

Risk Assessment for the Return to School September 2021

Frederick Holmes School

Assessment conducted by: Helen Maddison	Job title: Headteacher	Covered by this assessment: <u>staff, governors, pupils, parents, volunteers</u> and <u>visitors</u> .
Date of assessment: September 2021	Review interval: Weekly	Date of next review: October 2021

Related documents

Health & Safety Policy (inc Infection Prevention and Control, COSHH, Fire and Site Security), First Aid Policy, Business Continuity Plan, Medical Policy (inc supporting pupils with Medical Conditions and Administering Medication), Intimate Care Policy, Data Protection Policy, Behaviour Policy.

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major Causes major physical injury, harm or ill-health.	High (H)	H	Medium (M)
	Severe Causes physical injury or illness requiring first aid.	H	M	Low (L)
	Minor Causes physical or emotional discomfort.	M	L	L

Final checklist	Staff	Pupils	Contractors & suppliers	Other known visitors
The following site users have been informed about agreed control measures (appropriate to each group):	x	x	x	x

Overview

As the country has moved to Step 4 of the roadmap, all HET school will continue to comply with government guidance to manage the risk of serious illness from the spread of the virus. We will also be guided by the local Director of Public Health who has a legal responsibility to protect the health of residents in their area. Local authorities, directors of public health (DPH) and PHE health protection teams (HPTs) can recommend measures as part of their responsibilities.

As COVID-19 becomes a virus that we learn to live with in society, there is now an 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 being offered two doses of the vaccine by mid-September.

Our priority is to deliver face-to-face, high quality education to all pupils. We recognise the evidence which makes clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

This risk assessment has been devised in accordance with the DfE Covid-19 operational guidance – August 2021 - [Schools' Covid-19 Operational Guidance](#)

We recognise our roles and responsibilities as an employer. We are required by law to protect their employees, and others, from harm. Following the Management of Health and Safety at Work Regulations 1999, our risk assessment is structured as follows:

- Identify what could cause injury or illness in the organisation (hazards).
- Decide how likely it is that someone could be harmed and how seriously (the risk).
- Take action to eliminate the hazard, or if this isn't possible, control the risk.

As part of the risk assessment process, the school/trust will consult with all recognised trade unions and staff members in order to ensure full involvement, trust and joint problem solving.

The following steps have been worked through in order to address risks. We have considered for each risk whether there are measures in each step they can adopt before moving onto the next step.

1. Elimination: stop an activity that is not considered essential if there are risks attached.
2. Substitution: replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.
3. Engineering controls: design measures that help control or mitigate risk.
4. Administrative controls: identify and implement the procedures to improve safety (for example, markings on the floor, signage).
5. Having gone through this process, personal protective equipment (PPE) should be used in circumstances where the guidance says it is required.

Control measures

The school will ensure the following 4 core control measures are implemented:

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.

Area for concern	Risk rating prior to action H/M/L	Controls	In place? Yes/ No	By whom?	Deadline	Risk rating following action H/M/L
<p>Failure to <u>prevent</u> potential spread of infection</p> <p><i>Poor hand washing</i></p>		<p>Hand cleaning</p> <ul style="list-style-type: none"> • Posters must be displayed throughout the school reminding pupils, staff and visitors to wash their hands, e.g. before entering and leaving the school. Staff should provide pupils with frequent demonstrations in relation to handwashing. • Hand sanitisers and/or handwashing facilities must be available and used upon arrival for staff, pupils, visitors and contractors. • Staff must supervise pupils' use of hand sanitiser in order to mitigate risk of potential ingestion. The headteacher should consider providing skin friendly cleaning wipes to small children or those with complex needs. Once used, wipes must be disposed of into a disposable rubbish bag and staff must immediately clean their hands with soap and water or use a hand sanitiser. Double bag the rubbish and tie tightly. • Pupils, staff and visitors must be encouraged to clean their hands more often than usual, particularly after arriving at school, touching their face, blowing their nose, sneezing or coughing, and before eating or handling food. Staff must not routinely wear gloves, unless they are completing specific tasks (e.g. supervising the isolation room, first aid, intimate care). • Staff and pupils must continually be reminded of the requirement to wash their hands thoroughly for 20 seconds with running water and soap and dry them thoroughly, or use alcohol hand rub/sanitiser (that contains no less than 60% alcohol) ensuring that all parts of the hands are covered. • Leaders must provide/display (toilets, staffrooms, classrooms etc) guidance on effective handwashing to staff, visitors, contractors and pupils using PHE guidance. • Sufficient amounts of soap (or hand sanitiser where applicable), clean water and paper towels must be supplied in all toilets, classrooms and kitchen areas. • Liquid soap dispensers must be used instead of bar soap. • Pupils who find it difficult to wash their hands independently must receive help from staff in their classrooms. This could include modelling handwashing simultaneously. 				

