



# **COVID-19: Risk Assessment / Action Plan**

- with revised protective measures for full opening from September '20

**(Revised - 25 Sep. '20)**

# COVID -19: Risk Assessment / Action Plan for implementing protective measures when school provision expands

## Introduction

On 2 July, the Government released its guidance for the full opening of schools from the beginning of the autumn term.

The guidance document explains that the plan is a response to changing circumstances: the decrease in the incidence of COVID-19; the establishment of the 'Test and Trace' system; and the lesson learnt in relation to what is required to keep the school environment safe. The decision is also based on the Government's judgement of the extent to which prolonged absence from school is having a negative impact on students' learning, future ability to learn and wellbeing.

The risk for students (coming onto the school site with all students in attendance), of becoming severely ill from COVID-19, is considered very low, whereas there are very significant concerns regarding safeguarding associated with some students' continued non-attendance. The point is also made that parents and carers need to be able to go back to work in order to support economic recovery. In relation to the risks for staff, the guidance notes that staff in schools face no greater risks than many other occupations.

Therefore, on the basis of the balance of risk, the Government's clear expectation is that full-time school provision is in place, for all students, from the beginning of the next academic year. Moreover, all schools should provide a broad and balanced curriculum, including full educational and care support for students with SEND. A key principle for the new arrangements is that groups of students are kept as separate as possible, but it is noted that, for secondary settings in particular, there are limits to the extent to which this is feasible, whilst also putting in place a broad and workable curriculum.

Schools, then, are expected to reduce the risk of transmission through the measures that are put in place, with each school's arrangements designed to reflect its own characteristics: its curriculum, site, staff team and, more broadly, the needs of students and the community.

The Government's system of controls with which schools must comply is as follows:

## PREVENTION:

All the time:

- Ensure that anyone who has COVID-19 symptoms, or who lives with someone with symptoms, stays at home
- Clean hands thoroughly and regularly
- Ensure good respiratory hygiene by promoting 'catch it, bin it, kill It'
- Introduce enhanced cleaning arrangements

As suits particular circumstances:

- Minimise contact between individuals and maintain social distancing, wherever possible

In specific circumstances:

- Where necessary, wear appropriate personal protective equipment (PPE)

## RESPONSE TO ANY INFECTION:

In every case where relevant:

- Engage with the NHS 'Test and Trace' programme
- Follow local health protection team advice to contain any outbreak

In the event of a local 'lockdown', arrangements also need to be in place to ensure continuity of education.

At Chase Terrace, the highest priority is afforded to the safety and wellbeing of students, staff and other members of the school community. In particular, the specific needs of more vulnerable students and staff have been considered carefully and equality impact assessments have been made in order to protect particular groups. A full-time programme has been in place for vulnerable students and the children of key workers since 23 March. From 15 June, we have also had a rota system in operation for students in Year 10 and Year 12. We have, therefore, undertaken an assessment of risk for both situations and we have implemented a range of rigorous and carefully conceived control measures to limit transmission. There has been a strong level of compliance with the arrangements and the evidence would suggest that they have been highly effective.

This risk assessment and action plan is a revised version, which builds upon the practices already developed and puts in place alternative and additional control measures to enable a return to full capacity. This document is a framework for assessing risks and framing actions that reduce identified risks. It will be revised continuously in response to new information.

The **Social Distancing and Infection Control Policy** has also been revised to support the implementation of this action plan and this is further supplemented by revised procedures and protocols (as referenced in this document) to provide the detail that is needed for consistent and effective action in important areas.

Given the late timing of the announcement, in relation to this academic year, there is a small window of opportunity for consultation and it is not practically possible to give all stakeholders the opportunity to respond to the proposed arrangements in a layered/sequenced way. Consequently, the draft risk assessment and action plan, together with the revised Social Distancing and Infection Control Policy, was circulated to all stakeholders at the same time. There was a short initial consultation period in order that this revised version could be agreed and some key actions could be taken before the end of the summer term.

Nevertheless, the risk assessment process is flexible and continuous and further amendments may be made during the summer break. Moreover, in the autumn term, the risk assessment will be updated weekly (by the Executive Headteacher, in consultation with senior staff) and whenever there is any new information of significance, i.e. national and local data and guidelines and also school-level developments. An up-to-date version will always be available on the school website.

### **What is COVID-19 and how does it spread?**

COVID-19 is an infectious disease caused by a newly discovered coronavirus. Most people infected with COVID-19 will experience mild to moderate respiratory illness and recover, without needing special treatment. Older people, and those with underlying medical conditions, like cardiovascular disease, diabetes, chronic respiratory disease and cancer are more likely to develop serious illness.

The virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes. It can be transferred to the hands and, from there, to surfaces. The virus can survive on surfaces for a period of time after transfer and this longevity depends on a range of factors, such as surface type and temperature. The most important symptoms of coronavirus (COVID-19) are recent onset of any of the following:

- a new continuous cough, meaning coughing a lot for more than an hour or experiencing three or more episodes of coughing in a day
- a high temperature
- a loss of, or change in, your normal sense of taste or smell

## **Risk management - Descriptors for degree of risk related to COVID-19 on site transmission**

As a result of being in the school setting:

### **VERY HIGH (VH)**

- It is more likely than not that a given individual will contract COVID-19 (with or without symptoms) and then may then transmit the virus to others; AND/OR
- There is a moderate chance that a given individual may become seriously unwell, having contracted COVID-19; AND/OR
- There is a small chance that a given individual may become critically ill, having contracted COVID-19

### **HIGH (H)**

- There is a moderate chance that a given individual will contract COVID-19 (with or without symptoms) and then may transmit the virus to others:  
AND/OR
- There is a small chance that a given individual may become seriously unwell, having contracted COVID-19; AND/OR
- There is a very small chance that a given individual may become critically ill, having contracted COVID-19

### **MODERATE (M)**

- There is a small chance that a give individual will contract COVID-19 (with or without symptoms) and then transmit the virus to others; AND/OR
- There is a very small chance that a given individual may become seriously unwell, having contracted COVID-19; AND/OR
- There is at least a moderate chance that, for a given individual, as a result of their attendance, there will be other adverse indirect significant ill-effects on their health

### **LOW (L)**

- There is a very small chance that a given individual will contract COVID-19 (with or without symptoms) and then transmit the virus to others
- There is a small chance that, for a given individual, as a result of their attendance, there will be other adverse indirect significant ill-effects on their health

### **VERY LOW (VL)**

- There is an extremely small chance that a given individual will contract COVID-19 (with or without symptoms) and then transmit the virus to others

- There is a very small chance that, for a given individual, as a result of their attendance, there will be other adverse indirect significant ill-effects on their health

Where there is no risk of a given individual contracting the virus in the school setting because they are not coming onto the school site, this is described as:

