chaseterraceacademy

COVID-19: Risk Assessment / Action Plan

- with revised protective measures for restricted opening from January '21

(Revised – 14 Jan. '21)

COVID -19: Risk Assessment / Action Plan for implementing protective measures ==for restricted opening==

Introduction

==At the beginning of the Spring Term '20/'21 (on 4 January 21), a Government decision was made that, during the period of national lockdown (and with immediate effect), schools should allow only vulnerable students and the children of critical workers to attend. All other students were asked not to attend the school site and to learn remotely until February half term.==

==A staggered return to secondary schools, following the Christmas break, had been planned and, on 30 December, this was 'pushed back' a week, only for the closure decision to be made a few days later. There was escalating concern about the rapidly rising rates of COVID-19 infection and the influence of the new, more transmissible variant of the virus. Decisions taken were designed to 'supress the spread of the virus, protect public health and save lives'. The Government argued that, for vulnerable students and the children of critical workers (who should still attend school or college, as they did in March to July) and their teachers, the system of protective measures in schools means that any risks are well managed and controlled. The Government have pledged to continue to review the restrictions on schools, in order to ensure that students are able to return to face-to-face education as soon as possible. Face-to-face education is recognised as being best for children's mental health and for their educational achievement.==

==Limiting attendance at school in this way is part of the Government's strategy for supporting the reduction of the overall number of social contacts in the community. The Government argues that this does not suggest that schools and colleges have become significantly less safe for young people. The lockdown, and the discontinuation of school provision for most students, is a response to the intense pressure on the NHS, but it is contended that this pressure is not driven by children. The new COVID-19 variant appears to affect all ages, but changes in the severity of the disease across the age groups (including children and young people) has not been seen. It remains the case that the majority of children and young people have no symptoms, or very mild illness only. As cases in the community rise, there is an increase in the number of children with coronavirus (COVID-19), but only very rarely do they require admission to hospital.==

==In light of the evolving public health measures, schools and colleges were told that they could, nevertheless, continue with the vocational exams that were due to take place in January, where they judged it right to do so. The public GCSE and A level exams in the summer were cancelled, as were the vocational exams due to take place in February.==

The Government also introduced a 'temporary continuity direction', which makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The direction requires schools to have regard to this guidance. The remote education provided should be equivalent in length to the core teaching that students would ordinarily receive in school and should include recorded and/or live direct teaching time and time for students to complete tasks and assignments independently. A minimum of five hours a day of remote education is expected to be provided.

In this context, schools are expected to reduce the risk of transmission, amongst the staff and students who are on site, through the measures that are put in place. The Government's system of controls, with which schools must comply, is as follows:

PREVENTION:

All the time:

- Ensure that anyone who has COVID-19 symptoms, or who lives with someone with symptoms, stays at home
- Use face coverings, as recommended
- Clean hands thoroughly and regularly
- Ensure good respiratory hygiene by promoting 'catch it, bin it, kill It'
- Introduce enhanced cleaning arrangements
- Keep occupied spaces well ventilated

As suits particular circumstances:

- Minimise contact between individuals and maintain social distancing, wherever possible

In specific circumstances:

- Where necessary, wear appropriate personal protective equipment (PPE)

RESPONSE TO ANY INFECTION:

In every case where relevant:

- Engage with the NHS 'Test and Trace' programme
- Manage confirmed cases amongst the school community
- Follow local health protection team advice to contain any outbreak

At Chase Terrace Academy, the safety and wellbeing of students, staff and other members of the school community, are afforded the highest priority. In particular, the specific needs of more vulnerable students and staff are considered very carefully and equality impact assessments are put in place in order to protect particular groups. Since March '20, the school has been undertaking assessments of risk, related to COVID-19, on a continuous basis. In a variety of different situations (lockdown, rota and full provision), we have implemented a range of rigorous and carefully conceived control measures to limit transmission. Whilst it is not possible to estimate the rate of asymptomatic infection and transmission on the school site, the evidence relating to symptomatic infection would suggest that the school's social distancing and infection control strategies have been effective, as there have been very few confirmed cases, where on on-site transmission seemed likely.

In preparation for the Spring Term, but before the national lockdown announcement, arrangements had been made for 'lateral flow' testing to begin as soon as the new term got underway. The tests have lower sensitivity than laboratory tests, but they are better at picking up cases when a person has higher viral load, and are more contagious. An on-site testing centre has now been set up, the tests have arrived in school and staff and volunteers have been trained to administer these tests. Although it is no longer possible, or appropriate, to run the large scale programme that was intended, staff coming onto the site are now invited to get tested (weekly) and staff from neighbouring primary schools have also been invited to use this facility. Students attending the on-site provision have been invited to take two tests (three to five days apart). Subsequently, where 'Test and Trace' identifies someone as a 'close contact', it will be possible for them to stay on site if they take daily tests for seven days, with negative outcomes[1]. Where someone tests positive, they must self-isolate, and take a laboratory PCR test, only returning if the outcome is negative. We consider that this is a significant extra control that has been put in place over this period.

