

Whole School / Site – Covid 19 - protective measures

Applicable to: **Whole School**

→ Specify: **Whole School**

Assessment Date: March 2021 - in conjunction with previous version

Lead Assessor: H Rogers

Persons completing: Hayleigh Rogers

Review Date: Ongoing following PHE and SCC Guidance

Further Action Required?

YES - (Live document)

Responsible Person Key

PJ - Paul Jensen Headteacher

JL - Jez Lord Deputy Headteacher

HR - Hayleigh Rogers SBM

HM / EA Heather Magson / Emma Austin - Residential Managers

All - All those listed on staff list

Sunnydown risk assessment content:

[Awareness of and adherence to policies and procedures](#)

1. [Prevention: Minimise contact with individuals who are unwell with COVID-19 symptoms](#)
2. [Prevention: Where recommended, use of face covering](#)
3. [Prevention: Clean hands thoroughly more often than usual](#)
4. [Prevention: Good respiratory hygiene](#)
5. [Prevention: Enhanced cleaning](#)
6. [Prevention: Minimise contact](#)
7. [Prevention: Keep occupied spaces well ventilated](#)
8. [In specific circumstances: Wear PPE where necessary](#)
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10. [Response to infection: Test and trace](#)
11. [Response to infection: Managing confirmed COVID-19 cases](#)
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15. [Testing](#)
16. [Emergencies](#)
17. [Managing School Transport](#)
18. [Residential/Boarding](#)

Changes and updates made are documented here:

Useful links:

Sent via parentmail	Communication to families re return from March
Previous live risk assessment for reference	Previous whole school risk assessment
Onsite testing	Risk Assessment: for onsite testing

Date of change	Section, page and change
23/02/2021	Face coverings , page 8, face coverings recommended to be worn in classrooms and activities where social distancing cannot be maintained for children aged 11 and over
23/02/2021	Minimise contact , page 17, educational visits are currently not advised.
23/02/2021	Ventilation , page 18, new sections on ventilation.
23/02/2021	Testing , page 20, new guidance on testing in different settings
05.05.2021	Onsite student testing will continue however from Monday 10.05.2021 negative results will not be registered on the Gov website. Positive results will however be published to the Gov website and associated families contacted via phone. All other associated measures in line with a positive LFT will be followed.
14.05.2021	Parent mail sent to families detailing an update of on site expectations. All testing, mask wearing, hand washing and bubbles to remain in place until at least 18th June.
07.06.2021	<i>New guidance states: In response to the transmission of variants of concern, Public Health England (PHE) South East, is advising all close contacts of COVID-19 cases to get a COVID-19 PCR test (ideally 5 days after exposure or day five of isolation) whether or not they have symptoms of coronavirus COVID-19.s after exposure.</i>
11.06.2021	Parentmail sent to families regarding onsite guidance and updated information on 5 days testing for contacts, reminder of symptoms and sharing of how to obtain family testing kits.

Sunnydown		01/03/2021		Date of review: ongoing
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Identify those at risk:	<p>Staff Pupils Agency staff/contractors Visitors</p> <p>Vulnerable groups: Underlying health conditions including clinically extremely vulnerable (CEV) and extremely vulnerable Pregnant workers Over the age of 60</p>	How someone could be harmed:	<p>Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes.</p> <p>Most infected people will develop mild to moderate illness and recover without hospitalisation. In some cases, and if a person has a underlying health conditions, COVID-19 can cause serious ill health.</p>	Assessed by: SLT
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Issued on behalf of the Surrey Recovery Planning Team

	Risk rating prior to action H/M/L	Recommended controls/Mitigation and Protective Measures	In place? Yes/No or N/A	Additional control measures to reduce the risk or the reasons why the recommended standard cannot be met.	Actioned by when and by who?	Risk rating following action H/M/L
Awareness of and adherence to policies and procedures	M	<ul style="list-style-type: none"> Health and Safety Policy has been updated in light of the COVID-19 advice All staff, pupils and volunteers are aware of all relevant policies and procedures including, but not limited to, the following: <ul style="list-style-type: none"> Health and Safety Policy Infection Control Policy 	Y	<p>Regular reminders of staff and student expectations</p> <p>Review of onsite signage in place and refresh areas and increase reminders</p>	HR	M