		<ul style="list-style-type: none"> • Hand driers and/or paper towels can be used by pupils and staff in order to dry hands. Paper towels should be disposed in a lidded bin. • Drinking fountains must be disconnected. • The caretaker and a designated member of staff must monitor toilets/classrooms in order to ensure supplies of soap do not run out of during the day. 				
<p>Failure to prevent potential spread of infection</p> <p><i>Poor standard of cleaning</i></p>		<p>Maintaining appropriate cleaning regimes</p> <ul style="list-style-type: none"> • All schools must adhere to guidance contained in PHE Cleaning in non-healthcare settings <p>Equipment</p> <ul style="list-style-type: none"> • Each class/ office must have additional cleaning resources (disinfectant spray, gloves) available at all times • An appropriate cleaning schedule should be put in place which should include the regular cleaning of areas and equipment (eg twice per day) with particular focus on frequently touched surfaces (eg door handles, table tops, handrails) This will be carried out by cleaners before and after school day and class teams throughout the day. • Individual and very frequently used equipment, such as pencils and pens, must be allocated so staff and pupils have their own items. By not sharing these items, additional cleaning arrangements should not be required. • Classroom based resources, such as plastic toys, books and games, should be used and shared within the class. They should be cleaned regularly. By class and staff at end of each day using anti-bac wipes or hot soapy water • Resources that are shared between classes, such as sports, art and science equipment should be cleaned frequently and meticulously. By staff at end of each session using anti-bac wipes • Furniture (eg. fabric) and resources (eg. soft toys) which are important for the delivery of education should be used. • All cutlery and cups must be thoroughly cleaned before and after use. Cups and cutlery should be cleaned in accordance with normal cleaning arrangements. By class staff after each snack time using hot soapy water • Outdoor playground equipment should be shared with other classes and should be cleaned frequently and meticulously. By class staff at end of each play time using anti-bac wipes • Pupils must limit the amount of equipment they bring into school each day, to essentials such as bags, lunch boxes, hats, coats, books, stationery. 				

		<ul style="list-style-type: none"> • Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. This will include pupils' work, homework and reading books. • Home reading books should be sent home. <p>Other</p> <ul style="list-style-type: none"> • Spillages of bodily fluids, e.g. respiratory and nasal discharges, must be cleaned up immediately in line with the Infection Control Policy, using PPE at all times. Normal PPE equipment must be provided to staff – see Infection Control section in H&S policy. • Cleaners must carry out daily, thorough cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy. By site cleaning staff before and at end of school day • The Site Manager must arrange for enhanced cleaning to be undertaken where required – advice about enhanced cleaning protocols is sought from the trust who will defer to the PHE team. • The site manager must monitor the cleaning standards of school cleaning contractors and discusses any additional measures required with regards to managing the spread of coronavirus. • Anti-bacterial wipes (available in all rooms) must be used to wipe photocopiers, key boards, ipads etc. • Pupils and staff must be allocated toilets to use. Shared toilet facilities must be cleaned frequently. By site cleaning staff before and at end of school day • In the dining hall, additional cleaning of surfaces and equipment must be undertaken by lunchtime staff between staggered sittings. • Additional cleaning resources must be located within designated staff rooms with support signage clarifying cleaning expectations to staff. 				
<p>Failure to <u>prevent</u> potential spread of infection</p> <p><i>Occupied spaces are poorly ventilated</i></p>		<ul style="list-style-type: none"> • When the school is in operation, all occupied areas should be well ventilated and a comfortable teaching environment maintained. • Staff should open external windows to improve natural ventilation, and in addition, opening internal doors in order to 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). • Staff should balance the need for increased ventilation while maintaining a comfortable temperature. 				

