



# COVID19: Risk assessment for management during pandemic

<b>School:</b> Rye College and Community Primary School		
<b>Assessment conducted by:</b> Barry Blakelock	<b>Job title:</b> Executive Head	<b>Covered by this assessment:</b> Young people, families, colleagues, visitors, buildings and resources
<b>Date of assessment:</b> 5 <sup>th</sup> January 2022	<b>Date of next review:</b> 26 <sup>th</sup> January 2022	<b>Review cycle:</b> In line with UK GOV updates (expiry of Plan B regulations)

Related documents
<p><b>OPERATIONAL IMPLEMENTATION: Academy Action Plan</b></p> <p>Business Continuity Plan, COSHH Policy, Health and Safety Procedures, First Aid Policy, Supporting Pupils with Medical Conditions Policy, Administering Medication Policy, Fire and Evacuation Policy, Behaviour Management Policy, Child Protection Policy, Online Safety Policy, Employee Code of Conduct, Security Policy, Shadow Leadership Structure</p>

Risk rating		Likelihood of occurrence		
		Probable (3)	Possible (2)	Remote (1)
Likely impact	<b>Major (3)</b> Causes major physical injury, harm or ill-health.	Very High (9)	High (6)	Medium (3)
	<b>Severe (2)</b> Causes physical injury or illness requiring first aid.	High (6)	Medium (4)	Low (2)
	<b>Minor (1)</b> Causes physical or emotional discomfort.	Medium (3)	Low (2)	Very Low (1)

**This risk assessment was updated on 5<sup>th</sup> January 2022. It is reviewed as guidance is updated by [UK Government](#).**

**All colleagues have a duty to be familiar with the latest relevant guidance from [Department for Education](#) as referenced in this document.**



## **COVID19 Response Protocol**

In managing positive cases of coronavirus amongst colleagues and young people, refer to the [Outbreak Pack](#) issued by the **Health Security Agency**.

### **Department for Education**

DfE helpline remains open for schools if they require advice about undertaking risk assessments. However, if an education setting is comfortable managing their own cases and feel that they do not need to call the helpline for support then it is not mandatory to do so. Further support can be accessed at 0800 046 8687 or [dfc.coronavirushelpline@education.gov.uk](mailto:dfc.coronavirushelpline@education.gov.uk).

### **Local Health protection Team**

There is no routine requirement to report cases or related situations to your local HPT. If you think you have an outbreak meeting the escalation criteria and require support contact the DfE helpline in the first instance. Contact the local HPT in case of hospitalisation, media interest or death.

### **Local Authority**

Schools should report cases to the Local Authority using [Google Forms](#). The form should be completed weekly or when there is a change in the data, but no more than daily. Further support can be accessed at [covid19.schoolsinformation@eastsussex.gov.uk](mailto:covid19.schoolsinformation@eastsussex.gov.uk).

If schools reach a position where, because of staffing issues, they have to restrict face-to-face learning for whole year groups or classes this should be reported to [covid19.schoolsinformation@eastsussex.gov.uk](mailto:covid19.schoolsinformation@eastsussex.gov.uk). In these instances, face-to-face learning must remain in place for all vulnerable and critical worker children.

The [Emergency School Closure](#) system should be used to report any emergency full closure of a school (e.g. due to a burst water pipe/no heating etc.) when this results in no pupils being able to access the school site for a limited period.

### **Thresholds**

*These thresholds can be used by settings as an indication for when to seek public health advice, if they are concerned. For most education and childcare settings, whichever of these thresholds is reached first:*

- *5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or*
- *10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period.*

*At the point of reaching a threshold, review and reinforce the testing, hygiene and ventilation measures already in place and consider:*

- *whether any activities could take place outdoors, including exercise, assemblies, or classes;*
- *ways to improve ventilation indoors, where this would not significantly impact thermal comfort;*
- *one-off enhanced cleaning focussing on touch points and any shared equipment.*

*In secondary schools, cases identified in the test-on-return period should not trigger extra measures or escalation to the DfE helpline.*