	<ul style="list-style-type: none"> - First Aid Policy ● All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 - The Health Protection (Notification) Regulations 2010 - Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' - DfE and PHE (2020) 'COVID-19: guidance for educational settings' ● The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. ● The school keeps up-to-date with advice issued by, but not limited to, the following: <ul style="list-style-type: none"> - DfE; NHS; Department of Health and Social Care; PHE ● Staff are made aware of the school's infection control procedures in relation to coronavirus. ● Parents are made aware of the school's infection control procedures in relation to coronavirus via letter and social media – they are informed that they must not send their child to school if they have <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in the last 10 days, or if another household member develops coronavirus symptoms. In both these circumstances the parents/carers should call the school to inform the school of this and that they will be following the national <u>Stay at Home</u> guidance. 		<p>regarding new face covering expectations.</p>		
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		<ul style="list-style-type: none"> • Pupils are made aware of the school's infection control procedures in relation to coronavirus and are informed that they must tell a member of staff if they begin to feel unwell. • Staff and pupils are made aware of the process for removing face coverings when pupils and staff who use them arrive at school, and this is communicated clearly to parents and staff. • The Staff and Volunteer Confidentiality Policy and Pupil Confidentiality Policy are followed at all times – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus. 				
<p>Prevention</p> <p>1. Minimise contact with individuals who are unwell with COVID-19 symptoms</p>	M	<ul style="list-style-type: none"> • Staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and anyone developing those symptoms during the school day is sent home. • If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they are sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms. • If a child is awaiting collection, they are moved, where possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the 	Y	The First floor exam area will be used as the designated isolation area if required.	ALL	L

		<p>child, with appropriate adult supervision if required. A window should be opened for ventilation. If it is not possible to isolate them, they are moved to an area which is at least 2 metres away from other people.</p> <ul style="list-style-type: none"> • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. • Everyone will wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. • PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance. • In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. • Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic 				
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		<p>person subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace.</p> <ul style="list-style-type: none"> • The Infection Control Policy and <u>Cleaning in non-healthcare settings</u> guidance to be followed to clean the area. • Any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the Administering Medications Policy • Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and <u>Cleaning in non-healthcare settings</u> guidance 				
<p>Prevention</p> <p>2. Where recommended, use of face covering</p>	M	<ul style="list-style-type: none"> • Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises. <p>In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <ul style="list-style-type: none"> • Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. 	Y	<p>Face coverings Face shields Additional sanitizer Sunflower lanyards for those exempt</p> <p>The above can be obtained from the SBM where required</p>	ALL	L

		<ul style="list-style-type: none"> • Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. 				
<p>Prevention</p> <p>3. Clean hands thoroughly more often than usual</p>	M	<ul style="list-style-type: none"> • Special settings will support pupils to clean their hands regularly, including when they arrive at the setting, when they return from breaks, when they change rooms and before and after eating. • Special education settings will consider what frequency of hand washing is best for which pupils and staff and incorporate time for this in timetables or lesson plans. • Supervision of hand sanitiser use will take place due to risk around ingestion. Younger pupils and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. • The school will build hand washing routines into school culture, supported by behaviour expectations set out in the school Behaviour Policy. • Pupils arriving at school wearing a face covering are instructed not to touch the front of their face covering during use or when removing them. They immediately wash their hands-on arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they take home with them, and then wash their hands again before heading to their classroom. Guidance on <u>safe working in education, childcare and children's social care</u> provides more advice. • Sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitisers in classrooms and other learning environments. 	Y	All bubbles have allocated facilities for handwashing. Sanitiser is available in all classrooms and areas around the school site	ALL	L

