

Coronavirus (Covid-19) Pandemic – Schools Operational Risk Assessment V16



Activity:	School Operations during Coronavirus (Covid-19) Pandemic			Location:	St Bridget's Catholic Primary School & Nursery
Assessor:	Suzanne Smith	Ref No.:		Distribution:	All staff, governors, parents and on school website
Date:	03.03.2022	Proposed Review Date:	As and when guidance changes	Signed:	S. Smith
Individuals at Risk	All employees, pupils, visitors, contractors, members of the public, the people they live with and their other close contacts, in particular, vulnerable children (as classified by DfE or LA guidance or school), vulnerable adults, anyone who is Black, Asian, Minority Ethnic (BAME), young/ inexperienced workers, new/ expectant mothers, anyone experiencing ill-health or who has pre-existing medical conditions, and first aiders/nurses/intimate care providers.				
Risks	Covid-19 or the novel coronavirus (Covid-19) is a highly infectious and serious respiratory illness that can cause death, critical illness, and other serious and potentially long-term health complications we are still learning about. The virus can be transmitted by contact with a bodily fluid containing it, most commonly saliva droplets dispersed into the air (aerosols) through talking, coughing, sneezing, and the performance of some healthcare tasks, which are then breathed in by other people nearby or the droplets land on surfaces that others touch, getting into their body when they then touch their face, especially their own mouth, nose and eyes. This may lead to anxiety and other wellbeing issues amongst staff, pupils and parents. Risks arising from lack of building/equipment particularly during periods of partial or full closure. The ability to effectively implement fire and other emergency procedures may be compromised due to reduced staff numbers for example.				

The [Schools coronavirus \(COVID-19\) operational guidance](#) is intended to support schools, both mainstream and alternative provision. Independent schools are expected to follow the control measures set out in the guidance in the same way. Separate guidance is also available for [Actions for early years and childcare providers during the COVID-19 pandemic](#), [SEND and specialist settings: additional COVID-19 operational guidance](#) and [Covid-19: Actions for Out of School settings](#).

Separate Covid-19 Risk Assessments are available on the KAHSC website for [Boarding Schools](#), [Delivering lunch parcels](#), [Home to school transport](#), [Home Visits](#) & [Performances & Events](#).

On 21/02/22 the Prime Minister set out the next phase of the government's Covid-19 response [Living with COVID-19](#). Covid-19 continues to be a virus that we learn to live with and the imperative to reduce the disruption to children and young people's education remains. From 01/04/22, updated guidance setting out the ongoing steps that people with Covid-19 should take to minimise contact with other people will be published which will align with the changes to testing. From 01/04/22, the Government will remove the health and safety requirement for every employer to explicitly consider Covid-19 in their risk assessments. From 01/04/22 access to free tests for Covid-19 to the general public will also cease. Those classed as high risk in terms of their own health will continue to be able to access tests for free.

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
An individual develops Covid-19 symptoms or has a positive test or is a contact of a positive Covid-19 case	High	<ul style="list-style-type: none"> <input type="checkbox"/> The Government have removed the legal requirement to self-isolate following a positive test. <input type="checkbox"/> Adults and children (including those under the age of 5) who have symptoms of Covid-19 or a positive test result (either LFD or PCR) will be advised to order a PCR test stay at home and avoid contact with other people whilst waiting for the test result. If the test is positive, they are advised to stay at home for at least 5 full days, and then continue to follow the COVID-19: people with COVID-19 and their contacts guidance. They will be advised to take an LFD test from 5 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. We will encourage families to follow this guidance. An updated Pictorial flowchart on isolation periods is available. <input type="checkbox"/> If a parent or carer insists on a pupil attending our school where they have a confirmed or suspected case of Covid-19, we can take the decision to refuse the pupil if, in our reasonable judgement, it is necessary to protect other pupils and staff from possible infection with Covid-19. 	In addition to the main Covid-19 symptoms , if any staff or pupils test positive for Covid-19, public health may advise us to ask pupils to get tested and isolate with a wider range of symptoms, including: headache, diarrhoea, severe fatigue and sore throat. Diarrhoea, nausea and vomiting can also be symptoms of Covid-19 (although this is not common). This can sometimes make it difficult to differentiate Covid-19 infection from other common viral infections, such as Norovirus, especially when local case rates of Covid-19 are high. If an outbreak of diarrhoea and vomiting is suspected, we will follow national Public Health guidance and contact our local Health Protection team or [Cumbrian Schools] .	

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		<p><input type="checkbox"/> There is no longer a legal requirement for fully vaccinated close contacts and those aged under 18 to test daily for 7 days and the legal requirement for close contacts who are not fully vaccinated to self-isolate has been removed.</p> <p><input type="checkbox"/> Routine contact tracing has now ended. Contacts will no longer be legally required to self-isolate or advised to take daily tests. If an individual lives with or has stayed overnight in the household of someone who has Covid-19 they are advised to:</p> <ul style="list-style-type: none"> - minimise contact with the person who has Covid-19; - work from home if they are able to do so; - avoid contact with anyone who is at higher risk of becoming severely unwell if they are infected with Covid-19; - limit close contact with other people outside the household, especially in crowded, enclosed or poorly ventilated spaces; - wear a well-fitting face covering or surgical face mask in crowded, enclosed or poorly ventilated spaces where they are in close contact with other people; - pay close attention to the symptoms of Covid-19. If the individual develops any of these symptoms, they should order a PCR test, stay at home and avoid contact with others while waiting for the test result. <p><input type="checkbox"/> Children and young people who are close contacts of a positive case should attend their setting as usual. This includes children who are siblings of positive cases.</p> <p><input type="checkbox"/> Self-isolation support payments have ended (we will bear in mind that parents on a low income who have to stay at home to look after young children who have tested positive will no longer be able to claim a support payment).</p> <p><input type="checkbox"/> The legal obligation for individuals to tell their employers when they are required to self-isolate has also now ended, however, we will encourage staff to do so.</p> <p>Asymptomatic testing</p> <p><input type="checkbox"/> It is no longer expected that that staff in mainstream primary and staff and pupils in mainstream secondary settings undertake twice-weekly asymptomatic testing and should follow the symptomatic testing advice for the general population. Further information is available in the NHS get tested for Covid-19 guidance.</p> <p><input type="checkbox"/> In the event of an outbreak, we may also be advised by our local health team or director of public health to undertake testing for staff and, where applicable, students of secondary age and above for a period of time.</p> <p><input type="checkbox"/> Staff and secondary aged pupils and above in specialist SEND settings, Alternative Provision, and SEND units in mainstream schools are advised to continue regular twice weekly testing. For further information, see Special schools and other specialist settings: coronavirus (COVID-19).</p> <p><input type="checkbox"/> All settings may be advised by the local public health team to recommend lateral flow device (LFD) tests to manage an outbreak.</p> <p><input type="checkbox"/> Until 01/04/22, staff and pupils can still access test kits by ordering them online or through their local pharmacy if they wish. After this date, free to order universal symptomatic and asymptomatic testing for the general public in England will no longer be provided.</p> <p>Insurance companies requesting proof of a PCR test result</p>	<p>EducationIPC@cumbria.gov.uk. Refer to CCC Public Health Diarrhoea and vomiting in educational settings over the winter period</p> <p>Close contacts are now described as:</p> <ul style="list-style-type: none"> - People who live in the same household; - People who have stayed overnight in the household <p>Refer to: Testing in Education settings document sharing platform and Rapid asymptomatic testing in specialist settings along with the KAHSC model risk assessments for: Lateral Flow Device (LFD) testing in Secondary/Special Schools</p>	

