

Risk Assessment for the Return to School

January 2022

Assessment conducted by: NL	Job title: Head teacher Kingswood Parks Primary	Covered by this assessment: <u>staff, governors, pupils, parents, volunteers</u> and <u>visitors</u> .
Date of assessment: 4 th January 2022	Review interval: Fortnightly	Date of next review: 4 th February

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):				

Overview

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

Alongside this guidance 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. Directors of Public Health (DPH) and their Local Authority Health Protection Teams (HPTs) and UKHSA (United Kingdom Health Security Agency - formerly Public Health England) may offer guidance and recommend measures as part of their responsibilities.

Our priority is to operate as normally as possible and 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. Furthermore, research shows that the impact of school closures has been greatest on the disadvantaged and most vulnerable.

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 prevent potential spread of infection <i>Poor hand washing</i></p>	<p style="background-color: red; color: red;">High</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 • 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. • 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 <i>Poor standard of cleaning</i></p>	<p style="background-color: red; color: red;">High</p>	<p>Maintaining appropriate cleaning regimes</p> <ul style="list-style-type: none"> • All schools must adhere to guidance contained in UKHSA 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 done by cleaners before and after school . Cleaners are employed for extra hours to continually clean doors handles and bannisters and any other frequently used surface.
 - 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.
 - Resources that are shared between classes, such as sports, art and science equipment **should** be cleaned frequently and meticulously. Each year group has their own sports equipment – there will be a box on cleaning resources in the P.E cupboard, teachers to clean equipment after each use.
 - 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. If any child uses a school cup this to be washed by a teaching assistant.
 - Outdoor playground equipment **should** be shared with other classes and should be cleaned frequently and meticulously. This will be sprayed at the end of the last playtime by a teaching assistant. Classes all have their own playtime resources.
 - Pupils **must** limit the amount of equipment they bring into school each day, to essentials such as bags, lunch boxes, hats, coats, books, stationery.
 - 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.
- Other**
- 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. **This will be done every morning and evening.**
 - 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.

		<ul style="list-style-type: none"> • Pupils and staff must be allocated toilets to use. Shared toilet facilities must be cleaned frequently. Children to be allocated toilets to use as the signage. Staff to use nearest toilet and clean after use. • In the dining hall, additional cleaning of surfaces and equipment must be undertaken by lunchtime staff between staggered sittings. Children to remain in classes for lunches . EYFS to use hall. • Additional cleaning resources must be located within designated staff rooms with support signage clarifying cleaning expectations to staff. 				
<p>Failure to prevent potential spread of infection <i>Occupied spaces are poorly ventilated</i></p>		<p>Keep occupied spaces well ventilated</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. • Poorly ventilated spaces have been identified. Leaders should take steps to improve fresh air flow in these areas. <p>ELSA Room downstairs – where the door must be left open Assistant headteachers room – doors to be left open when there are more than one person in the room Corridor along EYFS – doors to be left open unless fire doors Small room near Y1 – door to be left open Caretaker’s office – door to be left open</p> <ul style="list-style-type: none"> • 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. (HSE Ventilation and air conditioning during Covid-19 Pandemic) and CIBSE Covid-19 provide further information • CO2 monitors have been provided and so staff can quickly identify where ventilation needs to be improved. Ventilation and air conditioning during the coronavirus (COVID-19) pandemic provides information on tolerance levels 				
<p>Failure to prevent potential</p>		<p>Respiratory hygiene (catch it, bin it, kill it) - e-Bug COVID-19 website contains resources and materials to encourage good hand and respiratory hygiene.</p> <ul style="list-style-type: none"> • Staff and pupils must be encouraged to: 				

