



## Xavier Catholic Education Trust Recommended Controls for COVID-19 Risk Assessment

**V8 February 2021 – Government’s guidance for Schools coronavirus (COVID-19) operational guidance covering all elements of “System of Controls” including guidance for asymptomatic testing.**

The Governing Body/Trust Board must take ownership of the risk assessment and have an oversight of the principles behind its contents.

School Leaders should **revisit, update and share** their risk assessment with the school workforce and should publish it on their website to provide transparency of approach to parents, carers and pupils.

Schools should review and update their wider premises, staff and pupil risk assessments considering the need for relevant revised controls in respect of their conventional risk profile taking into account the implications of COVID-19.

It should be used alongside the government guidance below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

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

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.hse.gov.uk/coronavirus/assets/docs/risk-assessment.pdf>

The following school policies (but not limited to) will also be reviewed and updated as required:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Infection Control Policy

**February 2021 Lockdown Addendum – to be reviewed February Half Term 2021**

<p><b>Promote &amp; Engage in asymptomatic Testing where available</b></p> <p><b>Home testing</b></p>	<ul style="list-style-type: none"> <li>• Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on <a href="#">testing for staff in primary schools and nurseries</a>.</li> <li>• Testing is not mandatory and proof of a negative test result is not required to attend school in person, although participation in testing is strongly encouraged.</li> <li>• Test subjects must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit and also share their result with their school to help with contact tracing.</li> <li>• Anyone with a positive LFD test result will need to self-isolate in line with the <a href="#">stay-at-home guidance</a> and will also need to arrange a polymerase chain reaction (PCR) test to confirm the result.</li> <li>• Anyone with a negative LFD test result can continue to attend school and use protective measures.</li> <li>• Primary and Early years children will not be tested with LFDs.</li> </ul>		
<b>Identified Risk</b>	<b>Recommended Controls &amp; Protective Measures</b>	<b>By whom?</b>	<b>Actioned date</b>
<p><b>Face Coverings in Communal Areas</b></p>	<ul style="list-style-type: none"> <li>• <b>Primary</b> – face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas)</li> <li>• Face coverings must not be removed for meetings.</li> <li>• Some individuals are exempt from wearing a face covering. This applies to those who:             <ul style="list-style-type: none"> <li>○ Cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability.</li> <li>○ Speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate.</li> <li>○ Children in primary schools and in early years settings (a visor can be worn)</li> </ul> </li> </ul>	<p><b>SLT 1<sup>st</sup> March 2021</b></p>	

<b>Attendance &amp; recording attendance</b>	<p>School attendance will be mandatory for all pupils from 8<sup>th</sup> March and the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> <li>○ Parents’ duty to secure their child’s regular attendance at school (where the child is a registered pupil at the school and they are of compulsory school age)</li> <li>○ In the context of the pandemic and coronavirus vaccination programme, if evidence of persistent absence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors’ note.</li> </ul> <ul style="list-style-type: none"> <li>● Remote education should be provided to pupils who are unable to attend because they are complying with government guidance around coronavirus (COVID-19). Keep a record of this activity but do not record it in the attendance register.</li> <li>● Pastoral support should be offered to pupils who are: <ul style="list-style-type: none"> <li>1. Self-isolating</li> <li>2. Shielding</li> <li>3. vulnerable</li> </ul> </li> <li>● The ability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct.</li> <li>● No plans for rotas, there is no requirement to reduce occupancy in school. Instead everyone must follow the system of controls.</li> <li>● Use code X if a child is self-isolating because of coronavirus (COVID-19) <ul style="list-style-type: none"> <li>● Maintain usual uniform policies as this plays a valuable role in contributing to the ethos of the school and sets an appropriate tone.</li> </ul> </li> </ul>		
<b>PPE</b>	<ul style="list-style-type: none"> <li>● Primary - Face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas)</li> <li>● In offices where social distancing is not possible, staff should wear a mask.</li> </ul>		
<b>Afterschool Activities Extended School provision and Breakfast Clubs Wraparound</b>	<p><b>Primary</b> - these activities are considered part of the schools childcare offer and therefore will resume for all children with risk management processes as detailed below.</p> <ul style="list-style-type: none"> <li>● Children ideally should be kept in groups with other children from the same bubble they are in during the school day. Where this is not possible, groups can be mixed for wraparound care.</li> </ul>		8 <sup>th</sup> March 2021