In order to support the on-site capacity to manage the programme for vulnerable students and the children of key workers (in a context where teachers are required to teach a full programme of online lessons), key worker parents/carers have been asked only to request an on-site place where this is really necessary. Vulnerable students are, however, all asked to attend - unless there are very specific reasons why this should not be the case. There has also been a further recent requirement for schools to offer on-site places for students who do not have reasonable access to online lessons. Our approach (other than for a short, temporary period) is to ensure that students are provided with the laptop/device and/or internet access that they need for use at home, rather than allocating a space in the on-site provision.

With regard to the vocational exams that were scheduled for January, as students had been preparing for these and we were able to provide the necessary controls to provide safe conditions, these exams went ahead. We were, of course, understanding, in the circumstances, where, on a case to case basis, students did not want to sit these exams (or their parents/carers did not want

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[1] Subject to final Local Authority authorisation

them to sit them). Although the process for determining centre assessed grades is not yet decided, we understand that students who did not sit these exams should not be disadvantaged as a result. Our social distancing and infection control procedures have been enhanced for the relatively small number of students attending these exams. Students with special arrangements in the form of 1-1 support (e.g. where a reader is used) are being encouraged (on an optional basis) to take lateral flow tests 30 minutes before the examination, with a negative test result the prerequisite for taking the exam. Staff employed in supporting roles are also taking lateral flow tests.

Over this lockdown period, staff who are not needed on-site (including for the staffing of the on-site programme, for site maintenance and for the testing programme) have been asked to work at home, where possible. Appropriate social distancing arrangements are in place for staff to come onto the site to work, where required. Clearly, these measures also very significantly reduce the risk of infection and transmission.

This risk assessment and action plan builds upon the practices that had previously been developed in the summer when planning the return to full capacity. Controls have been strengthened in a number of areas (as detailed in this document). The Risk Assessment and Action Plan is a framework for assessing risks and framing actions that reduce identified risks. It will be revised continuously in response to new information.

The **Social Distancing and Infection Control Policy** has also been revised to support the implementation of this action plan and this is further supplemented by revised procedures and protocols (as referenced in this document) to provide the detail that is needed for consistent and effective action in important areas.

Given the extremely late timing of the announcement, the document is circulated and published on our website as a working document. Consultation is viewed as a continuous process of communication, review and adjustment. An up-to-date version will always be available on the school website.

What is COVID-19 and how does it spread?

COVID-19 is an infectious disease caused by a newly discovered coronavirus. Most people infected with COVID-19 will experience mild to moderate respiratory illness and recover, without needing special treatment. Older people, and those with underlying medical conditions, like cardiovascular disease, diabetes, chronic respiratory disease and cancer are more likely to develop serious illness.

The virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes. It can be transferred to the hands and, from there, to surfaces. The virus can survive on surfaces for a period of time after transfer and this

longevity depends on a range of factors, such as surface type and temperature. The most important symptoms of coronavirus (COVID-19) are recent onset of any of the following:

- a new continuous cough, meaning coughing a lot for more than an hour or experiencing three or more episodes of coughing in a day
- a high temperature
- a loss of, or change in, your normal sense of taste or smell

Risk management - Descriptors for degree of risk related to COVID-19 on site transmission

As a result of being in the school setting:

VERY HIGH (VH)

- It is more likely than not that a given individual will contract COVID-19 (with or without symptoms) and then may then transmit the virus to others; AND/OR
- There is a moderate chance that a given individual may become seriously unwell, having contracted COVID-19; AND/OR
- There is a small chance that a given individual may become critically ill, having contracted COVID-19

HIGH (H)

- There is a moderate chance that a given individual will contract COVID-19 (with or without symptoms) and then may transmit the virus to others:
  AND/OR
- There is a small chance that a given individual may become seriously unwell, having contracted COVID-19; AND/OR
- There is a very small chance that a given individual may become critically ill, having contracted COVID-19

MODERATE (M)

- There is a small chance that a given individual will contract COVID-19 (with or without symptoms) and then transmit the virus to others; AND/OR
- There is a very small chance that a given individual may become seriously unwell, having contracted COVID-19; AND/OR
- There is at least a moderate chance that, for a given individual, as a result of their attendance, there will be other adverse indirect significant ill-effects on their health

LOW (L)

- There is a very small chance that a given individual will contract COVID-19 (with or without symptoms) and then transmit the virus to others
- There is a small chance that, for a given individual, as a result of their attendance, there will be other adverse indirect significant ill-effects on their health

VERY LOW (VL)

- There is an extremely small chance that a given individual will contract COVID-19 (with or without symptoms) and then transmit the virus to others
- There is a very small chance that, for a given individual, as a result of their attendance, there will be other adverse indirect significant ill-effects on their health

Where there is no risk of a given individual contracting the virus in the school setting because they are not coming onto the school site, this is described as:

NO RISK (N)