<p>spread of infection <i>Poor respiratory hygiene</i></p>		<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. <p>• Lidded bins must be provided in key locations (classrooms, toilets etc.). These bins must be emptied at the end of each day by the cleaners.</p> <p>Face Coverings</p> <ul style="list-style-type: none"> • Face coverings help protect the wearer and others against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of COVID-19. In primary schools, face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas. • In special schools, staff and parents should consider whether it is appropriate for pupils in years 7-11 to wear face coverings in classrooms and communal areas. The individual needs of the pupils will be taken into account at all times. No pupil will be forced to wear a face covering. • Guidance on safe wearing and removal of face covering must be followed Schools' Covid-19 Operational Guidance <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. <ul style="list-style-type: none"> • Headteachers must consider the Health and Safety Executive guidance when considering whether to use air conditioning systems HSE Ventilation during Covid-19 pandemic • 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. • 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 Not following public health advice on</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><i>Due to high infection rates and the arrival of the Omicron variant which is spreading rapidly, anyone aged 5 years and over who lives in the same household as someone with COVID-19 and who is not legally required to self-isolate is now strongly advised to take a LFD test every day for 7 days. If any of these LFD tests are positive they should self-isolate in order to protect</i></p>				

<p>vaccination, testing, self-isolation and managing confirmed cases.</p>		<p><i>other people. The public health advice for people with symptoms of, or a positive test result for COVID-19 remains the same for everyone.</i></p> <p>Follow public health advice on testing, self-isolation and managing confirmed cases of Covid-19:</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. • 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. <i>(local HPT tracker available)</i> • 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 - use of PPE in education, childcare and social care settings guidance. 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. • The household (including any siblings) should follow UKHSA Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection And Guidance for contacts of people with confirmed coronavirus (Covid-19) who do not live with the person • Note that those who are double vaccinated, those under <i>the age of 18 years and 6 months</i>, 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. <i>If you are over the age of 5 and are not legally required to isolate you are strongly advised to take an LFT every day for 7 days or until 10 days since your last contact with the person who tested positive for Covid-10 if this is earlier.</i> • 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 				
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		<p>COVID-19. The Headteacher's decision should be carefully considered in light of all the circumstances and current public health advice.</p> <p>Asymptomatic testing Testing remains important in reducing the risk of transmission of infection within schools.</p> <ul style="list-style-type: none"> • Staff should <i>meticulously</i> undertake twice weekly home tests and ensure the results are reported via the agreed platform • <i>Where appropriate in Special Schools</i> - 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 4 days apart, on their return in the spring term. • 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. • Headteachers must ask parents and other visitors to take a lateral flow test before entering the school. • There is no need for primary age pupils to regularly test, unless they have been identified as a contact for someone who has tested positive for Covid-19 and therefore advised to take lateral flow tests every day for 7 days <p>Confirmatory PCR tests</p> <ul style="list-style-type: none"> • Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance - 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 further education providers is available - Coronavirus (COVID-19): test kits for schools and FE providers - GOV.UK (www.gov.uk) • 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 <i>Poor attendance</i></p>		<p>Attendance Attendance is mandatory. The usual rules on attendance continue to apply, including:</p> <ul style="list-style-type: none"> • parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil • schools' responsibilities to record attendance and follow up absence • the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct • the duty on local authorities to put in place arrangements for identifying, and to follow up with, children missing education 				

The Headteacher must make it a priority to ensure that as many children as possible regularly attend school. The [DfE School Attendance Guidance - main guidance](#) should be adhered to alongside [Addendum to Recording attendance in relation to Covid-19 updated December 2021](#)

Not attending in circumstances relating to COVID-19

This category must be used to record sessions that take place in the 2021 to 2022 academic year where a pupil does not attend because their travel to, or attendance at, school would be:

- contrary to guidance relating to the incidence or transmission of COVID-19 from UK Health Security Agency (UKHSA), and/or the Department of Health and Social Care (DHSC)
- prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of COVID-19

This category must only be used to record where a pupil is not attending for the reasons set out above. It should not be used to record any other type of non-attendance or absence - for example, where a parent or pupil is anxious about attending school because of COVID-19.

- 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).
- 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.

Travel and quarantine

- All children and staff travelling to England **must** adhere to government travel advice in travel to England from another country during coronavirus (COVID-19).
- 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.

