



# **COVID-19: Risk Assessment / Action Plan**

- in line with national guidance that applies from 24 Feb. '22

**(Revised – 28 Feb. '22)**

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

### Introduction

On 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.

On 27 Nov. '21, the Prime Minister announced 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.

On 21 Feb. '22, the Prime Minister announced the removal of measures put in place during the COVID-19 pandemic as we learn to live with the virus. This includes changes for schools and colleges such as no longer recommending regular testing for students and staff without symptoms and removing the legal requirement for people to isolate following a positive test - this includes students and all staff in mainstream education and childcare settings. Settings may be advised by their local public health team to recommend lateral flow device (LFD) tests to manage an outbreak. Furthermore, although this will no longer be recommended,

staff in education and childcare settings and students and pupils can still access test kits by ordering them online or through their local pharmacy if they wish.

From 24 Feb. '22, the Government removed the legal requirement to self-isolate following a positive test. In addition, the Government will no longer ask fully vaccinated close contacts and those aged under 18 to test daily for seven days and routine contact tracing will end. Adults and children who test positive will continue to be advised to stay at home and avoid contact with other people for at least 5 full days and then continue to follow the guidance until they have received 2 negative test results on consecutive days. Staff, children and young people who are contacts should attend their education settings as usual. This includes staff who have been in close contact within their household, unless they are able to work from home.

Anyone with any of the main COVID-19 symptoms should order a test and is advised to stay at home while waiting for the result. If they test positive, they are advised to follow public health advice.

The Government's message is that vaccines remain the best weapon against the virus. By getting vaccinated, children and young people can increase their protection against COVID-19. While most children infected usually have mild symptoms from COVID-19 some may go on to develop more serious symptoms. Doctors are still learning about these long-term effects but the Government stresses that vaccination helps to protect against these risks.

Schools are expected to continue to reduce the risk of transmission through the measures that are put in place. It is worth noting that the use of face coverings is no longer advised in schools (unless schools are temporarily advised by a local director of public health) to reintroduce their use. 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 good hygiene for everyone.
- Maintain appropriate cleaning regimes.
- Keep occupied spaces well ventilated.
- Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

In specific circumstances:

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

## RESPONSE TO ANY INFECTION:

Always:

- Manage and 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.

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 **COVID-19 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 significant adverse 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; AND/OR

- There is a small chance that, for a given individual, as a result of their attendance, there will be significant adverse 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; AND/OR
- There is a very small chance that, for a given individual, as a result of their attendance, there will be significant adverse 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"> <li>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"> <li>they are displaying any symptoms;</li> <li>they have tested positive in the appropriate time period (see below):</li> </ul> </li> </ul> <p>[People with COVID-19 can infect other people from 2 days before the start of symptoms, and for up to 10 days after. They can pass on the infection to others, even if where they have only mild symptoms, or no symptoms at all. Anyone with COVID-19 should stay at home and avoid contact with other people. They should not attend work. Where possible, they should contact people with whom they have been in close contact, so that those people can follow official guidance. Many people will no longer be infectious to others after five days. They may choose to take a Lateral Flow Device (LFD) test from five days after symptoms started (or the day the test was taken, where there were no symptoms) followed by another LFD test the next day. If both of these test results are negative, and they do not have a high temperature, the risk that they are still infectious is much lower and they can safely return to their normal routine. If the day five LFD test result is positive, they should continue taking LFD tests until they receive two consecutive negative test results. Where further tests are positive,</p>	SJ / NM / All

			<p>they must self-isolate for 10 days from the date of the first test.</p> <p>Children and young people with COVID-19 should not attend school while they are infectious. They should take an LFD test from five days after their symptoms started (or the day their test was taken if they did not have symptoms) followed by another one the next day. If both these tests results are negative, they should return to school, as long as they feel well enough to do so and do not have a temperature.]</p>	
	Clean hands more regularly and thoroughly (for 20 seconds, with running water, or with alcohol-based sanitiser)	<p>STUDENTS AND STAFF:</p> <ul style="list-style-type: none"><li>• Ensure that students and staff use hand sanitisers in the classroom, before each lesson</li><li>• 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.</li><li>• Provide water fountains to enable students to fill up water bottles (so that these can be used instead of taps/sinks)</li><li>• Communicate expectations clearly to staff and students (including through visual reminders – posters and rolling TV monitor displays) and monitor compliance.</li></ul> <p>STAFF:</p> <ul style="list-style-type: none"><li>• Ensure that hand sanitisers are available in office spaces and in other communal working areas.</li></ul> <p>SITE TEAM:</p> <ul style="list-style-type: none"><li>• Follow the <b>Site Maintenance Checklist (COVID-19)</b>, to include:<ul style="list-style-type: none"><li>- Ensure that all hand sanitisers are risk assessed – using COSHH guidance.</li></ul></li></ul>	SLT SLT SM SLT SM SM / Site Team	

