



COVID-19: Risk Assessment / Action Plan

- in line with operational guidance that applies from 17 May '21

(Revised – 14 May '21)

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

- Changes from the previous version are in highlighted text.

Introduction

On Mon. 10 May '21, the Prime Minister confirmed that the four tests had been met for further easing the lockdown in England and that the national alert level had been reduced. He announced that, following inspection of the relevant data, the nation would move to Step 3 of the Roadmap, as provisionally planned, on Mon. 17 May '21. He summarised the changes, which included not requiring students to wear face coverings in classrooms or in other communal areas of the school. Furthermore, schools would be allowed to organise trips with overnight stays. Nevertheless, the importance of social distancing was stressed (when not with people in your 'bubble'), as was the need for a continued strong effort to keep up high standards of hygiene and utilise outside, open spaces wherever possible: 'hands, face, space and fresh air'. The ongoing success of the vaccine programme was celebrated, but the potential continuing danger of variants of the virus was also highlighted.

The principles of the system of controls that featured in the previous version of this risk assessment remain in place, but there are some changes, taking into account new guidance on implementation and the progression to Step 3, as outlined above. The changes largely relate to:

- the use of face coverings
- extra-curricular activity
- educational visits
- performing arts performances
- inter-school sports competition
- student wellbeing and support

Schools are expected to continue to reduce the risk of transmission through the measures that are put in place. Whilst doing so, they are also expected to offer a broad and effective curriculum and Chase Terrace Academy's approach to meeting these dual aims is to keep students as separate as possible in 'year group bubbles' (as described in this document). This risk assessment has been designed to respond directly to, and incorporate securely, the Government's system of controls, as follows:

PREVENTION:

Always:

- Ensure that anyone who has COVID-19 symptoms, or who lives with someone with symptoms, stays at home
- Use face coverings, **in recommended circumstances**
- Clean hands thoroughly and regularly
- Ensure good respiratory hygiene by promoting 'catch it, bin it, kill It'
- Maintain enhanced cleaning arrangements
- Minimise contact across the site and maintain social distancing, wherever possible
- Keep occupied spaces well ventilated

In specific circumstances:

- Where necessary, wear appropriate personal protective equipment (PPE)
- Where available, promote and engage in asymptomatic testing

RESPONSE TO ANY INFECTION:

Always:

- Promote, and engage with, the NHS 'Test and Trace' programme
- Manage and report 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 Mar. '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 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. We consider that this is a significant extra control that has been put in place.

This risk assessment and action plan builds upon the practices that had previously been developed. 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.

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)	L	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	VL	<p>ALL:</p> <ul style="list-style-type: none"> • Tell students, parents/carers, visitors (inc. suppliers) and staff that they are not to come onto the site (and should self-isolate) if: <ul style="list-style-type: none"> - they are displaying any symptoms; - they have tested positive in the last 10 days; - a member of their household (including someone in their 'support bubble' or 'childcare bubble') has symptoms; or - they are required to quarantine, having recently visited countries outside the 'Common Travel Area' <p>They must immediately self-isolate, and not attend for at least 10 days from the day after the start of their symptoms, or their test date (where they have had a positive test result – whether this was a Lateral Flow Device (LFD) test or a Polymerase Chain Reaction (PCR) test).</p>	SJ / All

			<p>STUDENTS, STAFF AND PARENTS:</p> <ul style="list-style-type: none"> Advise students/parents (and members of their households) and staff of their eligibility for testing and advise them that this enables 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 NHS 'Test and Trace' website (111 Coronavirus service), or by calling NHS 119.] 	SJ / NM / SM
		Minimise contact with people in general (due to the uncertainty of who may be carrying the virus)	<p>ALL:</p> <ul style="list-style-type: none"> Ensure that the Social Distancing and Infection Control Policy is followed. Limit authorisation of visitors to those on essential business and control their entry. Install protective screens around the Reception desk, First Aid station and Library desk. <p>PARENTS:</p> <ul style="list-style-type: none"> 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 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). <p>STAFF:</p> <ul style="list-style-type: none"> 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). 	<p>NM / SLT / All SM / SLT</p> <p>SM / Site Team</p> <p>SJ / NM / SM</p> <p>NM / SJ / SM</p>