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		<ul style="list-style-type: none"> Some school staff absence insurance providers have informed schools that when making a claim, they cannot accept an LFD test result as proof of a positive test and a PCR is required. Due to recent government guidance changes, many people testing positive via an LFD do not require a follow-up PCR. However, if one is required in order to make an insurance claim, we will ask the staff member to book a PCR test via the online portal and tick the box that says 'my local authority has asked me to get tested'. They will need to do this within two days of their positive LFD result. <p>Reporting and advice</p> <ul style="list-style-type: none"> [Nurseries & Nursery Provision within schools & those on the Early Years Register ONLY]: We are no longer required to notify Ofsted of any Covid-19 cases in the setting, whether that is of a child or staff member. However, it is a legal requirement under the Early Years Foundation Stage (EYFS) Statutory Framework to report any change to the premises that may affect the quality of childcare for example if our setting is closed for a significant amount of time, i.e. for three days or more. This should be done online as soon as possible, and in any case, within 14 days via Report a serious childcare incident. The UKHSA advice service, accessed through option 1 of the DfE Covid-19 helpline will be decommissioned from 31/03/22. [Cumbrian Schools]: Support will continue to be available via the Cumbria Education IPC team. We will continue to email EducationIPC@cumbria.gov.uk if we have any queries. The DfE Covid-19 helpline will still be available to answer questions relating to Covid-19 in education and childcare settings, once the UKHSA advice service is switched off (and can be used outside of office hours when the Cumbria Education IPC team is not available). 	<p>[Cumbrian Schools]: The new electronic reporting system for notifying the Education EIPC Team of Covid-19 cases in educational settings has now been rolled out. Each setting will receive an email with instructions and a bespoke link that they can use to notify the EIPC team of Covid-19 cases and outbreaks. Until we receive this email, we continue to report as normal, by emailing the Positive Covid-19 case notification/outbreak assessment form to EducationIPC@cumbria.gov.uk.</p>	
Transmission of Covid-19 because of lack of take-up of the vaccination programme for pupils in secondary schools	High	<ul style="list-style-type: none"> All children aged 12 and over are eligible for 2 doses of the Covid-19 vaccination. Additional information about the in-school vaccination programme in Covid-19 vaccination programme for children and young people is available in guidance for schools and guidance for children and young people. Children and young people who are aged 5 to 11 years who are at higher risk and children living with people who have a weakened immune system (who are immunosuppressed) are also now eligible for Covid vaccination. During April 2022, all children aged 5 to 11 years in the UK will be offered a low dose of a Covid vaccine. We will continue to recommend/encourage all school staff (including new and expectant mothers) and eligible pupils take up the offer of a Covid-19 vaccine. 	<p>Refer to Covid-19 vaccination programme for children and young people: guidance for schools and Covid-19 vaccination programme for children and young people: guidance for children</p> <p>Refer to: A guide for parents of children aged 5 to 11 years of age at high risk</p>	
Those previously identified as particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk attending school	High	<p>Those who are particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk</p> <ul style="list-style-type: none"> Following expert clinical advice and the successful rollout of the Covid-19 vaccine programme, staff, children and young people who were previously identified as being in one of these groups, are advised to continue to follow the guidance for people previously considered clinically extremely vulnerable from COVID-19. Staff, children and young people previously considered CEV should attend school and should follow the same guidance as the rest of the population. In some circumstances, an individual may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. 	<p>Refer to RCPCH: COVID-19 guidance on CEV children & young people, DfE: Supporting pupils at school with medical conditions, UKHSA Guidance for people whose immune system means they are at higher risk, the DHSC FAQs, COVID-19: guidance for people previously considered clinically extremely vulnerable from Covid-19, HSE: Protect vulnerable workers during the coronavirus (COVID-</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> Staff, children and young people over the age of 12 with a weakened immune system should follow the guidance for people whose immune system means they are at higher risk from Covid-19. <input type="checkbox"/> Whilst individual risk assessments are not required, employers are expected to discuss any concerns that people previously considered CEV may have. <input type="checkbox"/> For home working, we will consider whether home working is appropriate for workers facing mental or physical health difficulties, or those with a particularly challenging home working environment. We will discuss concerns with staff. <input type="checkbox"/> We will provide remote education to pupils who are following specific clinical advice. <input type="checkbox"/> Whilst attendance is mandatory, we will work collaboratively with families to reassure them and to help their child return to their everyday activities. Discussions will have a collaborative approach, focusing on the welfare of the child and responding to the concerns of the parent, carer or young person. <p>Staff who are pregnant</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vaccination is the best way to protect against the known risks of Covid-19 in pregnancy for both women and babies, including admission of the woman to intensive care and premature birth of the baby. The vaccine is considered to be safe and effective at any stage of pregnancy. Women who find out they are pregnant after their first dose do not need to delay their second dose. Pregnant women can book a second dose 8 weeks after their first dose. Similarly, women who become eligible for a booster dose during pregnancy, having had their initial 2 doses prior to pregnancy, do not need to delay the booster. <input type="checkbox"/> Unvaccinated or not fully vaccinated pregnant women are at an increased risk of becoming severely ill and of pre-term birth if they contract Covid-19. Therefore, pregnant women should seriously consider getting the Covid-19 vaccine and completing their vaccination schedule to protect themselves and their baby. <input type="checkbox"/> We will conduct a risk assessment for new and expectant mothers in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, will be included and managed as part of the general workplace risk assessment. <input type="checkbox"/> Pregnant women of any gestation will not be required to continue working if this is not supported by the risk assessment. <input type="checkbox"/> We will follow the Royal College of Obstetricians and Gynaecology (RCOG) guidance and continue to monitor for future updates to it. <p>Pregnant women who are less than 26 weeks pregnant:</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will conduct a workplace risk assessment for pregnant employees which will be reviewed as the pregnancy develops or if the workplace or work conditions change. <input type="checkbox"/> Where a significant health and safety risk is identified for pregnant workers, we will adjust the working conditions or hours to remove the risk, where reasonably practicable to do so, or offer alternative work on the same terms and conditions. If this cannot be done, we will suspend pregnant workers on full pay. This is in line with normal requirements. <p>Pregnant women who are 26 weeks pregnant and beyond (as above and in addition):</p>	<p>19) pandemic & Talking with your workers about preventing coronavirus (COVID-19)</p> <p>See also Coronavirus (COVID-19): advice for pregnant employees, RCOG: Coronavirus (COVID-19) infection & pregnancy and COVID-19 vaccination: a guide on pregnancy and breastfeeding</p> <p>Where necessary, we will provide equipment for people to work at home safely and effectively and guidance on how to work safely at home – refer to HSE: Protecting new and expectant mothers at work, the ACAS Home Working Guide, ACAS Example checklist for setting up homeworking and the HSE: protect home workers</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> Given the clinical data that suggest that risk of complications from Covid-19 increase from around 26 weeks' gestation, further considerations will be made from this stage. However, general advice on reducing risk of Covid-19 infection applies at all gestations. <input type="checkbox"/> We will support pregnant workers with appropriate risk mitigations in line with recommendations provided by the workplace risk assessment. We will ensure the controls identified by a risk assessment for example adequate ventilation, good hygiene and cleaning, are applied strictly. <input type="checkbox"/> Pregnant workers who continue to come into work will be encouraged to take lateral flow tests regularly. <input type="checkbox"/> Pregnant workers should continue working only if the risk assessment advises it is safe to do so after suitable control measures have been put in place. Pregnant workers will be involved in the risk assessment process and be satisfied that their continued working in the area does not put them or their baby at risk. <input type="checkbox"/> We will also offer support by having individual discussions around pregnant workers concerns. 		
Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus	High	<ul style="list-style-type: none"> <input type="checkbox"/> Frequent and thorough hand cleaning is now regular practice. We will continue to ensure that pupils clean their hands regularly with soap and water or hand sanitiser including before leaving home, on arrival at school, on return from breaks, and before and after eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean. <input type="checkbox"/> Wash with liquid soap & water for a minimum of 20 seconds. Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available or practical. <input type="checkbox"/> We will ensure supervision of hand sanitiser use given the risks around ingestion. Young children and pupils with complex needs will continue to be helped to clean their hands properly - songs and rhymes will be used to encourage hand washing in early years. Skin friendly skin cleaning wipes can be used as an alternative. <input type="checkbox"/> Toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet. <input type="checkbox"/> The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). 'Catch it, bin it, kill it' posters to be displayed in relevant areas. <input type="checkbox"/> Used tissues will be put in a bin immediately - all waste bins to be lined (they do NOT need to be double lined) and should be lidded and foot operated where possible and emptied regularly. <input type="checkbox"/> As with hand cleaning, we will ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. <input type="checkbox"/> Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will be considered in risk assessments in order to support these pupils and the staff working with them – they will be given more opportunities to wash their hands. <input type="checkbox"/> Where it is necessary for first aid to be administered in close proximity, treating any casualty properly should be the first concern. Those administering it should pay particular attention to sanitation measures immediately afterwards, including washing hands. 	<p>We have built these routines into school culture, supported by behaviour expectations.</p> <p>Alcohol-based hand gels should not be used in science labs or D&T & Food workshops/lessons. Schools should not make their own gels. Instead of gels, use skin-friendly cleaning wipes that claim to kill 99.99% of bacteria and viruses & are non-alcohol based. Refer also to 'Fire Emergencies' on Page 22.</p> <p>We will ensure there are enough tissues and bins available to support pupils and staff to follow the 'Catch it, bin it, kill it' routine</p> <p>The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene</p> <p>Refer to HSE: First aid during Covid-19</p>	
Inadequate ventilation		<ul style="list-style-type: none"> <input type="checkbox"/> When school is in operation, it is important to ensure the building is well ventilated and a comfortable teaching environment is maintained. We will identify any poorly ventilated spaces as 	Refer to the HSE: Ventilation & air conditioning during the coronavirus (COVID-19) pandemic , HSE	

