

# Risk Assessment Form Version:

For further info on risk assessment see: BHCC Risk Assessment Guidance

To calculate Risk Rating (R): assess the likelihood (L) of an accident occurring against the **most likely impact (I)** the accident might have,

Task / Activity Covered by the assessment	<b>FULL OPENING OF SCHOOLS during COVID-19 PANDEMIC – from 8/3/21</b> <i>Model risk assessment (for local adaptation)</i>		Likelihood (L)	X	Impact (I)
Workplace	<ul style="list-style-type: none"> <li>To be read in conjunction with Government guidance - <a href="#">Schools coronavirus (COVID-19) operational guidance</a> and BHCC's <a href="#">dedicated COVID-19 page on BEEM</a> for schools. <b>A new 'Management of COVID-19 RA – Key Control Measures' (summary) document is also available on BEEM</b></li> </ul>		Almost Impossible	1	Insignificant (minor injury, no time off)
Date of Assessment	<b>2/3/21 (but WEF 8/3/21)</b>	Date Assessment to be reviewed	Possible	3	Moderate ((injury causing more than 7 days off)
Person Completing	Paul Barber	Manager/ Head teacher	Likely	4	Major ((death or serious injury)
Staff involved in assessment	All Staff.		Almost Certain	5	Catastrophic (multiple deaths)
			<b>Low = 1 - 3</b>	<b>Moderate = 4-7</b>	<b>Significant = 8-14</b>
					<b>High = 15-25</b>

## Covid Alert Level and Lockdown Status

Government's <a href="#">LOCAL COVID-19 ALERT LEVEL</a> for Brighton & Hove	N/A - National Lockdown in place
Lockdown in Place [YES/ NO]	<b>YES but STEP 1 (some easing of restrictions from 8/3/21)</b>

### How to use this Risk Assessment:

- This RA is used to mitigate the risk from COVID-19 and should be used alongside any other risk assessment for the task being undertaken.
- To calculate Risk Rating (R): assess the likelihood (L) of a member of staff/others contracting COVID-19, taking into account the control measures that will be in place against the **most likely impact (I)** of contracting COVID-19 might have **L x I = R**
- This risk assessment (when relevant) includes the [LOCAL COVID-19 ALERT LEVEL](#) as a guide/ baseline on the likelihood of infection **without control measures in place** and whether a lockdown has been put in place.
- As the Local Alert Level or lockdown status changes the risk assessment should be reviewed – consider whether the likelihood of transmission of COVID has changed and whether the control measures you have in place remain effective.

- This risk assessments should be completed in consultation with all relevant union colleagues not just individual unions. As a minimum this must always include Unison, the GMB and the NEU. This will ensure that all your staff who are part of a union have been fully consulted on the issues

What are the significant, foreseeable, hazards? (the dangers that can cause harm)		Who is at Risk?	Current control measures (What is already in place/done)	Risk Rating			What additional controls can be put in place to reduce the risk further?	Revised Risk Rating			Sign as done
				L	I	R		L	I	R	
E. g.	Slip, trip or fall on wet flooring	- Staff - Visitors etc.	- Barrier matting - Wet floor signs - No running rules (in schools)	3	2	6	- Introduce non-slip flooring to areas by external doorways - Provide cleaning/drying equipment for staff	2	1	2	

1	Site not prepared for pupils/staff	Pupils/ staff	<ul style="list-style-type: none"> <li>• Risk assessment(s) reviewed and shared with staff and safety representatives prior to full opening.</li> <li>• Active/ongoing monitoring arrangements to ensure controls are effective and working as planned.</li> <li>• Usual building checks to ensure school safe and extra considerations (e.g. <a href="#">Legionella</a> water checks, working heating systems, operating doors/windows, alarms etc.) where buildings have been closed or had reduced occupancy.</li> <li>• Cleaning/hygiene arrangements enhanced in line with government guidance: <a href="#">Cleaning in non-healthcare settings</a></li> <li>• Lidded bins in classrooms/other locations, availability of soap and hot water in every toilet and classrooms, sanitising wipes for cleaning of equipment, hand sanitiser, tissues (and disposal – double-bagging and emptying), following the ‘Catch it, Bin it, Kill it’ principles for the disposal of tissues. [ADD DETAIL – WHAT CLEANING AND WHERE, WHO WILL CLEAN, FREQUENCY ETC.]</li> <li>• Ensure good ventilation throughout and improve this by opening windows etc. – see 2 below.</li> <li>• Movement around school – avoid creating busy corridors, entrances and exits - reduce possible contact between groups, consider/plan one-way systems, identify any ‘pinch-points’, staggered times for arrival/departure, lunch, breaks, use of staff room etc., use of DorGuards or Mag-lock devices linked to fire alarm system to keep regularly used doors in an open position. <b>Fire doors must NOT be wedged open.</b></li> </ul>			<p>Risk Assessment shared with all staff.</p> <p>Building checks carried out – no areas mothballed during lockdown.</p> <p>Cleaning schedule reverts to pre-Christmas timings and organisation.</p> <p>Lidded bins already present, hand sanitiser and ventilation also in position and being used.</p> <p>Bubbles still remain in place with staggered breaks and lunch, arrival and leaving times.</p>			
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		<ul style="list-style-type: none"> <li>• Provide signage at school entrances/exits and on way to school to indicate any changes to access.</li> <li>• Minimise number of resources and furniture etc. to enable cleaning – however, classroom-based resources (e.g. books/games) can be shared within a ‘bubble’ and cleaned regularly, along with all frequently touched surfaces.</li> <li>• Individual &amp; very frequently used equipment – e.g. pencils/pens – not shared (staff/pupils have own items).</li> <li>• Review on-site signage to indicate physical distancing instructions, including floor markings, indicators, one-way routes etc. as minimising contact between individuals and maintaining social distancing wherever possible, remain important.</li> <li>• Review induction information for all staff, pupils and essential visitors (including peripatetic teachers and contractors) who require access to site.</li> </ul>			<p>Signs in place where needed, no extra resources in classrooms to be used – still teaching in ‘lockdown’ mode.</p> <p>Staff kept updated via notices in staff room and weekly briefings. Visitors are in essential situations only; although this has included children potentially starting both in year and September.</p>			
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2.	Lack of adequate ventilation and/or impact of ventilation on indoor temperatures	Pupils/staff	<ul style="list-style-type: none"> <li>• Well ventilated/comfortable teaching environment maintained as far as possible, including:</li> <li>• Mechanical ventilation systems adjusted to increase the ventilation rate wherever possible – <i>see note (RHS)</i>.</li> <li>• Natural ventilation – opening windows (in cooler weather windows opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space).</li> <li>• Opening internal doors to assist with creating a throughput of air.</li> <li>• If necessary external opening doors used (as long as they are not fire doors and where safe to do so)</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures used as appropriate:</p> <ul style="list-style-type: none"> <li>• Opening high level windows <b>in colder weather</b> in preference to low level to reduce draughts.</li> <li>• Increasing ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused).</li> <li>• Providing flexibility to allow additional, suitable indoor clothing - see <u>School uniform</u>.</li> <li>• Rearranging furniture where possible to avoid direct drafts.</li> <li>• Heating used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>			<p><b>Note:</b> Mechanical ventilation systems should be checked by competent person/contractor to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply).</p> <p>Further advice can be found in Health and Safety Executive guidance on <u><a href="#">air conditioning and ventilation during the coronavirus outbreak</a></u> and <u><a href="#">CIBSE coronavirus (COVID-19) advice</a></u></p> <p><b>Doors and windows remain open for ventilation.</b></p> <p><b>Uniform remains flexible due to limiting changing.</b></p>			
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3	<p><b>Transmission of the virus</b></p> <p><b>Attendance</b></p> <p><b>Reduced staffing</b> (due to <b>positive LFD 'asymptomatic'</b> or PCR <b>'symptomatic'</b> test result or self-isolation, illness or vulnerability) may result in insufficient supervision ratios/trained first aiders/ qualified staff to work with children with complex needs</p>	<p>Infection to Staff, children, families, visitors and contractors</p>	<ul style="list-style-type: none"> <li>• <del>Only children of critical workers and vulnerable children and young people to attend school/college, in line with Government guidance during period of National Lockdown.</del></li> <li>• <del>Attendance arrangements for critical worker and vulnerable children regularly reviewed to ensure pupils numbers and staffing levels remain reasonable and risk of transmission, as low as practicable.</del></li> <li>• <del>All other pupils/students to receive remote education.</del></li> <li>• From 8 March 2021, all staff and pupils (except those confirmed as clinically extremely vulnerable/advised to shield) should attend school.</li> <li>• From March 31<sup>st</sup>, shielding effectively stops.</li> <li>• Promotion and engagement in (non-mandatory) asymptomatic testing for all staff (and secondary pupils) offered. [See Management of COVID-19 RA – Key Control Measures (summary) document on <a href="#">BEEM</a>]</li> <li>• Pupils who are self-isolating should not attend school.</li> <li>• Liaison with Education &amp; Skills team where there are concerns over staffing levels.</li> <li>• All schools including Special Schools and Alternative Provision Schools (who on occasion) may encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training, should seek to resume as close as possible, to the child's or young person's specified provision.</li> </ul>			<p>Note: the main symptoms of coronavirus are:</p> <ul style="list-style-type: none"> <li>• <b>a high temperature</b> – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)</li> <li>• <b>a new, continuous cough</b> – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)</li> <li>• <b>a loss or change to your sense of smell or taste</b> – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal</li> </ul> <p>Most people with coronavirus have at least 1 of these symptoms.</p> <p><b>We continue to follow NHS guidance around self-isolation and remote learning.</b></p>			
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- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus ([COVID-19 SYMPTOMS](#)) or have tested positive in the last 10 days, or who have someone in their household, [support bubble or childcare bubble](#), who does/has, do **not** attend school/childcare setting.  
– see [Self isolation and treating coronavirus symptoms](#)
- School to tell children, parents, carers or any visitors, such as suppliers/providers not to enter the education or childcare setting if they are displaying any symptoms of coronavirus or have tested positive in the last 10 days.
- School to request that parents/carers of children closely monitor children for signs of Covid-19 symptoms in line with PHE, NHS, Government & DfE guidelines (e.g. unwell with a new or continuous cough, high temperature, loss/change of taste or smell etc.) BEFORE drop-off and do not bring child to school if child/household member is symptomatic.
- Ensure symptomatic child/staff member isolates at home for 10 days from when symptoms started and the members of their household for 10 days.
- Parent to obtain test for the child and staff to obtain a test for themselves including any other symptomatic household members. If negative test result, child/staff can return to school once well and family members can stop self-isolating (follow the guidance on testing on the [NHS testing web page](#))
- Appropriate (Primary & Early Years settings or Secondary School settings) PHE South