	<ul style="list-style-type: none"> <li>Where staff need to move between groups, they should try to keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and try to minimise the number of interactions or changes wherever possible.</li> </ul>		
<b>Shielding</b> <b>Vulnerable staff and pupils</b>	<p>Staff and pupils considered to be <b>Extremely Clinically Vulnerable (ECV)</b> i.e. have received a letter should discuss options for working from home with their line manager/ Head.</p> <ul style="list-style-type: none"> <li>16-18 year olds with underlining health conditions should continue to shield and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated.</li> <li>Schools can request a copy of the shielding form sent to CEV children from their parents to confirm they have been advised not to attend school whilst shielding guidance is in place.</li> <li>Procedures should be in place to: <ol style="list-style-type: none"> <li>Check if a vulnerable pupil is able to access remote education support</li> <li>Support them to access (as far as possible)</li> <li>Regularly check if they are accessing remote education.</li> </ol> </li> </ul> <p><b>Clinically vulnerable</b> staff can continue to attend school where it is not possible to work from home. While in school they should follow the sector-specific measures guidance to minimise the risks of transmission.</p> <ul style="list-style-type: none"> <li>The expectation is that those staff not attending school who are still able to work should do so from home where possible.</li> <li>Guidance states that ideally adults should maintain 2 metre distance from others and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others.</li> <li>Staff who identify as clinically vulnerable are to revisit their personal risk assessment with their line manager to ensure the correct level of mitigation is in place.</li> </ul>		
<b>Reducing contact between individuals</b>	<ul style="list-style-type: none"> <li>Staff have been reminded that <b>socially distancing</b> on site is crucial to keeping our schools open.</li> <li>Keep group sizes small and maximise the distance between staff, pupils and other people.</li> <li>All teachers and other staff can operate across different groups. Where staff need to move between groups, they should try and keep their distance from</li> </ul>	<b>SLT ongoing</b>	

	<p>pupils and other staff as much as they can, ideally 2 meters from other adults. This is not always possible with younger children and teachers in our primaries but they can still work across groups if that is needed.</p> <ul style="list-style-type: none"> <li>• Meetings ideally should be held remotely where possible and if in person, limited to 6 people ensuring a 2 metre distance is maintained unless significant space allows (e.g. using halls etc)</li> </ul>		
<b>Staff who are pregnant</b>	<ul style="list-style-type: none"> <li>• As per national restrictions, pregnant staff are in the ‘clinically vulnerable’ category. The school and the individual should follow the advice in the coronavirus (COVID-19) advice for pregnant employees and refer to the school risk assessment for pregnant women.</li> <li>• Pregnant women from 28 weeks’ gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from coronavirus (COVID-19) so working from home should be considered where possible.</li> <li>• Increase hand washing and cleaning of frequently touched areas in the workplace and follow the “System of Control” measures.</li> <li>• Pregnant women are not advised to be vaccinated against COVID-19</li> </ul>	<b>N/A</b>	
<b>First Aid</b>	<ul style="list-style-type: none"> <li>• Follow HSE guidance on First Aid.</li> <li>• Where it is necessary for first aid to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing of hands.</li> </ul>	<b>All staff where applicable</b>	
<b>Estates</b>	<ul style="list-style-type: none"> <li>• Undertake all the usual building checks to make the school safe especially where some buildings have been closed or had reduced occupancy during the national lockdown.</li> <li>• Fire safety management plans should be reviewed and checked in line with operational changes. Checks should include: <ul style="list-style-type: none"> <li>○ All fire doors are operational at all times</li> <li>○ Fire alarm system and emergency lights have been tested and are fully operational</li> <li>○ Carry out fire drills as normal following social distancing as appropriate and make adjustments if necessary to allow for this.</li> </ul> </li> <li>• Limited attendance in buildings can lead to water system stagnation due to lack of use increasing the risk of Legionnaires disease. Checks should include:</li> </ul>	<b>Nigel Gardner as per schedule</b>	