			<ul style="list-style-type: none"> <li>- Ensure that hand basins are in good condition, easily accessible for all users and only used for hand washing.</li> <li>- 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.</li> </ul> <p>FIRST AID TEAM:</p> <ul style="list-style-type: none"> <li>• In addition to using PPE correctly, wash/sanitise hands before and after treating a casualty.</li> </ul>	SM / First Aiders
		Ensure good respiratory hygiene through 'Catch It, Bin It, Kill It'.	<p>ALL:</p> <ul style="list-style-type: none"> <li>• Communicate expectations clearly to staff, students and other site users (through <b>COVID-19 Infection Control Policy</b>) and monitor compliance. Use posters and rolling digital displays to reinforce key messages.</li> <li>• 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.</li> </ul> <p>SITE TEAM:</p> <ul style="list-style-type: none"> <li>• Follow the <b>Site Maintenance Checklist (COVID-19)</b>, to include: <ul style="list-style-type: none"> <li>- 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).</li> <li>- Ensure that there is always a good supply of tissues in classrooms</li> <li>- 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</li> </ul> </li> </ul>	SLT  NM / SM  SM / Site Team

				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"> <li>Practice must be consistent with the <b>Site Cleaning Schedule (COVID-19)</b> and <a href="#">COVID-19: cleaning in non-healthcare settings</a>, to include:</li> <li>Ensure that all cleaning substances are risk assessed – following COSHH guidance.</li> <li>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.</li> <li>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.</li> <li>Ensure that each workstations, including keyboard and mouse, in ICT suites, are cleaned each day.</li> <li>Ensure that toilets are cleaned immediately after the break and lunch periods and at the end/beginning of the day.</li> <li>Ensure that food serving points are cleaned thoroughly immediately after break and lunch periods.</li> </ul>	<p>SM / Cleaning Staff</p> <p>SM / Cleaning Staff</p> <p>SM / Cleaning Staff</p> <p>SM / Cleaning Staff</p> <p>SM / Cleaning Staff</p> <p>SM / Cleaning Staff</p> <p>SM / Cleaning Staff</p>

			<ul style="list-style-type: none"> <li>• Ensure that there is a suitable designated area for the disposal of dirty water.</li> <li>• 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).</li> <li>• Establish how the school can be confident that there are sufficient cleaning supplies.</li> <li>• Ensure effective waste management, including where PPE has been used (as detailed in the <b>COVID-19 Infection Control Policy</b>).</li> <li>• Monitor compliance / standards.</li> </ul> <p>STAFF:</p> <ul style="list-style-type: none"> <li>• Classrooms, the library, office spaces, the reception desk and the first aid bay are cleaned by the cleaning contractors, taking into account high incidence touch surfaces and multiple users, and consistent with the Site <b>Cleaning Schedule (COVID-19)</b> and <a href="#">COVID-19: cleaning in non-healthcare settings</a>).</li> </ul>	<p>SM / Cleaning Staff</p> <p>SM / Cleaning Staff</p> <p>SM / Cleaning Staff</p> <p>SM / Site Staff</p> <p>SM / SLT</p> <p>SM / Cleaning Staff</p>
		<p>Keep occupied spaces well ventilated.</p> <p>[To increase ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> <li>- opening high level windows</li> <li>- increasing ventilation when rooms are unoccupied</li> </ul>	<ul style="list-style-type: none"> <li>• 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.]</li> <li>• Maximise ventilation by opening windows in communal areas (including classrooms in use and shared offices (where used)).</li> </ul> <p>[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</p>	<p>SLT</p> <p>SLT / SM</p>