*Note: A suspected case no longer needs to be reported to PHE/DfE helpline.*

**Note: The LATEST PHE South East Educational Settings Working Group COVID-19 Resource Pack for Educational Settings, Flowcharts, Referral Form and covering letter** provide useful information and guidance. Scroll down to the Public Health England section on [BEEM](#)

Note: The DfE COVID Helpline

Schools and other settings should call this helpline if they require advice about cases of COVID 19 or assistance with undertaking risk assessments. If the education setting wishes to discuss further cases, then they can always call this helpline again for support as

			<p>East Health Protection Team</p> <p><a href="#">FLOWCHARTS</a> for managing <b>Confirmed</b> COVID-19 cases on BEEM followed [Note: scroll down the page to Public Health England Guidance section].</p> <ul style="list-style-type: none"> <li>• Where a child/children/staff member/s tests positive, the rest of their group may be sent home and advised to self-isolate for 10 days (as guided by DfE helpline).</li> <li>• Contact DfE helpline for advice about single or multiple cases of COVID-19 for assistance with undertaking risk assessments, if required.</li> <li>• Email: <a href="mailto:dfecoronavirushelpline@education.gov.uk">dfecoronavirushelpline@education.gov.uk</a> Telephone: 0800 046 8687 (choose option 1 to notify of a case) Helpline opening hours: Monday to Friday from 8am to 6pm (plus Saturday-Sunday 10am to 6pm for advice about cases or other COVID-19 related issues)</li> <li>• <b>Notify <u>confirmed</u> cases in schools/settings to:</b></li> <li>• <b>Brighton &amp; Hove Local Authority Education Department by email:</b> <a href="mailto:educationandskills@brighton-hove.gov.uk">educationandskills@brighton-hove.gov.uk</a></li> <li>• <b>Brighton &amp; Hove Local Authority Public Health Department by email:</b> <a href="mailto:Publichealth@brighton-hove.gov.uk">Publichealth@brighton-hove.gov.uk</a></li> <li>• The school must engage with the <a href="#">NHS Test and Trace</a> procedure where a member of staff or pupil is symptomatic or has been diagnosed.</li> <li>• Communicate to staff, parents/carers they need to be ready and willing book a test, self-isolate and inform school of the result of NHS Test &amp; Trace.</li> </ul>			<p>required. However, if an education setting is comfortable managing their own cases and feel that they do not need to call the helpline for support then it is not mandatory to do so. The DfE helpline have their own escalation criteria to notify the Health Protection Teams of any complex cases/outbreaks in schools. The HPT will then contact you to find out more about your situation and provide appropriate advice.</p>			
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3	<b>Transmission of the virus continued</b>	<ul style="list-style-type: none"> <li>• School follow the latest government <a href="#">Guidance on shielding and protecting people who are extremely clinically vulnerable from Covid-19</a> to support staff and pupils including:</li> <li>• Following the <del>reintroduction</del> <b>continuation</b> of shielding, clinically extremely vulnerable staff are advised that they should not attend the workplace.</li> <li>• <del>Under the national lockdown, the expectation is that everybody should work from home where possible.</del></li> <li>• School leaders to determine the workforce that is required in school, considering the updated guidance for those staff who are clinically extremely vulnerable.</li> <li>• The expectation is that those staff not attending school will work from home where possible.</li> <li>• Clinically extremely vulnerable pupils are also advised not to attend school.</li> <li>• Clinically vulnerable staff can continue to attend school where it is not possible to work from home - see Individual RA below.</li> <li>• People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings.</li> <li>• Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools.  <a href="#">More guidance and advice on coronavirus (COVID-19) and pregnancy</a> is available from the Royal College of Gynaecologists. All pregnant women should take particular</li> </ul>	<p>Shielded staff continue to be supported away from school. Review after March 31<sup>st</sup>. As of April 30<sup>th</sup>, no shielding staff.</p> <p>No individual risk assessments for staff are required from April 30<sup>th</sup> due to no-one shielding or clinically vulnerable.</p>		
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			<p>care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</p> <ul style="list-style-type: none"><li>• Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19). Where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future. Further information is available at <a href="#">here</a>.</li><li>• The COVID-19 Individual Risk Assessment used to assess the potential risks to someone clinically extremely vulnerable (CEV), clinically vulnerable (CV) or at comparatively increased risk. whilst in the workplace/ to return safely; and to be offered/reviewed to identify and address staff concerns (including those living with CEV or CV household members) about being in the workplace/returning and to agree what additional control measures will be in place.</li><li>• Clinically vulnerable (and clinically extremely vulnerable) staff and pupils should continue follow medical advice and the latest Government Guidance.</li><li>• School to complete Individual RA in conjunction with staff member and remain flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</li><li>• If a child or a member of staff lives with someone who is clinically vulnerable or clinically extremely vulnerable, including those who are pregnant, they can attend</li></ul>						
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3	<p><b>Transmission of the virus continued</b></p>	<ul style="list-style-type: none"> <li>• Staff to notify SLT as early as possible if they or any member of their household, support/childcare bubble are presenting symptoms and to follow NHS/111 isolation/medical advice.</li> <li>• Member of SLT on site each day and will establish daily supervision levels and contact local authority (Education &amp; Skills) if unable to operate safely. Parents/carers to be informed following LA discussion</li> <li>• Ensure there are adequate first aiders/paediatric in-line with HSE guidance and current paediatric first aid requirements under EYSF – refer to the school’s First Aid needs assessment [Note: update your First Aid/ Paediatric first aid needs assessment]</li> <li>• SLT/Office manager/ other [name] to check first aid cover each day.</li> <li>• Ensure appropriate support is made available for pupils with SEND, for example by deploying (approp. trained) teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> <li>• Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions.</li> <li>• Subject to individual job descriptions, Teaching Assistants (where needed) deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Level A and B TA’s should not be required to supervise whole classes in the absence of a qualified teacher. Level C TAs job descriptions provide for them to cover</li> </ul>			<p>Staff indicate to Headteacher the results of the LFT undertaken twice weekly.</p> <p>Currently investigating how we can make the best use of staffing in order to close gaps; particularly in year 2, whilst remaining in bubbles.</p>			
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3	<p><b>Transmission of the virus continued</b></p>		<ul style="list-style-type: none"> <li>• Emergency key holder procedures in place so that the school can be opened/closed should premises staff be unable to attend work</li> <li>• Flexibility amongst teaching staff to teach/lead different year</li> <li>• School to check that external providers (e.g. catering providers) have robust COVID-19 arrangements in place.</li> <li>• Where existing teachers/staff have to operate across different classes and year groups, they try to keep their distance from pupils/other staff - ideally 2m from other adults.</li> <li>• (Where possible) the number of (visiting) supply teachers, temporary staff or peripatetic teachers used minimised, given longer assignments and particular care to maintain distance from other staff and pupils and robust hygiene arrangements.</li> <li>• Supply teachers, peripatetic teachers and other temporary staff can move between schools and should ensure they minimise contact and maintain as much distance as possible from other staff.</li> <li>• They should also participate in schools' rapid testing programmes where these have been established.</li> <li>• Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</li> <li>• Use of non-essential volunteers/mixing of volunteers across groups avoided/kept to a minimum and to remain 2m away from staff/pupils.</li> </ul>								
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4	<p><b>Children absence from school for a prolonged period of time due to self-isolating or school closure</b></p> <p><b>Missed learning</b></p>	Pupils	<ul style="list-style-type: none"> <li>• <del>Limited number of pupils attending fulltime education during National Lockdown.</del></li> <li>• From 8 March 2021, all pupils (except those confirmed as clinically extremely vulnerable/advised to shield) should attend school.</li> <li>• <del>Secondary pupils will be offered testing from 8 March.</del></li> <li>• Symptomatic/positive result COVID-19 pupils, those continuing to ‘shield’ under medical/government advice or ill with non-COVID conditions remain at home.</li> <li>• <b>[Detail immediate remote education support here, including those contingency arrangements for outbreaks] e.g.:</b> <ul style="list-style-type: none"> <li>• Remote learning platform used, and appropriate support provided by school and LA.</li> <li>• Home learning resource page on BEEM</li> <li>• Home resources packs sent home</li> <li>• Appropriate differentiation to cater for all ability levels including children with SENs</li> <li>• Parents without access to a computer/tablet/phone to inform the school so that learning and resources can be sent home</li> <li>• Await and follow further DfE technical guidance for schools, regarding the recording of attendance and absence.</li> </ul> </li> <li>• <del>Additional guidance of Remote Education in <a href="#">Restricting attendance Guidance</a>.</del></li> </ul>			<p>Attendance expectations already shared with parents.</p>		
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5	Local restrictions – limited attendance in educational settings (Contingency Framework)	Pupils/Staff	<ul style="list-style-type: none"> <li>Schools to be aware of the <u>Contingency framework for education and childcare settings – excluding universities</u> if any local restrictions on education are introduced following ministerial decision.</li> <li>Schools to update contingency plans to include arrangements for implementation of the Contingency Framework, if required.</li> </ul>								
6	<b>School closure: full or partial due to COVID infection outbreak or staff shortages etc.</b>	Pupils	<ul style="list-style-type: none"> <li>School closure protocols followed including seeking advice from and informing the LA; communication protocols for staff/ parents/ contractors etc.</li> <li>Work with the Local Public Health Protection Team who will advise if additional action is required. In <b>some</b> cases, HPT may: <ul style="list-style-type: none"> <li>recommend a larger/group self-isolate as a precautionary measure</li> <li>where an outbreak is confirmed (and in consultation with the local Director of Public Health), dispatch a mobile testing unit</li> </ul> </li> </ul>								