	<ul style="list-style-type: none"><li>○ Frequent flushing of seldom used outlets</li><li>○ Regular water temperature testing and details recorded for follow up.</li></ul>		
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Identified Risk	Recommended Controls & Protective Measures	By whom?	Action Date
<p><b>Low awareness to procedures and risk</b></p>	<ul style="list-style-type: none"> <li>• Safeguarding and Health &amp; Safety Policies have been reviewed and updated where needed in light of the COVID-19 advice. Updated policies have been shared with relevant staff.</li> <li>• Facilities, catering and lettings procedures have been reviewed with reference to specific guidance as published by gov.uk.</li> <li>• Staff to receive any necessary training that helps minimise the spread of infection.</li> <li>• The school keeps up-to-date with advice issued by Gov.uk</li> <li>• Staff to be made aware of the school’s infection control procedures in relation to coronavirus. (Xavier guidance available 15/05/2020)</li> <li>• Parents are kept aware of the procedures put in place to help keep the children safe in school. Parents are informed that they must <b>not</b> send their child to school if they have Coronavirus (COVID-19) symptoms, or have tested positive in the last <b>10</b> days or if another household member develops coronavirus symptoms. In both these circumstances both the parents/carers should call the school to inform the school of this and that they will be following the national <u>Stay at Home Guidance</u></li> <li>• Pupils made aware of rules for staying safe in school and what to do if they feel unwell. Any changes to behaviour expectations should be communicated and published via revised school behaviour policy.</li> <li>• Staff and pupils are made aware of the process for removing face coverings when pupils and staff who use them arrive at school, and this is communicated clearly to parents and staff.</li> <li>• Any cases of illness, including COVID-19 are to be treated with confidentiality.</li> </ul>	<p>SLT</p> <p>Instructions to parents to go out</p>	<p>Initially before return to school and continuing once school has resumed.</p>
<p><b>Implementing social distancing</b></p>	<ul style="list-style-type: none"> <li>• Class groups (bubbles) are organised as described in the ‘class or group sizes’ in DfE guidelines.</li> <li>• Classrooms and other learning environments are organised to maintain space between seats and desks where possible facing forward.</li> <li>• The timetable is revised to implement where possible: <ul style="list-style-type: none"> <li>○ Plan for lessons or activities which limit movement between areas;</li> <li>○ Maximum number of lessons or classroom activities which could take place outdoors;</li> </ul> </li> </ul>	<p>All staff present in school, guided by SLT.</p>	<p>Ongoing</p>

- Break times (including lunch) are staggered if possible so that all children are not moving around the school at the same time;
- Drop-off and collection times are staggered if possible;
- Parents' drop-off and pick-up protocols are planned so that they minimise adult to adult contact;
- Small groups of children are together throughout the day and must avoid mixing with larger groups of children.
- Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere
- Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) are removed;
- Cohorts are kept together where possible and children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days. [The only exception for this is for extended schools and breakfast clubs for those children eligible to attend.](#)
- [Where staff need to move between groups, they should try to keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and try to minimise the number of interactions or changes wherever possible.](#)
- Children and young people use the same classroom
- The only exception for this is for Extended schools and Breakfast clubs for those children eligible to attend school (i.e. children of critical workers) (N/A for St Charles Borromeo School)
  - Children ideally can be kept in a group with other children from the same bubble they are in during the school day. Where this is not possible and groups are mixed you must seek to keep the bubbles small and keep the children in consistent groups each time. If necessary, it would be appropriate for one staff member to supervise up to two small groups, provided that any relevant ratio requirements are met.
- Children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day, and are seated at the same desk.
- Mixing between staff and groups of children in school is minimised by:
  - accessing rooms directly from outside where possible;
  - where possible, considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors;

