



1. Recovery Plan and Risk Assessment

for the full opening of St. Wilfrid's Catholic Primary School - September 2020

In response to the **Government's Guidance for full opening of schools** published on the 2nd July 2020 we must comply with health and safety law, which requires us to assess risks and put in place proportionate control measures. We have thoroughly reviewed our health and safety risk assessments and drawn up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting. We have updated our risk assessment (building on the learning to date and the practices we have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. We need to ensure that we implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

As school employers we should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

If we follow the guidance set out here we will effectively reduce risks in our school and create an inherently safer environment.

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection'.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

P R E V E N T I O N

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school

Aspect	Measures to Implement	DfE Guidance	Notes	Risk
SYMPTOMS OR ILLNESS	<ul style="list-style-type: none"> • This document will be shared with all staff and governors • This document will be available on the school website for full transparency 	<ul style="list-style-type: none"> ▪ Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it. 		H
	<ul style="list-style-type: none"> ▪ Ensure all staff and parents are aware of the full range of possible symptoms by directing them to the latest government guidance 	<ul style="list-style-type: none"> ▪ If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. 	Symptoms in children can vary from those in adults.	H
	<ul style="list-style-type: none"> ▪ First Aid room to be used ▪ Access from the outside of the building ▪ Outside doors adjacent to the room to remain open ▪ Walls are not full height and as such aid ventilation ▪ Toilet off First Aid Room for the sole use of those that are unwell or displaying symptoms 	<ul style="list-style-type: none"> ▪ If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. ▪ If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected 		M

	<ul style="list-style-type: none"> PPE (aprons, gloves and masks) should be worn by attending adult 	<p>using standard cleaning products before being used by anyone else.</p> <ul style="list-style-type: none"> PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). 		
	<ul style="list-style-type: none"> Parents advised to seek medical advice by phone and not to attend a medical provision First Aid Room to be thoroughly cleaned once the symptomatic child has been collected We will not routinely check children's temperature 	<ul style="list-style-type: none"> As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). 		M

2. Clean hands thoroughly more often than usual

Washing Hands	<ul style="list-style-type: none"> Children will wash their hands on entering and leaving classrooms, before and after lunch, after using the bathroom and after using any shared equipment 	<ul style="list-style-type: none"> Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they 	For those children who haven't been in school there will be a period of establishing routines	M
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	<ul style="list-style-type: none"> ▪ Two, five tap troughs have been installed on the playground to assist in the frequent washing of hands ▪ All staff to monitor the levels of soap, blue roll or paper towels and hand sanitiser frequently ▪ The office to ensure a secure supply of enhanced hygiene products ▪ All pupils will be supervised when using hand sanitiser ▪ Age appropriate signage around school and washing areas reminding children of the need to wash hands regularly and the correct way to do this ▪ Instruction by staff of the correct way to wash hands including demonstrations ▪ Hand sanitiser will be compulsory for everyone entering school by the front door 	<p>change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> ▪ whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly ▪ 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 ▪ building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them 		
3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach				
Respiratory Hygiene	<ul style="list-style-type: none"> ▪ All staff to monitor the levels of blue roll or paper towels frequently ▪ Children to bring in own packet of tissues ▪ The office to ensure a secure supply of enhanced hygiene products ▪ Age appropriate signage around school reminding children of the 'Catch it, bin it, kill it' approach and the correct way to do this ▪ Instruction by staff of the correct way to 'Catch it, kill it, bin it' 	<ul style="list-style-type: none"> ▪ The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must 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. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education. 	Increased signage needed	M

	<ul style="list-style-type: none"> Face coverings are to be removed on entry to the school grounds by children and adults choosing to wear them Hands should be washed following removal of a face covering in line with the hand washing procedure outlined above Face coverings to be safely stored and not used in school 	<ul style="list-style-type: none"> Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient. 		
4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach				
Cleaning	<ul style="list-style-type: none"> Enhanced hygiene model adopted Toilets, washing areas and contact points are to be cleaned mid-morning, at lunchtime and mid-afternoon in addition to the daily after school clean Each bubble (group of classes) will use a specific block of toilets 	<p>Points to consider and implement:</p> <ul style="list-style-type: none"> putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p>	As at 24.7 no revised guidance has been issued	L
5. Minimise contact between individuals and maintain social distancing wherever possible				
Social Distancing	<ul style="list-style-type: none"> 3 bubbles will operate in school: EYFS & KS1 (3 classes - 73 children), LKS2 (3 classes - 68 children), UKS2 (4 classes - 86 children) Separate toilet provision for each bubble 	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p>	<p>Numbers of children are correct as at 24.7.20</p> <p>Children who have not been in school will need to become</p>	M