7	<b>Physical distancing (PD) and grouping</b>	Infection of staff and children	<ul style="list-style-type: none"> <li>• <del>Whilst schools are attended by vulnerable children and the children of critical workers only, group sizes kept small, where possible</del></li> <li>• Children old enough, supported to maintain distance and not touch staff or their peers where possible.</li> <li>• <del>Any additional space available where there are lower numbers of pupils attending, used wherever possible to maximise the distance between pupils and between staff and other people.</del></li> <li>• Steps taken to limit interaction and the sharing of rooms and social spaces between groups as much as possible (where premises allow).</li> <li>• Groups kept apart and movement around the school site kept to a minimum.</li> <li>• Minimise contact and mixing between individuals and maintain social distancing, wherever possible, including: <ul style="list-style-type: none"> <li>- grouping children together (mixing into wider groups for specialist teaching, wraparound care &amp; transport, are permitted)</li> <li>- avoiding contact between groups</li> <li>- arranging classrooms with forward facing desks/seating side-by-side.</li> <li>- staff maintaining distance from other staff and pupils as much as possible [Prioritise adult to adult contact first, then adult to pupil, then pupil to pupil]</li> </ul> </li> <li>• Maintain consistent groups/bubbles (children and staff) and keep apart, where possible (whatever the size of group).</li> <li>• Record of pupils/staff kept for each group and any <b>close contact</b> (proportionate recording process) that takes place between staff/children in different groups)</li> </ul>			<p><b>NOTE:</b> There are no suggested ‘bubble’ sizes in the latest government <u>guidance</u>, which states e.g.:</p> <p style="color: red;">Assess your circumstances and try to implement ‘bubbles’ of an appropriate size to achieve the greatest reduction in contact and mixing.</p> <p><del>Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should <b>keep group sizes small.</b></del></p> <p>- When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by <b>keeping pupils in smaller groups.</b></p> <p>Schools should aim to ensure ‘bubbles’ are <del>as small as possible</del> and of a <b>workable size</b> to minimise the risk of infection and to minimize the number of staff travelling to the workplace to manage and supervise children. In addition, all attendance on site should be limited as far as possible to those necessary to provide essential supervision and education of children in class.</p> <p><del>Previous guidance 1/6/20 (withdrawn 28/8/20) suggested schools “....Plan that classes are <b>no more than half their usual size</b>, to allow sufficient distancing between pupils (this may vary due to individual school circumstances)” and this may help schools consider</del></p>			
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			<p>to assist contact tracing in the event of a positive COVID-19 test.</p> <ul style="list-style-type: none"> <li>• Large gatherings (such as assemblies or collective worship) with more than one group avoided.</li> <li>• Maintain distinct groups - <b>state the size of your 'bubbles/groups'</b></li> <li>• <del>Limit interactions in shared rooms/social spaces as much as possible. (Duplicated)</del></li> <li>• Stagger/timetable to keep groups apart – start/end of day, movement, lunch, breaks etc.</li> <li>• Staff in secondary schools maintain distance from pupils, staying at the front of the class, and away from their colleagues where possible. [Ideally, adults should maintain 2 metre distance from each other, and from children]</li> <li>• Avoid close face-to-face contact and minimise time spent within 1 metre of anyone.</li> <li>• <del>Children old enough, supported to maintain distance within groups &amp; not touch staff or peers where possible. (Duplicate)</del></li> <li>• When staff or children cannot maintain distancing, particularly with younger children in primary schools, those with complex needs or where space does not allow, the risk reduced by keeping pupils in smaller, class-sized groups with consideration of the need to maintain the safety, security, safeguarding and welfare of those children who may require physical contact.</li> <li>• Where a child routinely attends more than one setting on a part time basis, school/setting work collaboratively</li> </ul>			<p><del>maximum group sizes appropriate to their settings.</del></p> <p>Close Contact means:</p> <p><b>Direct close contact</b></p> <ul style="list-style-type: none"> <li>• <del>Direct face to face e.g. being coughed on or spoken to contact for any length of time OR within &lt;1 metre for ≥ 1 minute.</del></li> </ul> <p><b>Proximity contacts:</b> • <del>&lt;2 m for 15 minutes.</del></p> <p><b>Travel contacts:</b> • Shared a small vehicle</p> <ul style="list-style-type: none"> <li>- (1) same household (with symptoms or positive test) (2) contact with anyone tested positive with a PCR or LFD test: <ul style="list-style-type: none"> <li>• F2F contact incl. being coughed on or having F2F conversation within 1m.</li> <li>• Within 1m for 1 minute or longer (without F2F contact).</li> <li>• Sexual contacts.</li> <li>• Within 2m for more than 15 minutes (either as a one-off contact or added up together over one day).</li> <li>• Travelled in the same vehicle or a plane.</li> </ul> </li> </ul>			
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through the system of controls to address any risks identified.

- Children walk in single file (observing 2m rule where possible) when moving about the building and must not hold hands.
- ~~In primary schools and education settings teaching year 6 and below, it is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.~~
- **In primary schools, it is recommended that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.**
- In **secondary** schools where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, ~~outside of classrooms,~~ such as in corridors and communal areas where social distancing cannot easily be maintained. **It is now also recommended that these secondary staff/pupils should wear face coverings in classrooms or during activities, unless social distancing can be maintained.**
- Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college.

#### **ADDITIONAL FACE COVERING INFO:**

- ~~Use in classrooms avoided due to negative impact on learning.~~
- Face coverings to be worn correctly and clear instructions given – see how to put on, remove, store and dispose of face coverings – including importance of washing hands
- Re-useable face coverings safely stored by wearers in individual, sealable plastic bags between use.
- Small supply of ‘school’ face coverings held, where forgotten, lost, damaged, damp or contaminated.
- Awareness that some individuals are exempt from wearing face coverings
- Note: A face covering is a covering of any type which covers your nose and mouth. It is not the same as the surgical masks or respirators used by healthcare and other workers as part of personal protective equipment (PPE).