Remote education

- 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 support pupils' well-being <i>Emotional well-being of pupils</i></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. • 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). • Additional PSHE curriculum time should be allocated to support pupils if appropriate. How? When? • 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. • Headteachers 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 Providing school meals during the Covid-19 pandemic • Where pupils who are self-isolating are within the definition of vulnerable, the Headteacher must put systems in place to keep in contact with them, particularly if they have a social worker. Headteachers must ensure that any children who may have challenging circumstances at home are supported. When a vulnerable child is required to isolate Headteachers must: <ul style="list-style-type: none"> ➤ Notify their social worker and, for LAC children, the Head of the Virtual School ➤ Agree with the social worker the best way to maintain contact and offer support ➤ Headteachers should have procedures in place to: ➤ Check if a vulnerable pupil is able to access remote education support ➤ Support them to access it (as far as possible) ➤ Regularly check if they are accessing remote education ➤ Keep in contact with them to check their wellbeing and refer onto other services if additional support is needed. 				
<p>Failure to support the well-being and health of the school workforce <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 how to stay safe and help prevent the spread of COVID-19. Individuals should consider advice from their health professional on whether additional precautions are right for them. (Guidance for people previously considered to be clinically extremely vulnerable) • 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"> • JCVI advise that vaccination is the best way to protect against the known risks of Covid-19 in pregnancy both for women and babies, including admission of the woman to intensive 				

		<p>care and premature birth of the baby. Covid-19 vaccination: a guide on pregnancy and breastfeeding</p> <ul style="list-style-type: none"> Individual staff who are pregnant must have an individual risk assessment, specific to their role and circumstances, be carried out by the Headteacher. 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. This will be done via TEAMS on Tuesday 4th January. 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. 				
Failure to make necessary arrangements for school visits		<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. 				
Poor pupil conduct leads to a potential risk of the infection spreading.		<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. 				
Failure to respond quickly and effectively		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-				

<p>to Covid-19 infection <i>Failure to contain any outbreak following local health protection team advice</i></p>		<p>isolate at home as a precautionary measure – but this will be as a last resort and when all other protective measures have been implemented. The threshold in the DfE Contingency Framework - August 2021 for seeking public health advice is: 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>Failure to prevent potential spread of infection <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. <i>Staff shortages</i></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. • A remote education offer must be available for all pupils in the event of staff shortages resulting in an inability to have all pupils on site. • Vulnerable children, including those with an EHCP and those whom local agencies deem to be vulnerable, must be enabled to attend school full time in the event that temporary remote learning needs to be activated – see also outbreak management section. 				
<p>Lack of awareness of policies and procedures</p>		<ul style="list-style-type: none"> • The Headteacher must ensure all staff complete a 'September 2021' induction prior to starting normal duties. This will be via TEAMS on Tuesday 4th January. • 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'. 				

		<ul style="list-style-type: none"> • 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. • 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. 				
<p>Emergencies</p>		<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. 				

		<ul style="list-style-type: none"> 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. 				
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 / Contingency Plan

It may be necessary to introduce additional measures in certain circumstances to break the chain of transmission. For Example:

- to help manage a COVID-19 outbreak within a setting
- as part of a package of measures responding to a variant of concern (VoC) or to the extremely high prevalence of COVID-19 in the community
- to prevent unsustainable pressure on the NHS

At all times we will be guided by our local HPT with whom we will maintain high levels of communication. Additional measures will be implemented for the shortest amount of time possible and kept under regular review. Attendance restrictions will only be considered as a last resort and contacts or siblings of positive cases will not routinely be asked to isolate.

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 initially contact the Local Health Protection Team (see below for details). Alternatively, the DfE dedicated advice service who will escalate the issue to the 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 HPT 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 HPT.

General

- Headteachers should continue to ensure good hygiene for everyone, maintain appropriate cleaning regimes, keep occupied spaces well ventilated and follow public health advice on testing and the management of confirmed Covid-19 cases.
- Headteachers should reiterate their strong messages about signs and symptoms, isolation advice and testing to support prompt isolation of suspected cases.
- Headteachers should encourage vaccination uptake for eligible staff and children.
- Visitors to schools should be kept to an absolute minimum and should risk assessed and should undertake a LFD test beforehand.
- Headteachers should maintain high levels of communication with parents and carers

Face coverings

- The Director of Public Health might advise that face coverings should temporarily be worn in classrooms (by pupils staff and visitors, unless exempt).
- Where face coverings are recommended, 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.
- The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.
- 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.
- The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education and childcare settings.
- **No pupil should be denied education on the grounds of whether they are, or are not, wearing a face covering.**

Testing

- All schools should ensure their contingency plans reflect the possibility of increased use of lateral flow device (LFD) testing by staff and, where they are already being offered testing, for pupils
- This could include advice on increased LFD testing, which may be advised for an individual setting or in areas of high prevalence by DsPH as part of their responsibilities in outbreak management.