Area of risk, those affected	Risk before	Control measures	Lead	Last review	Additional considerations	Risk after
<p>(1) Lack of awareness of policies, procedures and protocols.</p> <p>All members of the school community</p>	<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• <b>Colleagues, families, volunteers and visitors</b> have access to <a href="#">Academy Action Plan</a>.</li> <li>• <b>Colleagues, families, volunteers and visitors</b> are aware of all relevant policies and procedures including, but not limited to, the following:               <ul style="list-style-type: none"> <li>○ <a href="#">Business Continuity Plan</a>, <a href="#">COSHH Policy</a>, <a href="#">Health and Safety Procedures</a>, <a href="#">First Aid Policy</a>, <a href="#">Supporting Pupils with Medical Conditions Policy</a>, <a href="#">Administering Medication Policy</a>, <a href="#">Behaviour Management Policy</a>, <a href="#">Trust Employee Handbook</a>.</li> </ul> </li> <li>• <b>Colleagues</b> have regard to all relevant guidance and legislation including, but not limited to, the following:               <ul style="list-style-type: none"> <li>○ <a href="#">Reporting Injuries, Diseases, Dangerous Occurrences Regulations (RIDDOR) 2013</a></li> <li>○ <a href="#">Health Protection (Notification) Regulations 2010</a></li> <li>○ <a href="#">Public Health England (PHE) (2017) 'Health protection in schools'</a></li> <li>○ <a href="#">DfE (2022) 'COVID19: guidance for schools'</a></li> </ul> </li> <li>• <b>Leaders</b> keep up-to-date with advice issued by, but not limited to, the following:               <ul style="list-style-type: none"> <li>○ <a href="#">Department for Education</a></li> <li>○ <a href="#">National Health Service</a></li> <li>○ <a href="#">Department of Health and Social Care</a></li> <li>○ <a href="#">Public Health England</a></li> <li>○ <a href="#">East Sussex Health Protection Team (HPT)</a></li> </ul> </li> <li>• <b>Colleagues</b> receive regular training on updated policies, procedures and protocols. COVID19 standing item on weekly staff and leader meetings.</li> <li>• <b>Personnel Officer</b> arranges 'structured conversations' and individual risk assessments for colleagues to actively engage with the whole-school risk assessment.</li> <li>• <b>Leaders</b> should revisit and update their risk assessments building on the learning so far in line with the legal requirement.</li> <li>• <b>Leaders</b> should review and update their wider risk assessments and consider the need for revised controls considering the implications of COVID19.</li> </ul>	<p>BBL</p>	<p>5/JAN</p>	<p><b>Senior leaders</b> are up-to-date with the most recent planning guidance and information on controlling the rate of transmission:  <a href="#">DFE: Schools coronavirus (COVID19) operational guidance</a></p> <p><b>Senior leaders</b> are up-to-date with the most recent planning guidance and information from the trust and local authority. Trust guidance takes priority for operational matters; local authority guidance takes priority for public health matters.</p> <p><b>Heads</b> maintain on-going dialogue with trust and local authority engaging with updates and message boards etc.</p> <p><b>Families</b> refer to guidance [<a href="#">DFE: What parents need to know about early years providers, schools and colleges</a>].</p> <p><b>Leaders</b> ensure website, display screens, email signatures reflect current campaign [<a href="#">PHE Campaign Resource Centre</a>].</p> <p>Keep risk assessments under regular review in line with government guidance. Government recommends sharing risk assessments online through the school's website as good practice.</p> <p>Continue routine updates to the school's staffing audit as situations may change. Consider the impact on statutory roles e.g. headteacher, SENCO, DSL, first aiders, paediatric first aider.</p>	<p><b>L</b></p>



