



COVID-19: Risk Assessment / Action Plan

- in line with national guidance that applies from 02 Jan. '22

(Revised – 05 Jan. '22)

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

Introduction

On Mon. 22 Feb. '21, the Prime Minister announced details of the Government's 'roadmap out of lockdown'. As a result of the success of the vaccination programme and the public's response to the measures imposed, a view was taken that the relevant data indicated that restrictions could begin to be lifted, albeit in a staged way, with the proviso that the 'roadmap' would be subject to change, based on emerging data.

Ensuring that children returned to school for face-to-face education was identified as a top priority (Stage 1) action and it was decided that all students should return, during the week commencing 8 Mar. '21. For secondary age students, this would be done in conjunction with three initial lateral flow tests, conducted on site, followed by a programme of twice-weekly home testing (from 15 Mar., at the earliest), in addition to regular home testing for all teachers, measures that would aim to reduce the chance of the virus spreading in schools.

As the Government's vaccination programme 'rolled out', there was an increasing number of people who had received either one or two courses of the vaccine and schools were asked to positively promote the Government's vaccination programme.

In Sep. '21, as the country moved to Stage 4 of the 'roadmap', the Government's response moved away from some of the more stringent restrictions on people's lives, towards advising them on how to protect themselves, and others, alongside some targeted interventions to reduce risk. As COVID-19 became considered as a virus with which we learned to live, it was decided that the disruption to students' learning must be reduced, particularly as the direct clinical risks to children were identified as extremely low and every adult had, by then, been offered a first vaccine and an opportunity for two doses by mid-September.

The government continues to manage the risk of serious illness from the spread of the virus. The Prime Minister announced, on 27 Nov. '21, the temporary introduction of new measures, as a result of the Omicron variant, and, on 8 Dec. '21, that Plan B (set out in the autumn and winter plan 2021) was being enacted. The advice remains subject to change as the situation develops. COVID-19 continues to be a virus that we learn to live with and the imperative is to reduce the disruption to children and young people's education. Our priority is for you to deliver face-to-face, high-quality education to all pupils.

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. 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 stays at home
- Clean hands thoroughly and regularly
- Ensure good respiratory hygiene by promoting 'catch it, bin it, kill It'
- Use face coverings, in line with government guidance
- Maintain enhanced cleaning arrangements
- Keep occupied spaces well ventilated
- Promote, and engage in, asymptomatic testing

In specific circumstances:

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

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-site transmission seemed likely.

This risk assessment and action plan builds upon the practices that had previously been developed. 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
<p>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)</p>	L	<p>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</p>	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 appropriate time period (see below); - they are required to quarantine <p>They must immediately self-isolate and get tested. Where they take a PCR test and record a positive result, they should self-isolate for 7 days. They may take LFD tests on days 6 and 7 of their self-isolation period and, where, they receive two negative results, and do not have a high temperature, they may end their self-isolation period and return to the school setting on day 8. (The two tests must be taken 24 hours apart). Anyone else must complete 10 full days of self-isolation.</p> <p>Note that, from 11 Jan. '22, confirmatory PCR tests, following a positive LFD test result, are to be temporarily suspended. This will mean that anyone receiving a positive LFD test result will be required to self-isolate immediately and will not be required to take a confirmatory PCR test.</p> <p>Even where someone has tested positive for COVID-19 within the last 90 days, they are strongly encouraged</p>	SJ / All

			<p>to take part in LFD testing once they have completed the isolation period for their prior infection. People who are aged 18 years 6 months or over and are not fully vaccinated, and who live in the same household as someone with COVID-19, are legally required to stay at home and self-isolate. People who are fully vaccinated, or children aged between 5 years old and 18 years, 6 months old, identified as a close contact of someone with COVID-19, should take an LFD test every day for seven days and continue to attend their setting as normal, unless they have a positive test result, or develop symptoms at any time.</p> <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
		<p>Minimise contact with people in general (due to the uncertainty of who may be carrying the virus)</p>	<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. Install protective screens around the Reception desk, First Aid station and the 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 	<p>NM / SLT / All SM / SLT</p> <p>SM / Site Team</p> <p>SJ / NM / SM</p>