## NO RISK (N)

### COVID-19-related risk management action plan

Nature of risk	Risk	Mitigation	Post-Mit. Risk	Specific actions	Resp. Person
Various non-clinically vulnerable students and staff: On site direct transmission (e.g. through close contact with those sneezing / coughing) and indirect transmission (via touching contaminated surfaces)	L	Minimise contact with individuals who are unwell, by ensuring that those who have symptoms, or who have someone in their household with symptoms, do not attend school	VL	<p>ALL:</p> <ul style="list-style-type: none"> <li>• Tell students, parents/carers, visitors (inc. suppliers) and staff that they are not to come onto the site (and should self-isolate) if they are displaying any symptoms, or have tested positive in the last ten days.</li> </ul> <p>STUDENTS, STAFF AND PARENTS:</p> <ul style="list-style-type: none"> <li>• Advise students/parents (and members of their households) and staff of their eligibility for testing and advise them that they should take advantage of this service to enable those who test negative to get back to school/work and, for those who test positive, to enable action to be taken to protect classmates and staff. [Tests can be booked through the <a href="#">NHS 'Test and Trace' website (111 Coronavirus service)</a>, or by calling NHS 119.</li> </ul>	<p>SJ / All</p> <p>SJ / NM / SM</p>

	<p>Minimise contact with people in general (due to the uncertainty of who may be carrying the virus)</p>	<p>ALL:</p> <ul style="list-style-type: none"> <li>• Ensure that the <b>Social Distancing and Infection Control Policy</b> is followed.</li> <li>• Limit authorisation of visitors to those on essential business and control their entry (including using social distancing markers).</li> <li>• Install protective screens around the Reception desk and First Aid station and the Library desk.</li> </ul> <p>PARENTS:</p> <ul style="list-style-type: none"> <li>• Tell parents that if their child needs to be accompanied to / escorted from school, then they may come onto the school site by car, but they must stay in their car. [The main car park will be the only car park used through the school day, although parents will be able to drop off and pick up (at the beginning and end of the school day) from both car parks.] Parents must not walk onto the school site or get out of their cars, other than in an emergency. Students must not generally come onto site any earlier than ten minutes before the start of the school day (for their start time). An exception to this will be students arriving on school transport, who will make their way to their tutor room on arrival.</li> </ul> <p>STAFF:</p> <ul style="list-style-type: none"> <li>• Minimise face-to-face on-site meetings and limit any that do take place to no more than 15 staff in attendance – make widespread use of video conferencing technology. Ensure that social distancing is observed for any small on site meetings between staff (at least 1.5 m. between face-to-face positions – ideally 2 m.).</li> <li>• Allow staff to use PPE (appropriately), where this has been agreed with NM / SM.</li> </ul> <p>GOVERNORS AND DIRECTORS:</p> <ul style="list-style-type: none"> <li>• Limit meetings to essential business only and conduct through video conferencing technology.</li> </ul>	<p>NM / SLT / All SM / SLT</p> <p>SM / Site Team</p> <p>SJ / NM / SM</p> <p>NM / SJ / SM</p> <p>NM / SM</p> <p>SJ</p>
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			<p>CONTRACTED STAFF:</p> <ul style="list-style-type: none"> <li>Establish which contracted staff need to be on site.</li> </ul> <p>VISITORS:</p> <ul style="list-style-type: none"> <li>Review access points and protection in relation to visitors and arrange times for contractors, in such a way that few are on site at any one time. [Limit visitors to essential only].</li> <li>Where possible, organize visits from visitors/contractors outside the normal school day.</li> <li>Ensure that all visitors receive COVID-19 H&amp;S guidance and protocols on entry. [Where possible, provide H&amp;S information in advance and check/reinforce on arrival].</li> <li>Prevent entry into the Reception Area for any unauthorised visitors.</li> <li>Clean the entrance foyer area (especially door handles) regularly (consistent with the <b>Site Cleaning Schedule (COVID-19)</b> and <a href="#">COVID-19: cleaning in non-healthcare settings</a>).</li> <li>Complete a Health Declaration Check (verbally) with each authorised visitor, as a condition to entrance into the school building.</li> <li>For any visitors working closely with students (e.g. specialist support agencies for SEND students), as agreed and risk assessed, have PPE available (in addition to social distancing measures), as appropriate. Ensure that the protocol detailed in <b>Social Distancing and Infection Control Policy</b> is followed.</li> </ul>	<p>SM</p> <p>SM / SLT</p> <p>SM / SLT</p> <p>SM</p> <p>SM</p> <p>SM / Cleaners / Site Staff</p> <p>SM / Receptionist</p> <p>SM / JH</p>
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	<p>Communicate (to parents/students, staff and other contractors/visitors) regular DfE, PHE and school updates related to COVID-19 risk management</p>		<p>ALL:</p> <ul style="list-style-type: none"> <li>• Communicate specific plans, in advance, to staff, parents/carers, students and contractors (inc. cleaning and catering).</li> <li>• Post website updates / letters – supported by emails and social media and text alerts.</li> <li>• Have posters and rolling monitor displays around the site, reinforcing social distancing measures.</li> </ul> <p>STAFF:</p> <ul style="list-style-type: none"> <li>• Identify training needs (online) needed before arrangements commence and get training completed in good time.</li> <li>• Use online survey forms to check understanding.</li> </ul>	<p>SJ / SM</p> <p>SJ / NM</p> <p>LW / NM / SM</p> <p>SB / NM / SM</p> <p>SB / NM / SM</p>
	<p>Clean hands more regularly and thoroughly (for 20 seconds, with running water, or with alcohol-based sanitiser)</p>		<p>ALL:</p> <ul style="list-style-type: none"> <li>• As defined in the <b>Social Distancing and Infection Control Policy</b>, ensure that everyone on site uses hand sanitisers on entrance to, and exit from, school. Have these available at each entrance/exit used (several access points will be used for students), with supervision.</li> </ul> <p>STUDENTS AND STAFF:</p> <ul style="list-style-type: none"> <li>• Ensure that students and staff use hand sanitisers in the classroom, before each lesson (as in <b>Classroom Working Protocol (COVID-19)</b>).</li> <li>• Remind students (verbally and through posters) to wash hands thoroughly (including after they have used the toilet) and to avoid touching their mouth, nose or eyes.</li> <li>• Do not allow students to fill up their water bottles above the wash basins, which should only be used for hand washing. This will also help to avoid queuing / congestion.</li> <li>• Communicate expectations clearly to staff and students (including through visual reminders – posters and rolling TV monitor displays) and monitor compliance.</li> </ul>	<p>NM / SLT / All</p> <p>NM / SLT / All</p> <p>LW / NM / SLT / All</p> <p>NM / SLT / All</p> <p>LW / NM / SLT / All</p>

