air

· natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)

To balance the need for increased ventilation while maintaining a comfortable temperature, consider:

· opening high level windows in colder weather in preference to low level to reduce draughts

· increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)

· providing flexibility to allow additional, suitable indoor clothing.

· rearranging furniture where possible to avoid direct draughts

| | | | Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. | | | |
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| **Managing the ongoing cleaning of the school building** | Reducing the risk of contact infection | Employee, pupils, agency staff, member of the public | In line with this risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:<br><br>• more frequent cleaning of rooms or shared areas that are used by different groups<br><br>• frequently touched surfaces being cleaned more often than normal<br><br>• cleaning toilets regularly<br><br>• encouraging pupils to wash their hands thoroughly after using the toilet<br><br>• if your site allows it, allocating different groups their own toilet blocks<br><br>PHE has published guidance on the <u>cleaning of non-healthcare settings</u>. This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case. | Additional cleaning staff in place<br><br>All pupils encouraged to sanitise hands prior to and following lunch and break.<br>Duty staff to encourage compliance. | G | 15.12.21 |
| **Provision of Uniform** | | Pupils & Parents | Encourage all schools to maintain their usual uniform policies. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. | Full uniform expectations in place.<br><br>Parents/carers informed to maintain general good hygiene and to ask for assistance if required. | G | 15.12.21 |

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| | | | Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.<br><br>Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.<br><br>Increased ventilation may make school buildings cooler than usual over the winter months. Consider allowing pupils to wear additional items of clothing in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents. | Parents/carers who have not been able to afford uniform due to furlough or significant disadvantage have had uniform supplied free of charge. | | |
| **Effective Contingency Planning for Outbreaks in the community** | | Employees, pupils, agency staff | **Stepping measures up and down**<br><br>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 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.<br><br>Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.<br><br>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. | Followed as per guidance – regular contact with LA and Trust.<br><br>Remote education plans are in place for all year groups. The preferred choice is for students to access live-streamed lessons delivered via Microsoft Teams.<br><br>All students and their parents/carers have been informed how to access these lessons. This advice has been communicated on several occasions and is available on the school website under the tab: Home Learning. This includes a step-by-step video recorded by our Teams Champion. Students | G | 15.12.21 |

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.

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.

 Full expectations for remote education, support and resources can be found on the get help with remote education service.

who do not have access to a device have been offered the chance to loan equipment.

Blended curriculum lessons are also available via the Home Learning page on the school website for students who wish to study at a different pace. Printable and digital workbooks are in place to ensure students have everything they need to be successful, with a dedicated email address to send completed work.

Remote learning is explicitly linked to the national curriculum and planned schemes of learning.

Microsoft Teams teaching allows the most bespoke form of teaching and allows students and teachers to interact over subject content, knowledge and skills.

Where appropriate, the online offer includes Oak Academy and other DofE approved resources.

A variety of tools including Microsoft Teams for face to face contact – all assessments will be completed regardless of school

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| | | | | delivered or blended curriculum – all students will be given full coverage to be successful.<br><br>All required resources will be provided. Those allocated laptops to access provision have already received support and training.<br><br>Bespoke Athena provision is in place to provide personalised support. Students accessing Eleos will also have one-to-one contact with both pastoral and subject leaders. Children who are unable to attend from these provisions will have daily phone calls to provide additional reassurance and support. | | |

Education Specific Guidance

| Potential Risk | Risk | Who might be harmed? | Minimum control measures to reduce risks to an acceptable level | School Risk Response / Mitigation | School Risk Rating | Date Assessed |
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| **Wraparound Provision** | Staff and children and young | Employees, pupils, | Out-of-school settings and wraparound childcare providers can offer provision to all children, without | Extra curricular activities in place following government guidance. | G | 15.12.21 |

| and extra-curricular activity | people being unable to adhere to social distancing therefore increasing the transmission and spread of Covid-19 | agency staff | restriction on the reasons for which they may attend.

You should ensure that key contractors are aware of your setting's control measures and ways of working.

Out-of-school settings are not required to use the NHS COVID Pass, unless they are holding a specific event (such as a reception, concert or party) that meets the attendance thresholds.

Where applicable, out-of-school settings should follow guidance on mandatory certification for events.