		<ul style="list-style-type: none"> • Poorly ventilated spaces (Rebound, Primary Library 4D, Soft play, Quiet room KHa and pool area) have been identified. Leaders should take steps to improve fresh air flow in these areas, by limiting numbers in rooms, and propping any doors or windows open where possible • Spaces used for events for visitors, such as parents attending school plays, must be well ventilated in order to ensure sufficient fresh air flow in these areas. • Mechanical ventilation systems that use a fan to draw fresh air, or extract air from a room 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, leaders should ensure that they are maintained in accordance with the manufacturers' recommendations. Headteachers must consider Health and Safety Executive guidance when considering whether to use air conditioning systems. (https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm) 				
<p>Failure to prevent potential spread of infection</p> <p><i>Poor respiratory hygiene</i></p>		<p>Respiratory hygiene (catch it, bin it, kill it) - Information about the Coronavirus (e-bug.eu)</p> <ul style="list-style-type: none"> • Staff and pupils must be encouraged to: <ul style="list-style-type: none"> • avoid touching their mouth, eyes and nose. • cover over their mouth and nose with disposable tissues when they cough or sneeze. If one is not available, sneeze into the crook of their elbow, not into their hand. • dispose of tissues into a disposable rubbish bag and immediately clean their hands with soap and water or use a hand sanitiser. Double bag the rubbish and tie tightly. • Lidded bins must be provided in key locations (classrooms, toilets etc.). These bins must be emptied at the end of each day. By cleaning staff <p>Other</p> <ul style="list-style-type: none"> • Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units. • Headteachers must consider the Health and Safety Executive guidance when considering whether to use air conditioning systems. (https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm) • Doors should be propped open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. 				

		<ul style="list-style-type: none"> • Pupils should continue to wear their normal school uniform. • Senior leaders must monitor these arrangements throughout the day. The school office must ensure all rooms have an adequate supply of tissues and cleaning resources available at all times. • The headteacher must consider pupils who struggle to maintain as good respiratory hygiene as their peers, for example those who spit <u>uncontrollably</u> or use saliva as a sensory stimulant. The headteacher must ensure that individual risk assessments are designed/implemented in order to support these pupils and the staff working with them. Face to face education must be provided to these pupils. 				
<p>Failure to prevent potential spread of infection</p> <p>Not following public health advice on vaccination, testing, self-isolation and managing confirmed cases.</p>		<p>Headteachers must encourage all staff to follow NHS advice on getting vaccinated against Covid-19. This may include facilitating release time to attend a vaccine clinic.</p> <p>When an individual develops COVID-19 symptoms or has a positive test</p> <ul style="list-style-type: none"> • Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do - When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk). • Whilst schools do not need to inform the local Health Protection Team of each case of Covid-19, they must keep robust records of all suspected and confirmed cases. • Pupils, staff and other adults 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 quarantine). • If anyone in your school develops COVID-19 symptoms, however mild, schools 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 - Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) (applies until Step 4) - GOV.UK (www.gov.uk). Any rooms they use should be cleaned after they have left. • Any medication given to ease the unwell individual’s symptoms, e.g. paracetamol, must be administered in accordance with the Administering Medications Policy. 				

- Contacts identified by NHS Track and Trace or household contacts of a positive case should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection - [Stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection - GOV.UK \(www.gov.uk\)](#). **Note that those who are double vaccinated, those under the age of 18 years and 6 months, those who have taken part in or are currently part of an approved Covid-19 vaccine trial or those who are unable to get vaccinated due to medical reasons, do not need to isolate if they are identified as a contact but should follow the protocols in the guidance.**
- 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 school, Headteachers can take the decision to refuse the pupil if, in their reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. The Headteacher's decision should be carefully considered in light of all the circumstances and current public health advice.