			<p>STAFF:</p> <ul style="list-style-type: none"> <li>• Ensure that hand sanitisers are available in the reception areas, in office spaces, and in other communal working areas.</li> </ul> <p>SITE TEAM:</p> <ul style="list-style-type: none"> <li>• Follow the <b>Site Maintenance Checklist (COVID-19)</b>, to include: <ul style="list-style-type: none"> <li>- Ensure that all hand sanitisers are risk assessed – using COSHH guidance.</li> <li>- Ensure that hand basins are in good condition, easily accessible for all users and only used for hand washing.</li> <li>- Ensure that soap wall-mounted soap dispensers are clean, fully functional and regularly re-stocked. Remove all bar soap. Ensure that hot water is available. Make regular checks (defined in <b>Checklist</b>).</li> </ul> </li> </ul> <p>FIRST AID TEAM:</p> <ul style="list-style-type: none"> <li>• In addition to using PPE correctly, wash/sanitise hands before and after treating a casualty.</li> </ul>	<p>Site Team</p> <p>SM / Site Team</p> <p>SM / First Aiders</p>
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	<p>Ensure good respiratory hygiene through 'Catch It, Bin It, Kill It'.</p>	<p>ALL:</p> <ul style="list-style-type: none"> <li>• Communicate expectations clearly to staff, students and other site users (through <b>Social Distancing and Infection Control Policy</b>) and monitor compliance. Use posters and rolling digital displays to reinforce key messages.</li> <li>• Ensure that staff know who to contact for immediate action (and how to do this) in any eventuality where resources for hygiene are not satisfactorily in place in classrooms.</li> <li>• Allow members of staff to wear PPE on site, where this has been agreed with the Head of School or Business Manager. [DfE guidance is clear that this is not generally necessary, beyond what a member of staff would normally need for their work.]</li> <li>• PPE supplies will be available from the reception desk and in each classroom. Gloves, aprons and visors will be available. When using PPE, staff will follow PHE's guidelines on putting on and taking off equipment. PHE's infographics will be displayed in the medical area. Before using PPE, colleagues should watch this short video: <a href="https://www.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be">https://www.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be</a></li> <li>• Students must wear face masks (responsibly) inside the school, other than in lessons. [Exemptions may apply]</li> <li>• Staff must wear face masks in corridors and busier areas of the school. [Exemptions may apply]</li> </ul> <p>SITE TEAM:</p> <ul style="list-style-type: none"> <li>• Follow the <b>Site Maintenance Checklist (COVID-19)</b>, to include: <ul style="list-style-type: none"> <li>- Provide foot-operated pedal bins in each classroom and in other key locations around the site, ensuring that they are emptied each day, or whenever they are half full (regular checks will be made by the site team).</li> </ul> </li> </ul>	<p>LW / NM / SLT / All</p> <p>NM / DT</p> <p>SM / NM</p> <p>SM / First Aid Officer</p> <p>NM / DT</p> <p>NM / SM</p> <p>SM / Site Team</p>
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				<ul style="list-style-type: none"> <li>- Ensure that there is always a good supply of tissues in classrooms</li> <li>- Provide disposable gloves and disinfectant wipes/spray in each classroom (in case someone sneezes on a piece of equipment). [Note: This will enable staff to sanitise as they see fit during the school day, although there is no expectation that non-cleaning staff are expected to undertake cleaning work].</li> </ul>	
		<p>Clean frequently touched surfaces often using standard products, e.g. detergents, bleach</p>		<p>CLEANING STAFF:</p> <ul style="list-style-type: none"> <li>• Practice must be consistent with the <b>Site Cleaning Schedule (COVID-19)</b> and <a href="#">COVID-19: cleaning in non-healthcare settings</a>, to include: <ul style="list-style-type: none"> <li>- Ensure that all cleaning substances are risk assessed – following COSHH guidance.</li> <li>- Implement an enhanced cleaning schedule and define all areas of the required practice: responsibilities; methods (inc. for soft furnishings); frequency; and in which circumstances an additional clean is needed.</li> <li>- Ensure that cleaning prioritises surfaces that are touched by multiple people – photocopiers, door handles, table/counter tops, computers (inc. mice/keyboards), whiteboards, light switches, telephones, chairs, bannisters, specialised equipment for SEND students, toilets, toilet handles, sinks, taps, etc.</li> <li>- Ensure that toilets are cleaned immediately after each of the two break and lunch periods and at the end/beginning of the day.</li> <li>- Ensure that food serving points are cleaned thoroughly immediately after each of the two break and lunch periods.</li> </ul> </li> </ul>	<p>SM / Cleaning Staff</p>

			<ul style="list-style-type: none"> <li>- Ensure that there is a suitable designated area for the disposal of dirty water.</li> <li>- Ensure that there is a designated locked area for cleaning products and equipment and arrangements for the safe disposal of used equipment (e.g. mop heads).</li> <li>- Establish how the school can be confident that there are sufficient cleaning supplies.</li> <li>- Ensure effective waste management, including where PPE has been used (as detailed in the <b>Social Distancing and Infection Control Policy</b>).</li> <li>- Monitor compliance / standards.</li> </ul> <p>STAFF:</p> <ul style="list-style-type: none"> <li>• Approved cleaning products will be provided in classrooms, library, office spaces, reception desk and first aid bay. These areas will be cleaned by the cleaning contractors, taking into account high incidence touch surfaces and multiple users, and consistent with the Site <b>Cleaning Schedule (COVID-19)</b> and <a href="#">COVID-19: cleaning in non-healthcare settings</a>). These provisions will also allow colleagues to be responsive and to take further measures, as they wish.</li> </ul>	SM / Cleaning Staff
		Establish PPE requirements for the administration of medication.	<p>FIRST AID TEAM:</p> <ul style="list-style-type: none"> <li>• Review medical care plans and put PPE provision in place (with training). Ensure that the <b>Social Distancing and Infection Control Policy</b> and Government advice is followed carefully.</li> <li>• Provide training for first aid staff.</li> </ul>	SM / First Aiders  SM