Under 18s are exempt from showing their COVID Status but should be counted towards attendance thresholds.

You should not use the NHS COVID Pass as a condition of entry for education or related activities such as exams, teaching, or any other day-to-day activities that are part of education or training.

Wraparound childcare and other organised activities for children may take place in groups of any number

There are currently no restrictions on mixing of persons attending extracurricular activities

Schools should ensure that control measures such as cleaning, hygiene and ventilation are adhered to | | | |
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| | | | and persons who have symptoms are not permitted to attend sessions | | | |
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| **Effective Management of Classrooms** | Staff and children and young people being unable to adhere to social distancing and/or resources not being kept clean, there fore increasing the transmission and spread of Covid-19 | Employees, pupils, agency staff, members of the public | Classrooms should be set up to adhere to the measures of control, in particular:<br><br>1. Maintain appropriate cleaning regimes<br>2. Keep occupied spaces well ventilated<br>3. Promoting good hygiene for everyone<br><br>**Music, dance and drama in school**<br><br>You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.<br><br>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.<br><br>Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music education hubs published by the Arts Council England.<br><br>Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the | All classrooms have open windows unless wellbeing is affected. Where cold weather requires some windows to close, classroom doors will remain open.<br><br>All doors that can remain open are kept open. Where health and safety is not compromised, doors are wedged open. Unless it is possible, fire doors will not be wedged open as magnetic mechanisms are needed. | G | 15.12.21 |

| | | | performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective DfE guidance for these sectors. | | | |
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| **Teacher disconnected from online lesson** | Children left 'unattended' in an online environment for which the school maintains responsibility | Pupils Teachers | Schools should ensure that reporting procedures are in place which issues can be raised with disconnection

School to allocate a back up member of staff to an online session to be used in the event of a disconnection | All online lessons are team taught to ensure safeguarding. | G | 15.12.21 |
| **Effective Communication to Parents and Carers** | Parents and carers having appropriate knowledge on virus, transmission, and risk within an education setting | Employees, pupils, agency staff, member of the public | • Make clear to parents the latest changes in government guidance

• Make clear to parents and carers that anyone with symptoms of coronavirus cannot come into the education or childcare setting

• Make clear to parents and carers that pupils will be sent home to self-isolate if they develop symptoms of coronavirus in the education or childcare setting

• Ask parents and carers to inform the education or childcare setting immediately of the results of any COVID-19 tests, ensuring the collective understanding of the necessary protocols should the test | School in regular contact with parents and carers through emailed letters and through identified case phone calls. | G | 15.12.21 |

| | | | results be positive as outlined in [Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection](#)<br><br>• If parents/carers of pupils with significant risk factors are concerned, discuss their concerns with them and provide reassurance of the measures that have been put in place to reduce risk in school<br><br>• Involve parents and carers, as appropriate, in discussions around health and safety decisions to help them understand the reasons for the measures being put in place | | | |
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| **Pupil Wellbeing and Support** | Pupils / Students may be experiencing a variety of emotions as a result of pandemic | Pupils / Students | Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood.<br><br>You can access useful links and sources of support on promoting and [supporting mental health and wellbeing in schools](#) | Variety of support in place through Mental Health Lead Practitioner. | G | 15.12.21 |
| **Effective Use of Outside Space & Physical Activity in Schools** | Groups encountering one another increasing the risk of transmission and spread of Covid-19 | Employees, pupils, agency staff | You have the flexibility to decide how physical education, sport and physical activity will be provided while following the control measures.<br><br>Sports equipment thoroughly cleaned between each use by different individual groups.<br><br>You can hold PE lessons indoors, including those that involve activities related to team sports, for | Learning planned in line with government guidance.<br><br>Team sports fixtures taking place with guidance in place. | G | 15.12.21 |

example practising specific techniques, within your control measures.

For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) and paying scrupulous attention to cleaning and hygiene.

This is particularly important in a sport setting because of the way in which people breathe during exercise.

External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

guidance for safe provision including team sport, contact combat sport and organised sport events.

Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events.

Indoor and outdoor competition between different schools can take place.