Asymptomatic testing

- *Where appropriate in Special Schools* - Headteachers should consider whether it would be appropriate for some secondary-age school pupils to receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term.
- Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.
- Special 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.

Confirmatory PCR tests

- Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance - [Stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection - GOV.UK \(www.gov.uk\)](#)
- Staff and pupils will also need to get a free PCR test to check if they have COVID-19 - [Get a free PCR test to check if you have coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#).
- 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

		<p>further education providers is available - Coronavirus (COVID-19): test kits for schools and FE providers - GOV.UK (www.gov.uk)</p> <ul style="list-style-type: none"> • Close contacts will be identified via NHS Test and Trace. You may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases. You will continue to have a role in working with health protection teams in the case of a local outbreak. 				
<p>Failure to <u>maintain</u> a high standard of education for all pupils</p> <p><i>Poor attendance</i></p>		<p>Attendance</p> <ul style="list-style-type: none"> • Staff School attendance is mandatory for all pupils of compulsory school age. The Headteacher must make it a priority to ensure that as many children as possible regularly attend school. Recording attendance in relation to Covid-19 from September 2021 • Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they 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). • For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the school attendance guidance. <p>Remote education</p> <ul style="list-style-type: none"> • Not all people with COVID-19 have symptoms. Where appropriate, schools 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. • The remote education provided should be equivalent in length to the core teaching pupils would receive in school. • Staff should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. 				
<p>Failure to <u>support</u> pupils' well-being</p>		<ul style="list-style-type: none"> • Staff should recognise that some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. 				

<i>Emotional well-being of pupils</i>		<ul style="list-style-type: none"> The Headteacher should ensure that all staff have access to useful links and sources of support on promoting and supporting mental health and wellbeing in schools - Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk) 				
<p>Failure to support the well-being and health of the school workforce</p> <p><i>Support for staff</i></p>		<p>CEV staff</p> <ul style="list-style-type: none"> Clinically extremely vulnerable (CEV) people are no longer advised to shield but may wish to take extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. Individual staff must be able to request that an adapted risk assessment, specific to their role and circumstances, be carried out by the headteacher (if required). Effective communication and a clear audit trail will be maintained. <p>Pregnant staff</p> <ul style="list-style-type: none"> Individual staff who are pregnant must be able to request that an adapted risk assessment, specific to their role and circumstances, be carried out by the headteacher (if required). Effective communication and a clear audit trail will be maintained. All schools must follow the most up to date guidance issued by the DfE / RCG Covid-19 - advice for pregnant employees <p>Support for staff</p> <ul style="list-style-type: none"> Designated leaders must be present at school and available to staff. Expert advice (PHE, DfE, legal) should be shared with staff on an ongoing basis. Staff have been consulted (and had the opportunity to share concerns) about arrangements for September 2021. Staff must be trained in any new processes or procedures so that they understand what to do and why. Training September training day, risk assessment shared, regular updates All staff should continue to have access to 'regular 1-to-1s' with leaders to support staff. Successes should be shared with staff on a regular basis. Trade unions will be consulted on a regular basis. Senior leaders should monitor staff trust and confidence throughout the day through regular dialogue with staff. 				