	<p>Ensure that all students and staff wearing face masks for their journey to school, or around the school site, remove and dispose of, or store, these correctly.</p>		<p>STUDENTS AND STAFF:</p> <ul style="list-style-type: none"> <li>• Ensure that all students and staff understand that if they wear a face mask solely for their journeys to, and from, school or around the school site (other than in lessons), they must remove their mask without touching the front of the face covering. If the face mask is reusable, they must place it in a plastic bag that they keep safely with them; temporary masks must be disposed of in a covered bin. [There will be pedal bins at each entrance to the school].</li> </ul>	<p>SJ / NM</p>
	<p>Minimise contact / mixing by grouping of children and timetabling arrangements [NB: From September, post-16 students from other schools will be able to attend sessions on site and (with agreement from other schools) CTA students will be able to attend other schools. On-site protocols will, of course, need to be followed.]</p>		<p>STUDENTS and STAFF:</p> <ul style="list-style-type: none"> <li>• Stagger start and end of school day, supervising entrance and exit areas to ensure social distancing and managing associated potential security risks. [Years 7-9: start at 8.30 am / leave at 2.45 pm; Years 10,11: start at 8.40 am / leave at 2.55 pm; Years 12, 13: start at 8.30 am / leave at 2.55 pm]</li> <li>• Stagger break periods. [Years 7-9: 9.50-10.10 am; Years 10-13: 10.50-11.10 am]</li> <li>• Stagger lunch periods. [Years 7-9: 12.10-12.50 p m; Years 10-13: 1.10-1.50 pm]</li> <li>• Implement supervised designated break and lunch 'zones' for different year group 'bubbles' to limit mixing and support social distancing. [Year 7: Year 7 Courtyard; Year 8: Tech. Courtyard; Year 9: Sixth Form Car Park (taken out of use for parking); Year 10: Tech. Courtyard; Year 11: Sixth Form Car Park / off-site; Years 12/13: off-site / canopy area adjacent to New Hall Staff will supervise, at a distance.</li> <li>• Line students up, in tutor groups, and control entry back into the corridors at the end of break and lunch periods.</li> <li>• When weather is poor during break or lunch, direct students back into their classrooms – with duty staff and senior staff providing supervision.</li> </ul>	<p>NM / JC</p> <p>NM / JC</p> <p>NM / JC</p> <p>Heads of Year / SSOs NM / SLT</p>

			<ul style="list-style-type: none"> <li>• Provide break and lunch food from several service points (allocated to specific year group 'bubbles'). [Hot and cold 'takeaway' food will be available in disposable containers. Students will be asked to take any food purchased to their dedicated area. Hygiene provisions will be in place for use of the biometric system and hand sanitizer stations will be positioned in these areas.]</li> <li>• Reconfigure working spaces in the Sixth Form Common Room and adjacent room(s).</li> <li>• Restrict access to the library, so that students do not use the facility at the start of the school day and each year group has access during break and lunch periods for one day a week. Reorganise the seating in the Library to avoid face-to-face positioning.</li> <li>• Separate students from different year group 'bubbles', who are waiting in the first aid area.</li> </ul>	<p>NM / SM / SLT</p> <p>JC / RG</p> <p>NM / LW</p> <p>SM</p>
		<p>Minimise contact / mixing through classroom arrangements [It is noted (in the DFE guidance) that, under full provision arrangements, it will not always be possible to stay 2 m. from students in the classroom. However, close face-to-face contact should be avoided and time spent within 1 m. of another person</p>	<ul style="list-style-type: none"> <li>• Reorganise classrooms - with desks facing forwards (or such that students are not facing each other) and with a clearly marked 'teacher zone' at the front of the room. Open windows (for ventilation).</li> <li>• Remove any unnecessary items (particularly soft furnishings) from classrooms, where there is space to store them elsewhere.</li> <li>• Prop open doors (bearing in mind fire safety and safeguarding issues) to limit the use of door handles and improve ventilation. Risk assess, where this could create additional risks. [Air conditioning can be used in rooms that have it, as long as the 'fresh air' setting is used.]</li> </ul> <p>TEACHERS:</p> <ul style="list-style-type: none"> <li>• Ensure that the revised Classroom Working Protocol (COVID-19) is followed, to include: <ul style="list-style-type: none"> <li>- Hand out resources (onto tables) before the class enters the room</li> </ul> </li> </ul>	<p>JC / NM</p> <p>JC / NM / SM / Site Team</p> <p>NM / SM / SLT</p> <p>NM / SB / SLT</p>

		should be minimised.]		<ul style="list-style-type: none"> <li>- Bring the group into the room without delay (in order to avoid corridor congestion)</li> <li>- Stay at least 1 m. from the nearest student (2 m., where possible)</li> <li>- Ensure an orderly entrance and exit, making sure that everyone uses hand sanitiser coming into the room</li> <li>- Avoid sharing resources.</li> </ul> <p>STUDENTS WITH SEND / TEACHING ASSISTANTS:</p> <ul style="list-style-type: none"> <li>• Where there are two or more adults in a classroom (e.g. a teacher and a TA, they should try to maintain a distance of at least 1 m. from each other and from the students (2 m., where possible).</li> <li>• Establish how TAs will work with the students they support, either through social distancing or with PPE. Ensure that, where required, classrooms allow capacity for both a teacher and TA to move safely and also consider the optimum positioning of students likely to need TA support. As required, provide TA support in a hub area / in alternative room (again, with social distancing).</li> <li>• Where TAs need to move to another room in the school for their next lesson, they should move five minutes before the end of the lesson, enabling them to arrive in time to supervise the entry of their next class.</li> <li>• For students with EHCPs, use the Staffs CC EHCP Risk Mitigation (COVID-19) Form to plan, and implement, measures that allow students (as appropriate) to attend school safely.</li> </ul> <p>SUPPORT STAFF:</p> <ul style="list-style-type: none"> <li>• Ensure that any other staff entering a classroom (e.g. to provide technical support) observe social distancing (at least 1 m.) in relation to both students and other staff.</li> </ul>	<p>NM / SB / JH</p> <p>NM / SB / JH</p> <p>NM / SB / JH</p> <p>NM / JH</p> <p>NM / SM</p>
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	<p>Minimise contact / mixing through changes to circulation around the site and use of site facilities. [Passing briefly on the corridor is considered low risk, but schools are expected to avoid creating busy corridors, entrances and exits]</p>		<p>ALL:</p> <ul style="list-style-type: none"> <li>• Ensure that all site users adhere to the <b>Social Distancing and Infection Control Policy</b>, reinforcing this through supervision, signage/posters and frequent verbal reminders. Policy to include:</li> <li>• Extension / modification of the one-way system, and other arrangements that keep groups of students apart, taking into account safety on staircases.</li> <li>• Reintroduce bells at 8.50 am, 11.10 am and 1.50 pm (when students and staff are moving together). Where teachers need to move rooms, they will need to do so promptly – queuing in corridors is to be avoided, where possible.</li> </ul> <p>STUDENTS WITH SEND:</p> <ul style="list-style-type: none"> <li>• Establish and address the specific needs of students/staff with disabilities, including how they will move around the site safely under new arrangements. See <b>Social Distancing and Infection Control Policy</b> for more detail.</li> <li>• Avoid the use of the lift, where possible, and make arrangements (through individual risk assessments) that will not disadvantage any potential users (including using lifts, where necessary).</li> </ul> <p>TOILET FACILITIES:</p> <ul style="list-style-type: none"> <li>• Ensure adequate ventilation in toilet areas.</li> <li>• Introduce a requirement that no more than two students can use the toilet facilities at any one time.</li> </ul>	<p>NM / LW / SLT / All</p> <p>JC / NM</p> <p>NM / SM</p> <p>JC / NM / JH / SM</p> <p>SM / JH</p> <p>SM NM / SLT / Sup. Staff</p>
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	Minimise contact / mixing by limiting educational trips and visits to those considered essential (with additional controls in place)	STAFF AND STUDENTS: <ul style="list-style-type: none"> <li>No overnight and overseas educational trips will be authorised for the autumn term.</li> <li>Other trips will only be authorised when they are deemed highly important (in terms of educational value and strong relevance in terms of progression/transition) and where appropriate controls can be put in place.</li> </ul>	NM / JC NM / JC
	Minimise contact / mixing by altering staff work / relaxation areas (and arrangements for their use)	STAFF: <ul style="list-style-type: none"> <li>Ensure that staff working/break areas are arranged to support social distancing (ideally at 2 m. spacing / at least 1.5 m.) and are well-ventilated. Ensure that social distancing is observed.</li> <li>Social distancing measures should be observed in all office spaces. Where operational challenges are anticipated, these should be discussed with the Business Manager, so that appropriate measures can be taken. This could include: the avoidance of face-to-face positioning; the installation of protective screens; temporary relocation; and/or staggered working hours.</li> <li>Wherever possible, visits to offices (from colleagues based elsewhere and other visitors) should be avoided. Contact should be made by telephone and email, wherever possible.</li> </ul>	SM / Site Team SM / All SM / All
	Ensure that students are very clear on expected behavior in relation to Covid-19 arrangements and that staff apply protocols and procedures consistently.	STAFF AND STUDENTS: <ul style="list-style-type: none"> <li>Create a <b>Behaviour Policy Addendum (COVID-19)</b> to reduce risk during this period. Communicate this clearly to staff, parents/carers and students and monitor its compliance, taking action as required – securing social distancing in the interests of safety. [This includes ensuring that students understand that they must not touch staff and should keep their distance.</li> </ul>	DT / NM / SJ / SLT