Refer to:

| | | | • guidance on [grassroot sports for public and sport providers](), [safe provision]() and [facilities](), and guidance from Sport England<br>• advice from organisations such as the [Association for Physical Education]() and the Youth Sport Trust<br>• guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance]() documents<br>• [using changing rooms safely]()<br><br>You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do. | | | |
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| **Events – Performances, plays, fayres** | Events that involve members of community can increase transmission risks within school | Pupils, Staff, Visitors | Schools are not required to use the NHS COVID Pass, unless they are holding a specific event (such as a reception, concert or party) that meets the attendance thresholds.<br><br>Where applicable, schools should follow guidance on mandatory certification for events. Under 18s are exempt from showing their COVID Status but should be counted towards attendance thresholds.<br><br>You should not use the NHS COVID Pass as a condition of entry for education or related activities such as exams, teaching, extra-curricular activities or any other day-to-day activities that are part of education or training | All after school events taking place in line with government guidance. | G | 15.12.21 |

| Effective Use of Resources | Staff and children and young people being unable to adhere to social distancing and/or resources not being kept clean, t herefore increasing the transmi ssion and spread of Covid-19 | Employee s, pupils, agency staff | For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items.<br><br>Classroom based resources, such as books and games, can be used. These should be cleaned regularly, along with all frequently touched surfaces.<br><br>Resources that are shared between classes , such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment you should either:<br>· clean it before it is moved between groups<br>· allow them to be left unused for a period of 48 hours (72 hours for plastics)<br><br>You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment.<br><br>Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:<br><br>· restricted to one user<br>· left unused for a period of 48 hours (72 hours for plastics) between use by different individuals<br><br>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out of school settings providers. | Shared resources are minimised, but where appropriate additional cleaning measures are in place.<br><br>Teachers advised to take books home only as required. | G | 15.12.21 |
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| | | | Pupils should limit the amount of equipment they bring into school each day, including essentials such as:<br><br>• lunch boxes<br>• hats and coats<br>• books<br>• stationery<br>• mobile phones<br><br>Bags are allowed.<br><br>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. | | | |
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| **Effective Management of Educational Visits** | Staff and children and young people being unable to adhere to social distancing and/or resources/surfaces not being kept clean therefore increasing the | Employees, pupils, agency staff, members of the public | If you are considering booking a new visit, whether domestic or international, you are advised to ensure that any new bookings have adequate financial protection in place.<br><br>International Visits are currently permitted however schools should monitor the government's foreign travel advice closely. Schools should liaise with the Trust on overseas visits as soon as possible<br><br>You should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red.<br><br>The travel lists may change during a visit and you must comply with international travel legislation | All visits planned in line with guidance. | G | 15.12.21 |

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| | transmission and spread of Covid-19 | | and should have contingency plans in place to account for these changes.<br><br>You should speak to either your visit provider, commercial insurance company, or the Risk Protection Arrangement (RPA) 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.<br><br>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 specialist advice from the Outdoor Education Advisory Panel (OEAP). | | | |
| **Effective recruitment and deployment of staff** | Staff and children and young people being unable to adhere to social distancing therefore increasing the transmissio | Employees, pupils, agency staff, members of the public | School leaders are best placed to determine the workforce required to meet the needs of their pupils.<br><br>CEV Staff:<br><br>Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again. | All guidance being followed. | G | 15.12.21 |

| | n and spread of Covid-19 | | CEV staff are advised to seek advice from their health professional if they believe they are at risk.<br><br>Schools should ensure that contents of 1:1 risk assessments are reviewed in light of new information from a medical professional<br><br>Vaccinations:<br><br>Schools are encouraging vaccine up take and will support employees by enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible, even during term time.<br><br>Settings can liaise with HR regarding staffing and are asked to consider the following:<br><br>• Staff deployments should ensure that support for SEND pupils is in place whilst also ensuring that safe / specific ratios are met and specific training undertaken to ensure effective care for pupils with complex needs<br><br>• When deploying ITT students, take into account the skills and capacity of the trainee https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support | | | |