**Guidance around face coverings shared with staff last week.**

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|  |  | <ul style="list-style-type: none"><li>• People aged 11 and over must wear a face covering when travelling on public transport.</li><li>• People who are <a href="#">exempt</a> do not need to wear a face covering.</li><li>• Face-coverings/masks used where required for specific tasks or where 2m distance cannot be maintained whilst a symptomatic child is awaiting collection.</li><li>• Review of one-way systems to maintain physical distancing (PD) undertaken and ongoing monitoring.</li><li>• In the event of a fire/emergency evacuation, PD to be practiced as far as possible, but nearest available exit to be used (over any one-way systems in place). PD to be practiced at assembly point (as far as practical). Refer to schools revised evacuation procedure.</li><li>• Pupils to eat together in own groups - two metre distancing to be maintained, wherever possible and surfaces cleaned between groups.</li><li>• Protocol/staggered times/queuing system in place to avoid people congregating at drop-off/pick-up times and agreed access/egress routes to enable better physical distancing communicated to parents/ guardians.</li><li>• Contractors/other visitors only allowed on site with prior arrangement (COVID protocols checked/agreed in advance) and ideally, outside school hours e.g. emergency or statutory compliance works. Records kept of all visitors.</li><li>• Liaison with 'dedicated' Home to School Transport (HTST) team, providers and LA to ensure similar 'grouping' physical</li></ul> |  |  |  |  |  |
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7	<b>Physical distancing (PD) and grouping continued</b>	<ul style="list-style-type: none"> <li>• Staff breaks covered by the same member of staff each day to reduce mixing where possible.</li> <li>• Where possible and with consideration of the ages of the children each child to use a designated area (desk and chair/equipment) throughout the day, with thorough cleaning of the rooms at the end of the day.</li> <li>• Maximise learning opportunities outdoors – schedule in times for different groups to be taught and play outside. As far as possible, staff are to avoid games and activities that lead to physical contact between children.</li> <li>• Ensure toilets do not become crowded by limiting the number of children who use the toilet facilities at one time - <b>if your site allows it, allocate different groups their own toilet blocks</b> <del>different groups don't need allocated toilets</del> - these should be cleaned regularly and pupils encouraged to clean hands thoroughly.</li> <li>• Timetable use of the staffroom and occupancy of offices to minimise numbers of staff using at the same time – <b>with regular and touch-point cleaning regimes.</b></li> <li>• Reminders to children not to hold hands, hug, touch or jump on each other etc. with due consideration of their age and level of understanding.</li> <li>• Staff to avoid physical contact with children, wherever possible, however essential contact (e.g. to preserve the safety of a child, to prevent injury or self-harm, for first aid and/ or for safeguarding purposes) would continue.</li> </ul>							
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8	<p><b>Physical Distancing SEND pupils</b></p> <p><b>Difficulty for some children to follow social distancing guidelines or those requiring personal care.</b></p>	<p>Infection of staff and children</p>	<ul style="list-style-type: none"> <li>Physical distancing practiced as far as possible but acknowledged not (often) able to when working with pupils who have complex needs or who need close contact care.</li> <li><a href="#">Additional operational guidance for special schools, special post-16 institutions and alternative provision</a> followed - staff increase their level of self-protection, such as minimising close contact (where appropriate), cleaning frequently touched surfaces, and carrying out more frequent handwashing.</li> <li><a href="#">SEND risk assessment guidance</a> considered and followed including Consideration to home schooling when needs cannot be safely met and the introduction of mass <a href="#">Rapid asymptomatic testing in specialist settings</a> asymptomatic testing for secondary aged pupils <b>and staff</b>.</li> <li>Use of social stories at home to help inform changes when children return.</li> <li>SEND pupils' educational and care support and interventions provided as normal (incl. specialists, therapists, clinicians and other support staff) and staff increase level of self-protection (as above).</li> </ul>							
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9	<b>Inadequate health and hygiene</b>	Infection of staff and children	<ul style="list-style-type: none"> <li>• Induction for all members of the school community (pupils/staff/peripatetic teachers/others) to explain the latest COVID-19 safety arrangements and guidelines to follow with regular reminders.</li> <li>• Encourage staff and pupils to feedback any concerns/issues regarding the measures in place.</li> <li>• Continual reminders/routines for (staff/pupils/visitors etc.) to wash hands (effectively) for 20 seconds and handwashing facilities available and replenished, including: <ul style="list-style-type: none"> <li>- when they arrive at school</li> <li>- when they return from breaks</li> <li>- when they change rooms</li> <li>- before and after eating and play</li> </ul> </li> <li>• Hygienic wipes or cleaning supplies/hand sanitiser available in each classroom/ office and stored out of reach. Tissues and lidded bins to dispose of waste also in every classroom/ office.</li> <li>• Anyone entering the building should sanitise/wash their hands with clear instructions for visitors to follow on where to wash/availability of hand sanitiser and dedicated toilet facilities.</li> <li>• Robust cleaning regime in place and arrangements to deal with suspected or symptomatic COVID case, including deep clean following Government guidance <a href="#"><u>COVID-19: cleaning of non-healthcare settings guidance</u></a></li> <li>• Door handles, light switches, computer keyboards, toys and other touch points regularly disinfected throughout the day.</li> <li>• More frequent cleaning of rooms /shared areas that are used by different groups.</li> </ul>			<p>Review number of handwashing station(s) inside/outside building to wash hands before/upon entering the building and/or provide sanitiser for children under supervision.</p> <p><b>These measures remain in place continually.</b></p>			
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9	<p><b>Inadequate health and hygiene continued</b></p>		<ul style="list-style-type: none"> <li>• Regular <b>supervised</b> use of hand sanitiser where soap/water not immediately available.</li> <li>• Remind children not to touch their eyes, nose and mouth with unwashed hands</li> <li>• Anyone handling food must wash their hands before and afterwards</li> <li>• Anyone who has to treat a cut or wound must wash their hands before and afterwards</li> <li>• Posters showing effective hand washing and other advice re good hygiene to be displayed above each wash station/sink and in toilets</li> <li>• Posters and lesson plans on general hand hygiene can be found on the <a href="#">eBug website</a></li> <li>• Good respiratory hygiene – “Catch it, Bin it, Kill it” approach - staff and children told to use a tissue or cover their mouth and nose with a bent elbow, when coughing or sneezing. Tissues to be disposed of in lidded bins and to be emptied at the end of each day and double bagged. Hands must be washed after coughing or sneezing, with soap and warm water.</li> <li>• Support for pupils who struggle to maintain good respiratory hygiene (e.g. who spit uncontrollably or use saliva as a sensory stimulant) and the staff who work with them, by reviewing the individual RA for those pupils</li> </ul>				<p>Note: Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</p>					