	<ul style="list-style-type: none"> <li>○ where possible staggering lunch breaks and children and young people clean their hands beforehand and enter in the groups they are already in or children are brought their lunch in their classrooms;</li> <li>○ The number of children using the toilet at any one time is limited;</li> <li>○ The use of shared space such as halls is limited and there is cleaning between use by different groups;</li> <li>○ The use of staff rooms and offices is staggered to limit occupancy, or where possible, other rooms in school are utilised as break rooms for staff.</li> </ul>		
<p><b>Prevention</b></p> <p><b>Hygiene Practices</b></p>	<p>The <u>COVID-19: cleaning of non-healthcare settings guidance</u> is followed;</p> <ul style="list-style-type: none"> <li>● Minimise contact with individuals who are unwell</li> <li>● Ensure those that have coronavirus (COVID-19) symptoms or who have someone in their household who does, do not attend school.</li> <li>● Where pupils require first aid, staff members must wear gloves and masks whilst administering treatment. All tissues and wipes used are to be disposed of in the appropriate receptacle, as per normal practise.</li> <li>● Sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitisers in classrooms and other learning environments. Coronavirus (COVID-19) is an easy virus to remove when it is on skin. This remains true for the new variant.</li> <li>● The school will build hand washing routines into school culture supported by the behaviour expectations set out in the school Behaviour Policy.</li> <li>● Surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters are cleaned more regularly than normal;</li> <li>● All adults and children are told to: <ul style="list-style-type: none"> <li>○ frequently wash their hands with soap and water for 20 seconds and dry thoroughly;</li> <li>○ clean their hands on arrival at school, before and after eating, and after sneezing or coughing;</li> <li>○ are encouraged not to touch their mouth, eyes and nose</li> <li>○ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> </ul> </li> <li>● Help is available for children and young people who have trouble cleaning their hands independently;</li> </ul>	<p>All staff present in school, guided by SLT.</p>	<p>On-going</p>

- Young children are encouraged to learn and practise these habits through games, songs and repetition;
- Bins for tissues are emptied throughout the day;
- The use of shared resources such as stationery and other equipment is limited and disinfected where not possible to avoid;
- Classroom equipment is cleaned between uses and not used simultaneously by different groups;
- The amount of shared resources that are taken and brought in from home is limited;
- All spaces are well ventilated using the most appropriate method i.e.
  - mechanical ventilation systems – if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply
  - Natural ventilation – opening windows. In cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space. High level windows are preferred to low level to reduce draughts
  - [Where mechanical ventilation systems exist, these must be maintained.](#)
  - Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.
  - Opening internal doors can also assist with creating a throughput of air and if necessary external opening doors may also be used (as long as they are not fire doors and where appropriate for safeguarding to do so)
- Posters are displayed throughout the school reminding pupils to wash their hands and to wear a face covering, e.g. before entering and leaving the school.
- The school will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.
- Pupils wash their hands with soap for no less than 20 seconds, following the suggested hand-washing schedule detailed posters for display and spreading infection guidance
- Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) is provided for use where social distancing cannot be adhered to. Supervision of hand sanitiser use will take place due to the risk around ingestion. Younger pupils and pupils with complex needs will continue to be helped to clean their hands properly.
- Infection control procedures are adhered to as much as possible in accordance with the DfE and PHE's [guidance](#).

	<ul style="list-style-type: none"> <li>• Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas.</li> <li>• Bar soap is not used – liquid soap dispensers are installed and used instead.</li> <li>• Pupils are supervised by staff as appropriate when washing their hands to ensure it is done correctly, where necessary.</li> <li>• Pupils do not share cutlery, cups or food.</li> <li>• All utensils are thoroughly cleaned before and after use.</li> <li>• Cleaners are employed by the school to carry out daily, thorough cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy.</li> <li>• The SBM arranges enhanced cleaning to be undertaken where required – advice about enhanced cleaning protocols is sought from the local health team. Schools short of cleaning product supplies, should contact their SBM initially and then Ceri Murray <a href="mailto:cmurray@salesian.surrey.sch.uk">cmurray@salesian.surrey.sch.uk</a>, if the problem prevails <a href="mailto:DfE-CovidEnquiries.COMMERCIAL@education.gov.uk">DfE-CovidEnquiries.COMMERCIAL@education.gov.uk</a></li> </ul>		
<b>Prevention Advanced Cleaning</b>	<ul style="list-style-type: none"> <li>• Toilet cubicles are allocated for specific year groups and labelled. Toilets are cleaned as least once during the school day (on most occasions twice a day) as well as cleaned after school. This is recorded on a daily cleaning timesheet. Staggered times are followed wherever possible as per timetable. Pupils will be encouraged to clean their hands thoroughly after using the toilet.</li> <li>• <u>The COVID-19: cleaning of non-healthcare settings guidance</u> is followed. Outdoor playground equipment should be cleaned more frequently. This includes resources used inside and outside by wrap around care providers as set out in the School Lettings Policy/Contract.</li> </ul>	All staff present in school, guided by SLT.	School to set own procedures
<b>Prevention Ill Health Minimise contact with individuals who are unwell with COVID-19 symptoms</b>	<ul style="list-style-type: none"> <li>• Staff to be informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing, high temperature and anosmia (loss of taste and smell), and are kept up-to-date with national guidance about the signs, symptoms and transmission of coronavirus. COVID-19: guidance for households with possible coronavirus infection</li> <li>• Staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive at least in the last 10 days, and anyone developing those symptoms during the school day is sent home. All schools must follow this process and ensure all staff are aware of it.</li> <li>• If anyone in the school becomes unwell with recognised COVID-19 symptoms, they are sent home and advised to follow ‘stay at home’ guidance for households with possible or confirmed coronavirus COVID-19 infection’. They should arrange to have a test and inform the school the response as soon</li> </ul>	All staff present in school, guided by SLT.  Follow flow chart	Ongoing