<p>Prevention</p> <p>4. Good respiratory hygiene</p>	M	<ul style="list-style-type: none"> • 'Catch it, bin it, kill it' approach continues to be very important, suitable number of tissues and bins available in the school to support pupils and staff to follow this routine. • Younger pupils and those with complex needs are helped to follow this. • DFE guidance to be followed on the <u>use of face coverings in education</u> and clear instructions are provided to staff, children and young people on <u>how to put on, remove, store and dispose of face coverings</u>. 	Y		ALL	L
<p>Prevention</p> <p>5. Enhanced cleaning</p>	M	<ul style="list-style-type: none"> • Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters are cleaned more regularly than normal. • More frequent cleaning of rooms and shared areas that are used by different groups • Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it • Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) are removed. • The <u>COVID-19: cleaning of non-healthcare settings guidance</u> is followed. • Outdoor playground equipment should be cleaned more frequently. This includes resources used inside and outside by wrap around care providers as set out in the School Lettings Policy/Contract. • Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line <u>with the Infection Control Policy and Cleaning in non-healthcare settings guidance</u> 	Y		ALL / SBM	L

		<ul style="list-style-type: none"> • Cleaners are employed by the school to carry out daily, thorough cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy. • The SBM arranges enhanced cleaning to be undertaken where required – advice about enhanced cleaning protocols is sought from the local health team. Schools short of cleaning product supplies, should email DfE-CovidEnquiries.COMMERCIAL@education.gov.uk • The SBM monitors the cleaning standards of school cleaning contractors and discusses any additional measures required with regards to managing the spread of coronavirus. 				
<p>Prevention</p> <p>6. Minimise contact</p>	M	<ul style="list-style-type: none"> • The number of contacts between pupils and staff is reduced. This is achieved through keeping groups separate (in 'Bubbles') and through maintaining distance between individuals. The balance between the Bubbles and social distancing is based on: <ul style="list-style-type: none"> o Pupils ability to distance; o The layout of the school site; o The feasibility of keeping distinct groups separate while offering a broad curriculum <p>More information on groups can be found in COVID-19: Guidance for full opening</p> <ul style="list-style-type: none"> • Maintaining distance or forming bubbles could be particularly difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the pupils attending. However, the average number of pupils attending a special school or SPI is much lower than the average number in a mainstream school, and this in itself, will help to limit the number of contacts for any individual. 	Y	<p>Bubble areas :</p> <ul style="list-style-type: none"> • Students are allocated classrooms, desks where they remain. <p>7D - G1 7T - G4 8C - F4 8M - F1 9J - F2 9P - F3 10M - G3 (Also used for Pathway 2) 10W - G2 (Also used for Pathway 1)</p>	ALL	L