				<ul style="list-style-type: none"> • Where possible, avoid large congregations of students or staff. Where necessary, gatherings must only take place for, or for grouping within, year group 'bubbles' • Where they are not needed on site, and their job role is conducive to the change, allow staff to work from home. • Visually reinforce key control measures through desk posters and desktop 'pop-ups' • Promote the vaccination programme and the need to continue to adhere to all control measures following vaccination – through posters in work areas, toilets etc. <p>GOVERNORS AND DIRECTORS:</p> <ul style="list-style-type: none"> • Conduct meetings through video conferencing technology. <p>CONTRACTED STAFF:</p> <ul style="list-style-type: none"> • Establish which contracted staff need to be on site. <p>VISITORS:</p> <ul style="list-style-type: none"> • 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. • 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]. • Prevent entry into the Reception Area for any unauthorised visitors. • Clean the entrance foyer area (especially door handles) regularly (consistent with the Site Cleaning Schedule (COVID-19) and COVID-19: cleaning in non-healthcare settings). 	<p>NM / SLT</p> <p>NM / SM</p> <p>SM</p> <p>SM</p> <p>SJ</p> <p>SM</p> <p>SM / SLT</p> <p>SM</p> <p>SM</p> <p>SM / Cleaners / Site Staff</p>
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			<ul style="list-style-type: none"> • Complete a Health Declaration Check (verbally) with each authorised visitor, as a condition to entrance into the school building. • 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. • LETTINGS: From 17 May, outside lettings are permissible for activities that are organised for children and young people. Where the activity takes place indoors, there is a maximum group size of 15. Where possible, children should be kept in separate, consistent groups and rooms must be adequately ventilated. Where more than one letting uses the same space, the space needs to be 'cleaned down' before use. • Ensure that any organisations hiring the school's facilities consider the relevant government guidance for their sector and put in place appropriate protective measures. 	SM / Recept. SM / JH SM SM
	Minimise contact / mixing by keeping students in separate 'year group bubbles'. [Where a student routinely attends more than one setting, on a part-time basis, the settings should work collaboratively, enabling		<p>STUDENTS and STAFF:</p> <ul style="list-style-type: none"> • Organise students in 'year group bubbles' • Supervise entrance and exit to ensure social distancing and manage any potential security risks. • Stagger break and lunch periods • Implement supervised designated break and lunch 'zones' for different year group 'bubbles' – to limit mixing and support social distancing 	NM SLT NM / SLT NM / SLT

	<p>them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum. Students should be able to continue to attend both settings.]</p>		<ul style="list-style-type: none"> • Line students up, in tutor groups, and control entry back into the corridors at the end of break and lunch periods • Supervise stairwells to prevent congestion • When weather is poor during break or lunch, direct students back into their classroom base– with duty staff and senior staff providing supervision. • Ensure that students take any food purchased to their dedicated area. Hygiene provisions are in place for use of the biometric system and hand sanitiser stations are positioned in these areas.] • Reconfigure working spaces in the Sixth Form Common Room and adjacent rooms • Restrict access to the library, so that students do not use the facility at the start of the school day and provide access for each year group, during break and lunch periods, for one day a week. Reorganise the seating in the library to avoid face-to-face positioning. • Separate students from different year group 'bubbles' who are waiting in the first aid area and who use the Focus and Reflection Rooms. • Liaise with partner schools, and other institutions, where students are educated elsewhere, as well as on site at the school, assessing risks and putting control measures in place, as required. 	<p>SLT</p> <p>SLT SLT</p> <p>SLT</p> <p>JC</p> <p>NM / DT</p> <p>SM</p> <p>NM / JC / DT</p>
	<p>Minimise contact / mixing through classroom arrangements</p>		<ul style="list-style-type: none"> • 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. • Remove any unnecessary items (particularly soft furnishings) from classrooms, where there is space to store them elsewhere. 	<p>SLT</p> <p>SM / Site Team</p>

			<p>TEACHERS / COVER SUPERVISORS:</p> <ul style="list-style-type: none"> • Ensure that staff bring the group into the room without delay (in order to avoid corridor congestion) • Ensure that staff generally stay at least 2 m. from the nearest student. • Ensure an orderly entrance and exit • 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. • 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). • Where TAs need to move to another room in the school for their next lesson, they should move five minutes before the end of the lesson, enabling them to arrive in time to supervise the entry of their next class. • 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. <p>SUPPORT STAFF:</p> <ul style="list-style-type: none"> • Ensure that any other staff entering a classroom (e.g. to provide technical support) observe social distancing (at least 2 m.) in relation to both students and other staff. 	<p>SLT</p> <p>SLT</p> <p>SLT SLT</p> <p>NM / JH</p> <p>JH / TAs</p> <p>NM / JH</p> <p>SLT</p>
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	<p>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, as far as possible, to avoid creating busy corridors, entrances and exits]</p>	<p>ALL:</p> <ul style="list-style-type: none"> • 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. • Use lesson changeover bells at times when both students and staff will be moving (at 8.50 am, 11.10 am and 1.50 pm). <p>STUDENTS WITH SEND:</p> <ul style="list-style-type: none"> • Establish and address the specific needs of students and 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). <p>TOILET FACILITIES:</p> <ul style="list-style-type: none"> • Ensure that no more than two students can use the toilet facilities at any one time. 	<p>NM / LW / SLT / All</p> <p>JC / NM</p> <p>SM</p> <p>JC / NM / JH / SM</p> <p>SM / JH</p> <p>SLT</p>
	<p>Minimise contact / mixing by altering staff work / relaxation areas (and arrangements for their use)</p>	<p>STAFF:</p> <ul style="list-style-type: none"> • 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. • 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 	<p>NM / SM</p> <p>SM / SLT</p>