as available. Other members of their household (including siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.

- Any pupil who displays signs of being unwell is immediately referred to the designated member of staff. While waiting to be collected, children will be supervised in an empty room/medical room to ensure social distancing is maintained. A window should be opened for ventilation.
- PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment PPE guidance.
- Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to self-isolate unless they develop symptoms themselves (in which case they should arrange a test) or if the symptomatic person subsequently tests positive or they have requested to do so by NHS Test & Trace.
- Pupils displaying symptoms of coronavirus should not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe.
- The relevant member of staff calls for emergency assistance immediately if the pupil's symptoms worsen.
- The parents of an unwell pupil are informed as soon as possible of the situation by a relevant member of staff.
- Areas used by unwell pupils who need to go home are thoroughly cleaned once vacated. The Infection Control Policy and COVID-19: cleaning of non-healthcare settings guidance to be followed to clean the area.
- If unwell pupils are waiting to go home, they are instructed to use different toilets to the rest of the school to minimise the spread of infection. If this is not possible, toilets are to be cleaned and disinfected using the standard cleaning products immediately after use before being used by anyone else.
- Everyone will wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. See the COVID-19: cleaning of non-healthcare settings guidance.
- In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. First aid can be administered however, strict hygiene measures (hand washing etc.) should be carried out as soon as possible after.
- Any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the school's policy.

	<ul style="list-style-type: none"> <li>• Members of staff displaying symptoms of COVID-19 will report to SLT and follow advice given.</li> <li>• If a member of staff or child subsequently receives a positive test result for COVID 19, they should inform the school office as soon as possible.</li> <li>• The school will liaise with MAT Leadership to coordinate response –i.e. phoning DFE Helpline on 0800 046 8687 who will provide initial guidance and escalate to public health authorities to work with the school on Test and Trace process.</li> <li>• If the staff member or student test negative and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating and return to school. In normal circumstances, no proof of negative test is needed.</li> <li>• In the event that school and parents disagree that a child may be suffering from COVID-19, school can refuse to allow a child to attend until a negative test has been provided in order to protect other pupils and staff from possible infection. This will be carefully considered in light of current public health advice.</li> </ul>		
<b>Managing risk for vulnerable staff</b>	<ul style="list-style-type: none"> <li>• Clinically vulnerable staff can continue to attend school where it is not possible to work from home. While in school they should follow the sector-specific measures guidance to minimise the risks of transmission.</li> <li>• Guidance states that ideally adults should maintain 2 metre distance from others and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others.</li> <li>• Any clinically vulnerable adults are to have completed the XCET vulnerable staff risk assessment, located on the website. Clinically vulnerable pupils to be discussed with SLT and a specific RA to be drafted. Parents to be encouraged to support and contribute to this process.</li> <li>• In the case of local restrictions being introduced, vulnerable staff and students will be subject to further risk assessment consideration</li> </ul>		
<b>Prevention Minimise contact</b>	<ul style="list-style-type: none"> <li>• The number of contacts between pupils and staff is reduced. This is achieved through keeping groups separate (in ‘Bubbles’) and through maintaining distance between individuals. The balance between the Bubbles and social distancing is based on: <ul style="list-style-type: none"> <li>• Pupils ability to distance;</li> <li>• The layout of the school site;</li> <li>• The feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> </li> </ul> <p>More information on groups can be found in COVID-19: Restricting attendance guidance.</p>	SLT Site Managers & Premises staff	Scho ol to orga nise grou ps and ‘bub bles’