	<ul style="list-style-type: none"> ● Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. This is not always possible, particularly when working with children and young people with complex needs, or those who need close contact care. Educational and care support should be provided for these pupils as normal, with other increased hygiene protocols in place to minimise risk of transmission ● Settings will assess their circumstances and look to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists. ● If staff or pupils cannot maintain distancing, particularly with younger pupils, the risk is reduced by keeping pupils in smaller class sized groups. ● All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. ● Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Supply teachers, peripatetic teachers or other temporary staff can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. ● Adults to avoid close face to face contact and minimise time spent within 1 metre of anyone. 		<p>11C - Meeting Room 2 (Above dining hall - Also used for Pathway 2)</p> <p>11D - Meeting Room 1 (Above Junior common room - Also used for Pathway 1)</p> <ul style="list-style-type: none"> ● Each year group has and allocated toilet area. ● Breaktime areas: Year 7 - Tennis court - mural end Year 8 - Fire Assembly area and outside DT Year 9 - Cherry tree and area outside of Art Year 10 - Tennis court - Forest view end Year 11 - Junior Common Room and the area just outside ● Lunch is served over three sittings 		
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	<ul style="list-style-type: none"> ● Older pupils with less complex needs should be supported to maintain distance and not touch staff and their peers. ● Classrooms and other learning environments are organised to maintain space between seats and desks where possible. ● Pupils are seated side by side and facing forwards, rather than face to face or side on. ● Large gatherings such as assemblies are avoided, and groups kept apart. ● The timetable is revised to implement where possible: <ul style="list-style-type: none"> ○ Plan for lessons or activities which keep groups apart and movement around the school site to a minimum; ○ Maximise the number of lessons or classroom activities which could take place outdoors; ○ Staggered assembly groups; ○ Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time; ○ Drop-off and collection times are staggered and communicated to parents; ○ Parents' drop-off and pick-up protocols are planned and communicated so that they minimise adult to adult contact Pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. And are seated at the same desk; ● Mixing within education or childcare setting is minimised by: 		<p>from 12pm with allocated bubble areas and seating plan.</p>		
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		<ul style="list-style-type: none"> o accessing rooms directly from outside where possible; o considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors; o staggering lunch breaks and pupils clean their hands beforehand and enter in the groups they are already in or pupils are brought their lunch in their classrooms; o The number of pupils using the toilet at any one time is limited; <ul style="list-style-type: none"> • The use of shared space such as halls is limited and there is cleaning between use by different groups; • The use of staff rooms and offices is staggered to limit occupancy. • Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school's arrangements and follow site guidance on physical distancing and hygiene on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors. • Classroom based resources, such as books and games, are used and shared within the Bubble; these are cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or Bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between Bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different Bubbles; • Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, 				
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		<p>hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing is avoided. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources.</p> <ul style="list-style-type: none"> ● Staff and pupils have their own individual and very frequently used equipment, such as pencils and pens, these are not shared; ● Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between use by different groups. Contact sport to be avoided. Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels of cleaning and hygiene. <u>COVID-19: Guidance on phased return of sport and recreations.</u> External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following guidance: <ul style="list-style-type: none"> ○ <u>guidance on the phased return of sport and recreation</u> and guidance from <u>Sport England</u> for grassroot sport ○ advice from organisations such as the <u>Association for Physical Education</u> and the <u>Youth Sport Trust</u> ○ guidance from Swim England on school swimming and water safety lessons available at <u>returning to pools guidance documents</u> ○ <u>using changing rooms safely</u> <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such</p>				
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		<p>arrangements can operate within their wider protective measures.</p> <p>Indoor swimming pools, used by settings for education and training, including hydrotherapy pools used for physical therapy, can continue to be used.</p> <ul style="list-style-type: none"> ● Singing, wind and brass instrument playing can be undertaken in line with the Music, Dance and drama in schools section in the <u>full opening guidance</u> and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at <u>working safely during coronavirus (COVID-19): performing arts</u>. Further information on music teaching in schools is available in the <u>COVID-19 – guidance for full opening special schools</u>. ● Where schools are unable to put on live performances to parents, they may wish to consider alternatives such as the use of live streaming and recording, subject to the usual safeguarding considerations and parental permission. ● Schools in other local restriction tier areas planning an indoor or outdoor performance in front of an audience should follow the latest advice in the <u>DCMS performing arts guidance</u>, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events. ● Some pupils with EHC plans will need preparation for their return to full provision. Visits to the setting, social stories, and any other approaches that settings may be introduced to support their return. ● The current advice is against domestic (UK) overnight and overseas educational visits at this stage see <u>coronavirus: travel guidance for educational settings</u>. 				
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		<ul style="list-style-type: none"> • Educational visits are currently advised against. This advice will be kept under review. • Schools should consult the <u>health and safety guidance on educational visits</u> when considering visits. • Once the school is in operation, it is important to ensure good ventilation and maximising this wherever possible, for example, opening windows and propping open doors, as long as they are not fire doors, where safe to do so (bearing in mind safeguarding in particular). Advice on this can be found in Health and Safety Executive guidance on <u>air conditioning and ventilation during the coronavirus outbreak</u>. • Schools should work closely with any external wraparound providers which their children and young people may use, to ensure that as far as possible they can be kept in a group with others from the same bubble they are in during the school day. Where it is not possible, or it is impractical, to group children in the same bubbles as they are in during the school day, schools and external providers may need to group children with others from outside their school day bubble and / or from a different school. This may happen, for example, if only one or two children are attending wraparound provision from the same school day bubble and / or where multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible. • Settings should also read the <u>local restriction tiers guidance</u> to find out what tier their area is in and the additional restrictions that apply. Currently, schools can continue to offer all before and after-school educational activities and wraparound childcare in all local restriction tiers. 				
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<p>Prevention</p> <p>7. Keep occupied spaces well ventilated</p>	M	<ul style="list-style-type: none"> • Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. When the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. These can be achieved by a variety of measures including: <ul style="list-style-type: none"> o mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply o natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air o natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) The <u>Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak</u> and <u>CIBSE coronavirus (COVID-19) advice</u> provides more information. o To balance the need for increased ventilation while maintaining a comfortable temperature, consider: o opening high level windows in colder weather in preference to low level to reduce draughts 	Y		ALL	L