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leading to spread of Covid-19 virus		<p>part of our risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, e.g. school plays. CO₂ monitors are available to ensure that ventilation is adequate. The British Occupational Hygiene Society (BOHS) has developed a simple tool for assessing general ventilation and Covid-19 transmission: Ventilation Tool – Breathe Freely. This can be achieved by a variety of measures including:</p> <p>Increasing natural ventilation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Opening external windows and, in addition, opening internal doors can also assist with creating a throughput of air – with regard ‘fire doors’ refer to ‘Fire Emergencies’ on Page 22 and November 2021 Cumbria County Council Guidance Improving ventilation during COVID-19; <input type="checkbox"/> If necessary, external opening doors may also be used (where safe to do so) ensuring that this does not increase security risks. <p>Mechanical ventilation systems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue using most types of mechanical ventilation as normal and set them to fresh air intake and switch off recirculating air modes; <input type="checkbox"/> Switch ventilation on at nominal speed at least 2 hours before, and at lower speed 2 hours after people use work areas; <input type="checkbox"/> At nights and weekends, do not switch ventilation off but keep systems running at a lower speed; <input type="checkbox"/> Ensure mechanical systems/ducts/heat recovery equipment are inspected, maintained, filters replaced, defects addressed, and regularly cleaned in line with manufacturers’ instructions; <input type="checkbox"/> Toilets with mechanical extraction – keep doors closed and extraction operating as normal 24/7. <p>Recirculating air</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mechanical systems supplying individual rooms should be allowed to operate with recirculation modes switched to supply 100% outdoor air where possible; <input type="checkbox"/> For centralised ventilation system that circulates air to different rooms, it is recommended that recirculation is turned off and fresh air supply used; <input type="checkbox"/> Recirculation units for heating and cooling that do not draw in a supply of fresh air can remain in operation provided there is a supply of outdoor air, e.g. windows and doors left open. <p>Air cleaning and filtration units</p> <ul style="list-style-type: none"> <input type="checkbox"/> We can use local air cleaning and filtration units to reduce airborne transmission of aerosols where it is not possible to maintain adequate ventilation. <input type="checkbox"/> These units are not a substitute for ventilation. We will prioritise any areas identified as poorly ventilated for improvement in other ways before we think about using an air cleaning device. <input type="checkbox"/> Where an area of poor ventilation (sustained CO₂ readings above 1500ppm) has been identified and this cannot be resolved through opening windows and doors or minor repair works, it may be appropriate to consider the use of an air cleaning unit as an additional mitigation whilst further remedial work is undertaken to improve ventilation. <input type="checkbox"/> Air cleaning units, when used properly, can help reduce airborne contaminants in a poorly ventilated space, including viruses like Covid-19. However, it should be noted that they are not a substitute for ventilation and should never be used as a reason to reduce ventilation. 	<p>Video: Covid-19 ventilation & air conditioning, CIBSE coronavirus (COVID-19) advice and CCC Improving ventilation during COVID-19</p> <p>CO₂ monitors have been provided by the DfE to state-funded education settings, so staff can quickly identify where ventilation needs to be improved. Information on how and where to install monitors is available from the DfE portal. A short video on ventilation and CO₂ monitors in schools is also available. Refer also to CCC Use of Co₂ Monitors in Education & Childcare settings</p> <p>In addition to the original DfE allocation of air cleaning units, the air cleaning marketplace remains open for any settings that wish to purchase air cleaning units at a suitable specification directly from suppliers.</p>	

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		<p><input type="checkbox"/> If we decide to use an air cleaning unit, the most suitable types to use are:</p> <ul style="list-style-type: none"> - high-efficiency filters - ultraviolet-based devices <p><input type="checkbox"/> Any unit will be appropriate for the size of the area it's used in to ensure it works in the way it's intended to.</p> <p><input type="checkbox"/> Carbon dioxide (CO₂) monitors are not suitable for use in areas that rely on air cleaning units as filtration units remove contaminants (such as coronavirus) from the air but do not remove CO₂.</p> <p>Fans</p> <p><input type="checkbox"/> In collective spaces, i.e. when several people are present in the space, the use of fans for air circulation/cooling is not advised, particularly in small volume, closed or partially open spaces with minimal outside air exchange;</p> <p><input type="checkbox"/> Desk or ceiling fans should only be used provided the area is well ventilated;</p> <p><input type="checkbox"/> The use of fans is advised where there is only one person in a room;</p> <p><input type="checkbox"/> If fans are used, we must take steps to minimise air from fans blowing from one person directly at another to reduce the potential spread of any airborne viruses.</p> <p>Balancing ventilation while maintaining a comfortable temperature</p> <p><input type="checkbox"/> To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures will also be used as appropriate:</p> <ul style="list-style-type: none"> - opening high level windows in preference to low level to reduce draughts; - increasing the ventilation while spaces are unoccupied (e.g. 10 – 15 minutes before a classroom is occupied, between classes, during break and lunch, when a room is unused); - opening windows for short bursts of 10 – 15 minutes every hour throughout the day or leaving windows open a small amount (approx. 3cm) continuously; - providing flexibility to allow additional, suitable indoor clothing; - rearranging furniture where possible to avoid direct drafts; - setting the heating to maintain a comfortable temperature even when windows and doors are open. 		
Inadequate personal protection & PPE & spread of Covid-19 virus	High	<p>PPE</p> <p><input type="checkbox"/> We have reviewed tasks in school which require PPE like first aid, intimate care, cleaning, food preparation etc. and identified where we need extra equipment (like visors where splashing to the eyes is a new significant risk) or more of it (because we change it more often). Where PPE is required, staff have been trained in and must scrupulously follow the guidance how to put PPE on and take it off safely to reduce cross and self-contamination.</p> <p><input type="checkbox"/> Most staff will not require PPE beyond what they would normally need for their work.</p> <p><input type="checkbox"/> Where a child or young person already has routine intimate care needs that involve the use of PPE, the same PPE will continue to be used.</p> <p><input type="checkbox"/> Additional PPE is only needed in a very small number of scenarios, including:</p> <ul style="list-style-type: none"> - where an individual child or young person becomes ill with coronavirus (Covid-19) symptoms and only then if close contact is necessary; - when performing aerosol generating procedures (AGPs). 	<p>Refer to: Use of PPE in education, childcare and children's social care settings including AGPs</p> <p>Ensure adequate bins (lidded and foot operated where possible) and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/facemasks.</p>	