COVID-19-related risk management action plan

Nature of risk	Risk	Mitigation	Post-Mit. Risk	Specific actions	Resp. Person
Various non-clinically vulnerable students and staff: On site direct transmission (e.g. through close contact with those sneezing / coughing) and indirect transmission (via touching contaminated surfaces)	M	Minimise contact with individuals who are unwell, by ensuring that those who have symptoms, or who have someone in their household with symptoms, do not attend school	L	ALL: • Tell students, parents/carers, visitors (inc. suppliers) and staff that they are not to come onto the site (and should self-isolate) if they are displaying any symptoms, or have tested positive in the last 10 days. STUDENTS, STAFF AND PARENTS: • Advise students/parents (and members of their households) and staff of their eligibility for testing and advise them that they should take advantage of this service to enable those who test negative to get back to school/work and, for those who test positive, to enable action to be taken to protect classmates and staff. [Tests can be booked through the NHS 'Test and Trace' website (111 Coronavirus service), or by calling NHS 119.]	SJ / All SJ / NM / SM
		Minimise contact with people in general (due to the uncertainty of who may be carrying the virus)		ALL: • Ensure that the **Social Distancing and Infection Control Policy** is followed. • Limit authorisation of visitors to those on essential business and control their entry (including using social distancing markers). • Install protective screens around the Reception desk, First Aid station and the Library desk. PARENTS: • Tell parents that, if their child needs to be accompanied to / escorted from school, then they may come onto the school site by car, but they must	NM / SLT / All SM / SLT SM / Site Team SJ / NM / SM

				stay in their car. Parents must not walk onto the school site or get out of their cars, other than in an emergency. Students must not generally come onto site any earlier than ten minutes before the start of the school day (for their start time).	
				STAFF:	
				• Minimise face-to-face on-site meetings, making widespread use of video conferencing technology. ==Ensure that, where meetings do take place, social distancing is observed and face masks are worn. Ensure that social distancing is observed for any small on site meetings between staff (2 m spacing).==	NM / SJ / SM
				• ==Use PPE in corridors and other communal spaces. (Colleagues may use PPE in lessons / office spaces, at their discretion)==	NM / SM
				GOVERNORS AND DIRECTORS:	
				• Limit meetings to essential business only and conduct through video conferencing technology.	SJ
				CONTRACTED STAFF:	
				• Establish which contracted staff need to be on site.	SM
				VISITORS:	
				• Review access points and protection in relation to visitors. Arrange visiting times for contractors in such a way that few are on site at any one time. Limit visitors to essential only and organize visits from visitors/contractors outside the normal school day.	SM / SLT
				• Ensure that all visitors receive COVID-19 H&S guidance and protocols on entry. [Where possible, provide H&S information in advance and check/reinforce on arrival].	SM
				• Prevent entry into the Reception Area for any unauthorised visitors.	SM
				• Clean the entrance foyer area (especially door handles) regularly (consistent with the **Site Cleaning**	SM / Cleaners

				Schedule (COVID-19) and **COVID-19: cleaning in non-healthcare settings**).	/ Site Staff
				• Complete a Health Declaration Check (verbally) with each authorised visitor, as a condition to entrance into the school building.	SM / Recept.
				• For any visitors working closely with students (e.g. specialist support agencies for SEND students), as agreed and risk assessed, have PPE available (in addition to social distancing measures), as appropriate. Ensure that the protocol detailed in **Social Distancing and Infection Control Policy** is followed.	SM / JH
				• LETTINGS: There will be no lettings or out-of-hours uses of school premises over the period of the lockdown.	SM
	Minimise contact / mixing by keeping students attending on-site provision (vulnerable students and children of key workers) in separate 'class bubbles'			STUDENTS and STAFF:	
				• Group students in consistent 'classroom bubbles'	DT / SLT
				• Where possible, keep consistent seating arrangements within these 'classroom bubbles'	DT / SLT
				• Supervise entrance and exit areas to ensure social distancing	SLT
				• Implement supervised designated break and lunch 'zones' for different 'class bubbles' to limit mixing and support social distancing.	SLT
				• When weather is poor during break or lunch, direct students back into their classroom base– with duty staff and senior staff providing supervision.	SLT
				• Ensure that students take any food purchased to their dedicated area. Hygiene provisions will be in place for use of the biometric system and hand sanitizer stations will be positioned in these areas.]	SLT

| | | Minimise contact / mixing through classroom arrangements | | <mark>Ensure that classrooms have desks organised such that students are not facing each other) and with a clearly marked 'teacher zone' at the front of the room.</mark> Remove any unnecessary items (particularly soft furnishings) from classrooms, where there is space to store them elsewhere. <mark>TEACHERS / TEACHING ASSISTANTS/COVER SUPERVISORS (supervising the on-site programme for vulnerable students and children of key workers):</mark> Ensure that staff bring the group into the room without delay (in order to avoid corridor congestion) <mark>Ensure that staff stay at least 2 m. from the nearest student. Where there is a need to be in closer proximity, see the guidance on 'face coverings' below.</mark> Ensure an orderly entrance and exit <mark>Ensure that where there are two or more adults in a classroom (e.g. a teacher and a TA), they maintain a distance of at least 2 m. from each other.</mark> Establish how TAs will work with the students they support, either through social distancing or with PPE. Ensure that, where required, classrooms allow capacity for both a teacher and TA to move safely and also consider the optimum positioning of students likely to need TA support. As required, provide TA support in a hub area / in alternative room (again, with social distancing). For students with EHCPs, use the Staffs CC EHCP Risk Mitigation (COVID-19) Form to plan, and implement, measures that allow students (as appropriate) to attend school safely. SUPPORT STAFF: Ensure that any other staff entering a classroom (e.g. to provide technical support) observe social | SLT