			<p>stay in their car. Parents must not walk onto the school site or get out of their cars, other than by arrangement. Students must not generally come onto site any earlier than ten minutes before the start of the school day (for their start time).</p> <p>STAFF:</p> <ul style="list-style-type: none"> • Ensure that, when face-to-face meetings take place, social distancing is observed. • 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>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. Where possible, organise 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]. • 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). • 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 	<p>NM / SJ / SM SM</p> <p>NM / SM</p> <p>SM</p> <p>SM</p> <p>SM</p> <p>SM</p>
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			appropriate. Ensure that the protocol detailed in Social Distancing and Infection Control Policy is followed.	
		Minimise contact / mixing through classroom arrangements	<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>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 an orderly entrance and exit • Establish how TAs will work with the students they 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. 	SLT SM / Site Team SLT SLT NM / JH NM / JH
		Minimise contact / mixing through changes to circulation around the site and use of site facilities.	<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 (at specific times of the day). • Use lesson changeover bells at times when both students and staff will be moving. <p>STUDENTS WITH SEND:</p> <ul style="list-style-type: none"> • Establish and address the specific needs of students/staff with disabilities, including how they will 	NM / LW / SLT / All JC / NM SM JC / NM / JH / SM

			<p>move around the site safely under new arrangements. See Social Distancing and Infection Control Policy for more detail.</p> <ul style="list-style-type: none"> • 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). 	SM / JH
		Minimise contact / mixing by altering staff work / relaxation areas (and arrangements for their use)	<p>STAFF:</p> <ul style="list-style-type: none"> • Ensure that staff working/break areas are arranged to support social distancing and are well-ventilated. 	NM / SM
		<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 from the MHRA for self-use. For secondary schools, the approach is a home testing model. Home test kits will be available for all staff and students on return. Once students have been tested at school, they will be provided with home test</p>	<p>STUDENTS, STAFF and OTHERS (invited):</p> <p>LFDs support the return to face-to-face education by helping to identify people who are infectious, but do not have any coronavirus (COVID-19) symptoms.</p> <ul style="list-style-type: none"> • Ensure that the Asymptomatic Testing Site (ATS) is set up, and maintained, to satisfy published requirements and ensure that there is a good stock of tests. • Ensure that staff and volunteers are trained, understand their roles and are issued with full PPE. • Ensure that students who are on site are invited to be tested, in accordance with the published schedule, at the beginning of the Spring Term (before going into lessons). • 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. 	<p>SM</p> <p>SM</p> <p>NM / SM</p> <p>SM</p> <p>SM</p>

	<p>kits for regular testing. 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, and (until 11 Jan. '22) get a free PCR test to check whether, or not, they have COVID-19. 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>	<ul style="list-style-type: none"> • 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 themselves at home. Sunday and Wednesday will be designated student home testing days. • 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. 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, where someone has 	<p>NM / SM</p>
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			<p>tested positive for COVID-19 within the last 90 days, they now are strongly encouraged to take part in LFD testing once they have completed the isolation period for their prior infection.</p>	
		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. <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. 	<p>SM / SLT</p> <p>SLT</p> <p>SLT</p> <p>SM</p> <p>SLT</p> <p>SM</p> <p>SM / Site Team</p>

			<ul style="list-style-type: none"> - 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. <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. 	SM / First Aiders
		Ensure good respiratory hygiene through 'Catch It, Bin It, Kill It'.	<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: <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 	SLT NM / SM SM / Site Team

			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].	
		<p>Use face coverings, in line with government guidance. [Face coverings protect the wearer, and others, against the spread of infection. The government now (from 4 Jan. '22) recommends that all students aged Year 7 and above should wear face coverings both around the school site (indoors) and in classrooms. Students will continue to wear face coverings on public and school transport. Teachers need not wear a face covering in the classroom. DFE have also released specific advice relating to examinations and assessments and this provides the basis for practice in the school].</p>	<p>ALL:</p> <ul style="list-style-type: none"> When inside the school buildings, in corridors, other communal areas, in shared offices / meeting places, and in classrooms, ensure that everyone (without an exemption) wears a face mask correctly. [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.] Issue teachers and year offices will a stock of face masks, to be supplied to students where they do not have their own. Teachers are asked to log details, so that year office staff can contact home about this. 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"> If a student refuses to wear a face covering, without an exemption card, then this is referred to the relevant year office. Ensure that examination candidates and invigilators know that they are not required to wear face coverings during exams and assessments (including 	<p>SLT / All</p> <p>SM / DT</p> <p>SM / DT</p> <p> </p> <p>Teachers / TAs / SLT JC / BB / Teachers</p>