<p>(2) Potential transmission to clinically vulnerable colleagues and young people.</p> <p>All members of the school community</p> <p>Guidance is available in the <a href="#">DFE: Schools coronavirus (COVID19) operational guidance</a></p>	H	<p><b>Leaders</b> ensure there is an understanding that:</p> <ul style="list-style-type: none"> <li>The UK Clinical Review Panel has recommended that no children and young people under the age of 18 should be considered CEV and under-18s should be removed from the Shielded Patient List. The chief executive of the UK Health Security Agency and head of NHS Test and Trace has written to parents of these children to inform them;</li> <li>Children and young people previously considered CEV should attend school and should follow the same COVID-19 guidance as the rest of the population. However, if advised to isolate or reduce their social contact by their specialist, due to the nature of their medical condition or treatment, rather than because of the pandemic, they should continue to follow the advice of their specialist.</li> </ul> <p>Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the <a href="#">guidance on protecting people who are CEV from COVID-19</a>.</p> <p><b>Personnel Advisor</b> conduct an Individual Risk Assessment to help identify any additional action that needs to be taken to mitigate risks for any CEV members of staff.</p> <p><b>Leaders</b> work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies relevant to the school community <a href="#">PHE review of the impact of Covid-19 on BAME groups</a>.</p> <p>The school will continue to assess the health and safety risks to staff and meet their equality duties as per their local procedures.</p> <p><b>Leaders</b> should pay regard to the wellbeing of all staff including the headteacher.</p> <p>The school should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process</p>	KMA DDO	5/JAN	<p>Unless they are CEV, encourage parents/carers and staff to follow the <a href="#">guidance that applies to everyone</a>.</p> <p>While members of these groups are no longer required to shield, the school should appreciate arrangements being made for them to reduce their face-to-face contact during periods of high viral prevalence.</p> <p><a href="#">DFE: Health and safety advice for schools</a></p>	M
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<p>(3) Risk of ongoing contamination from young people and colleagues.</p> <p>All members of the school community</p>	<p><b>H</b></p>	<p>Office workers who can work from home should do so from Monday, 13<sup>th</sup> December. Anyone who cannot work from home should continue to go into work – for example, to access equipment necessary for their role or where their role must be completed in-person.</p> <p>Teaching and learning should not be moved online as a result of the work from home guidance.</p> <p>It is no longer necessary to keep pupils in consistent groups or ‘bubbles’. Assemblies can resume and there is no longer a need to make alternative arrangements to avoid mixing at lunch. Music and PE lessons can continue as normal. However, schools should ensure that control measures are in place and well communicated:</p> <p><b>Hand hygiene:</b> Frequent and thorough hand cleaning is regular practice. The school ensures that pupils clean their hands regularly with soap and water or hand sanitiser.</p> <p>Ensure sufficient and proportionate handwashing supplies and cleaning materials are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments.</p> <p><b>Respiratory hygiene:</b> The ‘catch it, bin it, kill it’ approach continues to be adhered to in school.</p> <p><b>Cleaning:</b> Areas and equipment are cleaned regularly with a particular focus on frequently touched surfaces.</p> <p>The school follows the government guidance on <a href="#">cleaning of non-healthcare settings</a>.</p> <p><b>Ventilation:</b> The school will be well ventilated with windows and doors opened to create airflow.</p> <p>CO2 monitors will be provided to all state-funded education settings from September, so colleagues can quickly identify where ventilation needs to be improved. Further information will be issued as monitors are rolled out.</p> <p>Any poorly ventilated spaces will be identified in the risk assessment and steps taken to improve fresh air low in these areas, giving particular consideration to when holding events where visitors such as parents are on site.</p> <p>Adjust any mechanical ventilation systems to increase the ventilation rate where possible and check to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</p>	<p>BBL DDO KMA</p>	<p>5/JAN</p>	<p>All secondary pupils will be offered one on-site lateral flow device test on their return in the spring term.</p> <p>The government has said that 7,000 air cleaning units will be provided to early years settings, schools and colleges, in an attempt to improve ventilation in teaching spaces. Schools will have to prove they are eligible for the units. All state schools can apply for these units if they meet the criteria. The eligibility criteria and how to apply can be found <a href="#">here</a>.</p>	<p><b>M</b></p>
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	<p>to follow the advice set out in the Sunday 12<sup>th</sup> December press release. This approach should also be adopted over the winter break and on return in January.</p> <p>From 11 January, people who receive positive lateral flow device (LFD) test results for coronavirus (COVID-19) will be required to self-isolate immediately and won't be required to take a confirmatory PCR test. Whilst levels of COVID-19 are high, the vast majority of people with positive LFD results can be confident that they have COVID-19. Anyone who develops 1 of the 3 main COVID-19 symptoms should stay at home and self-isolate and take a PCR test. They must self-isolate if they get a positive test result, even if they have had a recent negative lateral flow test – these rules have not changed.</p> <p>Under this new approach, anyone who receives a positive LFD test result should report their result on GOV.UK and must self-isolate immediately but will not need to take a follow-up PCR test.</p> <p>After reporting a positive LFD test result, they will be contacted by NHS Test and Trace so that their contacts can be traced and must continue to self-isolate. In the case of someone receiving a positive PCR test result they must self-isolate for 7 days. If the PCR test is negative, they no longer need to self-isolate but should continue to carry out the remainder of the daily tests, and only need to isolate if it is positive.</p> <p>In the case of a positive PCR test, individuals may now take rapid lateral flow tests on day six and day seven of their self-isolation period. If those test results are negative, they no longer have to complete 10 full days of self-isolation.</p> <p>Further actions for educational settings may be advised by a local Incident Management Team (IMT) investigating a suspected or confirmed case of COVID-19.</p> <p>Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.</p> <p>The DfE have recently asked all secondary schools to provide an on-site test for pupils on return in January to boost participation and help reduce transmission after a period of mixing over the holidays.</p> <p>For those in settings closing over Christmas, all staff and students should test over the holidays in line with national guidance. This means that they should test if they will be in a high-risk situation that day and before visiting people who are at higher risk of severe illness if they get COVID-19.</p> <p>Communicate to parents that staff and pupils with a positive LFD test result should self-isolate in line with the <a href="#">stay at home guidance for households with possible or</a></p>				