		<ul style="list-style-type: none"> o increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) o providing flexibility to allow additional, suitable indoor clothing o rearranging furniture where possible to avoid direct draughts • Heating to be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. 				
<p>In specific circumstances</p> <p>8. Where necessary, wear PPE</p>	M	<ul style="list-style-type: none"> • The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> o where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • When working with pupils who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn. • Read the guidance on <u>safe working in education, childcare and children's social care</u> for more information about preventing and controlling infection and follow <u>SCC PPE guidance</u> 	Y		ALL	L
<p>In specific circumstances</p> <p>9. Promote and engage in asymptomatic testing, where available</p>	M	<ul style="list-style-type: none"> • Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings: <ul style="list-style-type: none"> o <u>Specialist settings</u> 	Y	Link to Onsite testing R/A	ALL	L

<p>Response to infection</p> <p>10. Test and trace</p>	M	<ul style="list-style-type: none"> ● NHS Test and Trace process to be followed and understand how to contact their local <u>Public Health England health protection team</u>. Staff members and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> ○ <u>book a test</u> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All pupils can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit ○ provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace ○ <u>self-isolate</u> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) ● Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <u>testing and tracing for coronavirus</u> website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. ● A small number of home testing kits available to be given directly to parents/carers collecting a child who has developed symptoms at school or staff who have developed symptoms at schools, where providing a test will increase the likelihood of them getting tested. ● The school will ask parents and staff to inform them immediately of the result of the test: 	Y		ALL	M
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		<ul style="list-style-type: none"> o If someone tests negative, if they feel well and no longer have symptoms similar to COVID-19 they can stop self-isolating. o If someone test positive they should follow the <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. Other members of their household should continue self-isolating for the full 10 days. 				
Response to infection 11. Managing confirmed COVID-19 cases	M	<ul style="list-style-type: none"> ● Flowchart school response to suspected or confirmed COVID-19 cases to be followed for suspected or confirmed cases. ● Schools should contact the DfE Helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice. If, following triage, further expert advice is required the adviser will escalate the school's call to the local health protection team. The health protection team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace. ● The health protection team will provide guidance to support a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious and ensure they are asked to self-isolate. 	Y		SBM	M

		<ul style="list-style-type: none"> ● Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means: <ul style="list-style-type: none"> ○ Direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) ○ Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual ○ Travelling in a small vehicle, like a car, with an infected person ● The health protection team will provide definitive advice on who must be sent home. To support this records of pupils and staff in each group and any close contact that takes place between pupils and staff in different groups to be kept. This does not need to include every interaction a member of staff or pupil has. ● Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>. They should get a test, and: <ul style="list-style-type: none"> ○ if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for 				
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		<p>coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</p> <ul style="list-style-type: none"> o if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u> ● Evidence should not request of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation ● In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice. 				
<p>Response to infection</p> <p>12. Contain any outbreaks</p>	M	<ul style="list-style-type: none"> ● If two or more cases are confirmed within 10 days or an overall rise in sickness absence where COVID-19 is suspected, there may be an outbreak and the local health protection will advise on any additional action required. 	Y		SLT	L