|  |  |  | • Ensure that only those with appropriate checks can engage in regulated activity<br><br>• Ensure that any leave arrangements that may impact on a staff member's ability to work in the Autumn term have been discussed with HR Advisor, as well as considered when considering staffing ratios and minimum operating levels<br><br>• For volunteers, ensure that the setting continues to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of keeping children safe in education.  Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.<br><br>**Recruitment**<br><br>• Recruitment can be completed remotely or face to face with the appropriate adherence to guidance<br><br>• Liaise with HR to ensure that all pre-appointment checks are completed (https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers)<br><br>• Through liaison with HR, put in place arrangements for all pre-appointment |  |  |
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| | | | checks to be carried out remotely and verified in person on start date. | | | |
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| **Effective management of safeguarding** | Staff not equipped or deployed effectively in order to manage the potential influx of concerns | Pupils, staff, parents | All staff to be briefed on any changes in Safeguarding arrangements – specifically staff who have not worked on site during a self-isolation period.<br><br>DSL to have time and resource to manage potential influx in concerns – including monitoring net support notifications following the return of laptops.<br><br>Where pupils who are self-isolating are within our definition of vulnerable, it is very important that you put systems in place to keep in contact with them, particularly if they have a social worker.<br><br>Some children may be vulnerable who are not officially in statutory systems and schools should seek to support any children who they believe may have challenging circumstances at home.<br><br>When a vulnerable pupil is asked to self-isolate, you should:<br><br>• notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head<br><br>• agree with the social worker the best way to maintain contact and offer support You should have procedures in place to:<br><br>• check if a vulnerable pupil is able to access remote education support | Significant increase in time goven to DSL and safeguarding leads to deal with a high increase of safeguarding concerns. | G | 15.12.21 |

| | | | · support them to access it (as far as possible)<br><br>· regularly check if they are accessing remote education<br><br>Keep in contact with them to check their wellbeing and refer onto other services if additional support is needed. | | | |
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**Appendix 1: Clean hands protect against infection (WHO protocol)**

Protect yourself - Clean your hands regularly.

Wash your hands with soap and water and dry them thoroughly. Use alcohol-based hand rub if you do not have immediate access to soap and water.

How do I wash my hands properly? Washing your hands properly takes about as long as singing "Happy Birthday" twice, using the images below:
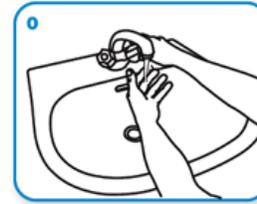


**0** Wet hands with water
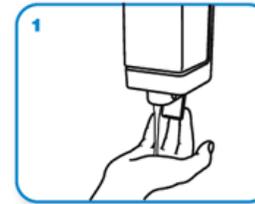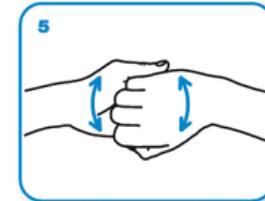
**1** apply enough soap to cover all hand surfaces.
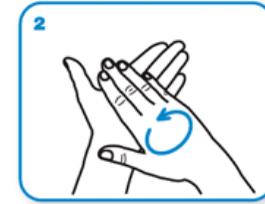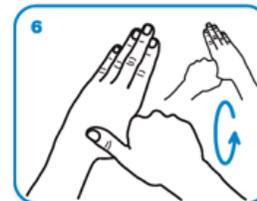
**2** Rub hands palm to palm
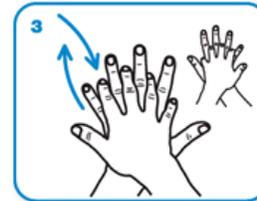
**3** right palm over left dorsum with interlaced fingers and vice versa

**4** palm to palm with fingers interlaced

**5** backs of fingers to opposing palms with fingers interlocked

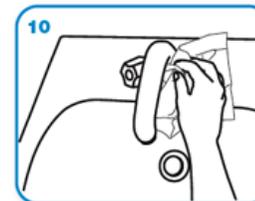**6** rotational rubbing of left thumb clasped in right palm and vice versa

**7** rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa.
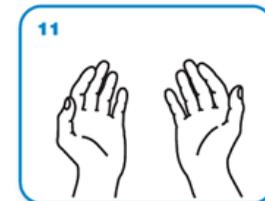
**8** Rinse hands with water

**9** dry thoroughly with a single use towel

**10** use towel to turn off faucet

**11** ...and your hands are safe.