10	<b>Cleaning – inadequate supplies of products/ arrangements</b>	Infection of staff and children	<ul style="list-style-type: none"> <li>• Arrangements in place for regular cleaning of surfaces that children are touching, such as toys, books, tables, chairs, doors, sinks, toilets, more regularly than normal using standard products, such as detergents. In the event that standard detergents become unavailable, bleach can be used where COSHH risk assessment demonstrates it is safe to use. Follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>. <b>[ADD DETAIL e.g. WHO, WHAT IS CLEANED, FREQUENCY etc.]</b></li> <li>• Seek to prevent the sharing of frequently used individual equipment where possible. Ensure play equipment is cleaned between different groups of children using it, and that multiple groups do not use it simultaneously.</li> <li>• Outdoor playground equipment more frequently <b>and meticulously</b> cleaned. (This also applies to resources used inside and outside by wraparound care providers).</li> <li>• Review/<b>reduce/remove</b> the use of soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).</li> <li>• Classroom based resources/shared materials e.g. books and games shared within bubble and cleaned/disinfected regularly, along with frequently touched surfaces.</li> <li>• Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned meticulously between bubbles or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>• Limit the amount of equipment pupils bring into the setting each day, to</li> </ul>				<p>Detergents to be available to ensure outside equipment can be kept clean.</p> <p>No soft toys used within classes.</p>				
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			<p>essentials such as lunch boxes, hats, coats, books, stationery, mobile phones and bags. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided - robust handwashing, cleaning etc. followed.</p> <ul style="list-style-type: none"><li>• Thorough cleaning of areas that a symptomatic child has touched - Public Health/DfE/Gov guidelines on decontamination/deep cleaning to be followed</li><li>• Arrangements in place with in-house/NVIRO cleaners for thorough cleaning of all areas in use.</li><li>• Cleaners to wear disposable gloves and aprons and if an area has been heavily contaminated such as with visible bodily fluids from a person with COVID-19, use protection for the eyes, mouth and nose, as well as wearing gloves and an apron.</li><li>• The setting should ensure an adequate supply of essential supplies.</li><li>• A monitoring system for PPE introduced to ensure that a supply of stock is available to all who require it.</li></ul>							
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11	<b>Arrival and departures – staff/pupils (incl. transport considerations)</b>	Infection of staff, children and families	<ul style="list-style-type: none"> <li>• Process/communication for safely removing face coverings when pupils and staff (who use them arrive at school) - <u>how to put on, remove, store and dispose of face coverings</u></li> <li>• Pupils instructed not to touch the front of their face covering during use or when removing them.</li> <li>• Temporary face coverings disposed in a covered bin and reusable face coverings placed in a plastic bag to be taken home. Hands washed again before heading to their classroom.</li> <li>• Parents’ drop-off and pick-up protocols (including the consideration of staggered start times, one parent/carer, where possible) in place to minimise adult-to-adult contact: asking parents to maintain 2m distancing when they drop off and collect children, whilst maintaining safeguarding/visual controls.</li> <li>• Public transport avoided where possible – those using public transport should refer to the <u>safer travel guidance for passengers</u></li> <li>• Public transport use by pupils, particularly in peak times, should be kept to an absolute minimum – staggered start times considered to avoid peak times.</li> <li>• Protocols checked/agreed with HTST team, including: <ul style="list-style-type: none"> <li>• see <u>Transport to school and other places of education</u> guidance.</li> <li>• organised queuing and boarding where possible</li> <li>• distancing within vehicles wherever possible</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Staggered drop-off and collection times for groups</li> <li>• Accessing rooms directly from outside where possible.</li> <li>• If possible, have a queuing system - one way in and one way out</li> <li>• Signage/markers to indicate required 2 metre distancing using signage and/or floor markings.</li> <li>• Information poster on reducing risk of infection on building entrance and where adults converge</li> <li>• Set up/review an outside handwashing station to wash staff and children’s hands or provide sanitiser under supervision before entry</li> </ul>		
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			<ul style="list-style-type: none"><li>• Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college.</li><li>• Encourage parents, staff and pupils to walk or cycle to school if at all possible and consider using 'walking buses' (a supervised group of children being walked to, or from, school),</li><li>• Work with local authority to promote safe cycling routes, where possible.</li><li>• Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</li><li>• All adults and children to clean/sanitise their hands on arrival/entry to the school</li><li>• Encourage parents not to leave buggies, car seats and scooters at the school and if this is essential, items are to be left outside the school building.</li></ul>						
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12	<b>Arrival and departures - Visitors</b>	Infection of staff, children and visitor	<ul style="list-style-type: none"> <li>• No non-essential visitors to the setting/school and out of hours where possible. Records kept of all visitors.</li> <li>• Visitor induction to COVID protocols, including: <ul style="list-style-type: none"> <li>- Hand washing/sanitising on arrival and visitor instructed of need to use/location of wash station/toilet, hand sanitiser etc.</li> </ul> </li> <li>• Tell suppliers (prior to visit) not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the <u>COVID-19: guidance for households with possible coronavirus infection</u>)</li> <li>• Procedure for delivery of food and other supplies so that deliveries are left outside: <b>[State location of drop off area and procedure]</b></li> <li>• All maintenance work/ checks completed outside of operational hours wherever possible.</li> <li>• Emergency maintenance/ repair work can take place if safe to do so during operational hours and usual safeguarding and contractor management procedures apply.</li> <li>• Contractors visiting premises – let them know arrangements in advance of visit and check that they have robust social distancing, Covid-safe procedures in place. Office/ reception staff to log their arrival and departure from site.</li> </ul>				<p style="color: red;">Visitors to the school all sign in and lettings use the VR code in reception area to ensure tracking and tracing.</p>				