			<p>Where possible, they should also avoid contact with their peers].</p> <ul style="list-style-type: none"> <li>• Ensure that the approach is compassionate and proportionate, protecting health and safety for all, whilst also supporting students who may exhibit problematic behaviours as a response to trauma that they may have experienced during lockdown.</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Consider carefully the specific needs of students with SEND (and other students who will need emotional support) and put procedures in place to manage their specific needs, keeping everyone safe. Use the Staffs CC EHCP Risk Mitigation (COVID-19) Form as a planning aid.</li> </ul>	<p>DT / NM / SLT / All</p> <p>JH / NM / SLT</p>
		<p>Control the use of shared school resources. [Resources are considered very important for the delivery of education and, due to the decrease in the prevalence of COVID-19, constraints on their use have been relaxed.]</p>	<p>STAFF AND STUDENTS:</p> <ul style="list-style-type: none"> <li>• Follow the <b>Classroom Working Protocol (COVID-19)</b>, to include: <ul style="list-style-type: none"> <li>- Students and staff should use their own pens, pencils and other regularly used equipment</li> <li>- Students and teachers can take books and other shared resources home, but this should only occur where necessary (for an effective education) and good resource and hand hygiene should be applied.</li> <li>- Classroom-based resources can be used collaboratively within a class, but should be cleaned between usage by classes in different year group 'bubbles') or rotated so that they are unused for a period of 48 hours before their next use (72 hours for plastics).</li> <li>- When teachers handle students' work (e.g. to mark it), they should sanitise / wash their hands, before and after contact.</li> </ul> </li> </ul>	<p>SB / NM / SLT / All</p>

				<ul style="list-style-type: none"> <li>- Library books will be rotated (72 hours quarantine) / sanitised before handing out. [A 'click and collect' service will also be considered for library books.]</li> </ul>	
		<p>Adapt the curriculum to reduce the risk of transmission [The curriculum should remain broad and ambitious, with remote education in place, where it is needed]</p>		<p>STAFF AND STUDENTS:</p> <ul style="list-style-type: none"> <li>• Music <ul style="list-style-type: none"> <li>- Adapt the curriculum so that singing and the use of wind/brass instruments do not feature in classroom-based activity.</li> <li>- Where other musical equipment is used, ensure that this is cleaned thoroughly between usage by classes in different year group 'bubbles'.</li> <li>- Suspend one-to-one and small group instrumental lessons, subject to a separate, approved risk assessment.</li> </ul> </li> <li>• Drama <ul style="list-style-type: none"> <li>- Adapt the curriculum by front-loading theoretical aspects.</li> <li>- For KS3 groups, project scripts to avoid paper scripts being passed around.</li> <li>- For KS3 lessons, reduce student movement and increase teacher/student modelling. [Where possible, performing will be stylised in a front-facing manner.]</li> <li>- Stage scenes with increased social distancing.</li> <li>- Where possible, pre-record teacher presentations – to avoid the need for voice projection.</li> <li>- Maximise space by taking away any unnecessary furniture, storage, props etc.</li> <li>- Get students to place bags along the length of the room to avoid 'piling' and support social distancing.</li> <li>- Keep the fire door in the Drama Studio closed and the door to the English hub open – for ventilation.</li> </ul> </li> </ul>	<p>NM / SB</p> <p>NM / SB</p>