<p>Failure to make necessary arrangements for school visits</p>		<ul style="list-style-type: none"> • The Headteacher must ensure that any new bookings have adequate financial protection in place. Schools should speak to either their visit provider or the Risk Protection Arrangement (RPA) to assess the protection available. • The Headteacher must ensure that competent visit leaders 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 school visit risk assessment. 				
<p>Poor pupil conduct leads to a potential risk of the infection spreading.</p>		<ul style="list-style-type: none"> • An appendix to the school's existing behaviour policy should be updated and should outline the key expectations of our pupils. • The key expectations outlined in the amended behaviour policy must be shared with all staff, parents and pupils. • If a pupil refuses to comply with the key expectations contained within the amended behaviour policy and are of an age/capacity to be able to reasonably understand (e.g. older pupils) the requirements, then existing sanctions as outlined within normal behaviour policy should be applied. • Senior leaders will monitor these arrangements throughout the day. • Pupils who struggle to conform to revised behaviour policy must have an individual risk assessment in addition to their PSP. This will detail any known triggers, the expectations of staff (e.g. physical handling), details/location of any bespoke provision and availability of PPE if required. 				
<p>Failure to <u>respond</u> quickly and effectively to Covid-19 infection</p> <p><i>Failure to contain any outbreak following local health protection team advice</i></p>		<p>The headteacher (or designated senior leader) must continue to work with their local health protection team if the school meets the threshold for an 'outbreak' or an overall rise in sickness absence where coronavirus (COVID-19) is suspected – a potential outbreak. For example, in some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – but this will be as a last resort and when all other protective measures have been implemented.</p> <p>The threshold in the DfE Contingency Framework - August 2021 for seeking public health advice is:</p> <p>For Primary Schools:</p> <ul style="list-style-type: none"> • 5 children or staff who are likely to have mixed closely, test positive for Covid-19 within a 10-day period; or • 10% of children or staff who are likely to have mixed closely, test positive for Covid-19 within a 10-day period; 				

		<p>For special schools</p> <ul style="list-style-type: none"> • 2 pupils and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period <p><i>(A group is likely to be different across settings eg a class, bus, breakfast club, sports team, friendship group)</i></p>				
<p>Failure to prevent potential spread of infection</p> <p><i>Poor management of site visitors, inc parents and contractors.</i></p>		<p>General</p> <ul style="list-style-type: none"> • <i>Visitor protocol</i> guidance must be reviewed to reflect the 4 core control measures. • The school should create a QR code for display in the school reception area. Visitors should scan the QR code when they arrive, using the NHS Covid-19 app. This is to help trace and stop the spread of coronavirus - Create a coronavirus NHS QR code for your venue - GOV.UK (www.gov.uk). • In the absence of a QR code, schools should make alternative recording arrangements to support track and trace. <p>Parents</p> <ul style="list-style-type: none"> • High levels of communication should be maintained with parents, including notifying parents of any potential cases or outbreaks (see sample letter) • In order to limit parental visits to the main office, the following arrangements will be implemented and communicated: • Parents should be encouraged to pay for school lunches using a sealed envelope which they should send with their child. • All parental enquiries should be made via telephone/school's contact email where possible. 				
<p>Failure to provide continued education for all pupils.</p>		<ul style="list-style-type: none"> • Supply teachers, peripatetic teachers and other agency staff must be utilised in order to support the continued education and development needs of pupils. 				

Staff shortages					
Lack of awareness of policies and procedures		<ul style="list-style-type: none"> • The Headteacher must ensure all staff complete a 'September 2021' induction prior to starting normal duties. Training September training day, risk assessment shared, regular updates • The Headteacher must ensure they maintain a staff signing record enabling staff to confirm they have read and understand their role in implementation the risk assessment, safer working guidance and amended behaviour policy documents. This must be completed prior to staff commencing their normal duties in school. If staff refuse to sign, this must be recorded as 'refused to sign'. • The Headteacher should maintain a written record of staff attendance at any related training/consultation events. • All staff, pupils, parents, governors, visitors and volunteers should be aware of all relevant policies and procedures including, but not limited to, the following: <ul style="list-style-type: none"> • Health and Safety Policy • Infection Control Policy • First Aid Policy • All staff must have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • The Health Protection (Notification) Regulations 2010 • Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' • DfE 2021 – School operational guidance • The school must keep up-to-date with advice issued by, but not limited to, the following: <ul style="list-style-type: none"> • DfE • NHS • Department for Health and Social Care • PHE • The school's local health protection team (HPT) • Staff are made aware of the school's infection control procedures in relation to coronavirus and they must contact the school as soon as possible if they are showing symptoms of coronavirus. • Parents must be made aware of the school's infection control procedures in relation to coronavirus– they must be informed that they must contact the school as soon as possible if they believe their child is showing symptoms of coronavirus. 			