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		<p><a href="#">confirmed coronavirus (COVID-19) infection</a>. They will also need to <a href="#">get a free PCR test to check if they have COVID-19</a>.</p> <p>Whilst awaiting the PCR result, the individual should continue to self-isolate. Additional information on <a href="#">PCR test kits for schools and further education providers</a> is available.</p> <p>The school will maintain its capacity to deliver high-quality remote education for the next academic year, for pupils who are of compulsory school age and pupils who are below compulsory school age but who would usually be taught in a class with compulsory school aged children (most commonly in a reception class), including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school. Schools should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education. Full expectations for remote education, support and resources can be found on this link: <a href="#">get-help-with-remote-education.education.gov.uk</a></p> <p>The school will consider combining class groups to ensure pupils remain in school during periods of high teacher absence due to Covid. The Department for Education has also told schools that, where there is a need for remote education, live streaming lessons is the "preferred method".</p> <p>Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. The school will access useful links and sources of support on <a href="#">promoting and supporting mental health and wellbeing in schools</a>.</p> <p>Educational visits can resume with risk assessments in place which include systems of controls at the destination. Check the provider has assessed the risk and implemented appropriate control measures. Any attendance restrictions should be reflected in the visit's risk assessment and leaders should consider carefully if the educational visit is still appropriate and safe. Only students who are attending the setting should go on an educational visit. Education settings should consult the health and safety guidance on educational visits when considering visits.</p> <p>You MUST ensure there is adequate financial protection in place in the event of a COVID-19 cancellation. You MUST consult with your insurers to find out if there are any COVID-19 exceptions.</p> <p>Schools should continue to offer wraparound provision, such as breakfast and after-school clubs, for those children eligible to attend school to help support the children of critical workers.</p>				
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	<p><b>Face coverings:</b> Schools should have a small contingency supply of face masks available. <b>Children of primary school age and early years children should not be advised to wear face coverings.</b></p> <p>Schools should have a process for managing face coverings in school that is clearly communicated.</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use.</p> <p><b>Leaders MUST</b> ensure that school has enough tissues and bins available to support pupils and staff to follow the catch it, kill it bin it approach. Reinforce routines of using a tissue to cough or sneeze and bins for tissue waste.</p> <p>Ensure all the usual building checks are undertaken to make the school safe.</p> <p>Health and Safety, and safeguarding policies and practices kept up to date in line with current DfE guidance.</p> <p>Keep risk assessments under regular review in line with government guidance.</p> <p>Ensure the contingency plan outlines extra action to take if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting. The thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned. For most education and childcare settings, whichever of these thresholds is reached first:</p> <ul style="list-style-type: none"><li>• 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or</li><li>• 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period.</li></ul> <p>At the point of reaching a threshold, review and reinforce the testing, hygiene and ventilation measures already in place and consider:</p> <ul style="list-style-type: none"><li>• whether any activities could take place outdoors, including exercise, assemblies, or classes;</li><li>• ways to improve ventilation indoors, where this would not significantly impact thermal comfort;</li><li>• one-off enhanced cleaning focussing on touch points and any shared equipment.</li></ul> <p>Secondary schools should be aware that cases identified in the test-on-return period should not trigger extra measures or escalation to the DfE helpline.</p>		<p>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2021) and above are educated, it is recommended that face coverings should be worn by pupils, staff and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas. This is a temporary measure. In those schools where pupils in year 7 and above are educated, face coverings should be worn in classrooms. 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. This is a temporary measure. The school will not ordinarily expect teachers to wear a face covering in the classroom if they are at the front of the class, to support education delivery, although the school will be sensitive to the needs of individual teachers. Pupils should also wear a face covering when travelling on public transport and dedicated transport to and from school. It is not advised that pupils and staff wear face coverings in classrooms.</p> <p>In primary schools, it is recommended that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas. Health advice continues to be that children in primary schools and early years children should not be asked to wear face coverings. Face coverings do not need to be worn when outdoors.</p>	
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<p>(4)  <b>Site safety risks (Fire procedures, Lockdown, Movement and transitions, toilets, security including risk of theft, data breaches)</b></p> <p><i>All members of the school community</i></p>	<b>H</b>	<p>Business manager is building safety lead. Premises manager is deputy lead.</p> <p>Continue taking the <a href="#">attendance register</a> and following up any absences in line with statutory guidance.</p> <p>School to follow risk assessments for premises and accessing outside equipment and areas.</p> <p>Toilets to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</p> <p>Share any updated fire evacuation information with all staff during daily briefing and with children.</p> <p>High expectations of how children move around school upheld by all members of staff</p> <p>Any incidents are logged, and the risk assessment is evaluated, and changes made as a result of lessons learned.</p> <p>Reconsider e-safety policies and procedures in light of lessons learned during home learning.</p>	<p>SHI  MWO  (JCA)  (LNI)</p>	<p>5/JAN</p>	<p>Arrange emergency drills as normal upon the return to school to ensure pupils are familiar with any changes.</p> <p>Policy, procedures and protocols:</p> <ul style="list-style-type: none"> <li>○ Fire Safety (and Evacuation Plan)</li> <li>○ Lockdown procedures</li> <li>○ Duty rotas</li> <li>○ Security Policy</li> <li>○ Health &amp; Safety procedures</li> <li>○ Online Safety Policy</li> </ul>	<b>M</b>
<p>(5)  <b>Risk of transmission between parents and young people during arrival and departure times.</b></p> <p><i>All members of the school community</i></p>	<b>VH</b>	<p>Any parents who have had a positive test or who are displaying symptoms of COVID-19 should not be attending the school</p>	<p>KMA  DDO</p>	<p>5/JAN</p>	<p><b>Refer to Risk assessment for Visitors (Updated).</b></p>	<b>M</b>