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		<p><input type="checkbox"/> Depending on how close you need be to an individual with Covid-19 symptoms you may need the following PPE:</p> <ul style="list-style-type: none"> - fluid-resistant surgical face masks (also known as Type IIR) - disposable gloves - disposable plastic aprons - eye protection (for example, a face visor or goggles) <p><input type="checkbox"/> How much PPE you need to wear when caring for someone with symptoms of Covid-19 depends on how much contact you have:</p> <ul style="list-style-type: none"> - A face mask should be worn if you are in face-to-face contact. - If physical contact is necessary, then gloves, an apron and a face mask should be worn. - Wear eye protection if a risk assessment determines that there is a risk of fluids entering the eye, e.g. from coughing, spitting or vomiting. <p><input type="checkbox"/> Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the Public Health advice and refer to Use of PPE in education, childcare and children's social care settings including AGPs which specifically covers Aerosol generating procedures (AGPs), and wear the correct PPE which is:</p> <ul style="list-style-type: none"> - a FFP2/3 respirator (which must be fit-tested) - gloves - a long-sleeved fluid repellent gown - eye protection <p><input type="checkbox"/> When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process.</p> <p>Face Coverings</p> <p><input type="checkbox"/> Face coverings are no longer advised for pupils, staff and visitors in classrooms or communal areas.</p> <p><input type="checkbox"/> Public health guidance to support exams sets out that it is no longer expected that candidates and invigilators wear face coverings during exams and assessments (including mock exams and other assessments taking place under exam conditions or as close to exam conditions as possible) or on arrival and departure. Both candidates and invigilators may wear face coverings if they wish to do so.</p> <p><input type="checkbox"/> It is still recommended that people wear face coverings in enclosed and crowded spaces when coming into contact with people they do not usually meet.</p> <p><input type="checkbox"/> A director of public health might advise that face coverings should temporarily be worn in communal areas or classrooms (by secondary age pupils, staff and visitors, unless exempt). We will ensure our contingency plans cover this possibility. (See the 'stepping measures up and down section' on page 15). [Cumbrian Schools]: The Cumbria Education IPC team will continue to advise on a school by school basis if face coverings are recommended. We may also consider this necessary at a school level depending on our outbreak status and following discussions with staff and pupils.</p> <p><input type="checkbox"/> In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be</p>	<p>A displayed poster which the children can describe may assist with this.</p> <p>Refer to: face coverings: when to wear one, exemptions & what makes a good one</p> <p>Ensure there is a small supply of face coverings available in school in the event they are required in an outbreak situation for those who:</p> <ul style="list-style-type: none"> • are struggling to access a face covering; • are unable to use their face covering as it has become damp, soiled or unsafe; • have forgotten their face covering. <p>[Cumbrian Schools]: Cumbria EIPC team are able provide a letter from Colin Cox that can be sent out to parents and carers to encourage their support.</p>	

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		<p>worn. Transparent face coverings may be effective in reducing the spread of Covid-19, however, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They will only be used after carrying out a risk assessment for the specific situation and will always be cleaned appropriately. <input type="checkbox"/> We will make reasonable adjustments for disabled pupils to support them to access education successfully. Where appropriate, we will discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual. <input type="checkbox"/> No pupil or student will be denied education on the grounds of whether they are, or are not, wearing a face covering. <input type="checkbox"/> Children under the age of 3 should not wear face coverings. <input type="checkbox"/> Face coverings do not need to be worn when outdoors. <input type="checkbox"/> We will ensure that key contractors are aware of the school's control measures and ways of working. 	<p>The benefits of transparent face coverings (can aid communication, e.g. enabling lip-reading or allowing for the full visibility of facial expressions) should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.</p> <p>The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education and childcare settings.</p>	
Inadequate cleaning measures leading to spread of Covid-19 virus	High	<p>Cleaning non-healthcare settings where no-one has symptoms of, or confirmed Covid-19</p> <p><i>Cleaning and disinfection</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> We will reduce clutter and remove difficult to clean items to make cleaning easier. <input type="checkbox"/> Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices. <input type="checkbox"/> It is particularly important to clean areas after an individual with symptoms of or confirmed Covid-19 has left the setting or area and to dispose of any waste appropriately (see below). <input type="checkbox"/> As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning or the end of the working day. Cleaning should be more frequent depending on the number of people using the space, whether they are entering and exiting the setting and access to handwashing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in washrooms/bathrooms and communal kitchens. <input type="checkbox"/> When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used. <p><i>Kitchens and communal canteens</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> It is very unlikely that Covid-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food will wash their hands often with soap and water for at least 20 seconds before doing so. <input type="checkbox"/> Crockery and eating utensils should not be shared. <input type="checkbox"/> Clean frequently touched surfaces regularly. 	<p>Refer to UKHSA COVID-19: cleaning in non-healthcare settings outside the home</p> <p>Carry out inventory check of cleaning products and stock at regular intervals. Ensure contingency plans are in place to respond to any shortages in supply.</p>	

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<p><input type="checkbox"/> Catering staff will continue to follow the Food Standard Agency's (FSA) guidance on good hygiene practices in food preparation, Hazard Analysis and Critical Control Point (HACCP) processes, and preventative practices (pre-requisite programmes (PRPs)).</p> <p>Waste</p> <p><input type="checkbox"/> Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for Covid-19. In this event, personal waste from individuals with symptoms of Covid-19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues):</p> <ul style="list-style-type: none"> - should be put in a plastic rubbish bag and tied when full - the plastic bag should then be placed in a second bin bag and tied - this should be put in a suitable and secure place and marked for storage until the individual's test results are known <p><input type="checkbox"/> This waste should be stored safely and kept away from children. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours. If possible, keep an area closed off and secure for 72 hours.</p> <p><input type="checkbox"/> Dispose of routine waste as normal, placing any used cloths or wipes in 'black bag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away.</p>	<p>Refer to Coronavirus (Covid-19): Disposing of waste</p>	
Failure to adequately identify vulnerable pupils, safeguarding and security	High	<p><input type="checkbox"/> We will continue to have regard to statutory guidance Keeping Children Safe in Education.</p> <p><input type="checkbox"/> We will review our Child Protection Policy (led by the DSL) to reflect that some children may require remote education due to self-isolation for example.</p> <p><input type="checkbox"/> In particular, vulnerable children and those with a social worker are expected to attend provision (subject to public health advice), given their safeguarding and welfare needs. Where vulnerable children do not attend, we will follow up with the parent/carer, working with the LA/social worker (where applicable) to explore the reasons for absence, discussing their concerns; focus discussions on the welfare of the child ensuring they are able to access appropriate support whilst at home; keep the situation under review and maintain contact.</p> <p><input type="checkbox"/> For pupils self-isolating who are within the definition of vulnerable we will notify their social worker (if they have one) and agree the best way to maintain contact and offer support.</p> <p><input type="checkbox"/> Where pupils who are self-isolating are within our definition of vulnerable, we will put systems in place to keep in contact with them, particularly if they have a social worker. Some children may be vulnerable who are not officially in statutory systems and we will seek to support any children who we believe may have challenging circumstances at home. For information and definitions of those who are deemed 'vulnerable' see DfE guidance Children of critical workers and vulnerable children who can access schools or educational settings.</p> <p><input type="checkbox"/> When a vulnerable pupil is asked to self-isolate, we will:</p> <ul style="list-style-type: none"> - notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head; - agree with the social worker the best way to maintain contact and offer support. <p><input type="checkbox"/> We have procedures in place to:</p> <ul style="list-style-type: none"> - check if a vulnerable pupil is able to access remote education support - support them to access it (as far as possible) 	<p>For information and definitions of those who are deemed 'vulnerable' see DfE guidance Children of critical workers and vulnerable children who can access schools or educational settings</p>	

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> - regularly check if they are accessing remote education - keep in contact with them to check their wellbeing (including a home visit where necessary) and refer onto other services if additional support is needed. <p><input type="checkbox"/> The DSL (and deputies) will be provided with more time to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate.</p> <p><input type="checkbox"/> The DSL will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses.</p> <p>Security in relation to anti-vaccine protests</p> <p><input type="checkbox"/> The recent decision by the Government to offer coronavirus vaccines to 12 to 15 year olds is likely to create some opposition from various groups of individuals who are generally against the delivery of the vaccine to all age groups.</p> <p><input type="checkbox"/> Although parental consent is required for the immunisations, this has not stopped groups of protesters gathering outside schools to express their opinions and there have been several reports of protests in national media over recent weeks.</p> <p><input type="checkbox"/> The Police and other agencies have made preparations to respond if and when such protests occur outside any of schools in Cumbria.</p> <p><input type="checkbox"/> [Cumbrian Schools] A guidance document is available about how to contact the police in the event of anti-vaccination protest outside of schools (this is applicable to the whole of Cumbria footprint).</p> <p>What to do to prepare for potential protests outside school</p> <p><input type="checkbox"/> We will review our site security risk assessments to identify any significant risks or weaknesses in our existing risk assessments and consider what if any additional proportionate, preventive actions we might need to take.</p> <p><input type="checkbox"/> Points to consider include:</p> <ul style="list-style-type: none"> - Is the perimeter secure? - Is the external environment secure? - Are our buildings secure? - Do we have a security lockdown procedure? <p><input type="checkbox"/> It has been reported that whilst most of the protests have been peaceful, some students have been upset and un-nerved by the situation, it may therefore be useful to have an alternative exit that they could use to avoid having to pass the protestors or consider other methods of making sure they can leave the premises safely.</p>		
Inappropriate arrangements for opening the school to pupil groups	High	<p>Mixing and 'bubbles'</p> <p><input type="checkbox"/> Our Outbreak Management Plan covers the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.</p> <p><input type="checkbox"/> Any decision to recommend the reintroduction of 'bubbles' will not be taken lightly and will need to take account of the detrimental impact they can have on the delivery of education.</p> <p><input type="checkbox"/> See also EYFS on Page 19.</p> <p>School meals</p>		