- If staff or pupils cannot maintain distancing, particularly with younger pupils, the risk is reduced by keeping pupils in smaller class sized groups.
- Staff should only move between bubbles when absolutely necessary. Where staff need to move between classes and year groups, where possible they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and wear a face covering.
- Adults to avoid close face to face contact and minimise time spent within 2 metres of anyone.
- Pupils old enough should be supported to maintain distance and not touch staff and their peers.
- Pupils are seated side by side and facing forwards, rather than face to face or side on.
- Large gatherings such as assemblies are avoided, staff meetings to be held in sufficiently large rooms and groups kept apart
- The timetable is revised to implement where possible:
  - Plan for lessons or activities which keep groups apart and movement around the school site to a minimum;
  - Maximise the number of lessons or classroom activities which could take place outdoors;
  - Staggered assembly groups;
  - Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time;
  - Drop-off and collection times are staggered and communicated to parents;
  - Parents' drop-off and pick-up protocols are planned and communicated so that they minimise adult to adult contact;
- Depending on phase and curriculum need, pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day.
- Mixing within education or childcare setting is minimised by:
  - accessing rooms directly from outside where possible;
  - considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors;
  - staggering lunch breaks where possible and pupils clean their hands beforehand and enter in the groups they are already in;
  - The number of pupils using the toilet at any one time is limited;
- The use of shared space such as halls is limited and there is cleaning between use by different groups;

<p><b>Visitors</b></p> <p><b>Equipment</b></p>	<ul style="list-style-type: none"> <li>• The use of staff rooms and offices is staggered to limit occupancy. Meetings should be held in line with social distance guidelines and all teachers to ensure they comply at all times. <ul style="list-style-type: none"> <li>○ No close contact (i.e. within 1m)</li> <li>○ Less than 2m for more than 15 minute</li> <li>○ Travelling in the same car</li> </ul> </li> <li>• Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school’s arrangements and follow site guidance on physical distancing and hygiene on or before arrival. Where visits can happen outside of school hours, they should.</li> <li>• A record will be kept of all visitors via the Visitor Declaration form in conjunction with the Visitor Risk Assessment.</li> <li>• Classroom based resources, such as books and games, are used and shared within the Bubble; these are cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or Bubbles, such as sports, art and science equipment are 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;</li> <li>• Outdoor playground equipment should be more frequently cleaned.</li> <li>• Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery. Bags are allowed.</li> <li>• Pupils and teachers can take books and other shared resources home, although unnecessary sharing is avoided. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources.</li> <li>• Staff and pupils have their own individual and very frequently used equipment, such as pencils and pens, these are not shared;</li> <li>• Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between uses by different groups. Contact sport to be avoided. Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels of cleaning and hygiene.</li> <li>• Outdoor sports should be prioritised where possible, however, PE lessons can be held indoors including those that involve activities related to team sports</li> <li>• Competitions between different schools should not take place. <u>COVID-19: Guidance on phased return of sport and recreations.</u></li> </ul>	
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<p><b>Educational visits</b></p>	<ul style="list-style-type: none"> <li>• The Government advises against educational visits at this time. This advice will be kept under review.</li> </ul>		
<p><b>Music, Dance and Drama Aerosol Transmission</b></p>	<p>When planning music provision for the academic year, consider additional specific safety measures. There is now evidence that additional risk can build from aerosol transmission with volume and with combined numbers of individuals within a confined space. Use a room with as much space as possible, rooms with high ceilings are expected to enable dilution of aerosol transmission. Always ensure good ventilation.</p> <ul style="list-style-type: none"> <li>• Playing instruments and singing in groups should take place outside wherever possible. If indoors:</li> <li>• Consider limiting the numbers in relation to the space</li> <li>• Minimise contacts and mixing, your overarching objective should be to reduce the number of contacts between pupil/students and staff</li> <li>• Take particular care in music, dance and drama lessons to observe social distancing where possible</li> <li>• Limit group activity by keeping to smaller groups and separate in bubbles still maintaining the social distancing between individuals.</li> <li>• <u>handling equipment</u></li> </ul> <p>These are not alternative options.</p>		
<p><b>Playing instruments Cleaning after use</b></p>	<ul style="list-style-type: none"> <li>• Prevent physical connection by teachers and contact between pupils in dance and drama</li> <li>• Keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. <ul style="list-style-type: none"> <li>• Use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. Do not share microphones if possible. If you do share, follow the guidance on <u>handling equipment</u> to include Increase hand washing before and after handling equipment</li> <li>• Place name labels on equipment to help identify designated users for example, percussionists' own sticks and mallets.</li> <li>• Instruments should be cleaned by the pupils using them wherever possible.</li> <li>• Shared instruments should be disinfected regularly including any packing cases, handles, props, chairs, microphones and music stands.</li> <li>• Limit the handling of music scores, parts and scripts to the individual using them.</li> </ul> </li> </ul>		