<p>(6) Risks of possible transmission to young people who travel to school by dedicated school transport (including statutory provision) or wider public transport</p> <p><i>Young people</i></p>	H	<p>Recommend to parents and carers that face masks are worn in enclosed and crowded spaces where pupils may come into contact with people they do not normally meet. This includes public transport and dedicated transport to school or college.</p> <p><b>Dedicated school transport (including statutory provision):</b> Liaise with the transport hub and check that they are fully aware of the health and safety procedures. <a href="mailto:mainstream-transport.cts@eastsussex.gov.uk">mainstream-transport.cts@eastsussex.gov.uk</a></p>	DDO KMA (LNI) (MTO)	5/JAN		M
<p>(7) Risk of on-going contamination from people (colleagues, families, visitors, contractors or deliveries) coming into school.</p> <p><i>All members of the school community</i></p>	H	<p>In secondary schools, face coverings should be worn by pupils, staff and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas. In schools where pupils in year 7 and above are educated, face coverings should be worn in classrooms. 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. This will be a temporary measure.</p> <p>In primary schools, it is recommended that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas. Ensure contractors, school meal providers, milk providers and fruit providers can fulfil all risk assessment requirements.</p> <p>Communicate clearly that anyone displaying symptoms of COVID-19 should not attend school and arrange to take a PCR test as soon as possible.</p> <p>Make arrangements for strict handwashing/sanitising procedures in place as soon as pupils/staff/visitors/contractors arrive in school.</p>	SHI MWO	5/JAN	<p>Volunteers and visitors are welcome to visit schools but should be made aware of the control measures.</p> <p>Before visitors attend performances or sporting events, the school will encourage them to self-assess for symptoms of coronavirus (COVID-19).</p> <p>These are:</p> <ul style="list-style-type: none"> <li>• A high temperature;</li> <li>• A new, continuous cough;</li> <li>• A loss of, or change to, your sense of smell or taste.</li> </ul>	M
<p>(8) Risk contamination exists within the school environment due to ineffective hygiene measures.</p> <p><i>All members of the school community</i></p>	H	<p>Regular cleaning should take place of equipment and areas.</p> <p>Cleaning schedule to identify any areas where cleaning should be more frequent.</p> <p>Enhanced cleaning schedule in place to ensure effective hygiene standards comply with latest guidance - <a href="#">cleaning of non-healthcare settings</a>.</p> <p>All handwashing sinks, soap dispensers, hand gel etc. are <b>checked daily</b> to ensure stock levels are adequate.</p> <p>School leaders to inspect daily to ensure good/effective hygiene levels</p>	(SHI) MWO	5/JAN	<p>Policy, procedures and protocols:</p> <ul style="list-style-type: none"> <li>○ Cleaning Risk Assessment</li> <li>○ Cleaning Checklist/Schedule</li> </ul>	M