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13	<p><b>Extra-curricular provision – transmission of the virus</b></p>		<ul style="list-style-type: none"> <li>• <del>Ensure Consideration given to resuming/planning the return of any breakfast and after-school provision where this can work alongside wider protective measures, including keeping children within their year groups or bubbles, where possible. If it is not possible to maintain bubbles being used during the school day small, consistent groups used.</del></li> <li>• <del>From 8 March 2021, work to resume all before and after-school educational activities and wraparound childcare for pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil’s wider education and training.</del></li> <li>• <del>Work closely with any external wraparound providers which pupils may use to try to keep children in the same bubble they are in during the school day, as far as possible – see <a href="#">Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak.</a></del></li> <li>• <del>Refer to guidance produced for summer holiday childcare – <a href="#">Protective measures for out of school settings during the coronavirus (COVID-19) outbreak</a> to aid planning extra-curricular provision.</del></li> <li>• <del>Parents advised to limit the number of different wraparound providers they access, as far as possible.</del></li> <li>• <del>As with physical activity during the school day, contact sports should not take place. (see Physical Activity below)</del></li> </ul>			<p>Breakfast Club keeps children in bubbles and external wrap around care is provided and we have liaised with them and ensured The Arches is tidy.</p>			
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14	Physical activity in schools – transmission of the virus		<ul style="list-style-type: none"> <li>• Pupils kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</li> <li>• Outdoor sports prioritised where possible, and large indoor spaces used (maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>• During lockdown external facilities avoided and/or only used in line with government guidance for the use of, and travel to and from, those facilities.</li> <li>• Work with external coaches, clubs and organisations for curricular and extra-curricular activities subject to obtaining provider assurance/evidence that this is safe to do so and careful consideration how such arrangements can operate within school wider protective measures.</li> </ul>			<p><del>The ability for schools to offer team sports is likely to be limited.</del> Where schools are considering team sports schools must only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government i.e. sports on the list available at <a href="#">Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events</a></p> <p>Schools should refer to advice from organisations such as the <a href="#">Association for Physical Education</a>, <a href="#">Youth Sport Trust</a>, School PE leads and BHCC Outdoor Education &amp; PE Support Service</p> <p>Schools can consult the <a href="#">guidance</a> produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, to advise on the protective measures providers should put in place. <del>for the duration of the national lockdown to ensure they are operating as safely as possible.</del></p>			
15	Educational visits – transmission of the virus		<ul style="list-style-type: none"> <li>• <del>Educational visits are not recommended during the period of national lockdown.</del></li> <li>• We advise against all educational visits at this time. This advice will be kept under review.</li> </ul>			No educational visits.			

16	<b>Sickness at setting</b>	Infection of staff and children	<ul style="list-style-type: none"> <li>Record kept of all visitors/attendees to enable contact tracing.</li> <li>The school must engage with the <a href="#">NHS Test and Trace</a> procedure where a member of staff or pupil is symptomatic or has been diagnosed - <a href="#">see also 'How it Works'</a>.</li> <li>Rapid testing using Lateral Flow Devices (LFD)s to support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms – not mandatory but participation strongly encouraged.</li> <li>Staff in <b>primary schools</b> will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries. Primary age pupils will not be tested with LFDs.</li> <li><b>Secondary schools and colleges</b> - Move to home testing model for staff (and pupils) after pupils have been offered 3 tests on site, 3-5 days apart. Pupils can return to F2F education after first negative test – although voluntary. Non-tested pupils can attend as normal (subject to usual COVID control measures). Staff &amp; pupils supplied with LFD test kits for twice weekly self-swabbing tests at home.</li> <li><b>Specialist settings</b> – see <a href="#">Guidance</a>. Settings encouraged to test staff on a twice-weekly basis, with tests 3-4 days apart. Offer one-off testing to returning secondary age pupils or those 19-25 with EHCPs. Recognised that self-swabbing may cause significant concerns for some children and young people with SEND. Testing is voluntary and no child or young person will be tested unless informed consent has been given by the appropriate person.</li> </ul>			<p><b>DfE note:</b> Schools have received an initial supply of 10 home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Re-ordering procedures have been communicated to schools.</p> <p>If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they and other members of their household can stop self-isolating. If they are unwell (e.g. with another virus, such as a cold or flu) they should avoid contact with other people until they are better.</p> <p>If someone tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. Other members of their household, <b>support bubble or childcare bubble</b> should continue self-isolating for the full 10 days.</p> <p>Refer: <b>PHE South East Educational Settings Working Group COVID-19 Resource Pack for Educational Settings</b> provides useful information and guidance and PHE</p>			
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- ~~Secondary schools participating in the rapid asymptomatic testing programme should follow the [Mass asymptomatic testing: schools and colleges guidance](#) for handling any positive tests as a result of that programme. (See also BHCC model RA for MASS Testing on [dedicated BEEM COVID-19 pages](#).~~
- Communicate to staff, parents/carers they need to be ready and willing book a test, self-isolate and inform school of the result of NHS Test & Trace.
- Children instructed to let staff know immediately if they start feeling unwell (hot, new continuous cough, loss/change of smell/taste).
- Staff aware of and vigilant to symptoms of coronavirus.
- Procedure in place to be followed if staff or children become unwell on site with a new, continuous cough, high temperature or loss /change of smell or taste, including:
  - who will liaise with the DfE Helpline 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case) or local Health Protection Team and provide any necessary information or support to allow them to conduct their rapid risk assessment to confirm who has been in contact with the person.
- Process for sending home any people identified by the DfE Helpline or Health Protection Team and informing them of the need to self-isolate for 10 days
- How staff/ parents/ guardians will be informed following the DfE Helpline or Health Protection Team advice/ templates
- Protecting personal data - not sharing the names or details of people with

