

COVID19: Risk Assessment and Action Plan **January 2022**

SCHOOL NAME: St Winifred's Catholic Primary School

OWNER: Claire Gillespie

DATE: 11th January 2022



Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to ensure that the school is following government COVID-19 guidance and continues to operate in a safe way and has outbreak contingency plans in place.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

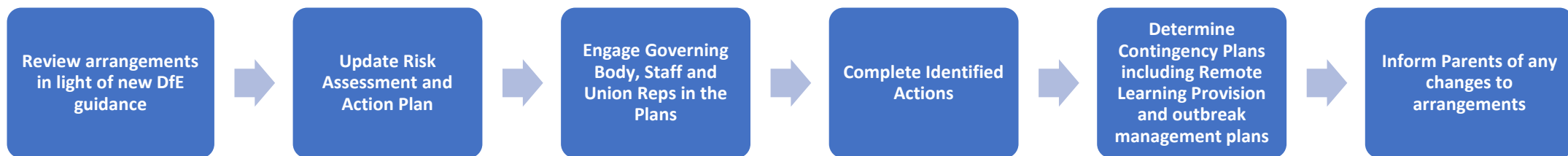
- Health and Safety Policy
- First Aid Policy
- Child Protection Policy
- CYP Response Plan
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

<p>Schools must keep up to date with DfE and other relevant guidance:</p> <ul style="list-style-type: none">• Actions for schools during the coronavirus outbreak• Guidance for special schools and other specialist settings• Actions for FE colleges and providers during the coronavirus outbreak• Actions for early years and childcare providers during the coronavirus outbreak• Use of PPE in education, childcare and children's social care• NHS: when to self-isolate and what to do	<p>Appendices to this document:</p> <ul style="list-style-type: none">• Appendix A- Outbreak Management Plan• Appendix B- Outbreak Management Plan template• Appendix C- Actions taken to contain an outbreak template• Appendix D- Use of Carbon Dioxide (CO2) Monitors
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The following principles underpin all planning and actions:

- Children’s needs are paramount.
- Staff physical and emotional well-being must be considered at all stages of planning and implementation.
- Risk assessment and planning should be undertaken in consultation with staff, Health and Safety/ Union representatives, governors and parents.

Risk Assessment for Full Re-opening:



The table has been updated to reflect updated DfE guidance. Examples have been amended (*in red*) to align to the latest practices. These examples should be considered within the individual school context and are not exhaustive

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Action Completed Date	Risk Level Post-Action
Engagement in Risk Assessment and Planning	Risk assessments and outbreak management planning process fully engages staff, governing body and union representatives. Prevention measures and outbreak management plan shared and communicated with stakeholders.			<i>Shared with Staff in January 2022</i>	<i>January 2022</i>	<i>L</i>
Site Arrangements	Consideration given to premises lettings and approach in place.	<i>Risk assessment for any lettings reviewed to ensure they are aligned with guidance.</i>	<i>M</i>	<i>Meeting with Headteacher</i>	<i>January 2022</i>	<i>L</i>
	Consideration given to the arrangements for any deliveries.			<i>Site Manager</i>	<i>January 2022</i>	<i>L</i>

	<p>Dedicated testing site organised (secondary), signage up and cleaning processes in place (see full guidance available here)</p>	<p><i>Guidance stipulates that a small onsite testing facility is retained by secondary schools to provide onsite testing for those who cannot/ do not wish to test at home, and for initial onsite testing for return Sept.</i></p>				
<p>Emergency Evacuations</p>	<p>Evacuation routes are confirmed, and signage accurately reflects these.</p> <p>Consideration given to PEEP – buddies are assigned or reassigned according to available persons.</p> <p>Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff.</p>	<p><i>Evacuation routes have been updated following ending of bubbles – this may be returned to pre COVID19 arrangements.</i></p>	<p><i>M</i></p>	<p><i>Revised evacuation procedure and share with all staff and children.</i></p> <p><i>Buddy system updated</i></p> <p><i>Fire drill.</i></p>		