SM / Site Team

SLT

SLT

SLT
SLT

NM / JH

NM / JH

SLT |

				distancing (at least 2 m.) in relation to both students and other staff.	
		Minimise contact / mixing through changes to circulation around the site and use of site facilities. [Passing briefly on the corridor is considered low risk, but schools are expected to avoid creating busy corridors, entrances and exits]		**ALL:** • Ensure that all site users adhere to the **Social Distancing and Infection Control Policy**, reinforcing this through supervision, signage/posters and frequent verbal reminders. Policy to include: • Ensure use of the one-way system, and other arrangements that keep groups of students apart, taking into account safety on staircases. **STUDENTS WITH SEND:** • Establish and address the specific needs of students/staff with disabilities, including how they will move around the site safely under new arrangements. See **Social Distancing and Infection Control Policy** for more detail. • Avoid the use of the lift, where possible, and make arrangements (through individual risk assessments) that will not disadvantage any potential users (including using lifts, where necessary). **TOILET FACILITIES:** • Ensure that no more than two students can use the toilet facilities at any one time.	NM / LW / SLT / All JC / NM JC / NM / JH / SM SM / JH SLT
		Minimise contact / mixing by altering staff work / relaxation areas (and arrangements for their use)		**STAFF:** • Wherever possible, enable staff to work from home, reducing the number of people on site and supporting social distancing. • Ensure that staff working/break areas are arranged to support social distancing (at 2 m spacing) and are well-ventilated. Ensure that social distancing is observed.	NM / SM SM / SLT

				• Ensure that social distancing measures are observed in all office spaces. Where operational challenges are anticipated, these should be discussed with the Business Manager, so that appropriate measures can be taken. This could include: the avoidance of face-to-face positioning; the installation of protective screens; temporary relocation; and/or staggered working hours.	SM / All
				• Ensure that, wherever possible, visits to offices (from colleagues based elsewhere and other visitors) are avoided. Contact should be made by telephone and email, wherever possible.	SM / All
		Support early identification of potential transmission risks, through the use of on-site lateral flow testing		STUDENTS, STAFF and OTHERS (invited): [Up to a third of individuals who test positive for COVID-19 have no symptoms at all and can therefore spread the virus unknowingly. That is why 'rapid testing' of students and staff without symptoms is useful. Any students and staff who have symptoms should not be attending school and should be self-isolating].	
				• Ensure that the testing centre is set up, and maintained, to satisfy the requirements of the 'COVID-19 National Testing Programme: Schools & Colleges Handbook' and that there is a good stock of tests.	SM
				• Ensure that staff and volunteers are trained and understand their roles.	SM
				• Ensure that students who are on site are invited to be tested at the earliest opportunity and tested again three to five days later.	SM / DT
				• Encourage staff who are coming onto the school site (especially those who are staffing the vulnerable / key worker programme) to be tested weekly	SM

				• Ensure[2] that students and staff are given the opportunity to be tested if they come into contact with a positive case. This approach, known as 'daily contact testing', allows those who are in 'close contact' with someone who has tested positive for COVID-19 to return to / stay in school, as long as they agree to be tested for seven days following last contact with a positive case (where the test result is negative). [Where staff or students cannot take a test (e.g. on the weekend), they should self-isolate for that day / those days, and resume daily contact testing on their return to school. If they return after the seven days are finished, then they should take one final test and, if it is negative, they can then return to school.	SM / SLT

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[2] Subject to final Local Authority authorisation

		Use face coverings, as recommended [Current DfE advice is as follows: In light of the mitigating measures education settings are taking, and the negative impact on communication, face coverings will not generally be necessary in the classroom, even where social distancing is not possible. Face coverings can have a negative impact on learning and teaching and so their use in the classroom should be avoided.]		ALL: • When inside the school buildings, in corridors, other communal areas and in shared offices / meeting places, ensure that everyone wears a face mask correctly. STUDENTS AND STAFF: • In on-site lessons / classrooms, ensure that students understand that, although wearing a face mask will not generally be necessary in the classroom, they must wear a face mask, where they are requested to do so by a member of staff. STAFF: • In the classroom, ensure that staff aim to keep their distance from students by remaining in the marked out 'teacher zone'. • Ensure that staff understand that, in any circumstances where they work in close proximity with a student, both the student and member of staff should wear a face mask for the duration required. The member of staff should avoid face-to-face contact with an individual, within a one metre distance, over any period of time and extended contact with an individual, within a two metre distance, for over 15 minutes.	SLT / All SLT SLT SLT
		Clean hands more regularly and thoroughly (for 20 seconds, with running water, or with alcohol-based sanitiser)		ALL: • As defined in the **Social Distancing and Infection Control Policy**, ensure that hand sanitisers are available at each entrance/exit used (several access points will be used for students), with supervision. STUDENTS AND STAFF: • Ensure that students and staff use hand sanitisers in the classroom, before each lesson • Remind students (verbally and through posters) to wash hands thoroughly (including after they have	SM / SLT SLT SLT