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.
- Fewer toys should be available in Early Years rooms at any one time to facilitate more frequent cleaning
- Carpet time should be avoided during the period of an outbreak, leaving children at tables and chairs which can be cleaned more effectively.

Measures elsewhere

- Bubbles **should** be kept apart in order to avoid large gatherings such as collective worship or assemblies. **Collective worship will take place in classrooms.**
- Pupils' movement around school **should** be kept to a minimum.
- A one-way circulation/divider down the middle, with clear signage/tape must remain in place down corridors and other 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.

Class		No	Start	Entrance	Break Times	Lunch in the hall	Outside Play	Lunch in classroom	Finish
Year 1	Laura	30		Front gate	10:30 – 10:45	11:30 – 12:00	12:00 – 12:30 MUGA		3.15pm
	Samantha	30	8.50am	Wood gate					
	Abi	30		School Lane					
Year 2	Alison	30		Front gate	10:45 – 11:00	12:00 – 12:30	12:30 – 13:00 MUGA		3.20pm
	Liz	30	8.55am	Wood gate					
	Lucy	30		School Lane					

Year 3	Claire G	28		School lane	11:00 – 11:15		12:00 – 12:30	12:30 – 13:00	3.25pm
Central	Matthew	28	9.00am	Wood gate					
	Lisa	30		Front gate					
Year 4	Claire D	30		School Lane	10:15 – 10:30		11:30 – 12:00	12:00 – 12:30	3.30pm
Central	Anna	30	9:05am	Front gate					
	Karenza/Sian	28		Wood gate					
Year 5	Cathy	19		Front gate	11:15 – 11:30		13:00 – 13:30	12:30 – 13:00	3.35pm
	Marc	19	9.10am	Wood gate					
	Eszter	19		School Lane					
Year 6	Beth	19		Front gate	11:30 – 11:45		12:30 – 13:00	13:00 – 13:30	3.40pm
	Steph	19	9.15am	Wood gate					
	George	19		School Lane					

- Parents **must** be notified of their allocated drop off and collection times and the process for doing so (eg. which entrance to use). Designated leaders and staff **must** monitor drop off/collection. Latecomers **must** report to the school office – the HT **should** speak to parents who persistently bring their child late to school.
- 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. Others areas staff can use are practical room , training room and the
- 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.

This will be as the additional timetable.

- 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. Children who get changed in the toilets – a teaching assistant needs to use the cleaning equipment after the session.

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 The use of personal protective equipment (PPE) in education, childcare and children's social care settings, including for aerosol generating procedures (AGPs)

- Full PPE equipment (gloves, masks, goggle/visors, aprons) **must** be available in the isolation room at all times. PPE **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).

Attendance Restrictions

- High-quality face-to-face education remains a government priority. Attendance restrictions should only ever be considered as a short-term measure and as a last resort:
 - for individual settings, on public health advice in extreme cases where other recommended measures have not broken chains of in-setting transmission
 - across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS
- In all circumstances, priority should continue to be given to vulnerable children and young people and children of critical workers to attend to their normal timetables.
- Where measures include attendance restrictions, DfE may advise on any other groups that should be prioritised. Settings should make sure their contingency plans cover the possibility they are advised, temporarily, to limit attendance and should ensure that high-quality remote education is provided to all pupils or students not attending.

Other considerations where attendance has been restricted

Remote education

- High-quality remote learning in schools, further education, and higher education settings should be provided for children if:
 - they have tested positive for COVID-19 but are well enough to learn from home
 - attendance at their setting has been temporarily restricted
- On-site provision should in all cases be retained for vulnerable children and young people and the children of critical workers. If settings have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children and young people with the local authority. Full detail on remote education expectations and the support available to schools and FE providers is available at [get help with remote education](#).