		<p>be taken. This could include: the avoidance of face-to-face positioning; the installation of protective screens; temporary relocation; and/or staggered working hours.</p> <ul style="list-style-type: none"> • Ensure that, wherever possible, visits to offices (from colleagues based elsewhere and other visitors) are avoided. Contact should be made by telephone and email, where possible. 	SM / All
	<p>Promote, and engage in, asymptomatic testing, using Lateral Flow Devices (LFD). [Rapid testing is a vital part of the plan to suppress the virus. The lateral flow devices used have received regulatory approval for self-use.] For secondary schools, the approach is a home testing model, for both students and staff. Testing remains voluntary but strongly encouraged. Individuals with a positive LFD test result will need to self-isolate in line with the guidance for households with possible coronavirus infection. However, where a LFD test result is positive, and a</p>	<p>STUDENTS, STAFF and OTHERS (invited): LFDs help to identify people who are infectious, but do not have any coronavirus (COVID-19) symptoms.</p> <ul style="list-style-type: none"> • Ensure that a small Asymptomatic Testing Site (ATS) is set up, and maintained, a service to be offered to students who are unable, or unwilling, to test themselves at home. • Ensure that there is a good stock of tests. • Ensure that staff/volunteers are trained, understand their roles and are issued with full PPE. • Gain consent (testing is voluntary). • Put in place clear protocols for safe and secure testing arrangements, as part of a specific 'Lateral Flow Testing Risk Assessment'. Where consent is provided, ask students to self-swab at the ATS. After 30 minutes, they should be informed of their results. Parents/carers will only be notified of a positive result. • Encourage staff who are coming onto the school site to do home testing twice each week. Sunday and Wednesday will be designated staff home testing days. • Ensure that students (and their parents/carers) and staff understand how they will be supplied with LFD test kits (when this information becomes available) to test 	<p>SM</p> <p>SM SM</p> <p>SM SM</p> <p>SM</p> <p>SM</p>

	<p>confirmatory PCR test is then taken (within two days), a negative PCR result overrides the LFD test result and the individual can return to school. Those with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals (for example as a close contact).</p> <p>[Note that guidance states that individuals are exempt from testing, by both PCR and LFD, within 90 days of a positive PCR test, unless they develop new symptoms]</p>	<p>themselves at home. Sunday and Wednesday will be designated student and staff home testing days.</p> <ul style="list-style-type: none"> • Communicate/reinforce the expectation that they must report their result to NHS 'Test and Trace', as soon as the test is completed (online or by phone, as explained in the home test kit). • Ensure that students (and their parents/carers) and staff understand that they must also share their home test result, whether void, positive or negative, with the school, to support with contact tracing. Positive results should be reported to covid@chaseterraceacademy.co.uk <p>[Students aged 18 and over should self-test and report the result, with assistance if needed. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Children aged 11, attending a secondary school, should be tested by an adult]</p> <ul style="list-style-type: none"> • Ensure that staff and students (and their parents/carers) understand that, with a positive LFD test result, they will need to self-isolate in line with the stay-at-home guidance. Where the test was done at home, they will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result. Those Where a LFD test result is positive, and a confirmatory PCR test is then taken (within two days), a negative PCR result overrides the LFD test result and the individual, and any identified close contacts, can return to school. Those with a negative LFD test result can continue to attend school and use protective measures. Positive results should be reported to covid@chaseterraceacademy.co.uk • Ensure that staff and students (and their parents/carers) understand that they should not 	<p>SM</p> <p>NM / SM</p> <p>NM / SM</p> <p>NM / SM</p>
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				participate in LFD home testing for a period of 90 days following a positive PCR result.	
		Be sensitive to the needs of individuals who are exempt from wearing face coverings. Face visors / shields should not be worn as an alternative to face coverings and should only be used after carrying out a risk assessment.]		<p>ALL:</p> <ul style="list-style-type: none"> • When inside the school buildings, in corridors and other communal areas, where social distancing is not possible, ensure that staff and visitors (without an exemption) wear a face mask correctly. • In classrooms, the default position is that face coverings are not worn. Allow students and staff to wear a face mask, if they wish. Face masks must be worn responsibly. <p>[Students should: not touch the front of their face covering during use, or when removing it; dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin); place reusable face coverings in a plastic bag they can take home with them; and wash their hands again.]</p> <ul style="list-style-type: none"> • Students will need to continue to wear face masks when they are using school transport. Issue exemption cards, as appropriate, following consultation with parents/carers. <p>[Legitimate reasons to be exempt from wearing a face mask include: a physical or mental illness or impairment, or a disability that means that the person cannot put on, wear or remove a face covering; and where putting on, wearing or removing a face covering would cause the person severe distress]</p> <ul style="list-style-type: none"> • Where a student (who uses school transport) refuses to wear a face covering, without an exemption card, this is referred to the relevant year office. 	<p>SLT / All</p> <p>SLT / All</p> <p>SM / SLT</p> <p>SM / DT</p>