			<ul style="list-style-type: none"> <li>• PE <ul style="list-style-type: none"> <li>- Adapt the curriculum so that contact sports and swimming do not feature. [For review at half-term].</li> <li>- Activities should take place outside, wherever possible. Any indoor activity should be in a well-ventilated, large space and consideration will be given to the nature of the activity.</li> <li>- Ensure that all equipment is cleaned thoroughly between usage by classes in different year group 'bubbles'.</li> <li>- Students will wear their PE kit on the days that they have a PE lesson, thus avoiding the need to use the changing rooms.</li> </ul> </li> <li>• Design and Technology <ul style="list-style-type: none"> <li>- Adapt the curriculum so that the use of electrical machinery that relies on air extraction is avoided.</li> <li>- Also either avoid the use of any hand tools that may require close supervision for safe use, or else ensure that teachers / TAs use PPE (visors) for these sessions – to enable circulation and closer supervision.</li> <li>- Ensure that all equipment is cleaned thoroughly between usage by classes in different year group 'bubbles'.</li> <li>- (Given the relative positioning of the workshops) ensure that students are organised and brought into / out of workshops in an order that avoids students from different year group 'bubbles' coming into close contact with each other.</li> </ul> </li> <li>• Science <ul style="list-style-type: none"> <li>- Generally adapt the curriculum, so that practical work is limited in scope, often using teacher demonstrations and video demonstrations instead.</li> <li>- Risk assessments will be completed for any room with central seating pods – to ensure that there is no face-</li> </ul> </li> </ul>	<p>NM / LW</p> <p>NM / LW</p> <p>NM / JC / DT</p>
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				to-face positioning with less than 2 m. spacing. Some re-rooming may be needed.	
		Ensure that students (and especially vulnerable students) are well supported in readjusting to school life.		<ul style="list-style-type: none"> <li>Adapt the school's Relationships, Sex and Health Education (RSHE) programme to given timely coverage of issues relating to mental health and wellbeing.</li> <li>Continue programmes to support vulnerable students with rebuilding friendships, social engagement and equipping students to respond to issues relating to COVID-19.</li> </ul>	NM / DT / MB NM / DT / JH
Non- clinically vulnerable students and staff: Direct or indirect transmission on transport provided by the school	L	Take proportionate, preventative measures. [The new guidance clarifies that the 'one metre plus' advice for passengers on public transport does not apply on dedicated transport (where a consistent group are transported)].	VL	<p>STUDENTS;</p> <ul style="list-style-type: none"> <li>Encourage young people to walk or cycle to school, wherever possible. Provide arrangements for cycles to be kept safe and separate from other groups.</li> </ul> <p>TRAVEL PROVIDERS:</p> <ul style="list-style-type: none"> <li>Follow the <b>Transport to and from School Risk Assessment (COVID-19)</b>, to include: <ul style="list-style-type: none"> <li>Transport providers do not provide drivers who are displaying symptoms, or where a member of their family is displaying symptoms</li> <li>Transport providers follow agreed hygiene measures for cleaning their vehicles thoroughly in between trips</li> <li>Ensure that face masks are used (appropriately) on transport</li> <li>Queue and board in an orderly manner.</li> <li>All students to use hand sanitiser on boarding</li> </ul> </li> </ul>	SJ / NM / SM SM / SJ / Travel Providers

<p>Non- clinically vulnerable students and staff: Specific risk of direct transmission where someone becomes unwell (exhibiting COVID-19 symptoms) at school</p>	<p>L</p>	<p>Supervise separate to the rest of the school population, trying to maintain a distance of 2 m. Where this is not possible, the supervising adult should wear a fluid-resistant face mask (with eye protection, where appropriate). For students, contact parents to collect from school. [Anyone sent home, due to the onset of COVID-19 symptoms, must self-isolate for at least ten days and should arrange to have a test (but not visit their GP / hospital). Other members of their household should self-isolate for 14 days from when the symptoms were first experienced.]</p>	<p>VL</p>	<p>STAFF/STUDENTS:          [Staff who have helped someone with symptoms, and students who have been in close contact with them, do not need to go home to self-isolate, unless they themselves develop symptoms (in which case, they should arrange a test), or if the symptomatic person subsequently tests positive, or they have been requested to do so through 'Test and Trace'.]</p> <ul style="list-style-type: none"> <li>• Everyone who has been in contact with someone who has been unwell, with COVID-19 symptoms, should wash their hands thoroughly (for 20 seconds) with soap and running water, or use hand sanitiser.</li> </ul> <p>STAFF:</p> <ul style="list-style-type: none"> <li>• Follow the <b>Social Distancing and Infection Control Policy</b>, bringing the situation to the attention of a member of SLT.</li> <li>• A specific room (B10) is allocated for the purpose of caring for a student who is waiting to be collected – with door closed / adequate ventilation / appropriate supervision.</li> </ul> <p>FIRST AID STAFF:</p> <ul style="list-style-type: none"> <li>• Procure PPE from local supply chains.</li> <li>• Follow <b>Social Distancing and Infection Control Policy</b> and government guidance regarding use of PPE, including:             <ul style="list-style-type: none"> <li>- In any situation where a 2 m. distance cannot be maintained, ensure that first aid staff wear disposable gloves, apron, disposable surgical mask and eye protection. Hands are washed thoroughly after any contact. Used PPE equipment is stored for 72 hours before disposal.</li> <li>- Separate toilet used, where required. Locked immediately after use and subsequently cleaned thoroughly before further use.</li> <li>- Waiting area also cleaned thoroughly immediately after use.</li> </ul> </li> </ul>	<p>SM / First Aiders</p> <p>SJ / NM / SLT SM</p> <p>SM SM / First Aiders / Site Team</p>
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				<ul style="list-style-type: none"> <li>- Call 999 for emergencies.</li> <li>- Use a contactless thermometer to inform judgement regarding COVID-19 symptoms</li> <li>- Ensure that when parents/carers collect their child from school in these circumstances – student is escorted, by first aider, to their car, or to an agreed place outside the school buildings.</li> <li>- Ensure that all surfaces, with which the person has made contact, are cleaned and disinfected.</li> </ul>	
Specific risk that a young person, who was previously advised to shield, contracts the virus, putting them at high risk of severe illness	M	Unless rates of the disease rise in the local area, almost all students should attend school – with the range of mitigation measures detailed here in place. Remote education would then be provided. [Following the reduction in the incidence of COVID-19, shielding is (provisionally) paused from 1 August.]	L	<p>STUDENTS AND THEIR PARENTS/CARERS:</p> <ul style="list-style-type: none"> <li>• Ensure that parents/carers understand that, in almost all cases, students will be able to attend school and that there is a clear expectation that they should do so.</li> <li>• Where a young person is under the care of a specialist health professional, a course of action will be determined in conjunction with this medical advice and, in this case, absence will not be penalised.</li> </ul> <p>[More detailed advice can be found at: <a href="#">RHPCH, 31 Jul. '20: COVID-19 - 'shielding' guidance for children and young people</a></p>	<p>SJ / NM</p> <p>NM / DT / JH</p>

<p>Specific risk that a young person, who lives with a person, who was previously shielding, or clinically vulnerable, passes on the virus to them as a result of coming onto the school site</p>	<p>L</p>	<p>The young person should attend school. [The DfE guidance (<a href="#">DfE, 7 Aug. '20: Guidance for full opening: schools</a>) is clear on this]</p>	<p>VL</p>	<p>STUDENTS AND THEIR PARENTS/CARERS:</p> <ul style="list-style-type: none"> <li>• Communicate expectations clearly to parents/carers</li> </ul> <p>Provide support for students and families who have concerns about returning, putting in place specific measures (where possible) to address these concerns.</p>	<p>SJ / NM NM / DT</p>
<p>Specific risk that a young person, classed as 'clinically vulnerable' (age over 70, pregnancy or pre-existing medical conditions), contracts the virus, putting them at a higher than usual risk of severe illness</p>	<p>L</p>	<p>Students who are 'clinically vulnerable' should attend school.</p>	<p>VL</p>	<p>STUDENTS / PARENTS:</p> <ul style="list-style-type: none"> <li>• Where parents/carers are concerned, and significant risk factors are identified, the school will listen to these concerns and provide reassurance over the measures that have been put in place.</li> <li>• Black, Asian and minority ethnic (BAME) students are included in this group, due to the higher than usual risk of transmission and the associated stress-related impact of the situation.</li> </ul>	<p>SJ / NM / JH / SLT</p> <p>SJ / NM / SLT</p>