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		<ul style="list-style-type: none"> <input type="checkbox"/> We will continue to provide meal options for all pupils who are in school. Meals will be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school. Meals served should meet the school food standards, and where possible a hot meal should be available. <input type="checkbox"/> We will also continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are learning from home during term time by providing good quality lunch parcels or vouchers. <p>Transport</p> <p><i>Dedicated school transport, including statutory provision and the use of school minibuses</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> From 27/01/22, staff and pupils should follow the wider advice on face coverings outside of school, including on transport to and from school - it is still recommended that people wear face coverings in enclosed and crowded spaces when coming into contact with people they do not usually meet unless they are exempt. <input type="checkbox"/> Unnecessary risks such as overcrowding will be minimised. <input type="checkbox"/> Our Outbreak Management Plan covers the possibility that in some local areas it may become necessary to temporarily reintroduce minimising numbers of school transport. <input type="checkbox"/> The 'catch it, bin it, kill it' approach continues to be very important. <input type="checkbox"/> Fresh air (from outside the vehicle) through ventilation will be maximised, particularly through opening windows and ceiling vents. <input type="checkbox"/> We will put in place and maintain an appropriate cleaning schedule with a particular focus on frequently touched surfaces. <p><i>Wider public transport</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> We will continue to encourage children, parents, carers and staff to walk, cycle or scoot to and from the setting, wherever it is possible and safe to do so. Where children, parents, carers and staff need to use public transport, they should follow the Coronavirus (COVID-19): safer travel guidance for passengers. It is no longer mandatory to wear face coverings on public transport. <p><i>Parents who have tested positive transporting children to and from school</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> If a parent (or other adult) who normally transports a child to and from school tests positive for Covid-19, they will be advised to stay at home for the recommended period of time. When this happens, arrangements should be made for another trusted adult to transport the child to school or alternative options considered (e.g. walking if able to do so safely). <input type="checkbox"/> Very occasionally, an adult who has tested positive may report that there are no other options for getting the child to and from school and ask if they can transport them themselves. Where there is a genuine lack of other options, as a last resort, the adult can now be advised that they can transport a child to and from school as long as the following conditions are adhered to: <ul style="list-style-type: none"> - the adult does not leave the vehicle whilst away from home, does not stop to talk to anyone at close proximity whilst sat in the vehicle and does not accompany their child onto school premises - if this causes problems, the parent/carer should arrange with school an earlier or later drop-off and pick up time for the child and a member of staff should collect the child from the car; - the adult goes directly between home and school and does not go anywhere else; 	<p>Refer to: Providing school meals during the coronavirus (COVID-19) outbreak & KAHSC model Delivering Lunch Parcels Risk Assessment</p> <p>Refer to: Dedicated transport to schools and colleges Covid-19 operational guidance, KAHSC model Covid-19 Home to school (school commissioned) transport Risk Assessment and Protocol for using the School minibus to transport students during the Covid-19 pandemic</p>	

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> - the adult only transports the agreed children to and from school; - good hygiene measures are taken whilst in the car e.g. the adult is advised the wear a face covering and the windows should be opened enough to allow air to circulate in the vehicle. <p>Other considerations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils with SEND will receive specific help with the changes to routine they are experiencing, so teachers and SENCo's will plan to meet these needs, e.g. using social stories. <input type="checkbox"/> Where a pupil or student has an EHC plan the local authority and (if there is health provision) health commissioning body must secure or arrange the provision specified in the plan. <input type="checkbox"/> At times it may be necessary to conduct some aspects of EHC needs assessments and reviews in different ways, e.g. because children or young people are isolating. It is important that the assessments and reviews continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way. <input type="checkbox"/> As well as the duty to secure or arrange provision in an EHC plan, we must meet all the statutory duties relating to EHC needs assessments and annual reviews. It is important that we co-operate in supporting requests about potential placements, providing families with advice and information where requested. <input type="checkbox"/> Specialists, therapists and other professionals should provide interventions as usual. <p>Wraparound care provision, holiday clubs and extra-curricular activity including out-of-school sports provision</p> <ul style="list-style-type: none"> <input type="checkbox"/> All children may access out-of-school settings, wraparound care and extra-curricular provision. <input type="checkbox"/> Our Outbreak Management Plan covers the possibility that in some local areas it may become necessary to reintroduce additional control measures for a temporary period, to reduce mixing between groups. <input type="checkbox"/> Our provision will ensure they are following the same protective measures being taken by school during the day and work with school to follow our arrangements. <input type="checkbox"/> When caring for children: <ul style="list-style-type: none"> - under 5 years only - refer to the Actions for Early years and childcare providers - both under 5 years and aged 5 years and over, in mixed groups together, should follow this guidance. <input type="checkbox"/> Where we operate our setting in a shared space, we will have regard to relevant guidance for operators of shared spaces, such as Working safely during Covid-19, Coronavirus: how to stay safe and help prevent the spread and for places of worship and discuss any protective measures with the owner of the space. <input type="checkbox"/> All sports provision, including competition between settings can be planned and delivered. <p>Parental Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> It is no longer advised that providers limit the attendance of parents and carers at sessions although this may be advised as part of our contingency/outbreak management plans should Covid-19 transmission rates increase in the community. We will continue to ensure that we have parents' and carers' most up-to-date contact details in case of an emergency. <p>Educational visits & trips</p>	<p>Refer to Supporting pupils and students with SEND</p> <p>DfE Supporting Pupils at School with Medical Conditions remains in place</p> <p>Refer to COVID-19: Actions for Out of School Settings</p> <p>The owners of these shared spaces must continue to meet all existing health and safety obligations with regard to ensuring that their premises are safe for providers to hire and to operate from</p>	

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		<input type="checkbox"/> Out-of-school settings and wraparound childcare providers may undertake educational visits in groups of any number and children will no longer need to be kept in consistent groups. Refer to 'Educational Visits' on Page 17 for further details. [EYFS] Supervised toothbrushing programmes <input type="checkbox"/> Supervised toothbrushing programmes may be undertaken using the dry brushing method. <input type="checkbox"/> The wet brushing model is not recommended because it is considered more likely to risk droplet and contact transmission and offers no additional benefit to oral health over dry toothbrushing.	Refer to COVID-19: guidance for supervised toothbrushing programmes in early years & school settings	
Inappropriate arrangements for managing the curriculum	High	Physical Education, School Sport and Physical Activity (PESSPA) <input type="checkbox"/> All sports provision, including competition between settings can be planned and delivered whilst following the measures in our system of controls. Refer also to AfPE Covid-19: Interpreting the Government Guidance in a PESSPA Context . <input type="checkbox"/> We will follow the guidance contained in Guidance on coronavirus (COVID-19) measures for grassroots sport participants, providers and facility operators . <input type="checkbox"/> If delivering sporting or other organised events, more information can be found in COVID-19: Events and Attractions guidance . Science, Art and D&T <input type="checkbox"/> For guidance regarding Science and D&T in relation to practical activities during the Covid-19 pandemic, we will follow relevant CLEAPSS guidance. Although specific risk assessments will not be required, our existing curricular risk assessments will be reviewed and where necessary updated to reflect altered practices and CLEAPSS guidance. <input type="checkbox"/> If we have a substantial increase in the number of positive cases in our school, a Director of Public Health might advise us that additional controls need to be reintroduced. Our Outbreak Management Plan covers this possibility. Music, Dance and Drama <input type="checkbox"/> We will continue teaching music, dance and drama as part of the school curriculum. <input type="checkbox"/> Singing, wind and brass instrument playing can be undertaken in line with performing arts guidance ensuring we provide adequate ventilation and clean more frequently. Performances <input type="checkbox"/> If planning indoor or outdoor face-to-face performances, sporting or other organised events in front of a live audience, we will follow the latest advice in the COVID-19: Events and Attractions guidance , which provides details of how to manage audiences as well as carry out performing arts safely. <input type="checkbox"/> With sufficient mitigation, events should be able to go ahead unless we are experiencing an outbreak of Covid-19 in a relevant class/year group or there are local restrictions in the community following public health advice. A Risk Assessment will be completed for each event that details the safety measures to be implemented - this will be kept under review and updated accordingly if the number of active Covid-19 cases within our setting changes. the risk of any cases occurring, resulting in the need to self-isolate for pupils, staff, parents, and others;	Refer to: <ul style="list-style-type: none"> Guidance on coronavirus (COVID-19) measures for grassroots sport participants, providers and facility operators Sport England Youth Sport Trust Association for Physical Education (AfPE) Swim England Refer to: CLEAPSS GL344 and GL343 Refer to CLEAPSS guidance for D&T : GL347 , GL348 , GL354 , GL355 , GL360 , GL356 & GL362 and Science : GL336 , GL338 , GL339 , GL345 , GL352 , GL353 & GL362 Refer to Working safely during COVID-19 in events and attractions including performing arts National guidance remains unchanged - Educational settings can plan and hold events such as performances and trips. There is no need to cancel events at this time. We will follow the KAHSC model Performances & Events During the Covid-19 Pandemic Risk Assessment	