				used the toilet) and to avoid touching their mouth, nose or eyes.	
				• ==Provide water fountains to enable students to fill up water bottles (so that these can be used instead of taps/sinks)==	==SM==
				• Communicate expectations clearly to staff and students (including through visual reminders – posters and rolling TV monitor displays) and monitor compliance.	SLT
				STAFF:	
				• Ensure that hand sanitisers are available in the reception areas, in office spaces, and in other communal working areas.	Site Team
				SITE TEAM:	
				• Follow the **Site Maintenance Checklist (COVID-19)**, to include: - Ensure that all hand sanitisers are risk assessed – using COSHH guidance. - Ensure that hand basins are in good condition, easily accessible for all users and only used for hand washing. - Ensure that soap wall-mounted soap dispensers are clean, fully functional and regularly re-stocked. Remove all bar soap. Ensure that hot water is available. Make regular checks (defined in **Checklist**).	SM / Site Team
				FIRST AID TEAM:	
				• In addition to using PPE correctly, wash/sanitise hands before and after treating a casualty.	SM / First Aiders
		Ensure good respiratory hygiene through 'Catch It, Bin It, Kill It'.		ALL: • Communicate expectations clearly to staff, students and other site users (through **Social Distancing and Infection Control Policy**) and monitor compliance. Use	SLT

				posters and rolling digital displays to reinforce key messages.	
				• Ensure that staff know who to contact for immediate action (and how to do this) in any eventuality where resources for hygiene are not satisfactorily in place in classrooms.	NM / SM
				SITE TEAM:	
				• Follow the **Site Maintenance Checklist (COVID-19)**, to include:	SM / Site Team
				- Provide foot-operated pedal bins in each classroom and in other key locations around the site, ensuring that they are emptied whenever they are half full (regular checks will be made by the site team).	
				- Ensure that there is always a good supply of tissues in classrooms	
				- Provide disposable gloves and disinfectant wipes/spray in each classroom (in case someone sneezes on a piece of equipment). [Note: This will enable staff to sanitise as they see fit during the school day, although there is no expectation that non-cleaning staff are expected to undertake cleaning work].	
		Clean frequently touched surfaces often using standard products, e.g. detergents, bleach		CLEANING STAFF:	
				• Practice must be consistent with the **Site Cleaning Schedule (COVID-19)** and **COVID-19: cleaning in non-healthcare settings**), to include:	SM / Cleaning Staff
				- Ensure that all cleaning substances are risk assessed – following COSHH guidance.	
				- Implement an enhanced cleaning schedule and define all areas of the required practice: responsibilities; methods (inc. for soft furnishings);	

					frequency; and in which circumstances an additional clean is needed.	
					- Ensure that cleaning prioritises surfaces that are touched by multiple people – photocopiers, door handles, table/counter tops, computers (inc. mice/keyboards), whiteboards, light switches, telephones, chairs, bannisters, specialised equipment for SEND students, toilets, toilet handles, sinks, taps, etc.	
					- Ensure that each workstations, including keyboard and mouse, in critical worker/vulnerable rooms are cleaned each day.	
					- Ensure that toilets are cleaned immediately after the break and lunch periods and at the end/beginning of the day.	
					- Ensure that food serving points are cleaned thoroughly immediately after each of the break and lunch periods.	
					- Ensure that there is a suitable designated area for the disposal of dirty water.	
					- Ensure that there is a designated locked area for cleaning products and equipment and arrangements for the safe disposal of used equipment (e.g. mop heads).	
					- Establish how the school can be confident that there are sufficient cleaning supplies.	
					- Ensure effective waste management, including where PPE has been used (as detailed in the **Social Distancing and Infection Control Policy**).	
					- Monitor compliance / standards.	
					STAFF:	
					• Approved cleaning products will be provided in classrooms, library, office spaces, reception desk and first aid bay. These areas will be cleaned by the	SM / Cleaning Staff

				cleaning contractors, taking into account high incidence touch surfaces and multiple users, and consistent with the Site **Cleaning Schedule (COVID-19)** and [**COVID-19: cleaning in non-healthcare settings**](#)). These provisions will also allow colleagues to be responsive and to take further measures, as they wish. • ==Ensure that any waste from the lateral flow testing centre is 'triple bagged' and stored / disposed of securely and safely (according to guidelines).==	
		==Keep occupied spaces well ventilated==		• Ensure that, in communal areas, doors are propped open (bearing in mind fire safety and safeguarding issues). Risk assess, where this could create additional risks. [Air conditioning can be used in rooms that have it, as long at the 'fresh air' setting is used.] • ==Maximise ventilation by opening windows in communal areas (including classrooms in use and shared offices (where used).== ==[Some judgement can be exercised in how wide to open a window in a given situation. Where opening windows results in an uncomfortably cold working environment, coats can be worn and/or other sources of heating can be used. In more extreme circumstances, alternative solutions will need to be found.]== • Ensure adequate ventilation in toilet areas.	SLT SLT / SM SM
		==Establish and agree PPE requirements and usage==		FIRST AID TEAM: • Review medical care plans and put PPE provision in place (with training). Ensure that the **Social Distancing and Infection Control Policy** and Government advice is followed carefully. • Provide training for first aid staff.	SM / First Aiders SM NM / SM