			<p>mock exams). They are only required to wear them on arrival and departure. Both candidates and invigilators may wear face coverings if they wish to do so.</p> <p>[For vocational and technical qualifications where the exam or assessment may require more interaction with an invigilator or others, the school can recommend that face coverings are worn, if this is deemed appropriate].</p> <p>[In general, teachers / TAs are not required to wear a face covering in the classroom, but may do so if they wish.]</p>	<p>/ Invig. Team</p> <p>SLT</p>
		<p>Clean frequently touched surfaces often using standard products, e.g. detergents, bleach</p>	<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: <ul style="list-style-type: none"> 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 ICT suites, are cleaned each day. 	<p>SM / Cleaning Staff</p>

	<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. 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. 	<p>SLT</p> <p>SLT / SM</p> <p>SM</p>
	<p>Establish and agree PPE requirements and usage</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 and that staff apply</p>		<p>STAFF AND STUDENTS:</p> <ul style="list-style-type: none"> • Ensure that students understand that they must not touch staff and, where possible, should keep their distance. 	<p>DT / NM / SJ / SLT</p>

	protocols and procedures consistently.	<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, ensure that they are cleaned regularly. 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
	Ensure that students (and especially vulnerable students) are well supported (when in school and when working remotely).	<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, 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 support emotional and mental health and social engagement. This includes regular welfare calls and tutorial sessions. 	NM / DT / MB NM / DT / JH

			<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>JH / NM</p> <p>DT / JH</p>
		<p>Take specific measures for certain curriculum areas, where there are specific and/or increased challenges and risks</p>	<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. Minimise the number of contacts amongst students, and between students and staff, with no physical correction by teachers and no contact between pupils in dance and drama. 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. Take precautionary measures when handling equipment, including instruments, include the following: <ul style="list-style-type: none"> Require handwashing before, and after, handling equipment, especially if being used by more than one person 	<p>DM / CT / JH</p>

				<ul style="list-style-type: none"> - 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. - Limit handling of music scores, parts and scripts to the individual using them. <p>PE and Sport:</p> <ul style="list-style-type: none"> • 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'. <p>[Further guidance is available from: Coronavirus (COVID-19): guidance on grassroot 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>JB / JC</p> <p>JB / JC</p> <p>JB / JC</p>
Non- clinically vulnerable students and staff: Direct or	L	Take proportionate, preventative measures.	VL	<p>STUDENTS;</p> <ul style="list-style-type: none"> • Encourage young people to walk or cycle to school, wherever possible. 	NM / SLT

indirect transmission on transport provided by the school				<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 Students queue and board in an orderly manner. Students use hand sanitiser on boarding. 	SM / SJ / Travel Providers
Non- clinically vulnerable students and staff: Specific risk of direct transmission where someone becomes unwell (exhibiting COVID-19 symptoms) at school	L	<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.</p> <p>[Anyone sent home, due to the onset of COVID-19 symptoms, must self-isolate and should arrange to have a test. Other members of their household should self-isolate, as required, in line with guidance. Anyone testing positive,</p>	VL	<p>STAFF/STUDENTS:</p> <p>[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'.]</p> <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. 	<p>SM / First Aiders</p> <p>SJ / NM / SLT</p> <p>SM</p> <p>SM</p>

		whilst not symptomatic, who develops symptoms during an isolation period, must restart the 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: they become symptomatic themselves; or 'Test and Trace' ask them to do so.]		<ul style="list-style-type: none"> 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. 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. 	SM / First Aiders / Site Team
Specific risk that a CEV young person, , contracts the virus, putting them at high risk of severe illness	L	All 16-18 year olds with underlying health conditions that put them at higher risk of serious disease and mortality were offered a vaccine in priority group 6 of the vaccination programme. They are no longer required to shield.	VL	<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 learning and mental/emotional needs. Where students have an EHCP, review their individual risk assessment. 	<p>NM / DT / JH / SJ</p> <p>NM / DT / JH / SJ</p>

<p>Specific risk that a young person, who lives with a CEV person, passes on the virus to them as a result of coming onto the school site</p>	<p>M</p>	<p>The student attends school. [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.]</p>	<p>L</p>	<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. 	<p>NM / DT / JH / SJ</p>
<p>Specific risk that a young person, classed as 'clinically vulnerable' (pre-existing medical conditions), contracts the virus, putting</p>	<p>M</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</p>	<p>L</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 JH</p>