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		<input type="checkbox"/> [Cumbrian Schools]: If there is a suspected or confirmed Covid-19 outbreak at our setting, we will contact the EIPC team (EducationIPC@cumbria.gov.uk), who will support us in risk assessing whether or not our event can still safely take place. If the risk assessment shows the event may cause further transmission, the public health team may advise that the event is cancelled. Mandatory certification <input type="checkbox"/> From 27/01/22, mandatory certification is no longer in place and so venues and events are not required by law to use the NHS Covid Pass as a condition of entry, but some may do so voluntarily. <input type="checkbox"/> From 01/04/22, it will no longer be recommended that certain venues use the NHS Covid Pass.	Refer to: GOV.UK Using your NHS COVID Pass for travel abroad & at venues & settings in England	
Inappropriate arrangements for education recovery	High	<input type="checkbox"/> There are a number of programmes and activities to support pupils to make up education missed as a result of the pandemic. Further information is available on education recovery support . Specifically for schools, the document includes further information on: <ul style="list-style-type: none"> - catch-up premium - recovery premium - tutoring (including the National Tutoring Programme and 16 to 19 tuition fund) - teacher training opportunities - curriculum resources - curriculum planning - specialist settings - wider continuous professional development resources, including to support teacher wellbeing and subject-specific teaching <input type="checkbox"/> Special schools and other specialist settings should refer to the SEND additional operational guidance .	Refer also to the National Tutoring Programme How to Guide	
Inadequate contingency plans in place	High	Stepping measures up and down <input type="checkbox"/> Currently, early years settings, schools and colleges are advised to contact their Local Authority for advice when they reach specific thresholds described in the Contingency Framework. Local Authorities can then advise further measures that settings can take to reduce in-setting transmission of Covid-19. <input type="checkbox"/> [Cumbrian Schools]: We will continue to email the Education IPC team at Cumbria County Council for advice on managing cases and outbreaks: EducationIPC@cumbria.gov.uk . <input type="checkbox"/> We have an Outbreak Management Plan outlining how we would operate if we need to take extra measures in exceptional circumstances . Any measures in schools will only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible. Our Outbreak Management Plan is kept under constant review. <input type="checkbox"/> If there are unvaccinated clinically vulnerable pupils and students within our setting, we may need to put temporary additional protective measures in place in exceptional circumstances. These could include wearing face coverings (unless exempt), limiting contact and mixing with those identified as clinically vulnerable, and increasing hygiene and cleaning routines. Any decision to take additional precautions will be based on our specific circumstances and the needs of the clinically vulnerable children and young people within our setting. We will weigh up what impact additional precautions may have on education and wellbeing.	Refer to the Contingency framework , the KAHSC model Outbreak Management Plan	

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		<ul style="list-style-type: none"> <input type="checkbox"/> No pupil or student will be denied education based on their compliance with any additional precautions. <input type="checkbox"/> We have thought about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead us to consider taking additional action, and the steps we should work through, can be found in the Contingency framework. <p>Remote education</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity (No.2) Direction applied from the start of the academic year 2021 and extends the requirement on schools to provide remote education for state-funded pupils when they cannot attend school due to Covid-19. This will expire on 24/03/22. <input type="checkbox"/> Where appropriate, we will support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so up until 24/03/22. <input type="checkbox"/> We will maintain our capacity to deliver high quality remote education up until 24/03/22, including for pupils who are abroad, and facing challenges to return due to Covid-19 travel restrictions, for the period they are abroad. <input type="checkbox"/> Independent Schools (not including academies) are only covered by the remote education temporary continuity direction in relation to state-funded pupils in their schools. However, they are still expected to meet the Independent School Standards in full at all times. <input type="checkbox"/> The remote education provided will be equivalent in length to the core teaching pupils would receive in school. <input type="checkbox"/> We will work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. <input type="checkbox"/> We will keep in contact with students learning from home and regularly check if they are accessing remote education. <input type="checkbox"/> Our Offer of Remote Education is available to all pupils/parents and is displayed on the school website. <input type="checkbox"/> [EYFS]: We will direct parents of EYFS children to the Hungry little minds campaign, BBC: tiny happy people, National Literacy Trust's Family Zone and Help children aged 2 to 4 to learn at home during coronavirus (COVID-19). 	<p>Refer to: Remote Education Temporary Continuity (No.2) Direction Explanatory Note</p> <p>Refer also to:</p> <ul style="list-style-type: none"> • Get help with remote education • Guidance on get help with technology: conditions of internet access & device grants • Keeping children safe online • Adapting teaching practice for remote education • Review your remote education provision • Get help with technology for remote education during coronavirus (Covid-19) • Remote education good practice guide • Support for parents and carers to keep children safe online • Remote education webinars • Safe Remote Learning knowledge base and Live Remote Lessons by SWGfL • Safeguarding considerations for remote learning by LGfL • The National Cyber Security Centre: Video conferencing services: security guidance & Video conferencing services: using them securely • Safeguarding and remote education during coronavirus (COVID-19) • Home Learning Technology Guidance • Keeping children safe in education • Children's Commissioner Guide for parents and carers on online sexual harassment and how they can support children to stay safe online 	
Poor or inappropriate behaviour and attendance	High	<p>Behaviour</p> <ul style="list-style-type: none"> <input type="checkbox"/> Our Behaviour Policy has been updated with any new rules/policies and will be communicated clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour both in school and online. We will set out clearly the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions. 		

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> <input type="checkbox"/> We will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system. <input type="checkbox"/> Some pupils have returned to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for pupils. <input type="checkbox"/> Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations. <input type="checkbox"/> Pre-empting that a pupil may commit a disciplinary offence, and thus not allowing a pupil to attend school, is an unlawful exclusion. <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> School attendance is mandatory for all pupils of compulsory school age and it is priority to ensure that as many children as possible regularly attend school. <input type="checkbox"/> Where a child is self-isolating (awaiting a test result) or in quarantine because of Covid-19, they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of Covid-19 they should be recorded as code I (illness). <input type="checkbox"/> For pupils abroad who are facing challenges to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. <input type="checkbox"/> In all circumstances and in accordance with our School Outbreak Management Plan, priority will continue to be given to vulnerable children and young people and children of critical workers (as defined in the DfE guidance Children of critical workers and vulnerable children who can access schools or educational settings) to attend full time. <p><input type="checkbox"/> See also EYFS on Page 19.</p> <p>Travel & quarantine</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where pupils travel from abroad to attend a boarding school, we will explain the rules to pupils and their parents before they travel to the UK. Additional guidance has been issued on boarding school students quarantine and testing arrangements. <input type="checkbox"/> Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or self-isolate upon return. <input type="checkbox"/> Parents must check the rules for travel to England for more information. 	<p>Refer to: Changes to the school suspension and permanent exclusion process during the coronavirus (COVID-19) outbreak</p> <p>Refer to school attendance guidance</p> <p>Refer to the model Covid-19 Boarding Schools Operational Risk Assessment, Travel to England from another country during coronavirus (COVID-19), Coronavirus (COVID-19) testing before you travel to England, How to quarantine at home after international travel, Booking and staying in a quarantine hotel when you arrive in England</p>	