				• Agree other uses of PPE with staff, as required, in line with individual risk assessments, ensuring that staff know how to use PPE equipment safely and correctly	
		Ensure that students are very clear on expected behaviour in relation to Covid-19 arrangements and that staff apply protocols and procedures consistently.		**STAFF AND STUDENTS:** • Ensure that students understand that they must not touch staff and should keep their distance. Where possible, they should also avoid contact with their peers]. • Ensure that approaches to managing students' behavior are compassionate and proportionate, protecting health and safety for all, whilst also supporting students who may exhibit problematic behaviours as a response to trauma related to the pandemic. **SEND:** • Consider carefully the specific needs of students with SEND (and other students who will need emotional support) and put procedures in place to manage their specific needs, keeping everyone safe. Use the Staffs CC EHCP Risk Mitigation (COVID-19) Form as a planning aid.	DT / NM / SJ / SLT DT / NM / SLT / All JH / NM / SLT
		Control the use of shared school resources.		**STAFF AND STUDENTS:** • Ensure that students and staff use their own pens, pencils and other regularly used equipment	SLT
		Ensure that students (and especially vulnerable students) are well supported (when in school and when working remotely).		• Adapt the school's Relationships, Sex and Health Education (RSHE) programme to give timely coverage of issues relating to mental health and wellbeing. Also, adapt to ensure that sensitive issues that are less suitable for remote learning are rescheduled. • Ensure that relevant staff keep in regular contact with students (and especially vulnerable students) to	NM / DT / MB NM / DT / JH

				support emotional and mental health and social engagement. This includes regular welfare calls and tutorial sessions. • Ensure that additional PSHE and assembly sessions are provided to highlight important safe working online issues	DT / NM

Non- clinically vulnerable students and staff: Direct or indirect transmission on transport provided by the school	M	Take proportionate, preventative measures. [Guidance clarifies that the 'one metre plus' advice for passengers on public transport does not apply on dedicated transport (where a consistent group are transported]	L	STUDENTS;
				 • Encourage young people to walk or cycle to school, wherever possible.
				 DRIVERS:
				 • Follow the **Transport to and from School Risk Assessment (COVID-19)**, to include:
				   - Drivers are only deployed when they are free of symptoms and where members of their household are free of symptoms,
				   - Specific hygiene measures are taken for cleaning vehicles thoroughly in between trips
				   - Limit number of passengers on the mini-bus to keep distance between the driver and the passengers (by leaving front row free)
				   - Face masks are used (appropriately) on transport
				   - Students queue and board in an orderly manner.
				   - Students use hand sanitiser on boarding.
				 STAFF AND STUDENTS:
				 • Do not authorise any trips for the spring term.
					NM / SM
					
					 SM / SJ / Travel Providers
					
					 JC / NM

| Non- clinically vulnerable students and staff: Specific risk of direct transmission where someone becomes unwell (exhibiting COVID-19 symptoms) at school | M | Supervise separate to the rest of the school population, trying to maintain a distance of 2 m. Where this is not possible, the supervising adult should wear a fluid-resistant face mask (with eye protection, where appropriate). For students, contact parents to collect from school.

[Anyone sent home, due to the onset of COVID-19 symptoms, must self-isolate for at least 10 days and should arrange to have a test (but nor visit their GP / hospital). Other members of their household should self-isolate for 10 days from when the symptoms were first experienced.] | L | STAFF/STUDENTS:
[Staff who have helped someone with symptoms, and students who have been in close contact with them, do not need to go home to self-isolate, unless they themselves develop symptoms (in which case, they should arrange a test), or if the symptomatic person subsequently tests positive, or they have been requested to do so through 'Test and Trace'.]
• Everyone who has been in contact with someone who has been unwell, with COVID-19 symptoms, should wash their hands thoroughly (for 20 seconds) with soap and running water, or use hand sanitiser.
STAFF:
• Follow the **Social Distancing and Infection Control Policy**, bringing the situation to the attention of a member of SLT.
• A specific room is allocated for the purpose of caring for a student who is waiting to be collected – with door closed / adequate ventilation / appropriate supervision.
FIRST AID STAFF:
• Procure PPE from local supply chains.
• Follow **Social Distancing and Infection Control Policy** and government guidance regarding use of PPE, including:
  - In any situation where a 2 m. distance cannot be maintained, ensure that first aid staff wear disposable gloves, apron, disposable surgical mask and eye protection. Hands are washed thoroughly after any contact. Used PPE equipment is stored for 72 hours before disposal.
  - Separate toilet used, where required. Locked immediately after use and subsequently cleaned thoroughly before further use. | SM / First Aiders

SJ / NM / SLT

SM

SM
SM / First Aiders / Site Team |

			- Waiting area also cleaned thoroughly immediately after use. - Call 999 for emergencies. - Use a contactless thermometer to inform judgement regarding COVID-19 symptoms - Ensure that, when parents/carers collect their child from school in these circumstances, the student is escorted, by first aider, to their car, or to an agreed place outside the school buildings. - Ensure that all surfaces, with which the person has made contact, are cleaned and disinfected.	
Specific risk that a young person, who has been advised to shield, contracts the virus, putting them at high risk of severe illness	M	The student works at home. [Current guidance is that clinically extremely vulnerable students should not attend school, because the risk of exposure to the virus in the community is now very high.]	N	STUDENTS AND THEIR PARENTS/CARERS: • Ensure that there is effective communication between school and home, in order to ensure that the young person is well supported with their remote learning and mental/emotional needs.	NM / JH