		<ul style="list-style-type: none"> Follow local health protection advice, this may include a larger number of other pupils self-isolate at home as a precaution. In consultations with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who tested positive. Remote education plan in place by the end of September 2020 for individual pupils or groups of pupils self-isolating. Some pupils with SEND may not be able to access remote education without adult support; settings to work with families to deliver a broad and ambitious curriculum 				
Attendance	L	<ul style="list-style-type: none"> The advice for pupils in local restriction tiers 1 to 3 who remain in the clinically extremely vulnerable group is that they should continue to attend school unless they are one of the very small number of pupils or students under paediatric or NHS care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend an education setting. Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school in all local restriction tiers. 	Y		INFO	L
Workforce	M	Clinically extremely vulnerable (CEV)	Y		SLT	L

	<ul style="list-style-type: none">• Clinically extremely vulnerable people should not go to the workplace if they live or work in areas where shielding advice is active. <p>Pregnant women</p> <ul style="list-style-type: none">• Pregnant women are considered 'clinically vulnerable' or in some cases 'clinically extremely vulnerable' to coronavirus (COVID-19) and therefore require special consideration as set out in the <u>guidance for pregnant employees</u>. Employers should carry out a risk assessment to follow the Management of Health and Safety at Work Regulations 1999 (MHSW). Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment.• Women who are 28 weeks pregnant and beyond, or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from COVID-19 at any gestation, should take a more precautionary approach. Employers should ensure pregnant women are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield). <p>Clinically vulnerable</p> <ul style="list-style-type: none">• Clinically vulnerable staff can continue to attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.				
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		<ul style="list-style-type: none"> • This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents. • People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor 				
Testing	M	<ul style="list-style-type: none"> • Lateral flow device (LFD) tests are better at identifying people who are the most infectious, and so they act as an additional part of the armoury to reduce the risk of virus circulating in your school by finding people without symptoms who are carrying more virus. It is very important that you continue with all the protective measures you have put in place to reduce the risk of transmission at school. Information for testing can be found at Mass asymptomatic testing in specialist settings - GOV.UK (www.gov.uk) 	Y		Testing operatives/SBM	L
Emergencies	L	<ul style="list-style-type: none"> • All pupil emergency contact details are up-to-date, including alternative emergency contact details, where required. • Parents are contacted as soon as practicable in the event of an emergency. • Pupil alternative contacts are called where their primary emergency contact cannot be contacted. 	Y		SLT	L

		<ul style="list-style-type: none"> • The school has an up-to-date First Aid Policy in place which outlines the management of medical emergencies – medical emergencies are managed in line with this policy. • 				
Managing School Transport	M	<ul style="list-style-type: none"> • Parents and pupils are encouraged to walk or cycle to their education setting where possible. • Parents and pupils are discouraged from using public transport, where possible particularly during peak times. • For more information on home to school transport, please refer to COVID-19 Schools recovery phase - Surrey County Council (surreycc.gov.uk) • Where possible, transport arrangements are organised to cater for any changes to start and finish times. • Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus. • Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers. • Revised travel plans are communicated clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times). • 	Y		SLT	L
Residential/Boarding	L	<ul style="list-style-type: none"> • All care staff continue to undertake individual risk assessments, activity risk assessments, placement plans and Covid specific individual Risk assessments. • For information on how to care for a symptomatic child while protecting the welfare of other pupils and staff, read the guidance on isolation for residential educational settings. 	Y	Monday 8th March (the week of) - No boarding <ul style="list-style-type: none"> • Monday 15th March (the week of) No boarding • Monday 22nd March (the week of) some 	Care	L

				students will be offered M/T/W (3 nights) boarding • Monday 29th March (the week of) the remainder of students will be offered M/T/W (3 nights) boarding		

This risk assessment has been agreed by the following:

Name	Date	Designation	Organisation	Signature