<p>them at a higher than usual risk of severe illness</p>		<p>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>Specific risk that a CEV member of staff contracts the virus, putting them at high risk of severe illness.</p>	<p>H</p>	<p>CEV people are no longer advised to shield but may wish to take extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise the risk of exposure to the virus. [Clinically extremely vulnerable individuals are those identified through a letter from the NHS, or their GP, as being in the group deemed clinically extremely vulnerable (CEV or shielding list).]</p>	<p>N</p>	<p>STAFF: [Staff who are identified as clinically extremely vulnerable should follow the published guidance.]</p> <ul style="list-style-type: none"> • Support staff, enabling them to work remotely, where practicable. Revisit individual risk assessments, using guidance from Staffs CC H&S team. <p>[CEV individuals (over 18) were prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.]</p>	<p>NM / SM / SJ</p>

		Where a member of staff wishes, nevertheless, to attend the workplace, a risk assessment will be undertaken, including a formal acknowledgement that attendance at work is at the discretion of the member of staff concerned.			
Specific risk that a member of staff, who lives with a CEV person, 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 attend work.	L	<p>STAFF:</p> <ul style="list-style-type: none"> • Allow home working only where practicable. Revisit individual risk assessments, using guidance from Staffs CC H&S team. Where staff are needed on site, 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 / SJ

<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>M</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>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. <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 judged appropriate for a student to come onto the site, put in place reasonable adjustments to manage their safety and the safety of others. <p>STAFF:</p> <ul style="list-style-type: none"> 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, 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. As appropriate/required, revisit individual risk assessments, using guidance from Staffs CC H&S team. 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, 	<p>NM / DT / SLT / All</p> <p>JH / NM</p> <p>SM / NM</p> <p>SM / NM / SJ</p>
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				health of staff is recognised and the approach outlined above reflects this]	
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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

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

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), 999 should be called.

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). They should wash their hands thoroughly for 20 seconds. The area where the person has been should be cleaned with disinfectant.

Anyone with symptoms will be sent home and asked to self-isolate immediately. They, or their parent(s)/carer(s) should arrange to have a LFD or PCR test, as soon as possible. If the test result is positive, they must continue to self-isolate. Confirmatory PCT tests, following a LFD test result, are temporarily suspended (with effect from 11 Jan. '22). This means that anyone who receives a positive LFD result is required to self-isolate immediately and is not required to take a confirmatory PCR test. Even people without COVID-19 symptoms, who have a positive test result, must stay at home and self-isolate.

People who live in the same household as someone with COVID-19 are at significantly higher risk of becoming infected themselves. Someone who has been vaccinated is less likely to become severely ill if they catch COVID-19. They are also less likely to spread COVID-19 to other people, but it is still possible for this to happen. Therefore:

- Anyone who is aged 18 years 6 months or over and not fully vaccinated, and who lives in the same household as someone with COVID-19, is legally required to stay at home and self-isolate.
- (A person is fully vaccinated 14 days after having received two doses of an approved vaccine (such as Pfizer/BioNTech, AstraZeneca or Moderna/Spikevax), or one dose of the single-dose Janssen vaccine). Anyone who is fully vaccinated, or aged under 18 years and 6 months, and who lives in the same household as someone with COVID-19, is not legally required to self-isolate. However, they are strongly advised to take a LFD test every day for 7 days, and to self-isolate if any of these test results is positive. LFD tests are very good at identifying people who have high levels of coronavirus and are most likely to pass on infection to others, even where someone does not have symptoms.

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 a 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.

Close contacts in schools are now identified by NHS Test and Trace and so schools are no longer expected to undertake contact tracing. As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case, or their parent, specifically identifies the individual as being a close contact. This is likely to be a small number of individuals, who would be most at risk of contracting COVID-19 due to the nature of the close contact. A person may be contacted, in exceptional cases, to help with identifying close contacts.

From 14 Dec. 2021, adults who are fully vaccinated, and all children and young people aged between 5 and 18 years and 6 months, identified as a contact of someone with COVID-19 are strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result. Daily testing of close contacts applies to all contacts who are:

- fully vaccinated adults – people who have had 2 doses of an approved vaccine
- children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status
- people who are not able to get vaccinated for medical reasons
- people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine.

Students with SEND, identified as close contacts, will be supported by the school, and their family, to agree the most appropriate route for testing, including, where appropriate, additional support to assist swabbing.

18-year-olds are treated in the same way as children, until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated, at which point, they will be subject to the same rules as adults. Therefore, if they choose not to get vaccinated, they will need to self-isolate, if identified as a close contact.

In the case of a local outbreak, the school continues to have a role in working with health protection teams. If there is a substantial increase in the number of positive cases in a setting, or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.

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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Stuart Jones; 05 Jan. '22