Specific risk that a young person who lives with a person who has been advised to shield (clinically extremely vulnerable}, passes on the virus to them as a result of coming onto the school site	M	Students who are eligible to attend on-site provision (vulnerable / key worker children), and who live in a house with someone who is shielding, may do so. Nevertheless, if their home circumstances allow, they may choose to work at home. [The PHE shielding guidance (13/01/21) applies to clinically extremely vulnerable individuals only. Others living in a household with someone who is clinically extremely vulnerable are not advised to follow this guidance. They should instead follow the general advice and regulations set out in the national lockdown guidance that came into effect on 5 January 2021.]	L	STUDENTS AND THEIR PARENTS/CARERS: • Communicate options clearly to parents/carers Provide support for students and families, putting in place specific measures (where possible) to address these concerns.	SJ / NM NM / DT

Specific risk that a young person, classed as 'clinically vulnerable' (pre-existing medical conditions), contracts the virus, putting them at a higher than usual risk of severe illness	M	Where they are eligible for on-site provision, vulnerable students who are 'clinically vulnerable' should attend school. If their home circumstances allow, key worker children should work at home, where they are able to do so., but otherwise may attend school.	L	STUDENTS / PARENTS: • Communicate expectations/options clearly to parents/carers. Provide support for students and families, putting in place specific measures (where possible) to address these concerns. [Black, Asian and minority ethnic (BAME) students are included in this group, due to the higher than usual risk of transmission and the associated stress-related impact of the situation.]	SJ / NM / JH / SLT

Specific risk that a member of staff, who has been advised to shield, contracts the virus, putting them at high risk of severe illness.	H	Following the reintroduction of shielding, clinically extremely vulnerable staff are advised that they should not attend the workplace. [Clinically extremely vulnerable individuals are those identified through a letter from the NHS, or a specialist doctor, as being in the group deemed clinically extremely vulnerable (CEV or shielding list).]	N	STAFF: [Staff who are identified as clinically extremely vulnerable should follow the published guidance.] • Support staff, enabling them to work remotely.	SJ / NM / SM
Specific risk that a member of staff, who lives with a person, who has been advised to shield, passes on the virus to them as a result of coming onto the school site, putting them at high risk of severe illness.	M	Those living with someone who is clinically extremely vulnerable can still attend work where home-working is not possible.	L	STAFF: • Allow home working, where possible. Provide support for members of staff who have concerns about returning to the workplace, putting in specific measures (where possible) to address these concerns.	NM / SM

Specific risk that a member of staff, classed as 'clinically vulnerable' (age over 70, pregnancy or pre-existing medical conditions), contracts the virus, putting them at a higher than usual risk of severe illness	M	Clinically vulnerable staff can continue to attend school, where it is not possible to work from home. While in school, they should be especially careful to follow the measures in this document to minimise the risks of transmission	L	STAFF: • Allow home working, where possible. Provide support for members of staff who have concerns about returning to the workplace, putting in specific measures (where possible) to address these concerns. [Black, Asian and minority ethnic staff are included in this group, due to the higher than usual risk of transmission and the associated stress-related impact of the situation]	SJ / NM / SM
Specific risk that a student, or member of staff, suffers harm, despite the measures that are put in place. This includes mental health issues related to stress and anxiety	M	Take into account the person's own assessment of the suitability of coming onto the school site and/or the specific circumstances, supported by specialist assessment and identification of reasonable adjustments.	L	STUDENTS: • Identify the need for extra pastoral/counselling support (including bereavement support) and ensure that students' emotional needs are well supported. Take into account students' views and the views of their parents/carers. SEND: • Complete an EHCP Risk Mitigation (COVID-19) Form. Get specialist input, as appropriate and, where it is judged appropriate for a student to come onto the site, put in place reasonable adjustments to manage their safety and the safety of others. STAFF: • Ensure that all staff are aware of the counselling support service that is available to them. Encourage staff to give an early indication of specific pressures / difficulties and issues concerning work-life balance,	NM / DT / SLT / All JH / NM SM / NM

| | | | | directly to the Business Manager or Head of School. Line managers will also be consulted, as appropriate, regarding staff deployment and welfare issues. Colleagues will also be able to access the [Education Support Partnership](), as a further/alternative source of support and guidance.
• Take into account colleagues' views and any medical advice. Make an Occupational Health Service referral, as appropriate. Where it is judged appropriate for the member of staff to come onto the site, put in place reasonable adjustments, including (as appropriate) the use of PPE. Where staff are able to work from home, consider prioritising them for home working. [The duty to protect the mental, as well as physical, health of staff is recognised and the approach outlined above reflects this] | SM / NM / SJ |

Risk management – descriptors for other associated risks

As a result of the school's partial closure (taking into account both impact and likelihood):

VERY HIGH (VH) - There are very serious risks to the health and welfare of members of the school community

HIGH (H) - There are serious risks to the health and welfare of members of the school community

MODERATE (M) - There are moderate risks to the health and welfare of the school community

LOW (L) - The risk to the health and wellbeing of the school community is low

VERY LOW (VL) - The risk to the health and wellbeing of the school community is very low

Nature of risk	Risk	Mitigation	Post-Mit. Risk	Specific actions	Person(s) resp.
Health and Safety risks have developed over the period when the school has been (partially) closed	L	Ensure that all Health and Safety checks have been completed before wider opening.	VL	• Check compliance in relation to H&S testing schedule, ensuring that all periodic testing and all equipment has been serviced and found to be at least satisfactory and in line with any relevant statutory standards. In particular, test: - hot and cold water systems (water heaters, tanks, sinks, basins, drinking water outlets) - gas safety - fire safety (update fire safety plans; carry out weekly checks; schedule fire drills) [NB: In a drill, social distancing applies but, in an emergency evacuation, this may not be appropriate] - kitchen equipment - any specialist equipment used by students - security, inc. access control and intruder alarm system - ventilation (switch off any systems that cannot be adjusted to full fresh air recirculation) • Ensure that the condition/maintenance of any areas of the school that continue to be 'closed off' continues to be monitored.	SM / Site Team SM / Site Team