	<ul style="list-style-type: none"> ▪ Separate playground provision for each bubble ▪ Staff will attempt to socially distance from each other and from children where possible ▪ Staff meetings will continue to be virtual ▪ Governors meetings will continue to be virtual ▪ MDAs will be assigned to a bubble ▪ Lunches either packed from home or a school provided grab bag will be eaten in classrooms ▪ Parents will not be allowed access to school ▪ Specialist therapists will be expected to socially distance from staff and children and practice enhanced hygiene ▪ Staff providing PPA cover may move between bubbles providing social distancing is practised ▪ Specialist teaching in the Milky Way will require children from bubbles mixing for the morning - social distancing and enhanced hygiene will be practised ▪ Wrap around care will be offered in three bubbles: Half hour line, KS2 in the hall and outside, KS1 in the library and outside as both these will not be used as class teaching spaces during the day ▪ Peripatetic music teachers will teach from the hall at lunchtimes, calling children to lessons via walkie-talkie 	<p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children's ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Points to consider and implement: How to group children</p> <ul style="list-style-type: none"> ▪ Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible. However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools. 	<p>familiar with the routines in school</p>	
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<p>Measures within Classrooms</p>	<ul style="list-style-type: none"> ▪ All adults to attempt to socially distance from other adults and children ▪ First Aid should only be administered in the First Aid room with the First Aider wearing PPE 	<ul style="list-style-type: none"> ▪ Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their 		

	<ul style="list-style-type: none"> ▪ Signage around school will remind adults and children to socially distance ▪ Teachers will 'teach' the importance of social distancing ▪ Classrooms Y1 to Y6 will have forward facing desks 	<p>colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <ul style="list-style-type: none"> ▪ For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help. ▪ When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above. ▪ Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. 		
<p>Measures Elsewhere</p>	<ul style="list-style-type: none"> ▪ Assemblies and collective worships will be class based or virtual ▪ External doors will be used for access to minimise corridor traffic ▪ Cloakrooms will be in use for coats only 	<ul style="list-style-type: none"> ▪ Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. ▪ When timetabling, groups should be kept apart and movement around the school site kept to a minimum. 		<p>L</p>

	<ul style="list-style-type: none"> ▪ Lunch boxes will be sanitised on entry, snacks placed in trays and PE style bags to go on the backs of chairs ▪ Break and lunch times will be staggered ▪ Staff room will have a maximum occupancy and a one way system 	<ul style="list-style-type: none"> ▪ While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). ▪ Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. 		
Measures for Arriving At and Leaving School	<ul style="list-style-type: none"> ▪ Drop and go will operate in the morning so that opportunities for parents to gather will be minimised ▪ Children will access the playground via the path to the side of the staff car park and the double gates to the far side of the Verlade Building ▪ Each Bubble will have its own area of the playground to complete their morning walk ▪ At the end of the day children will line up outside with their teachers in separate areas. Parents will access school through the double gates and follow a social distance path ONE WAY to collect their child or children before exiting school ▪ School will communicate with parents the changes to the drop off and pick up via email and on the school website ▪ Signage will remind parents and carers to socially distance ▪ Children, staff and visitors will be asked to remove face masks safely and wash hands immediately or sanitise on entry to school 	<ul style="list-style-type: none"> ▪ We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. ▪ Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed. ▪ Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice. 	See Parent and Carer guide for additional details	L