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Inadequate arrangements in place for managing off-site visits	High	<ul style="list-style-type: none"> <input type="checkbox"/> We will continue to undertake full and thorough risk assessments in relation to all educational visits and reflect any public health advice or in-country advice of the international destination, recognising the risk of disruption to education resulting from the need to isolate and test on arrival back into the UK, and will ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. <input type="checkbox"/> Given the likely gap in Covid-19 cancellation insurance, if we are considering booking a new visit, whether domestic or international, we will ensure that any new bookings have adequate financial protection in place. <input type="checkbox"/> We will speak to either our visit provider, commercial insurance provider, or the Risk Protection Arrangement (RPA) to assess the protection available. If unsure contact organisations such as the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI) for independent advice on insurance cover and options. <input type="checkbox"/> We will refer to the guidance on international travel and Foreign, Commonwealth and Development Office travel advice before booking and travelling to make sure that the school group meet any entry and in-country requirements especially in relation to vaccinations. <input type="checkbox"/> We will be aware that the travel list (and broader international travel policy) is subject to change and countries may be moved onto the red list. The travel lists may change during a visit and we must comply with international travel legislation and will have contingency plans in place to account for these changes. <input type="checkbox"/> The NHS Covid Pass can be used by those 12 years and over to prove vaccination status. 	Refer to the health and safety guidance on educational visits and specialist advice from the Outdoor Education Advisory Panel (OEAP)	
Inadequate staffing ratios, staff availability and recruitment	High	<p>Ratios and Qualifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will undertake an appropriate audit to ensure staffing levels are appropriate. <input type="checkbox"/> We have contingency plans in place should staff be absent as a result of Covid-19. Our possible approaches to managing a shortfall in staffing include: <ul style="list-style-type: none"> - We will ensure that appropriate support is made available for pupils with SEND, e.g. by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. - Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Any redeployments will not be at the expense of supporting pupils with SEND. The Head teacher will be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required. - We can continue to engage supply teachers and other supply staff including to deliver face to face education to pupils in school and remote education. - Where it is necessary to use supply staff, peripatetic teachers and volunteers, they will be expected to comply with our arrangements for managing and minimising risk and will be included in our communications, policies and processes for asymptomatic testing including provision of test kits where feasible. 	The government have re-introduced the Covid-19 workforce fund to provide financial support to schools/PRUs with absence costs incurred from 22/11/21 until Friday 08/04/22 – refer to: Coronavirus (COVID-19) workforce fund to support schools with costs of staff absences from 22/11/21 to 08/04/22	

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		<ul style="list-style-type: none"> <input type="checkbox"/> We will ensure we have adequate and appropriate equipment and facilities to give first aid to any employee or pupil who is injured or becomes ill at work; the level of first aid cover provided remains appropriate for our work environment and the level of first aid provision necessary in high risk settings is fully maintained. We will ensure sufficient Paediatric First Aid Trained staff are available when EYFS children are present on site or on school trips. <input type="checkbox"/> Key telephone numbers of all available DSL's/deputies to be displayed in school. <input type="checkbox"/> Ensure the contact details of the Safeguarding Hub/Early Help Team/LADO are available to all staff on duty. <input type="checkbox"/> Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. <input type="checkbox"/> [Cumbrian Schools]: Numbers of positive cases of Covid-19 are currently very high nationally and in Cumbria so we may face challenges with staffing levels. In the event that we are unable to open fully for this reason, we will inform our link General Advisor from the Learning Improvement Service (LIS) and use the County Council School Closures web page to record this. We will prioritise DSL and Senior Leadership capacity in the first instance. <p>Early Years Settings</p> <ul style="list-style-type: none"> <input type="checkbox"/> It remains a priority to continue providing face to face education and childcare. However, Government considers Covid-19 to be an exceptional circumstance in which the staff-to-child ratios set out in the EYFS statutory framework can temporarily be changed, if necessary, e.g. to respond to Covid-related workforce absences. Refer to paragraph 3.31 in the EYFS Statutory Framework. <input type="checkbox"/> In some cases, we may choose to respond to staff and child absences by temporarily mixing age groups of children who would otherwise be educated or cared for separately. Ratios will be guided by all relevant requirements and by the needs of individual children within the group. For the purposes of meeting EYFS ratio and qualification requirements, all staff educating or caring for a mixed age group of children can be considered 'available to work directly with' all the children who have been grouped together. <input type="checkbox"/> In all circumstances, we remain responsible for maintaining the quality of care, safety and security of children. <input type="checkbox"/> Where we are experiencing staff shortages due to sickness or self-isolation, we will: <ul style="list-style-type: none"> - work with the local authority to identify how appropriate provision can be put in place while keeping staffing arrangements as consistent as possible; - where necessary, pool staff with another setting or take on qualified and Disclosure and Barring Service (DBS) checked staff from other educational settings (including local registered childminders) which have been closed or invite local registered childminders to work with us at the setting – registered childminders can already do this under the 50 / 50 registration flexibility they have. <input type="checkbox"/> If high levels of workforce absence mean we need to restrict attendance (e.g. where our setting is oversubscribed, or unable to operate at full capacity) we will give priority to: <ul style="list-style-type: none"> - children of critical workers, and vulnerable children - some children may be vulnerable who are not officially in statutory systems and we will seek to support any children who we believe may have challenging circumstances at home; - then 3- and 4-year-olds, in particular those who will be transitioning to Reception; 	<p>Where it is not possible to have a DSL or Deputy physically in school, arrangements may be made for the DSL to be contactable via phone or video link if working from home. Alternatively, arrangements may be made with another school to use the expertise of their DSL. Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.</p> <p>Refer to Early Years Foundation Stage Framework</p>	

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<p>- followed by younger age groups.</p> <p><input type="checkbox"/> Local authorities will work with us to identify provision for children who need places.</p> <p>Staff taking leave</p> <p><input type="checkbox"/> Staff will need to be available to work in school during term time. We will discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements.</p> <p><input type="checkbox"/> There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to Covid-19 restrictions, and they may need to quarantine on their return).</p> <p><input type="checkbox"/> [Cumbrian Schools]: Whilst it remains a decision for individual schools, we will make all staff aware that the LA view is that if staff must travel abroad which then mean they have to quarantine on their return (and this is not within school holiday periods), then the following options will be discussed:</p> <ul style="list-style-type: none"> - take additional paid annual leave (from their usual leave allowance); - take unpaid annual leave; - make up the leave over an agreed period of time; - undertake redeployment to alternative duties, which can be carried out at home, but this will be subject to service requirements and cannot be guaranteed; - work from home if possible. 	<p>The latest guidance on travel/quarantine can be accessed at: Travel to England from another country during coronavirus (COVID-19), Coronavirus (COVID-19) testing before you travel to England, Travel abroad from England during coronavirus (COVID-19), How to quarantine at home after international travel, Booking and staying in a quarantine hotel when you arrive in England. Staff must check the rules for travel to England for more information</p>	
Visiting children in their own homes and contact with Covid-19 virus	High	<p><input type="checkbox"/> Should we have a situation where a child requires a home visit such as in relation to safeguarding concerns or delivery of the EHC Plan to pupils not attending school, we will consider and adhere to guidance issued in Use of PPE in education, childcare and children's social care settings including AGPs.</p>	<p>Refer to KAHSC model Covid-19 Home Visits Risk Assessment</p>	
Visitors & spread of Covid-19 virus	High	<p><input type="checkbox"/> We will ensure that all visitors and key contractors are aware of the school's control measures and ways of working.</p> <p><input type="checkbox"/> As was the case pre-pandemic, access to contractors/external maintenance personnel should be by appointment only and wherever possible, arranged after school, holidays or weekends.</p> <p><input type="checkbox"/> The recording of visitor information is no longer required. We will remove all QR code posters or signs and delete any personal information provided by visitors in relation to Covid-19 or, where we are using paper records, these will be securely destroyed in order to comply with UK GDPR.</p> <p>Lettings</p> <p><input type="checkbox"/> We expect each organiser to have their own Covid-19 risk assessment in place which we are satisfied with. This should include as a minimum the key elements of infection control (not attending or going home if symptomatic or have had a positive test result for example; hand/respiratory hygiene; enhanced ventilation and cleaning). Hirers must also comply with our system of controls which will be included within our 'Conditions of Hire'.</p> <p><input type="checkbox"/> From 27/01/22, mandatory certification is no longer in place and so venues and events are not required by law to use the NHS Covid Pass as a condition of entry, but some may do so voluntarily.</p>	<p>Refer to KAHSC model Letting Arrangements</p> <p>Refer to: GOV.UK Using your NHS COVID Pass for travel abroad & at venues & settings in England</p>	