<p>Specific risk that a member of staff, who was previously advised to shield, contracts the virus, putting them at high risk of severe illness.</p>	<p>M</p>	<p>Government advice is that, in general, staff should return to the workplace in September. Mitigation will take the form of individual risk assessments. [Following the reduction in the incidence of COVID-19, shielding is (provisionally), paused from 1 August.]</p>	<p>L</p>	<p>STAFF:</p> <ul style="list-style-type: none"> <li>Individual risk assessments, as required, will outline additional measures that can be taken to secure even more stringent social distancing. In most cases, staff will be needed on site but, in some circumstances and for some roles, it may be possible for more vulnerable staff to be deployed in a way that enables them to work remotely.</li> </ul>	<p>SJ / NM / SM</p>
<p>Specific risk that a member of staff, who lives with a person, who was previously shielding, passes on the virus to them as a result of coming onto the school site, putting them at high risk of severe illness.</p>	<p>L</p>	<p>The member of staff should attend the workplace.</p>	<p>VL</p>	<p>STAFF:</p> <ul style="list-style-type: none"> <li>Provide support for members of staff who have concerns about returning to the workplace, putting in specific measures (where possible) to address these concerns.</li> </ul>	<p>NM / SM</p>

Specific risk that a member of staff, classed as 'clinically vulnerable' (age over 70, pregnancy or pre-existing medical conditions), contracts the virus, putting them at a higher than usual risk of severe illness	L	In general, staff who are 'clinically vulnerable' should attend work. The school will try, as far as is practically possible, to accommodate additional measures (as identified through individual risk assessments).	VL	<p>STAFF:</p> <ul style="list-style-type: none"> <li>Where staff are concerned about returning to work, discussion will take place to explain measures in place, explore concerns and consider (on the basis of individual risk assessment) additional measures, where appropriate. In most cases, it will not be possible for staff to work from home, but for some roles and circumstances this will be considered.</li> <li>Black, Asian and minority ethnic staff are included in this group, due to the higher than usual risk of transmission and the associated stress-related impact of the situation</li> </ul>	<p>SJ / NM / SM</p> <p>SJ / NM / SM</p>
Specific risk that a student or member of staff suffers harm as a result of the measures that are put in place. This includes mental health issues related to stress and anxiety	L	Take into account the person's own assessment of the suitability of coming onto the school site, supported by specialist assessment and identification of reasonable adjustments.	VL	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>Identify the need for extra pastoral/counselling support (including bereavement support) and ensure that students' emotional needs are well supported. Take into account students' views and the views of their parents/carers.</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>Complete an EHCP Risk Mitigation (COVID-19) Form. Get specialist input, as appropriate and, where it is judged appropriate for a student to come onto the site, put in place reasonable adjustments to manage their safety and the safety of others.</li> </ul> <p>STAFF:</p> <ul style="list-style-type: none"> <li>Ensure that all staff are aware of the counselling support service that is available to them. Encourage staff to give an early indication of specific pressures / difficulties and</li> </ul>	<p>NM / DT / SLT / All</p> <p>JH / NM</p> <p>SM / NM</p>

				<p>issues concerning work-life balance, directly to the Business Manager or Head of School. Line managers will also be consulted, as appropriate, regarding staff deployment and welfare issues. Colleagues will also be able to access the <a href="#">Education Support Partnership</a>, as a further/alternative source of support and guidance.</p> <ul style="list-style-type: none"> <li>• Take into account colleagues' views and any medical advice. Make an Occupational Health Service referral, as appropriate. Where it is judged appropriate for the member of staff to come onto the site, put in place reasonable adjustments, including (as appropriate) the use of PPE. Where staff are able to work from home, consider prioritising them for home working. [The duty to protect the mental, as well as physical, health of staff is recognised and the approach outlined above reflects this]</li> </ul>	SM / NM / SJ
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### Risk management – descriptors for other associated risks

As a result of the school's partial closure (taking into account both impact and likelihood):

**VERY HIGH (VH)** - There are very serious risks to the health and welfare of members of the school community

**HIGH (H)** - There are serious risks to the health and welfare of members of the school community

**MODERATE (M)** - There are moderate risks to the health and welfare of the school community

**LOW (L)** - The risk to the health and wellbeing of the school community is low

**VERY LOW (VL)** - The risk to the health and wellbeing of the school community is very low



## **What to do if someone becomes unwell (with COVID-19 symptoms) at school**

If someone becomes unwell on site, with a new, continuous cough, a high temperature or a lack of smell-taste:

- They are sent home (by a senior member of staff). Where this is a student, parents are contacted.
- Where a student needs to be collected, they are moved to a dedicated room, where they can be isolated – behind a closed door, with ventilation. (If it is not possible to isolate them, they need to be moved to an area that is at least 2m. away from other people).
- If they need the toilet, they will use a separate toilet, which should then be locked and subsequently deep-cleaned before further use.

In the case of an emergency (seriously ill or injured), call 999.

Where a member of staff has helped someone who was unwell with COVID-19 symptoms, they do not need to go home themselves unless they also develop the symptoms (in which case, a test is available) or the person subsequently tests positive. They should wash their hands thoroughly for 20 seconds. The area where the person has been should be cleaned with disinfectant.

## **What happens next when there is a suspected case (or a confirmed case) of COVID-19 in the school setting?**

Anyone with symptoms will be sent home and asked to self-isolate for 10 days. Their fellow household members should self-isolate for 14 days. Staff and students who are symptomatic should get tested. In these circumstances, parents can access testing for their child using the [111 online Coronavirus Service](#); the school can book testing for staff through a dedicated online portal. [The school has also been provided with a small number of home testing kits for use in specific circumstances.]

Parents/carers and staff should understand that, were they to test positive or were otherwise asked by the NHS 'Test and Trace' team, they would need to be ready to provide details of anyone with whom they have been in close contact.

It is vital that parents/carers inform the school of the results of a COVID-19 test.

Where the student or member of staff tests negative, if they feel well and no longer have coronavirus symptoms, they can return to school and the members of their household can end the self-isolation.

Where the student, or member of staff, tests positive, they should follow [PHE, 4 Aug. '20: COVID-19: guidance for households with possible coronavirus infection](#) and continue to self-isolate for at least ten days from the onset of their symptoms. They should then

only return to school if they do not have symptoms (other than a cough or loss of smell/taste). Other members of their household should continue self-isolating for the full 14 days.