<p>Other Considerations</p>	<ul style="list-style-type: none"> ▪ SENDCO has provided children with transition booklets for their new class in September ▪ Social stories have been written and will be used with all the SENDCO children ▪ Peripatetic teachers will be allowed in school from Monday 5th October. All lessons will take place in the hall at lunchtimes ▪ Speech and Language therapists will be in school using the 'Intervention (Red) Room or Library only ▪ Play Therapists will be in school using the Meeting Room only ▪ All visitors to school will be required to sign in digitally at the front desk, they will be informed of our enhanced hygiene and social distancing measures ▪ Children will have their own 'core' equipment: pencil, pen, scissors to be left in school ▪ Other shared equipment will be gathered and cleaned regularly ▪ Sports equipment will be cleaned after each use or left for the appropriate period of time unused - a 'last used date' card will be left with the equipment ▪ The outdoor gym will be allocated to a bubble a day and cleaned between uses. Children to wash hands before and after use ▪ Teachers where possible should operate 'distance marking and feedback' 	<ul style="list-style-type: none"> ▪ Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. ▪ Supply 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. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. ▪ Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to 		<p>M</p>
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	<ul style="list-style-type: none"> Teachers should not take pupil books home 	<p>be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <ul style="list-style-type: none"> Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. 		
6. Where necessary, wear appropriate personal protective equipment (PPE)				
PPE – Personal, Protective Equipment	<ul style="list-style-type: none"> PPE equipment will be available for use by staff trained in First Aid PPE will need to be worn when administering first aid where social distancing is not appropriate In the case of toilet (urine) accidents, staff may assist children if wearing PPE Any incidents involving soiling will require parents or carers to collect their child from school 	<ul style="list-style-type: none"> The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used 		M
R E S P O N S E T O A N Y I N F E C T I O N				
7. Engage with the NHS Test and Trace process				
Track and Trace	<ul style="list-style-type: none"> PHE Cheshire and Merseyside Health Protection Team, Suite 3B 3rd Floor Cunard Building, Water Street, 	<ul style="list-style-type: none"> Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and 		L

	<p>Liverpool, L3 1DS</p> <ul style="list-style-type: none"> ▪ Phone: 0344 225 0562 option 1 ▪ Parents and staff will be informed of the necessity book a test if they are displaying symptoms ▪ Parents and staff need to be reminded of their responsibility to provide details for Track and Trace if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace ▪ Parents and staff will be reminded to self-isolate if they have been in contact with someone who tests positive or has displayed symptoms ▪ School can assist in the booking of a test for staff ▪ School will be provided with a small number of home testing kits to give to parents/carers who collect a child with symptoms ▪ Parents and staff will be required to inform school immediately they get the results of a test whether negative or positive and follow the government guidance to the right regarding self isolating 	<p>parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> ▪ book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit ▪ provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace <ul style="list-style-type: none"> • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of 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</p>		
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		<p>them getting tested. Advice will be provided alongside these kits.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> • if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu - in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. • if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. 		
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8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community

Confirmed cases of coronavirus (COVID-19)	<ul style="list-style-type: none"> ▪ When school is made aware of a confirmed case we must immediately contact: ▪ PHE Cheshire and Merseyside Health Protection Team, Suite 3B 3rd Floor Cunard Building, Water Street, Liverpool, L3 1DS Phone: 0344 225 0562 option 1 	<ul style="list-style-type: none"> ▪ Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace. ▪ The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they 		M
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	<ul style="list-style-type: none"> ▪ Ensure that lists of those in bubbles are available so that the advice from PHE can be acted upon swiftly ▪ Lists of staff associated with bubbles should be held in the office ▪ Government guidance regarding the necessity for or the length of isolation must be followed ▪ Government template letter to parents to be used 	<p>were infectious, and ensure they are asked to self-isolate.</p> <ul style="list-style-type: none"> ▪ The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. <p>Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <ul style="list-style-type: none"> ▪ The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. ▪ A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share 		
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		<p>the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <ul style="list-style-type: none"> ▪ Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and: ▪ if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. ▪ if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>		
9. Contain any outbreak by following local health protection team advice				
Containing an Outbreak	<ul style="list-style-type: none"> ▪ Monitor sickness absence with specific regard to coronavirus symptoms weekly 	<ul style="list-style-type: none"> ▪ If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have 		

	<ul style="list-style-type: none"> ▪ Advise PHE of any significant rise in absences where the virus is suspected ▪ PHE Cheshire and Merseyside Health Protection Team, Suite 3B 3rd Floor Cunard Building, Water Street, Liverpool, L3 1DS Phone: 0344 225 0562 option 1 	<p>an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <ul style="list-style-type: none"> ▪ In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure - perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams. ▪ In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice. 		
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Annex A: Health and safety risk assessment – taken straight from the Government guidance for the full opening of schools – 2.7.20

Coronavirus (COVID-19) specific

Everyone needs to assess and manage the risks from coronavirus (COVID-19). This means school employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the HSE guidance on working safely.

Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to. Employers have a legal duty to consult their employees on health and safety in good time.

Sharing your risk assessment

Schools should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

Monitoring and review of risk controls

It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.

Roles and responsibilities

All employers are required by law to protect their employees, and others, from harm. Under the Management of Health and Safety at Work Regulations 1999, the minimum employers must do is:

- identify what could cause injury or illness in the organisation (hazards)*
- decide how likely it is that someone could be harmed and how seriously (the risk)*
- take action to eliminate the hazard, or if this isn't possible, control the risk*

Given the employer landscape in schools is varied, we have set out here what the existing DfE Health and safety: responsibilities and duties for schools guidance states about the roles and responsibilities for health and safety in schools: the employer is accountable for the health and safety of school staff and pupils. The day-to-day running of the school is usually delegated to the headteacher and the school management team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters. Schools must appoint a competent person to ensure they meet their health and safety duties (In our case this is the headteacher and the Governor responsible for Health and Safety). The Health and Safety Executive (HSE) provides more information on the role of headteachers and employers in the guidance The role of school leaders - who does what and a simple guide to who the employer is in each type of school setting in its FAQs section, under 'Who is accountable for health and safety within a school?'. References to actions by employers in this guidance may in practice be carried out by headteachers in schools, but the employer will need to assure themselves that they have been carried out, as they retain the accountability for health and safety. If not already done, employers should ensure that a coronavirus (COVID-19) risk assessment for their school is undertaken as soon as possible. As some pupils are already attending at school, the employer is likely to have gone through a lot of this thinking already. We recommend that those employers use this document to identify any further improvements they should make.

Wider guidance on the risk assessment process

Health and safety risk assessments identify measures to control risks during education and childcare setting activities. Health and safety law requires the school employer to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers to record details of risk assessments, the measures taken to reduce these risks and expected outcomes. Schools need to record significant findings of the assessment by identifying:

- the hazards
- how people might be harmed by them
- what they have in place to control risk

Records of the assessment should be simple and focused on controls. Outcomes should explain to others what they are required to do and help staff with planning and monitoring.

Risk assessments consider what measures you need to protect the health and safety of all:

- staff
- pupils
- visitors
- contractors

Schools will need to think about the risks that may arise in the course of the day. This could include anything related to the premises or delivery of its curriculum or activities, whether on-site or in relation to activities offsite.

Consulting employees (general)

*It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be. **We have a governor with responsibility for Health and Safety and staff were consulted about choosing a staff representative on 24.7.20.***

At its most effective, full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal practice, staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer. Consultation does not remove the employer's right to manage. They will still make the final decision but talking to employees is an important part of successfully managing health and safety.

*Leaders are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute. **The Risk Assessment will be on the school website and be emailed to all staff by the end of July. Staff will be taken through it on Tuesday 2nd September during the inset day.***

Resolving issues and raising concerns

Employers and staff should always come together to resolve issues. As providers widen their opening, any concerns in respect of the controls should be raised initially with line management and trade union representatives, and employers should recognise those concerns and give them proper consideration. If that does not resolve the issues, the concern can be raised with HSE. Where the HSE identify employers who are not taking action to comply with the relevant public health legislation and

guidance to control public health risks, they will consider taking a range of actions to improve control of workplace risks. The actions the HSE can take include the provision of specific advice to employers through to issuing enforcement notices to help secure improvements.

Written by: J.McEniff in consultation with A.Weir and P.O'Hara Date: 24.7.2020

Approved by governors: Date: 27.7.2020

Amendments after the 27.7.2020 should be highlighted and recorded below.

<i>Amendments to the above Risk Assessment</i>			
<i>Date:</i>	<i>Name:</i>	<i>Colour highlight:</i>	<i>Reason:</i>