South East Health Protection Team:  
**Managing Suspected and Confirmed COVID-19 cases in Childcare and Educational Settings [FLOWCHART](#)**  
 Scroll down. to the Public Health England section on [BEEM](#)

See also:  
[What to do if a pupil is displaying symptoms of coronavirus \(COVID-19\)](#)

			<p>coronavirus (COVID-19) unless essential to protect others.</p> <ul style="list-style-type: none"><li>• Symptomatic staff will be sent home to self-isolate and must arrange a test via <a href="#">NHS Test and Trace</a> and school informed of the result.</li><li>• Symptomatic child moved to a room <b>[STATE ROOM]</b> where possible away from others, door to be closed and window opened for ventilation. Whilst awaiting collection, the child supervised by one member of staff. Parent/carer must arrange a test for child via <a href="#">NHS Test and Trace</a> and school informed of the result.</li><li>• If it is not possible to isolate child, move them to an area, which is at least 2 metres from others.</li><li>• The child should use a separate toilet and this should then be thoroughly cleaned before being used by anyone else (in line with guidelines). <a href="#">Cleaning in non-healthcare settings</a>/sealed for 72 hours, then cleaned.</li><li>• A small <a href="#">PPE</a> supply is available for staff supervising children presenting with symptoms before collection where 2m distance cannot be achieved. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child is necessary, then gloves, an apron and a facemask should be worn by the supervising adult. If a dynamic risk assessment by the first aider determines there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li></ul>						
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- The member of staff supervising the child being isolated must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after the child is collected.
- A symptomatic member of staff or child should take the shortest route out of the building.
- [Clean](#) the area around the person with symptoms with normal household disinfectant.
- Where a child/children/staff member/s tests positive, the rest of their group may be sent home and advised to self-isolate for 14 days (as guided by DfE helpline).
- **Referral to DfE helpline where required on 0800 046 8687 - selecting the option for reporting a positive case. (Lines open Monday to Friday from 8am to 6pm, and 10am to 6pm on Saturdays and Sundays)**
- Positive/diagnosed staff cases reported to H&S team on COVID-HS2 form and investigated as per current [procedures](#)

**Note: We do not require an HS2 form for positive staff cases where the school are confident that the member of staff did not contract this at work – e.g. they have been homeworking.**

17	<p><b>Staff Wellbeing -</b></p> <p>Staff are worried and feel stressed because of the national situation and fear of the risk of infection</p>	All Staff including SLT	<ul style="list-style-type: none"> <li>• Staff have access to <a href="#">BHCC wellbeing pages</a> and school wellbeing plan.</li> <li>• Governing boards and school leaders should have regard to staff (including the Headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>• Headteacher wellbeing considered and monitored by the Governing Body and support provided <b>[ADD DETAIL OF SUPPORT]</b></li> <li>• Please refer to page 9 (above) 'Transmission of virus continued' for the latest shielding/vulnerability advice and completion of the COVID-19 Individual Risk Assessment used to assess the potential risks to a vulnerable person to return safely.</li> <li>• Open-door policy for staff to raise any wellbeing concerns - including becoming overwhelmed – and regular SLT check-ins.</li> <li>• Staff briefing regarding new arrangements and expectations – including those for staff working at home.</li> <li>• Agreed methods of communication – e.g. email, Ping, WhatsApp groups, website, staff contact numbers, text alerts, line manager contact and support etc.</li> <li>• DSE guidance on BEEM and <a href="#">BHCC website</a> .</li> <li>• Regular breaks to be programmed in for all staff.</li> <li>• Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</li> </ul>			<ul style="list-style-type: none"> <li>• Staff briefing (subject to distancing guidelines/electronic communication) and explanation of current controls/opportunity to raise concerns/implement additional measures.</li> <li>• Take time to identify staff personal experiences during pandemic to identify individual worries or concerns. Think together about what challenges might be ahead and what support individuals might need. Increase frequency of supervision for vulnerable staff. Seek support or guidance for overwhelmed staff.</li> <li>• Mental Health training for staff</li> </ul>			
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	<p><b>Staff Wellbeing Continued</b></p>	<p>All staff including SLT</p>	<ul style="list-style-type: none"> <li>• SLT to monitor who is ill and make contact – esp. if possible for <b>with</b> those that live alone.</li> <li>• SLT to follow guidance re PPE from LA/DfE/PHE etc. to ensure staff have appropriate types and supply of PPE</li> <li>• The use of face coverings/masks <b>in line with guidance</b> and should be considered where staff have <b>additional</b>/particular concerns and used/provided where task RAs dictate.</li> <li>• Cleaning/premises staff provided with PPE including disposable gloves, aprons and face mask</li> <li>• Regular staff meetings – remotely if possible or outside (weather permitting)</li> <li>• CPD and training accessed via eLearning when possible</li> <li>• Bereavement support and guidance available <b>STATE LOCAL SUPPORT AVAILABLE</b></li> <li>• DfE additional support for both pupil and staff wellbeing in the current situation &amp; information about the <a href="#">extra mental health support for pupils and teachers</a> available.</li> <li>• The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</li> </ul>							
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18	<b>Children's wellbeing</b>	Children	<ul style="list-style-type: none"> <li>• Find out or provide opportunity for each child to share their experience of lockdown including positives, negatives, any experiences of separation and loss, anxiety about returning, confusion, bereavement. Update information on SEND, health and learning, with high priority given to wellbeing.</li> <li>• Use familiar settings wherever possible for a class' return to school.</li> <li>• Staff to be mindful that young children may find it difficult to adjust to changes and avoiding physical contact with others. Children to be put in small/same groups and staff to monitor the emotional/welfare of children.</li> <li>• BHISS to be contacted to offer support for those children who have experienced trauma, anxiety and finding returning to school difficult</li> <li>• Other specialist support available through the local authority - <b>STATE THOSE USED</b></li> <li>• Stagger children's start/finish times.</li> <li>• Encourage updates from home, via phone and current online systems</li> <li>• Follow guidance on supporting children's mental health and wellbeing during the coronavirus pandemic.</li> <li>• Bereavement support and guidance <b>available STATE LOCAL SUPPORT AVAILABLE</b></li> <li>• Pupil wellbeing and support detailed on P61 in <a href="#">main Guidance</a>. <del>main 'Restricting attendance during the national lockdown: schools' guidance.</del></li> </ul>								
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19	<p><b>Any staff - home working and use of display screen equipment (DSE)</b></p> <p>DSE related ill-health or injury and Isolation</p>	Staff	<ul style="list-style-type: none"> <li>• Staff made aware of the corporate <a href="#">guidance</a> for 'working well at home' and how to access this</li> <li>• DSE guidance on BEEM and BHCC website</li> <li>• Staff asked to complete/update DSE assessments for working at home</li> <li>• Staff provided with DSE equipment if needed, e.g. separate mouse, keyboard, stand for laptop or chair.</li> <li>• Management to make regular contact with homeworkers to check if any issues and on their wellbeing</li> <li>• Regular breaks to be programmed in for all staff and staff working from home to ensure regular breaks are taken</li> </ul>							
20	<p><b>Nappy/pad changing, intimate care and clinical and offensive waste removal</b></p>	Staff may be exposed to the virus	<ul style="list-style-type: none"> <li>• Children whose routine care already involves the use of PPE due to their toileting and/or intimate care needs should continue to receive their care in the same way and staff provided with the same levels of PPE</li> <li>• Schools current toileting/ intimate care procedures are followed for nappy/pad changing.</li> <li>• Clinical waste arrangements/facilities already in place. Additional government guidance is followed on waste removal.</li> </ul>				<ul style="list-style-type: none"> <li>• Public Health and Health and Safety have advised that mask wearing is not required for nappy changes</li> </ul>			