What to do if someone becomes unwell (with COVID-19 symptoms) at school

If someone becomes unwell on site, with a new, continuous cough, a high temperature or a lack of smell-taste:

- They are sent home (by a senior member of staff). Where this is a student, parents are contacted.
- Where a student needs to be collected, they are moved to a dedicated room, where they can be isolated – behind a closed door, with ventilation. (If it is not possible to isolate them, they need to be moved to an area that is at least 2 m. away from other people).
- If they need the toilet, they will use a separate toilet, which should then be locked and subsequently deep-cleaned before further use.

In the case of an emergency (seriously ill or injured), call 999.

Where a member of staff has helped someone who was unwell with COVID-19 symptoms, they do not need to go home themselves unless they also develop the symptoms (in which case, a test is available) or the person subsequently tests positive. They should wash their hands thoroughly for 20 seconds. The area where the person has been should be cleaned with disinfectant.

What happens next when there is a suspected case (or a confirmed case) of COVID-19 in the school setting?

Anyone with symptoms will be sent home and asked to self-isolate for 10 days. Their fellow household members should self-isolate for 10 days. Staff and students who are symptomatic should get tested. In these circumstances, parents can access testing for their child using the 111 online Coronavirus Service; the school can book testing for staff through a dedicated online portal. [The school has also been provided with a small number of home testing kits for use in specific circumstances.]

Parents/carers and staff should understand that, were they to test positive or were otherwise asked by the NHS 'Test and Trace' team, they would need to be ready to provide details of anyone with whom they have been in close contact.

It is vital that parents/carers inform the school of the results of a COVID-19 test via the designated email address: covid@chaseterraceacademy.co.uk

Where the student, or member of staff, tests negative, if they feel well and no longer have coronavirus symptoms, they can return to school and the members of their household can end the self-isolation.

Where the student, or member of staff, tests positive, they should follow PHE, 18 Dec. '20: COVID-19: guidance for households with possible coronavirus infection and continue to self-isolate for at least ten days from the onset of their symptoms. They should then only return to school if they do not have symptoms (other than a cough or loss of smell/taste). Other members of their household should continue self-isolating for the full 10 days.

As soon as the school becomes aware that someone who has attended the setting has tested positive for COVID-19, contact will also be made with the Local Authority Response Team. [The health protection team will also contact the school directly if they become aware that someone who has tested positive has attended the school – as identified by NHS 'Test and Trace'].

In these circumstances, with the assistance of the health protection team, the school will conduct a rapid risk assessment to establish a list of 'close contacts' with the person over the period that they were infectious and these 'close contacts' (students and/or staff) will be invited to take part in the on-site 'rapid testing' (lateral flow) seven-day programme, or else they will be sent home to self-isolate for 10 days.

'Close contacts' are defined as people who have had:

- face-to-face contact with an affected individual, within a one metre distance, over any period of time (including: having a face-to-face conversation; being coughed on; or having skin-to-skin contact); or
- extended contact with an affected individual, within a two metre distance, for over 15 minutes; or
- a journey with an affected individual, in a small vehicle (such as a car).

Household members of contacts who are sent home do not need to self-isolate themselves, unless the person sent home begins to develop symptoms themselves.

If someone in a group that has been asked to self-isolate does develop symptoms (within their 10-day isolation period), then they should follow the PHE, 18 Dec. '20: COVID-19: guidance for households with possible coronavirus infection guidance, get a test and:

- if the test is negative, remain in isolation for the rest of the 10-day period;
- if the test is positive, inform the school immediately and isolate for at least 10 days from the onset of the symptoms (which could mean that the self-isolation period ends before, or after, the end of the 10-day period). Their household should self-isolate for at least 10 days from when they first had symptoms.

The school will not request evidence of negative test results, or other medical evidence, before admitting children or welcoming them back after a period of self-isolation.

If the school has two or more confirmed cases within a 14-day period in the same 'classroom bubble', or an overall rise in sickness absence (where COVID-19 is suspected), then there may be an outbreak and the school will work with the local health protection team to determine the action that may need to be taken.

In some cases, it may be necessary to ask a larger group of students to self-isolate. Whole school closure will only be considered based on the direct advice of the health protection team.

In consultation with the local Director of Public Health, where an outbreak is confirmed, a mobile testing unit may be dispatched to test others who have been in contact with the person who has tested positive.

What should someone do if they are concerned that there are shortcomings in the arrangements or where they believe that the systems in place are not functioning as intended?

Anyone with concerns about the arrangements themselves should contact the Executive Headteacher, Stuart Jones: stuart.jones@stephensuttonmat.co.uk / 07889-650665.

Where there are concerns that the systems in place are not functioning as intended, please contact the Head of School, Nicola Mason: n.mason@cttc.staffs.sch.uk / 07889-650663 and copy in Stuart Jones (as above).

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