			<p>STAFF:</p> <ul style="list-style-type: none"> In the classroom, ensure that, where possible, staff 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, 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. 	Teachers / TAs / SLT SLT
		Clean hands more regularly and thoroughly (for 20 seconds, with running water, or with alcohol-based sanitiser)	<p>ALL:</p> <ul style="list-style-type: none"> 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. <p>STUDENTS AND STAFF:</p> <ul style="list-style-type: none"> 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 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) Communicate expectations clearly to staff and students (including through visual reminders – posters and rolling TV monitor displays) and monitor compliance. Provide information videos to parents and staff, outlining safe operating procedures. 	SM / SLT SLT SLT SM SLT NM

			<p>STAFF:</p> <ul style="list-style-type: none"> • Ensure that hand sanitisers are available in the reception areas, in office spaces, and in other communal working areas. <p>SITE TEAM:</p> <ul style="list-style-type: none"> • Follow the Site Maintenance Checklist (COVID-19), to include: <ul style="list-style-type: none"> - 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). <p>FIRST AID TEAM:</p> <ul style="list-style-type: none"> • In addition to using PPE correctly, wash/sanitise hands before and after treating a casualty. 	<p>Site Team</p> <p>SM / Site Team</p> <p>SM / First Aiders</p>
		<p>Ensure good respiratory hygiene through 'Catch It, Bin It, Kill It'.</p>	<p>ALL:</p> <ul style="list-style-type: none"> • Communicate expectations clearly to staff, students and other site users (through Social Distancing and Infection Control Policy) and monitor compliance. Use 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. <p>SITE TEAM:</p> <ul style="list-style-type: none"> • Follow the Site Maintenance Checklist (COVID-19), to include: 	<p>SLT</p> <p>NM / SM</p> <p>SM / Site Team</p>

			<ul style="list-style-type: none"> - 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	<p>CLEANING STAFF:</p> <ul style="list-style-type: none"> • Practice must be consistent with the Site Cleaning Schedule (COVID-19) and COVID-19: cleaning in non-healthcare settings, to include: • 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. 	<p>SM / Cleaning Staff SM</p> <p>SM</p> <p>SM</p>

				<ul style="list-style-type: none"> • Ensure that each workstations, including keyboard and mouse, in ICT suites, 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. <p>STAFF:</p> <ul style="list-style-type: none"> • Approved cleaning products will be provided in classrooms, library, office spaces, reception desk and first aid bay. These areas will be cleaned by the 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 disposed of carefully (as general waste, in accordance with guidelines). 	SM
					SM

	<p>Keep occupied spaces well ventilated. [To increase ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> - opening high level windows - increasing ventilation when rooms are unoccupied - allowing extra clothing to be worn - rearranging furniture to avoid direct draughts. <p>Use heating, as necessary, to maintain comfort.]</p>	<ul style="list-style-type: none"> • 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 as 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. 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. Where opening windows (even a small amount) 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. 	<p>SLT</p> <p>SLT / SM</p> <p>SM</p>
	<p>Establish and agree PPE requirements and usage [Note that face coverings are not classed as PPE]</p>	<p>FIRST AID TEAM:</p> <ul style="list-style-type: none"> • 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. • 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 	<p>SM / First Aiders</p> <p>SM NM / SM</p>
	<p>Ensure that students are very clear on expected behaviour in relation to Covid-19 arrangements</p>	<p>STAFF AND STUDENTS:</p> <ul style="list-style-type: none"> • Ensure that students understand that they must not touch staff and should keep their distance. Where 	<p>DT / NM / SJ / SLT</p>