<p>(9) Risk of transmission from young people and colleagues who have been in contact with the virus or show signs of having the virus (new, continuous cough, high temperature, loss of taste or smell).</p> <p><i>All members of the school community</i></p>	H	<p>The PCR test kits sent to schools can be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.</p> <p>These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school.</p> <p>If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>.</p> <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible.</p> <p>Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the <a href="#">use of PPE in education, childcare and children's social care settings</a> guidance. Any rooms they use should be cleaned after they have left.</p> <p>The household (including any siblings) should follow the HSA <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>.</p> <p>Headteachers should communicate to staff that if they are displaying symptoms they should be tested 'as soon as practicably possible.'</p>	<p>DDO KMA SHI</p>	<p>5/JAN</p>	<p><b>Positive cases and symptoms:</b> Communicate to parents that contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/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.</p> <p>Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:</p> <ul style="list-style-type: none"> <li>• They are fully vaccinated;</li> <li>• They are below the age of 18 years and 6 months;</li> <li>• They have taken part in or are currently part of an approved COVID-19 vaccine trial;</li> <li>• They are not able to get vaccinated for medical reasons.</li> </ul> <p>Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.</p> <p>Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. <b>If in Year 7 or above they need to wear a face covering within the school and it is expected and recommended that these are worn when travelling on public or dedicated transport.</b></p> <p>Seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents.</p> <p>Be clear about the thresholds for contacting HSA (listed above and at the top of the contingency plan).</p>	M
<p>(10) Contingency planning for a potential local outbreak</p> <p><i>All young people and colleagues</i></p>	H	<p>Contingency plans are in place and reviewed regularly.</p>	<p>BBL DDO KMA</p>	<p>5/JAN</p>		M



<p>(11) Sustainability risks: (Leadership, teachers, premises, cleaners, colleagues with specialist knowledge)</p> <p><i>All members of the school community</i></p>	<p><b>H</b></p>	<p>Leaders review shadow leadership structures across school and adapt working practices accordingly. Include training with hand-over of any specialist knowledge. Leaders review working arrangements as well as their own to minimise social mixing, (especially unnecessary mixing with other leaders/critical roles) including relocating offices.</p> <p>Leaders audit critical roles and implement rotas or schedules to minimise social mixing in the workplace between identified colleagues.</p> <p>Colleagues consult leaders before making changes to agreed working practices. Business manager sources back-up support for essential work such as cleaning.</p> <p>Colleagues undertake shadow roles where necessary for continuance of service. Leaders ensure the school meets the legal duty of the temporary continuity order; and children are set remote education in a teacher's absence.</p> <p>Colleagues regularly update the online health survey to inform personnel of any changes.</p> <p>Personnel Advisor facilitates individual risk assessments.</p> <p>Leaders review risk assessment to ensure effective analysis of risks and control measures.</p>	<p>BBL DDO KMA JCU</p>	<p>5/JAN</p>		<p><b>M</b></p>
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