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Lack of wellbeing management for pupils and families	High	<ul style="list-style-type: none"> <input type="checkbox"/> Some pupils may be experiencing a variety of emotions in response to the coronavirus (Covid-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. <input type="checkbox"/> We will offer pastoral support to pupils who are self-isolating, shielding or who are vulnerable. <input type="checkbox"/> We will also provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. <input type="checkbox"/> Where there is a concern a child is in need or suffering or likely to suffer from harm, we (generally led by the DSL or deputy) will follow our Child Protection Policy and Part 1 of Keeping children safe in education and consider any referral to statutory services (and the Police) as appropriate. 	Refer to Promoting and supporting mental health and wellbeing in schools and colleges and Mental Health and Wellbeing Resources for Teachers & Teaching Staff	
Lack of wellbeing management for staff	High	<ul style="list-style-type: none"> <input type="checkbox"/> We will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. <input type="checkbox"/> We will monitor the wellbeing of people who are working from home or self-isolating and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. <input type="checkbox"/> Where work-related issues present themselves, the HSE's published Stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (e.g. by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling). <input type="checkbox"/> [Cumbrian Schools]: There is a new guidance document to support the management of Covid related sickness absence which can be found on the School Portal HR and Payroll. This clarifies the approach to supporting staff and managing sickness absences arising from Covid-19 including supporting those that are recognised as CEV, managing short term and long term absence due to Covid-19 and Long Covid (Post-Covid Syndrome). 	Refer to extra mental health support for pupils and teachers , NHS Every Mind Matters and DfE School workload reduction toolkit Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing and the Frontline: Wellbeing toolkit for educators brings together a range of resources and support for staff.	
Inadequate communications with and training of staff	High	<ul style="list-style-type: none"> <input type="checkbox"/> We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff and explain and agree any changes in working arrangements, including those working from home. <input type="checkbox"/> We will ensure all staff are kept up to date with how safety measures are being implemented or updated. <input type="checkbox"/> We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments. <input type="checkbox"/> We will promote awareness and focus on the importance of mental health at times of uncertainty (see above). 		
Fire emergencies	High	<ul style="list-style-type: none"> <input type="checkbox"/> We will regularly review and where necessary, update the existing school Fire Risk Assessment and Fire Safety Management Policy/Evacuation Plan. <input type="checkbox"/> We will ensure there are sufficient trained staff on duty e.g. sufficient fire wardens to cover the site to enable sweeps of all areas to be carried out and to ensure full evacuation of the building – particularly important if staff are required to self-isolate. 	Refer to advice on Fire safety in new and existing school buildings	

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> <input type="checkbox"/> We will assess the suitability of Personal Emergency Evacuation Plans (PEEPs) – especially if previous role holders are no longer available to continue e.g., they may be required to self-isolate. <input type="checkbox"/> The use of portable heaters will be avoided where possible. However, where it is necessary to use these, we will ensure suitable controls are implemented and include within the existing Fire Risk Assessment. <input type="checkbox"/> Generally, fire doors should remain closed at all times when not in use OR we will consider installing automatic door release devices connected to the fire alarm system to fire doors. However, it is accepted that increasing ventilation during the Covid-19 pandemic is a key mitigation. Whilst it is accepted that this practice will improve ventilation by increasing the air flow through the room (assuming windows are also left open), this must be balanced against the need to reduce the risk of fire spread. In line with November 2021 Cumbria County Council Guidance ‘Improving ventilation during COVID-19’, the recommendation is for classroom doors (and the doors of any other rooms) to remain open when the room is occupied. The windows of the room should also be opened, if practicable, to create a crossflow of air. However, fire doors of all unoccupied rooms should remain closed. Refer also to ‘Ventilation’ on Page 5. <input type="checkbox"/> We will consider the closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the Covid-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and pupils. <p>Alcohol based hand sanitiser – fire risks</p> <ul style="list-style-type: none"> <input type="checkbox"/> All hand sanitiser stations will be kept clear of potential sources of heat and ignition (such as electrical or heating equipment). <input type="checkbox"/> Any spillages will be cleaned up immediately and the items used to clear the spillage disposed of carefully (they will be highly flammable until the alcohol has evaporated). <input type="checkbox"/> Alcohol-based hand sanitiser will be stored away from sources of heat and ignition, ideally in a metal cabinet. A sign will be provided on the cabinet/store warning of the presence of flammable liquids. <input type="checkbox"/> The location of the cabinet(s)/store(s) and the quantity held will be recorded on a plan of the school to make fire fighters aware of this hazard should they attend an incident at the school (and also included in our existing Emergency Plan). <input type="checkbox"/> Alcohol-based hand gels will not be used in science labs or D&T & Food workshops/lessons. We will not make our own gels. Instead of gels, we will use skin-friendly cleaning wipes that claim to kill 99.99% of bacteria and viruses and are non-alcohol based. 	Refer also to ‘Hand Hygiene’ on page 5.	
Lack of building/ property maintenance	High	<p>All routine external and in-house monitoring, testing and inspection will continue as normal (and if the premises have to close or prior to re-occupation following an extended closure) including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Routine in-house health & safety inspections; <input type="checkbox"/> External and in-house maintenance of fire safety equipment and systems; <input type="checkbox"/> Ongoing external and in-house hot and cold water safety (legionella) monitoring, maintenance and testing; <input type="checkbox"/> In-house monitoring of asbestos containing materials; <input type="checkbox"/> External and in-house monitoring, testing and maintenance of all other systems and equipment in line with statutory requirements and manufacturer’s instructions. 	Refer to CIBSE: emerging from lockdown and HSE: Legionella Risks during the Coronavirus Outbreak	

Further Action Required	Date Action Completed	Date RA Reviewed	Significant Changes Y/N	Shared with Staff Date or N/A
<p>Settings should review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of Covid-19. This risk assessment must be read and followed in conjunction with other applicable risk assessments for the setting, staff member or pupil, adapted as necessary, and:</p> <ul style="list-style-type: none"> • Schools coronavirus (COVID-19) operational guidance • Actions for early years and childcare providers during the COVID-19 pandemic • SEND and specialist settings: additional COVID-19 operational guidance • Covid-19: Actions for Out of School settings • COVID-19: people with Covid-19 and their contacts • COVID-19: guidance for people previously considered clinically extremely vulnerable from Covid-19 • Children of critical workers and vulnerable children who can access schools or educational settings • RCPCH: COVID-19 guidance on CEV children & young people • Coronavirus: how to stay safe and help prevent the spread • Coronavirus (Covid-19) Getting tested • Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners • Safeguarding and remote education during coronavirus (COVID-19) • Coronavirus (COVID-19): test kits for schools and FE providers • Actions for employers & providers following a COVID-19 related death of a carer or colleague across children's services • Providing School Meals during the Coronavirus Outbreak • COVID-19: cleaning in non-healthcare settings outside the home • Coronavirus Covid-19 safer travel guidance for passengers • Coronavirus Covid-19 Safer transport guidance for operators • Dedicated transport to schools and colleges Covid-19 operational guidance • Use of PPE in education, childcare and children's social care settings including AGPs • COVID-19: personal protective equipment use for non-aerosol generating procedures • HSE Face Fit Testing Guidance • Face coverings: when to wear one, exemptions & what makes a good one • Remote Education Temporary Continuity (No.2) Direction Explanatory Note • Get help with remote education • Travel abroad from England during coronavirus (COVID-19) • Travel to England from another country during coronavirus (COVID-19) • Promoting and supporting mental health and wellbeing in schools and colleges • Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings • Asthma UK COVID-19: Health advice for people with asthma • HSE: Ventilation & air conditioning during the coronavirus (COVID-19) pandemic • Working safely during coronavirus (Covid-19) • Contingency framework: education and childcare settings • Testing in Education settings document sharing platform • Rapid asymptomatic testing in specialist settings • COVID-19 response: Living with COVID-19 				