	and that staff apply protocols and procedures consistently.		<p>possible, they should also avoid contact with their peers].</p> <ul style="list-style-type: none"> • 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. <p>SEND:</p> <ul style="list-style-type: none"> • 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 / SLT / All
	Control the use of shared school resources.		<p>STAFF AND STUDENTS:</p> <ul style="list-style-type: none"> • Ensure that students and staff use their own pens, pencils and other regularly used equipment • Where classroom-based resources are used, within a 'year group bubble', ensure that they are cleaned regularly. • Where classroom-based resources are shared between 'bubbles' (e.g. in PE, art, D&T and science), ensure that they are either cleaned between use or left to be unused for a period of 48 hours (72 hours for plastics) • Although students and teachers can take books home, unnecessary sharing should be avoided and hands should be cleaned thoroughly. 	SLT / Teachers SLT / Teachers SLT / Teachers SLT / Teachers
	Ensure that students (and especially vulnerable students) are well		<ul style="list-style-type: none"> • Adapt the school's Relationships, Sex and Health Education (RSHE) programme to give timely coverage of issues relating to mental health and wellbeing. Also, 	NM / DT / MB

		supported (when in school and when working remotely).		<p>adapt to ensure that sensitive issues that are less suitable for remote learning are rescheduled.</p> <ul style="list-style-type: none"> • Ensure that relevant staff keep in regular contact with students (and especially vulnerable students) to support emotional and mental health and social engagement. This includes regular welfare calls and tutorial sessions. <p>SEND:</p> <ul style="list-style-type: none"> • Revise Risk assessments for students with EHCPs. Continue to plan and implement interventions, putting specific risk assessments in place, where specialist staff need to come onto site. <p>STUDENTS WITH MEDICAL CONDITIONS:</p> <ul style="list-style-type: none"> • Work with local authority staff, health professionals and other services to ensure that students with medical conditions are fully supported. 	<p>NM / DT / JH</p> <p>JH / NM</p> <p>DT / JH</p>
		Take specific measures for certain curriculum areas, where there are specific and/or increased challenges and risks.		<p>Performing Arts:</p> <ul style="list-style-type: none"> • Ensure that any singing, wind and brass instrument playing is undertaken in line with the guidance provided by the DCMS for professionals and non-professionals: Working safely during coronavirus (COVID-19): performing arts. <p>[Peripatetic teachers can continue to be engaged. In individual and small group lessons for music, dance and drama, social distancing should be maintained wherever possible, and so teachers should not provide physical correction]</p> <ul style="list-style-type: none"> • Minimise the number of contacts amongst students, and between students and staff, through maintaining social distance between individuals and keeping students in their 'year group bubbles'. [This may limit the numbers in each group. It means that there must 	<p>DM / CT / JH</p> <p>DM / CT / JH</p>

				<p>be no physical correction by teachers and contact between pupils in dance and drama.]</p> <ul style="list-style-type: none"> • Keep any background, or accompanying music, down to levels that do not encourage teachers, or other performers, to raise their voices unduly. If possible, microphones could be used to reduce the need for shouting, or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment and instruments. • From 17 May, both indoor and outdoor performances, in front of a live audience, can be hosted, but it is essential that the latest advice in Working safely during coronavirus (COVID-19): performing arts is followed carefully. When an outdoor event is planned, Keeping workers and audiences safe during COVID-19 (England) must also be consulted. • Take precautionary measures when handling equipment, including instruments, include the following: <ul style="list-style-type: none"> - Require increased handwashing before, and after, handling equipment, especially if being used by more than one person - Avoid sharing equipment, wherever possible. Place name labels on equipment to help identify the designated user. If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment. Instruments should be cleaned by the students playing them, where possible. 	<p>DM / CT / JH</p> <p>DM / CT / JH</p> <p>DM / CT / JH</p>
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			<ul style="list-style-type: none"> - Limit handling of music scores, parts and scripts to the individual using them. <p>PE and Sport:</p> <ul style="list-style-type: none"> • Keep students in consistent groups, ensuring that sports equipment is cleaned thoroughly between each use by different individual groups. • Prioritise outdoor sports provision, where possible, and use large indoor spaces where it is not, maximising natural ventilation flows (through opening windows and doors). • Keep as much distancing as possible between students, and pay scrupulous attention to cleaning and hygiene. • Only include team sports on the list available at 'Grassroots sports guidance for safe provision, including team sport, contact combat sport and organised sport events'. • Indoor and outdoor team competition can now take place between different schools, but guidance must be followed carefully so that risks are managed appropriately. <p>[Further guidance is available from: Coronavirus (COVID-19): guidance on grassroots sports for public and sport providers, safe provision and facilities; Sport England; the Association for Physical Education; the Youth Sport Trust; Swim England].</p> <p>Educational Visits:</p> <ul style="list-style-type: none"> • Ensure that any educational visits are conducted in line with the relevant COVID-19 secure guidelines and regulations in place at the time, undertaking full risk assessments. <p>[[In line with the Roadmap, schools were able to resume educational day visits from 12 April '21 and can undertake domestic residential educational visits from 17</p>	<p>JS / JC</p> <p>JS / JC</p> <p>JS / JC</p> <p>JS / JC</p> <p>JC / JC</p> <p>NM / JC</p>
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				<p>May. Students should be grouped into 'bubbles' that are formed from their existing 'bubbles'. These new 'bubbles' should be as small as possible, and should not exceed 30 students. Parents/carers or volunteers should not accompany the group. The integrity of the 'bubble' must be maintained throughout the visit.]</p> <ul style="list-style-type: none"> Do not authorise any international travel to take place until 5 Sep. '21 (any this will be subject to review) 	NM / JC
[Non- clinically vulnerable students and staff: Direct or indirect transmission on transport provided by the school	L	Take proportionate, preventative measures. Children and young people aged 11 and over must wear a face covering when travelling on dedicated transport to secondary school. [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)].	VL	<p>STUDENTS;</p> <ul style="list-style-type: none"> Encourage young people to walk or cycle to school, wherever possible. <p>DRIVERS:</p> <ul style="list-style-type: none"> Follow the Transport to and from School Risk Assessment (COVID-19), to include: <ul style="list-style-type: none"> 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. 	NM / SLT SM / SJ / Travel Providers