<p><b>Other support</b></p>	<ul style="list-style-type: none"> <li>Volunteers may be used to help support the work of the school. If schools decide to use volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in part 3 of keeping children safe in education.</li> <li>Mixing of volunteers across groups should be kept to a minimum and they should maintain a 2 meter distance from pupils and staff wherever possible.</li> </ul>		
<p><b>Preventing Spread of infection</b></p>	<p>Guidance on <u>safe working in education, childcare and children’s social care</u> provides more advice.</p> <ul style="list-style-type: none"> <li>Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the guidance. <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a>.</li> <li>Face masks: See section named Face coverings on page 3 of this assessment.</li> <li>‘Catch it, bin it, kill it’ approach continues to be very important, suitable number of tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>Younger pupils and those with complex needs are helped to follow this routine.</li> <li>Pupils are instructed to cough or sneeze into their elbow and use a tissue to cover their mouths where possible, disposing of the tissue in waste disposal units.</li> <li>Pupils clean their hands after they have coughed or sneezed.</li> <li>Parents are made aware not to bring their children to school or onto the school premises if they show signs of being unwell or believe they have been exposed to coronavirus.</li> <li>Social distancing must be maintained when entering or exiting the school site. Parents must be instructed to maintain social distance while waiting to drop off or collect children from school. They are also advised to wear a face covering when on site.</li> <li>Risk assessments to identify pupils with complex needs who struggle to maintain good respiratory hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant.</li> </ul>	<p>All staff on site.</p>	<p>On-going</p>
<p><b>Management of infectious diseases</b> <b>Managing confirmed COVID-19 cases</b></p>	<ul style="list-style-type: none"> <li>Surrey Flowchart school response to suspected or confirmed COVID-19 cases to be followed for suspected or confirmed cases. See <a href="https://www.surreycc.gov.uk/people-and-community/emergency-planning-and-community-safety/coronavirus/school-leaders/recovery">https://www.surreycc.gov.uk/people-and-community/emergency-planning-and-community-safety/coronavirus/school-leaders/recovery</a> for latest version</li> </ul>	<p>All staff on site.</p>	<p>On-going</p>