Education workforce

- If restrictions on pupil attendance are ever needed, Headteachers will be best placed to determine the workforce required onsite and if it is appropriate for some staff to work remotely if they are not needed in school.
- Headteachers should be able to explain the measures they have in place to keep staff safe at work.

Safeguarding and designated safeguarding leads

- If attendance restrictions are needed, schools should remain vigilant and responsive to all safeguarding threats with the aim of keeping vulnerable children and young people safe, particularly as more children and young people will be learning remotely.
- All schools must continue to have regard to any statutory safeguarding guidance that applies to them, including:
 - [keeping children safe in education](#)
 - [working together to safeguard children](#)
 - the [early years foundation stage \(EYFS\) framework](#)

Vulnerable children

Where vulnerable children and young people are absent, schools should work the parent / carer, LA and social worker (if applicable):

- to explore the reason for absence and discuss their concerns
- encourage the child to attend school
- focus the discussions on the welfare of the child
- have in place procedures to maintain contact, ensure they are able to access remote education as required, and regularly check if they are doing so
- If schools have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children with the local authority.

Transport

- Transport services to education settings should continue to be provided as normal where children are attending education settings. The [guidance on transport to schools and colleges during the COVID-19 pandemic](#) remains in place.

School meals

- Schools should provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria.
- Schools should also continue to provide free school meals support in the form of meals or lunch parcels for pupils who are eligible for benefits related free school meals and who are not attending school because they have had symptoms or a positive test result themselves.
- There is further [guidance on free meals in further education-funded institutions](#).

Educational Visits

- Any attendance restrictions should be reflected in the visits risk assessment and Headteachers should consider carefully if the educational visit is still appropriate and safe. Only pupils who are attending the school should go on an educational visit. Schools should consult the health and safety guidance of educational visits when considering visits.

Appendix

Local Health Protection Team - contact details:

In hours:

Local provision for general queries, to seek public health advice on a possible outbreak and providing updates on existing situations (you do not need to tell us about every case):

School nursing team Covid duty on 01482 336634 or 344301

[local service provided by school nurses in the 0-19 team at City Health Care Partnership on behalf of the Local Authority public health team, escalation to Public Health Consultant / Director of Public Health in the LA]

Covid19.dph@hullcc.gov.uk

[emails received by LA public health team and actioned by the school nursing team or escalated to Public Health Consultant]

Alternatively, national provision:

DfE helpline 0800 046 8687, option 1 Mon-Fri 8am-6pm

[call centre staffed by NHS Business Services Authority on behalf of UK HSA and DfE. Script-based service, not trained public health professionals, but can escalate to regional UK HSA Health Protection Team]

Out of hours:

No longer able to provide a full out of hours offer locally and may not pick up emails consistently. Options are:

DfE helpline 0800 0468687 Sat & Sun 10am-6pm

For public health emergencies, the **UK HSA regional Health Protection Team** out of hours 0151 9091219

In an emergency situation which cannot wait until the next working day and needs a local response, email covid19.dph@hullcc.gov.uk and the out of office message will give you the phone numbers for the Public Health Consultant or Director who is covering that evening or weekend.

Definition of contact

A contact is a person who has been close to someone who has tested positive for COVID-19. You can be a contact any time from 2 days before the person who tested positive developed their symptoms (or, if they did not have any symptoms, from 2 days before the date their positive test was taken) and up to 10 days after – as this is when they can pass the infection on to others. A risk assessment may be undertaken to determine this, but a contact can be:

- anyone who lives in the same household as another person who has COVID-19 symptoms or has tested positive for COVID-19
- anyone who has had any of the following types of contact with someone who has tested positive for COVID-19:
 - face-to-face contact including being coughed on or having a face-to-face conversation within one metre
 - been within one metre for one minute or longer without face-to-face contact
 - been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)

A person may also be a close contact if they have travelled in the same vehicle or plane as a person who has tested positive for COVID-19.

If you have been identified as a contact, you have been assessed as being at risk of developing COVID-19, even if you don't currently have symptoms. You will be notified by NHS Test and Trace via text message, email or phone, and should follow all the guidance in this document.

An interaction through a Perspex (or equivalent) screen with someone who has tested positive for COVID-19 is not usually considered to be a contact, as long as there has been no other contact such as those in the list above.