		<ul style="list-style-type: none"> • Pupils where possible should be made aware of the school's infection control procedures in relation to coronavirus and are informed that they must tell a member of staff if they feel unwell. • The Data Protection Policy is followed at all times (Both covered under the academy's GDPR policy) – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus. 				
Emergencies		<ul style="list-style-type: none"> • A designated senior leader must always be on-site to lead responses to emergency situations. • All staff and pupils' emergency contact details must be kept up-to-date, including alternate emergency contact details, where required. • Pupils' parents must be contacted as soon as practicable in the event of an emergency. • Staff and pupils' alternative contacts are contacted where their primary emergency contact cannot be contacted. • The school must have an up-to-date First Aid Policy in place that outlines the management of medical emergencies – medical emergencies are managed in line with this policy. • The headteacher must ensure that a fire drill is completed as a matter of urgency. Additional drills are likely to be required as additional staff and pupils return. • Senior leaders must monitor these arrangements throughout the day. 				
Emotional well-being of pupils		<ul style="list-style-type: none"> • Additional PSHE curriculum time should be allocated to support pupils if appropriate. This should be carried out as part of the induction week and on regular sessions throughout the autumn term when necessary. • Additional staff, inc leaders, should be present on the playground to support pupils who are anxious about leaving parents and entering the school building. Staff are permitted to support pupils through appropriate physical contact (e.g. hand holding). They should also wash their hands afterwards. 				
Parents/pupils refuse to return to school		<ul style="list-style-type: none"> • The Headteacher (or designated senior leader) must contact the parent in the first instance to discuss any concerns and offer additional support. Improving school attendance - July 2021 - Best practice guide • The Headteacher (or designated senior leader) must consider the individual circumstances of pupils, particularly any medical conditions, and complete an individual pupil risk assessment if required. The Headteacher must work in partnership with the trust, medical professionals and/or the LA SEND team before authorising an adapted home-based curriculum offer. • The Headteacher must manage pupil absence from school by referring to and implementing the school's Attendance Policy. 				

Outbreak Management Plan

Introduction

If a school or setting meets the following criteria then it may have an outbreak:

For Primary Schools:

- 5 children or staff who are likely to have mixed closely, test positive for Covid-19 within a 10-day period; or
- 10% of children or staff who are likely to have mixed closely, test positive for Covid-19 within a 10-day period;

For special schools

- 2 pupils and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period

(A group is likely to be different across settings eg a class, bus, breakfast club, sports team, friendship group)

Schools 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 an outbreak management plan. Schools 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 following measures will be available for school leaders to implement if they deem cases are rising and they wish to implement further measures to protect staff and their community. In the event of an outbreak the local PHT will advise the school on which additional measures to implement, including whether groups of children should move to remote learning. This will only be implemented on the direct advice of the local PHT.

Face coverings

- Face coverings may be temporarily worn in communal areas or classrooms (by pupils staff and visitors, unless exempt). In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles. Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately. **No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering.**

Grouping pupils

- Pupils **could** be allocated to a bubble, likely to be their normal teaching class group (approximately 30 pupils) where possible. Year group sized bubbles **should** be used if class-sized bubbles are not compatible with offering a full range of subjects or managing the practical logistics within and around school (e.g EYFS, post-14 pupils) – the other control measures become even more important.

- Limited interaction, sharing of rooms and social spaces between bubbles **must** be achieved as much as possible.
- Staff **must** take account of the age and development of pupils in their care and accept that younger age children in particular will not be able to maintain social distancing.
- Pupils and staff **must** remain in their class groups/bubbles for the majority of classroom time but could mix with other wider groups for specialised teaching (i.e. phonics groups). Social distancing measures **should** be considered in this scenario.