<p>Non- clinically vulnerable students and staff: Specific risk of direct transmission where someone becomes unwell (exhibiting COVID-19 symptoms) at school</p>	<p>L</p>	<p>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 that day and the next full 10 days and should arrange to have a test (but not visit their GP / hospital). Other members of their household should self-isolate - for the day when the person developed symptoms, plus 10 full days, or from the person's positive test date, plus 10 full days. Anyone testing positive, whilst not symptomatic, who develops symptoms during an isolation period, must restart the</p>	<p>VL</p>	<p>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'.] <ul style="list-style-type: none"> 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. <p>STAFF:</p> <ul style="list-style-type: none"> 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. <p>FIRST AID STAFF:</p> <ul style="list-style-type: none"> Procure PPE from local supply chains. Follow Social Distancing and Infection Control Policy and government guidance regarding use of PPE, including: <ul style="list-style-type: none"> 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. </p>	<p>SM / First Aiders</p> <p>SJ / NM / SLT</p> <p>SM</p> <p>SM SM / First Aiders / Site Team</p>
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		10-day isolation period. Staff and students who have been in close contact with someone with COVID-19 symptoms do not need to go home to self-isolate unless: the symptomatic person tests positive; they become symptomatic themselves; or 'Test and Trace' ask them to do so		<ul style="list-style-type: none"> - Waiting area also cleaned thoroughly immediately after use. - Call 999 for emergencies. - 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. - With parents' permission, students may walk or cycle home, maintaining social distancing. They should not use public transport. - 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 risk of severe illness	M	The student works at home. [Under current guidance, clinically extremely vulnerable (CEV) students should attend school, unless they are one of the very small number who are under paediatric or other specialist care and have been explicitly advised, by their GP or clinician, not to attend.]	N	<p>STUDENTS AND THEIR PARENTS/CARERS:</p> <ul style="list-style-type: none"> • 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. • Request, from parents/carers, a copy of the shielding letter, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place. <p>[As normal, schools should not encourage parents to request unnecessary medical evidence, such as doctors' notes from their GP when their child is absent from school due to illness. This is already set out in school attendance guidance¹ but is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs should only be</p>	<p>NM / DT / JH / SJ</p> <p>NM / DT / JH / SJ</p>

				<p>sought where there are complex health needs or persistent absence issues]</p> <ul style="list-style-type: none"> • Where students have an EHCP, review their individual risk assessment. <p>[Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised]</p>	JH / NM
Specific risk that a young person, who lives with a person who is 'clinically extremely vulnerable' (CEV), passes on the virus to them as a result of coming onto the school site	L	The student attends school as normal. [Some students, parents and households may be anxious about attending school. This includes students who live in a household where someone is clinically vulnerable (CV) or CEV (including young carers) Students of compulsory school age must be in school, unless a statutory reason applies.]	VL	<p>STUDENTS AND THEIR PARENTS/CARERS:</p> <ul style="list-style-type: none"> • Discuss any concerns with parents and provide reassurance on the measures the school has put in place to reduce any risks. Make adjustments, where practicable/reasonable. Remind parents/carers that students of compulsory school age must be in school unless a statutory reason applies. 	NM / DT / JH / SJ