<p><b>NHS Test and Trace processes</b></p>	<ul style="list-style-type: none"> <li>• Confirmed cases to be escalated to the MAT Leadership team who will then deploy the Trust’s COVID response plan via the DfE helpline 0800 0468687.</li> <li>• A template letter will be provided by local health protection to send to parents and staff if needed.</li> <li>• The health protection team will provide guidance to support a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious and ensure they are asked to self-isolate.</li> <li>• Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person. Close contact means: <ul style="list-style-type: none"> <li>○ Direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>○ Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>○ Travelling in a small vehicle, like a car, with an infected person</li> </ul> </li> <li>• Records of pupils and staff in each group and any close contact that takes place between pupils and staff in different groups to be kept. This does not need to include every interaction a member of staff or pupil has.</li> <li>• Remote education plan in place for individual pupils or groups of pupils who are clinically unable to attend school.</li> </ul>		<p>See flow chart attached</p>
<p><b>Response to Infection</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">If two or more cases are confirmed within 14 days or an overall rise in sickness absence where COVID-19 is suspected there may be an outbreak and the local health protection will advise on any additional action required.</a></li> <li>• Follow local health protection advice, this may include a larger number of other pupils self-isolating at home as a precaution.</li> <li>• In consultations with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who tested positive.</li> <li>• Remote education plan in place by the end of September 2020 for individual pupils or groups of pupils self-isolating.</li> </ul>		<p>See flow chart</p>
<p><b>Parental engagement</b></p>	<ul style="list-style-type: none"> <li>• Parents are told that if their child needs to be accompanied to the education or childcare setting then only one parent can attend;</li> </ul>	<p>SLT, Admin</p>	

	<ul style="list-style-type: none"> <li>• Parents are told their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>• Parents are told that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> <li>• Parents should be encouraged to send pupils to school and should be made aware that unless a child has had clinical advice to remain isolated due to rising local rates (local lockdown) or suspected COVID19, normal attendance is expected.</li> </ul>		8 <sup>th</sup> Mar ch remi nder and then on- goin g
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Children, young people, parents, carers or any visitors to the school site are told not to enter the school if they are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</li> <li>• The designated member of staff reports immediately to the Headteacher about any cases of suspected coronavirus, even if they are unsure;</li> <li>• The Headteacher contacts MAT Leadership immediately about any confirmed cases of coronavirus, and discusses if any further action needs to be taken.</li> <li>• Schools keep pupils and parents adequately updated about any changes to infection control procedures as necessary</li> <li>• A daily log of children and staff isolating should be reviewed daily</li> </ul>	SBM, HT, SLT, Premises	On- goin g
<b>Ongoing risk of school closure</b>	<ul style="list-style-type: none"> <li>• School closure protocols are in place to cope with further potential closures – either due to infection risk, local or national lockdown.</li> <li>• The school communicates with parents via letter/email regarding any updates to school procedures which are affected by the coronavirus pandemic;</li> <li>• Pupils working from home are assigned work to complete to a timeframe set by their teacher;</li> <li>• The Headteacher maintains their plan for pupils’ continued education during potential school closure to ensure there is minimal disruption to pupils’ learning – this includes their plan to monitor pupils’ learning while not in school;</li> <li>• The Behavioural Policy and Staff Code of Conduct are adhered to at all times, even while working remotely;</li> <li>• The Headteacher ensures all pupils have access to schoolwork and the necessary reading materials at home;</li> </ul>	SLT, Admin, Teaching staff.	On- goin g

	<ul style="list-style-type: none"> <li>The Headteacher works with the ICT Lead to ensure that all technology used is accessible to all pupils – alternative arrangements are put in place where required;</li> </ul>		
<b>Emergencies</b>	<ul style="list-style-type: none"> <li>All pupils' emergency contact details are up-to-date, including alternative emergency contact details, where required.</li> <li>Pupils' parents are contacted as soon as practicable in the event of an emergency.</li> <li>Pupils' alternative contacts are called where their primary emergency contact cannot be contacted.</li> </ul>	Admin	On-going
<b>Measures for arriving at and leaving school</b>	<ul style="list-style-type: none"> <li>Consider staggered starts and finish times without reducing the amount of overall teaching time.</li> <li>Consider condensing/staggering free periods or break time</li> <li>Communicate the changes (if any) to parents</li> </ul>	SLT	
<b>Managing school transport</b>	<ul style="list-style-type: none"> <li>Parents, children and young people are encouraged to walk or cycle to their education setting where possible;</li> <li>Parents and pupils are discouraged from using public transport, where possible particularly during peak times. If public transport is used then a face covering must be worn at all times.</li> <li>Transport arrangements are organised to cater for any changes to start and finish times</li> <li>Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus (if applicable)</li> <li>Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers (if applicable) A face covering should be worn at all times.</li> </ul>	Admin	On-going

For more information here are the links to the relevant government guidelines.

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>