Measures within a classroom

- Staff **should** maintain 2 metre distance from each other and from pupils where possible. In circumstances when this is not possible (i.e. when working with younger children), staff **should** avoid close face to face contact and minimise the time spent within 1 metre of anyone.
- For children old enough, they **should** also be supported to maintain distance and not touch staff and their peers where possible.
- Pupils **must** be seated side by side and facing forwards, unless there is a clear educational reason not to (e.g. EYFS continuous provision). Unnecessary furniture **should** be removed in order to make more space.
- Furniture (eg. fabric) and resources (eg. soft toys) which are important for the delivery of education **should** be used, however non-essential items, which cannot be wiped clean, **must** be removed from designated rooms.
- Resources that are shared between classes, such as sports, art and science equipment **should** be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- Home reading books **should** be sent home on a Friday and returned to school on Friday. They must be left over the weekend (at least 72-hour period) in order to avoid the need for excessive cleaning.
- Homework **should** be set via online resources where possible/appropriate.
- The taking home of books and resources by staff and pupils should be avoided.

Measures elsewhere

- Bubbles **should** be kept apart in order to avoid large gatherings such as lunch times or assemblies.
- Pupils' movement around school **should** be kept to a minimum.
- Signage markers re-introduced to ensure 2 meter distancing in communal areas
- Pupils and staff **should** access rooms directly from outside where possible.
- Arrival/collection times **should** be staggered but **must** not reduce the overall teaching time. Headteachers should also consider staff arrival/departure times to facilitate this.
- Parents **must** be notified of their allocated drop off and collection times and the process for doing so
- Parents **should** be notified that only one parent is allowed to accompany their child onto the school site.
- Parents **must** be informed that they cannot gather at entrance gates or doors, or enter the building (unless they have a pre-arranged appointment, which should be conducted safely).
- The normal staffroom **should** still be used but the arrangements, layout and signage must promote 2 metre social distancing.
- Staff **must** be made aware of where they **should** go whilst on a break.
- The number of children or young people who use the toilet facilities at one time **should** be restricted to avoid over-crowding. Limits on each toilet set **should** be in place dependent on size and accessibility.
- Pupils, parents and staff **should** be encouraged to walk or cycle to the school site if possible.

Breaktimes/Lunchtimes

- Outdoor playground equipment **should** be allocated to individual bubbles if possible and more frequently cleaned. If shared with other bubbles, this equipment **must** be cleaned frequently and meticulously or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- Breaks and lunchtimes **must** be staggered to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time.
- Pupils **should** eat their lunch in the dining hall but the layout (including not sitting face-to-face) and timings **must** ensure they maintain social distancing from pupils in other bubbles.
- Pupils **must** be discouraged from sharing cutlery, cups or food.
- Parents **should** be encouraged to provide packed lunches containing items which can be opened independently by the pupils.

Physical Education

- Additional cleaning of PE changing room facilities **must** be undertaken between use by different bubbles.
- Pupils **should** be able to get changed for PE. Maintaining social distancing **should** be promoted but not always practicable. Leaders **should** consider making adaptations to the normal school PE curriculum.

Other

- Whenever possible, children **should** apply their own sun cream. If adults need to support a young child applying cream, this **must** not be done not face to face.
- Sitting pupils together on the carpet **should** not be avoided if it is essential to supporting pupil education and/or development. However, sitting face-to-face **should** be avoided.
- Pupils **should** be supervised whilst moving around school (e.g. going to the toilet).
- Senior leaders **must** monitor these arrangements.

PPE

- Full PPE equipment (gloves, masks, goggle/visors, aprons) **must** be available in the isolation room at all times. It **must** be worn by staff who are supervising a person with Covid-19 symptoms and where a 2 metre distance cannot be maintained. Fluid resistant, surgical masks **must** be worn.
- Normal, appropriate PPE equipment **must** be available and worn by all staff undertaking first aid and intimate care duties, as stated in relevant policies, at all times.
- Donning/doffing training **must** be provided to all staff prior them using PPE. Written guidance **must** be displayed in key locations (isolation rooms, intimate care facilities, first aid rooms etc).