21	<b>Office equipment</b>  Staff exposed to the virus through shared equipment	Staff	<ul style="list-style-type: none"> <li>• Shared equipment avoided wherever possible – e.g. own phones, desks, stationery and no hot-desking</li> <li>• Where equipment has to be shared, it is used by as few people as possible &amp; cleaned after use – e.g. photocopiers, intercoms/entry systems etc.</li> <li>• Essential visitors/contractors signed in by reception/ office staff and reminded of SD/hygiene expectations.</li> <li>• All keyboards, mice, desks, chair arms and telephones to be cleaned before use, between shifts, and at the end of the day with antibacterial cleaners or standard disinfectants.</li> <li>• Cleaning wipes available.</li> <li>• Workstations/staff set apart by 2m, e.g. with floor markings or taped-off areas/desks.</li> </ul>				<ul style="list-style-type: none"> <li>• Signs requesting physical distancing displayed at external reception doors and within reception area – esp. where no screen.</li> <li>• Physical distancing markings on floor and/or ‘one in one out’ policy where physical distancing difficult.</li> </ul>				
22	<b>Communication</b>  SLT/staff not up to date with PHE/Government/DfE & LA advice/guidance	All Staff/Pupils/ Parents/Outside Agencies	<ul style="list-style-type: none"> <li>• SLT to read, review and share PHE/DfE/Government information and advice from Brighton &amp; Hove local authority ensuring all staff/governors/parents/carers are kept up to date, including: <ul style="list-style-type: none"> <li>- Emails from Education &amp; Skills</li> <li>- <a href="#">Links to Gov.uk information</a></li> <li>- <a href="#">BEEM</a></li> </ul> </li> <li>• Heads PA / designated staff member to check LA website daily and notify SLT - <a href="https://new.brighton-hove.gov.uk/coronavirus-covid-19">https://new.brighton-hove.gov.uk/coronavirus-covid-19</a></li> <li>• Emergency procedures should be regularly updated and shared with all staff following updated guidance from Public Health England/DfE/Government and LA</li> <li>• Behaviour Policy to be updated to reflect changes and communicated to pupils, parents and staff.</li> </ul>				<ul style="list-style-type: none"> <li>•</li> </ul>				

23	<p><b>'HUB or shared staff / premises Arrangements'</b> (if applicable) Staff unfamiliar with premises, emergency arrangements and/or pupils</p>	Staff/pupils	<ul style="list-style-type: none"> <li>• Staff who do not usually work at site inducted (&amp; recorded) to include: <ul style="list-style-type: none"> <li>- Sight of COVID RA and arrangements</li> <li>- Layout of premises/facilities/equipment.</li> <li>- Evacuation procedures and how to raise the alarm.</li> <li>- Who the first aiders are and how to summon help in an emergency?</li> <li>- Who/how to contact with any questions/concerns.</li> <li>- Expected role whilst on site.</li> <li>- Check staff training to undertake specific roles.</li> <li>- Check staff re: any ongoing medical conditions/adaptations, which may be required to work safely.</li> <li>- The sharing of relevant premises/task risk assessments.</li> <li>- Hygiene measures and physical distancing procedures in place</li> </ul> </li> <li>• The sharing of behaviour plans/strategies/individual pupil RAs, if working with children with known complex needs.</li> </ul>	k e y		<p>Note: Teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>Supply staff and other temporary workers can also move between schools, where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for and minimising risk and schools should ensure that all temporary staff have access to the information on the safety arrangements in place, and ensure that this is provided as soon as possible after the booking is confirmed.</p>			
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24	<p><b>Caterlink unable to provide a school meals service/or are operating a reduced service</b></p>	Pupils	<ul style="list-style-type: none"> <li>• <del>During the period of national lockdown, schools should continue to provide meal options for all pupils who are in school.</del></li> <li>• Kitchens expected to be fully open and normal legal requirements apply to the provision of food for pupils, including ensuring food meets the <a href="#">standards for school food in England</a>.</li> <li>• Continued provision of free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</li> <li>• More information available on <a href="#">providing school meals during coronavirus (COVID-19)</a>.</li> <li>• Liaison with Susie Haworth, School Meals Manager, <b>as required</b>. <del>to check kitchen capacity/availability during national lockdown and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits related free school meals and who are not attending school.</del></li> <li>• Assurance sought that school kitchen operation complies with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</li> <li>• Consider having an arrangement in place to ensure hygiene e.g. a trolley for lunch bags/boxes with cleaning supplies provided nearby so that the lunches can be left in a specific place and then the containers sanitised</li> <li>• If only reduced/alternative menu available, parents/carers informed to ensure allergies considered.</li> <li>• School to seek assurance from Caterlink that appropriate policy (and compliance) in place for managing COVID-19 including:</li> </ul>				Kitchens opened as normal.			
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			<p>non-attendance where symptomatic, increased hygiene, cleaning of equipment (incl. tables &amp; chairs) &amp; arrangements to ensure social distancing for deliveries, food preparation and serving, queuing, staggering sittings, tables/seats safe distance apart etc. Use of other suitable areas if necessary.</p>						
25	<p><b>Sporting fixtures between schools leads to cross contamination and therefore increased risk of Covid</b></p>	<p>Staff and Pupils</p>	<ul style="list-style-type: none"> <li>• Parents not to attend fixtures.</li> <li>• Children not to mix bubbles</li> <li>• Children to have windows open on minibus, ideally to be taken in their own car.</li> <li>• Sporting resources not to be shared across bubbles</li> <li>• Hand sanitiser to be used at the start, rest period and end of fixture.</li> <li>• Sporting fixtures to be small to begin with to ensure large numbers of children are not mixing.</li> </ul>						