		<ul style="list-style-type: none"> <li>- allowing extra clothing to be worn</li> <li>- rearranging furniture to avoid direct draughts. Use heating, as necessary, to maintain comfort.]</li> </ul>		<p>of heating can be used. In more extreme circumstances, alternative solutions will need to be found.]</p> <ul style="list-style-type: none"> <li>• Ensure adequate ventilation in toilet areas.</li> </ul>	SM
		Establish and agree PPE requirements and usage		<p>FIRST AID TEAM:</p> <ul style="list-style-type: none"> <li>• Review medical care plans and put PPE provision in place (with training). Ensure that the <b>COVID-19 Infection Control Policy</b> and Government advice is followed carefully.</li> <li>• Provide training for first aid staff.</li> <li>• 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</li> </ul>	<p>SM / First Aiders</p> <p>SM NM / SM</p>
		Ensure that students are very clear on expected behaviour in relation to Covid-19 arrangements and that staff apply protocols and procedures consistently.		<p>STAFF AND STUDENTS:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>DT / NM / SLT / All</p> <p>JH / NM / SLT</p>

		Control the use of shared school resources.		<b>STAFF AND STUDENTS:</b> <ul style="list-style-type: none"> <li>• Ensure that students and staff use their own pens, pencils and other regularly used equipment</li> <li>• Where classroom-based resources are used, ensure that they are cleaned regularly.</li> <li>• Although students and teachers can take books home, unnecessary sharing should be avoided and hands should be cleaned thoroughly.</li> </ul>	SLT / Teachers SLT / Teachers SLT / Teachers
	M	Ensure that students (and especially vulnerable students) are well supported (when in school and when working remotely).	L	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <b>SEND:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <b>STUDENTS WITH MEDICAL CONDITIONS:</b> <ul style="list-style-type: none"> <li>• Work with local authority staff, health professionals and other services to ensure that students with medical conditions are fully supported.</li> </ul>	NM / DT / MB  NM / DT / JH  JH / NM  DT / JH
	M	Take specific measures for certain curriculum areas, where there are specific and/or	L	<b>Performing Arts:</b> <ul style="list-style-type: none"> <li>• Ensure that any singing, wind and brass instrument playing is undertaken in line with the guidance provided by the DCMS for professionals and non-</li> </ul>	DM / CT / JH

		increased challenges and risks		<p>professionals: <a href="#">Working safely during coronavirus (COVID-19): performing arts</a>.</p> <p><b>PE and Sport:</b></p> <ul style="list-style-type: none"> <li>• Prioritise outdoor sports provision, where possible, and use large indoor spaces where it is not, maximising natural ventilation flows (through opening windows and doors).</li> <li>• Pay scrupulous attention to cleaning and hygiene.</li> </ul> <p>[Further guidance is available from: <a href="#">Coronavirus (COVID-19): guidance on grassroot sports for public and sport providers, safe provision and facilities</a>; <a href="#">Sport England</a>; the <a href="#">Association for Physical Education</a>; the <a href="#">Youth Sport Trust</a>; <a href="#">Swim England</a>].</p>	<p>JB / JC</p> <p>JB / JC</p>
Non- clinically vulnerable students and staff: Direct or indirect transmission on transport provided by the school	L	Take proportionate, preventative measures.	VL	<p>STUDENTS;</p> <ul style="list-style-type: none"> <li>• Encourage young people to walk or cycle to school, wherever possible.</li> </ul> <p>DRIVERS:</p> <ul style="list-style-type: none"> <li>• Follow the <b>Transport to and from School Risk Assessment (COVID-19)</b>, to include: <ul style="list-style-type: none"> <li>- Drivers are only deployed when they are free of symptoms and where members of their household are free of symptoms,</li> <li>- Specific hygiene measures are taken for cleaning vehicles thoroughly in between trips</li> <li>- Students queue and board in an orderly manner.</li> <li>- Students use hand sanitiser on boarding.</li> </ul> </li> </ul>	<p>NM / SLT</p> <p>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	L	Supervise separate to the rest of the school population. For students, contact parents to collect from school. [Anyone sent home, due to the onset of COVID-19 symptoms, must self-isolate and follow the guidance, as outlined in <a href="#">COVID-19: guidance for people with COVID-19 and their contacts.</a> ]	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).</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>STAFF:</p> <ul style="list-style-type: none"> <li>Follow the <a href="#">COVID-19 Infection Control Policy</a>, bringing the situation to the attention of a member of SLT.</li> <li>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.</li> </ul> <p>FIRST AID STAFF:</p> <ul style="list-style-type: none"> <li>Procure PPE from local supply chains.</li> <li>Follow the <a href="#">COVID-19 Infection Control Policy</a> and government guidance regarding use of PPE, including: <ul style="list-style-type: none"> <li>Hands are washed thoroughly after any contact. Used PPE equipment is stored for 72 hours before disposal.</li> <li>Separate toilet used, where required. Locked immediately after use and subsequently cleaned thoroughly before further use.</li> <li>Waiting area also cleaned thoroughly immediately after use.</li> <li>Call 999 for emergencies.</li> <li>Ensure that, when parents/carers collect their child from school in these circumstances, the student is</li> </ul> </li> </ul>	<p>SM / First Aiders</p> <p>SJ / NM / SLT SM</p> <p>SM SM / First Aiders / Site Team</p>
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				<p>escorted, by first aider, to their car, or to an agreed place outside the school buildings.</p> <ul style="list-style-type: none"> <li>- With parents' permission, students may walk or cycle home, maintaining social distancing. They should not use public transport.</li> <li>- Ensure that all surfaces, with which the person has made contact, are cleaned and disinfected.</li> <li>-</li> </ul>	
Specific risk that a Clinically Extremely Vulnerable (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"> <li>• 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.</li> <li>• Where students have an EHCP, review their individual risk assessment.</li> </ul>	<p>NM / DT / JH / SJ</p> <p>NM / DT / JH / SJ</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	M	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.]	L	<p>STUDENTS AND THEIR PARENTS/CARERS:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	NM / DT / JH / SJ