<p>Specific risk that a young person, classed as 'clinically vulnerable' (pre-existing medical conditions), contracts the virus, putting them at risk of severe illness</p>	<p>L</p>	<p>The student attends school. [Some students, parents and households may be anxious about attendance at school. This includes students who have themselves been shielding previously, but have been advised that they no longer need to shield, and those who are concerned about the possible increased risks from coronavirus (COVID19) for those who have certain conditions such as obesity and diabetes. Students of compulsory school age must be in school unless a statutory reason applies.]</p>	<p>VL</p>	<p>STUDENTS / PARENTS:</p> <ul style="list-style-type: none"> • Discuss any concerns with parents and provide reassurance on the measures the school has put in place to reduce any risks. Make adjustments, where practicable/reasonable. Remind parents/carers that students of compulsory school age must be in school unless a statutory reason applies. • Where students have an EHCP, review their individual risk assessment. 	<p>NM / DT / JH / SJ</p> <p>JH</p>
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<p>Specific risk that a member of staff, who is 'clinically extremely vulnerable' (CEV), contracts the virus, putting them at risk of severe illness.</p>	<p>M</p>	<p>CEV staff are no longer advised to shield. Where possible, the member of staff will be supported to work from home. [CEV adults were prioritised for vaccination, in Phase 1 of the programme]</p>	<p>N</p>	<p>STAFF:</p> <ul style="list-style-type: none"> Support staff, enabling them (where possible) to work remotely. Revisit individual risk assessments, using guidance from Staffs CC H&S team. 	<p>NM SM / SJ</p>
<p>Specific risk that a member of staff, who lives with a person, who is CEV, passes on the virus to them as a result of coming onto the school site, putting them at risk of severe illness.</p>	<p>L</p>	<p>Those living with someone who is clinically extremely vulnerable should attend work, where it is not possible to work from home.</p>	<p>VL</p>	<p>STAFF:</p> <ul style="list-style-type: none"> Revisit individual risk assessments, using guidance from Staffs CC H&S team. Provide support for members of staff who have concerns, putting in specific measures (where possible) to address these concerns. 	<p>NM / SM / SJ</p>

<p>Specific risk that a member of staff, classed as 'clinically vulnerable' (CV) (age over 70, pregnancy or pre-existing medical conditions), contracts the virus, putting them at a higher than usual risk of severe illness</p>	<p>L</p>	<p>CV staff should attend work (although some flexibility may be possible, depending on role)</p>	<p>VL</p>	<p>STAFF:</p> <ul style="list-style-type: none"> Revisit individual risk assessments, using guidance from Staffs CC H&S team. Where staff have concerns, put 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] Follow the specific guidance for pregnant employees, including the vaccination advice. Adjust workplace risk assessments for pregnant employees, identifying any further action needed to mitigate risks. [Take into account the fact that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). It is also the case that pregnant women with underlying health conditions are placed at greater risk of severe illness if they catch coronavirus (COVID-19).] 	<p>NM / SM / SJ</p> <p>NM / SM / SJ</p>
<p>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</p>	<p>L</p>	<p>Take into account the specific circumstances, supported by specialist assessment and identification of reasonable adjustments. Remind parents that students of compulsory school age must be in school, unless a statutory reason applies</p>	<p>V L</p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> 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. Prioritise PSHE content, based on the needs of students, that gives particular attention to the importance of positive relationships and mental and physical health. <p>SEND:</p> <ul style="list-style-type: none"> Complete an EHCP Risk Mitigation (COVID-19) Form. Get specialist input, as appropriate and, where it is 	<p>NM / DT / SLT / All</p> <p>DT / MB</p> <p>JH / NM</p>

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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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 	SM / Site Team

				<ul style="list-style-type: none"> - 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
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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. They should not use public transport.
- 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, and when is it necessary to self-isolate and/or get a test?

Anyone with symptoms will be sent home and asked to self-isolate for a full 10 days, following the day when the symptoms started. Their fellow household members should also self-isolate for this period of time. Staff and students who are symptomatic should get

tested. In these circumstances, parents can access PCR 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 PCR 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. The NHS COVID-19 app is available to anyone aged 16 and over to download if they choose. For some young people, particularly some with SEND, parents will need to decide whether their use of the app is appropriate. This will mean that some students in year 11, and most students in years 12 and above will be eligible to use the app and benefit from its features. Staff members are also encouraged use the app. The document ['Use of the NHS COVID-19 app in education and childcare settings'](#) provides information about how the app works and guidance for its use within schools in England.