As soon as the school becomes aware that someone who has attended the setting has tested positive for COVID-19, the NHS Business Services Team will be contacted (a service commissioned through PHE) and contact will also be made with the [Local Authority Response Team](#). [The health protection team will also contact the school directly if they become aware that someone who has tested positive has attended the school – as identified by NHS 'Test and Trace'].

In these circumstances, the health protection team will conduct a rapid risk assessment to establish a list of 'close contacts' with the person over the period that they were infectious and ask these people to self-isolate. The school will cooperate with this team, sending home (based on the definitive advice of the team) any people who have been in close contact with this person and asking them to self-isolate for 14 days.

'Close contacts' are defined as people who have had:

- face-to-face contact with an affected individual, within a one metre distance, over any period of time (including: having a face-to-face conversation; being coughed on; or having skin-to-skin contact); or
- extended contact with an affected individual, within a two metre distance, for over 15 minutes; or
- a journey with an affected individual, in a small vehicle (such as a car).

The school will, therefore, need to be able to provide details of the staff and students in each group.

Household members of contacts who are sent home do not need to self-isolate themselves, unless the person sent home begins to develop symptoms themselves.

If someone in a group that has been asked to self-isolate does develop symptoms (within their 14-day isolation period), then they should follow the [PHE, 4 Aug. '20: COVID-19: guidance for households with possible coronavirus infection](#) guidance, get a test and:

- if the test is negative, remain in isolation for the rest of the 14-day period;
- if the test is positive, inform the school immediately and isolate for at least 10 days from the onset of the symptoms (which could mean that the self-isolation period ends before, or after, the end of the 14-day period). Their household should self-isolate for at least 14 days from when they first had symptoms.

The school will not request evidence of negative test results, or other medical evidence, before admitting children or welcoming them back after a period of self-isolation.

If the school has two or more confirmed cases with a 14-day period, or an overall rise in sickness absence (where COVID-19 is suspected), then there may be an outbreak and the school will work with the local health protection team to determine the action that may need to be taken.

In some cases, it may be necessary to ask a larger group of students (e.g. a year group) to self-isolate. Whole school closure will only be considered based on the direct advice of the health protection team.

In consultation with the local Director of Public Health, where an outbreak is confirmed, a mobile testing unit may be dispatched to test others who have been in contact with the person who has tested positive. Testing will focus first on a class and then a year group and then, if necessary, the whole school.

### **What should someone do if they are concerned that there are shortcomings in the arrangements or where they believe that the systems in place are not functioning as intended?**

Anyone with concerns about the arrangements themselves should contact the Executive Headteacher, Stuart Jones: [stuart.jones@stephensuttonmat.co.uk](mailto:stuart.jones@stephensuttonmat.co.uk) / 07889-650665.

Where there are concerns that the systems in place are not functioning as intended, please contact the Head of School, Nicola Mason: [n.mason@cttc.staffs.sch.uk](mailto:n.mason@cttc.staffs.sch.uk) / 07889-650663 and copy in Stuart Jones (as above).

### **References**

This document has been informed by:

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[Cabinet Office, 11 May '20: Technical Specifications for Personal Protective Equipment \(PPE\)](#)

[Cabinet Office, 26 May '20: Our plan to rebuild: The UK Government's COVID-19 recovery strategy](#)

[Cabinet Office, 24 Jun. '20: Staying safe outside your home](#)

[Cabinet Office, 31 Jul. '20: Staying alert and safe \(social distancing\)](#)

[Cabinet Office, 22 Sep. '20: Coronavirus \(COVID-19\): What has changed – 22 September](#)

[CIBSE: COVID-19 - emerging from lockdown](#)

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[DEFRA, 22 Jul. '20: Guidance for food businesses on coronavirus \(COVID-19\)](#)

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[DfDCMS, 17 Jul. '20: Coronavirus \(COVID-19\): guidance on the phased return of sport and recreation](#)

[DfE, 5 May '20: Coronavirus: travel guidance for educational settings](#)

[DfE, 11 May '20: Details on phased wider opening of schools, colleges and nurseries](#)

[DfE, 12 May '20: Opening schools for more children and young people: initial planning framework for schools in England](#)

[DfE, 14 May '20: Critical workers who can access schools or educational settings](#)

[DfE, 15 May '20: COVID-19: cleaning of non-healthcare settings](#)

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[DfE, 18 May '20: Managing school premises during the coronavirus outbreak](#)

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[DfE, 22 May '20: Teaching during coronavirus \(COVID-19\)](#)

[DfE, 23 May '20: Explanatory note on SAGE modelling](#)

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[DfE, 29 May '20: Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus \(COVID-19\)](#)

[DfE, 1 Jun. '20: Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)

[DfE, 1 Jun. '20: Coronavirus \(COVID-19\) - implementing protective measures in education and childcare settings](#)

[DfE, 1 Jun. '20: Critical workers who can access schools or educational settings](#)

[DfE, 2 Jun. '20: Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers](#)

[DfE, 3 Jun. '20: Actions for schools during the coronavirus outbreak](#)

[DfE, 8 Jun. '20: Teaching about mental wellbeing](#)

[DfE, 10 Jun '20: An update from the Secretary of State for Education on the wider opening of education and early years settings](#)

[DfE, 10 Jun. '20: Extra mental health support for pupils and teachers](#)

[DfE, 12 Jun. '20: Case studies: remote education practice for schools during coronavirus \(COVID-19\)](#)

[DfE, 15 Jun. '20: Guidance for secondary school provision from 15 June 2020](#)

[DfE, 18 Jun. '20: Supporting children and young people with SEND as schools and colleges prepare for wider opening](#)

[DfE, 24 Jun. '20: Online education resources for home learning](#)

[DfE, 30 Jun. '20: COVID Summer Food Fund](#)

[DfE, 9 Jul. '20: Behaviour and discipline in schools](#)

[DfE, 10 Jul. '20: Coronavirus \(COVID-19\): guidance on the phased return of sport and recreation](#)

[DfE, 10 Jul. '20: Protective measures for out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)

[DfE, 21 Jul. '20: Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#)

[DfE, 24 Jul. '20: Guidance for schools: coronavirus \(COVID-19\)](#)

[DfE, 30 Jul. '20: Providing apprenticeships during the coronavirus \(COVID-19\) outbreak](#)

[DfE, 31 Jul. '20: Changes to the law on education, health and care needs assessments and plans due to coronavirus \(COVID-19\)](#)

[DfE, 7 Aug. '20: Get laptops and tablets for children who cannot attend school due to coronavirus \(COVID-19\)](#)

[DfE, 20 Aug. '20: Guidance for parents and carers of children attending out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)

[DfE, 20 Aug. '20: Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)

[DfE, 26 Aug. '20: Face coverings in education](#)

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