Specific risk that a young person, classed as 'clinically vulnerable' (pre-existing medical conditions), contracts the virus, putting them at a higher than usual risk of severe illness	M	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.]	L	<p>STUDENTS / PARENTS:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Where students have an EHCP, review their individual risk assessment.</li> </ul>	<p>NM / DT / JH / SJ</p> <p>JH</p>
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Specific risk that a CEV member of staff contracts the virus, putting them at high risk of severe illness.	M	<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.</p> <p>[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>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.</p>	L	<p>STAFF:</p> <p>[Staff who are identified as clinically extremely vulnerable should follow the published guidance.]</p> <ul style="list-style-type: none"> <li>• Revisit individual risk assessments, using guidance from Staffs CC H&amp;S team.</li> </ul> <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>	NM / SM / SJ
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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"> <li>Revisit individual risk assessments, using guidance from Staffs CC H&amp;S team. Provide support for members of staff who have concerns about returning to the workplace, putting in specific measures (where possible) to address these concerns.</li> </ul>	NM / SM / SJ
Specific risk that a member of staff, classed as 'clinically vulnerable' (age over 70, pregnancy or pre-existing medical conditions), contracts the virus, putting them at a higher than usual risk of severe illness	M	Clinically vulnerable staff continue to attend work. While in school, they should be especially careful to follow the measures in this document to minimise the risks of transmission	L	<p>STAFF:</p> <ul style="list-style-type: none"> <li>Revisit individual risk assessments, using guidance from Staffs CC H&amp;S team. Provide support for members of staff who have concerns about returning to the workplace, putting in specific measures (where possible) to address these concerns. [Black, Asian and minority ethnic staff are included in this group, due to the higher than usual risk of transmission and the associated stress-related impact of the situation]</li> <li>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. Consider adapting duties and/or home-working, as part of the risk assessment process. [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</li> </ul>	<p>NM / SM / SJ</p> <p>NM / SM / SJ</p>

				are placed at greater risk of severe illness if they catch coronavirus (COVID-19).]	
Specific risk that a student, or member of staff, suffers harm, despite the measures that are put in place. This includes mental health issues related to stress and anxiety	M	Take into account the 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	L	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>STAFF:</p> <ul style="list-style-type: none"> <li>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 <a href="#">Education Support Partnership</a>, as a further/alternative source of support and guidance. As appropriate/required, revisit individual risk assessments, using guidance from Staffs CC H&amp;S team.</li> <li>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</li> </ul>	<p>NM / DT / SLT / All</p> <p>JH / NM</p> <p>SM / NM</p> <p>SM / NM / SJ</p>

				home, consider prioritising them for home working. [The duty to protect the mental, as well as physical, health of staff is recognised and the approach outlined above reflects this]	
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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 happens if there is a local outbreak?**

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 extra 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](mailto: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](mailto:n.mason@chaseterraceacademy.staffs.sch.uk) / 07889-650663 and copy in Stuart Jones (as above).

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Stuart Jones; 28 Feb. '22