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 a full 10 days following the day when their symptoms started. 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 same period.

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 Outbreak Control \(LOC\) 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. Teachers have been asked to keep their seating plans up-to-date (and saved on the school network for SLT access, as required), in order to facilitate this. These 'close contacts' are 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
- contact (not face-to-face), within one metre, for one minute or longer;
- extended contact with an affected individual, within a two metre distance, for over 15 minutes (either as a one-off contact, or added up together over a day); or
- a journey with an affected individual, in a small vehicle (such as a car). [Where someone who uses transport tests positive, the assessment should take account of: vehicle size; degree of face-to-face contact; length of time in close proximity; and whether (or not) a Perspex screen is in place.]

Parents of children who have been sent home to self-isolate will be provided with a letter, so that anyone who is on a low income and is unable to work from home can apply to the local authority, under the 'Test and Trace Support Payment' scheme, for financial support.

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 guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a PCR 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 from the day of onset and at least the following 10 days. Their household should also self-isolate, starting from when the symptomatic person in their household first had the symptoms and including the next 10 full days.

The student, or staff member, who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone, or if they continue to have only a residual cough or anosmia (loss of taste/smell). This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days, or are otherwise unwell, they should stay at home and seek medical advice. In the event that a parent/carer insists on a pupil attending school, attendance can be refused if, in the reasonable judgement of the headteacher, this is a necessary step to protect students and staff from possible infection with coronavirus (COVID-19).

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 'year group 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.

People are also required to self-isolate (for 10 full days), when they have recently travelled abroad. People arriving in England must: take two coronavirus (COVID-19) tests after they arrive in England - booked before travel; and either quarantine in the place they are staying, or in a managed quarantine hotel, for 10 days after their arrival in England. If they travel in, or through, a country on the banned travel list (sometimes called the 'red list') in those 10 days, they will need to quarantine in a managed quarantine hotel. If they do not travel in, or through, a country on the banned travel list in those 10 days, they will need to quarantine in the place they are staying.

What happens if local restrictions are applied (e.g. in response to a local outbreak or the increased incidence of a Variant of Concern (VoC))?

In circumstances where measures needed to be tightened, on a local basis, including through attendance restrictions, the school would operate in a way that would be consistent with the principles of the COVID-19 Contingency Framework. As required, in the face of operational challenges, the schools would work closely with the Regional Schools Commissioner and Local Authority. Whole setting closure will not generally be necessary and would only be considered on the advice of the local health protection team or the Regional Director of Public Health.

The range of additional measures that would be considered, in applying the Contingency Framework, would include: increased testing (organised through the DHSC); the use of face coverings in communal areas (for students) and/or classrooms (for students and staff); restricted attendance (as recommended by the Local Action Committee and authorised by the DfE). The guiding principle is that restrictions to attendance should be kept to a minimum. Furthermore, where restrictions are applied, priority will be afforded to vulnerable students and the children of key workers (to enable them to attend work). Any measures would be kept under review and lifted as soon as public health and scientific advice indicates that it is safe to do so.

In our setting, where attendance restrictions are applied, it is likely that (as was the case previously in national lockdown periods) vulnerable children and children of key workers will be asked to attend. It may also be the case that students in years 10, 11, 12 and 13 will also be expected to attend. When it is possible to increase attendance, DfE will advise on which year groups should be prioritised to return. Where students are working from home, the school will reinstate its high quality remote education programme to ensure that students are supported, educationally and emotionally, as strongly as possible.

During such circumstances, the school will consider carefully how best to balance the demands of onsite teaching and remote education and will support staff, having regard to their work-life balance and wellbeing.

The school's Designated Safeguarding Lead (DSL) will create a Safeguarding Policy Annex, ensuring that it reflects local restrictions and provides the basis for specific, consistent and effective action. It will be important that all staff understand and apply the policy annex. The DSL, or a Designated Safeguarding Deputy (DSD) will generally be on site at all school times. Where this is not possible, they will be available to be contacted by phone. Where a DSL / DSD is not available on site, a senior leader will be available, and will take responsibility for coordinating safeguarding on site.

In line with usual arrangements, transport and school meals will be provided for students attending on site provision. Lunch parcels and/or food vouchers will be provided for eligible students (either to be collected from school or delivered to home). Any parcels distributed will meet food standards and be supplied in line with local restrictions.

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@chaseterraceacademy.staffs.sch.uk / 07889-650663 and copy in Stuart Jones (as above).

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