<p style="text-align: center;">School-specific arrangements</p>	<p>On 19 July, social distancing requirements were removed. Arrangements to reduce crowding at entrances, in communal areas and circulation spaces can still be considered. Schools may consider maintaining arrangements that have worked well and do not impact adversely on school day/ curriculum delivery</p>	<ul style="list-style-type: none"> • Separate entrances for EYs and Yrs1-6. • EYs to enter via the door on Newstead Road • Queuing system at entrance for Nursery & Reception • Years 1-6 children to enter by themselves by the main gate. (Year 1 adults to accompany Year 1 children for the first 2 weeks, as part of their transition) • One-way system is still in place – arrows painted on the floor from main gate • <i>Face coverings should be worn in line with national guidance</i> • Face coverings advised in enclosed and crowded spaces where staff may come into contact with people they don't normally meet. • Face coverings encouraged for parents/carers at pickup when collecting from the playground. • Staff on the gate at collection time offering face masks. • Advise physical distancing between people who don't usually meet • Classes and groups to be kept as consistent as is possible • Mix of virtual and face to face meetings – depending on focus. If face to face meeting to be held in computing suite or Main Hall. 	<p style="text-align: center;">M</p> <p>Parents / Carers not following advice on face masks and social distancing</p>	<p>Ongoing</p> <p><i>Covid reminders to parents regularly: Weekly</i></p>	<p>January 2022</p>	<p style="text-align: center;">L</p>
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<p>Hand washing</p>	<p>Clear hand washing procedures outlined for all groups and hot water and liquid soap readily available. Hand washing routine outlined for all groups to include:</p> <ul style="list-style-type: none"> • on arrival and leaving school. • before entering and leaving class during the day. • before and after eating. <p>Hand sanitiser available where necessary.</p>	<p><i>Staff reminded during Sept INSET and in weekly briefings</i></p> <p><i>Children reminded in weekly HT assemblies</i></p> <p><i>CT to remind children throughout the day, sanitising hands often</i></p>	<p>M</p>	<p><i>Hand towels and handwash are to be checked and replaced as needed by Angela during school day and cleaning staff after school.</i></p> <p><i>Children continually reminded about procedures and supervised. Adequate staff to ensure full supervision.</i></p> <p><i>Adults/visitors reminded to wash hands when entering premises.</i></p>		<p>L</p>
<p>Respiratory hygiene</p>	<p>-The 'catch it, bin it, kill it' approach continues to be very important and we continue to encourage our pupils and staff to follow this advice.</p>	<p><i>Tissues & hand sanitiser stations in all classrooms/shared spaces</i></p> <p><i>Lidded bins in all classrooms/ staff spaces/ hall</i></p>	<p>M</p>	<p><i>Bins emptied during the school day</i></p> <p><i>Lidded bins in classrooms</i></p> <p><i>Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach</i></p> <p><i>Cleaning supplies in all classrooms</i></p>		<p>L</p>
<p>Cleaning and waste disposal</p>	<p>Enhanced cleaning regime is in place in line with COVID19: Cleaning in non healthcare settings guidance.</p> <p>High-touch area cleaning is to be continued.</p>	<p><i>Enhanced cleaning remains a necessary control measure.</i></p>		<p><i>Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, work surfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.</i></p> <p><i>Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush.</i></p>		

	Cleaning staff capacity is adequate to enable enhanced cleaning regime.	<i>Angela absent during school day</i>	<i>M</i>	<i>Premises Manager / assistant premises manager to cover</i>		<i>L</i>
	Adequate cleaning supplies and facilities around the school are in place. Arrangements for longer-term continual supplies are also in place.	<i>No hand sanitiser for visitors to reception. Classrooms do not have tissues. Low supply of soap.</i>	<i>M</i>	<i>Hand sanitiser available at the school entrance Lidded bins in classrooms Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach Stock check and ordering schedule reviewed and order made.</i>		<i>L</i>
	Sufficient time is available for the enhanced cleaning regime to take place.		<i>M</i>	<i>All staff advised to leave the site by 5pm time in order for cleaning to be undertaken.</i>		<i>L</i>
	Waste disposal process in place for potentially contaminated waste.	<i>Testing waste is no longer considered hazardous and can be disposed of in the usual waste.</i>		<i>Waste bags and containers - kept closed and stored separately from communal waste for 72 hours Waste collections made when the minimum number of persons are on site (i.e. after normal opening hours). Hazardous waste collection organised.</i>		

	Process in place for safe removal and/or disposal of face coverings	<i>Face coverings should be worn in line with national guidance</i>	M	Staff to dispose of Masks in lidded bins Children not wearing masks in school – procedures in place for adults.		L
Ventilation	Plan in place to ensure all areas of the school are well ventilated through use of CO2 monitors where available, whilst maintaining a comfortable teaching environment, this includes opening internal and external doors where appropriate. Poorly ventilated areas identified and steps in place to improve fresh air flow in these areas. HSE guidance on ventilation & air conditioning	<i>Poorly ventilated areas need to be identified by use of CO2 monitors where available. Windows open before and after lessons, and during lessons when temperatures allow.</i> <i>Mechanical ventilation system adjusted appropriately to 'full fresh air' or 'single room only'.</i>		Training for key staff on use of CO2 monitors Schedule for CO2 monitoring in place		
Staffing	Approach to staff absence reporting and recording in place. All staff aware.		L	All Staff to report absence directly to HT		L
	Arrangements in place & communicated for confirmed cases returning to the setting on completion of self-isolation- how end of isolation date and evidence of relevant test results will be provided/recorded NHS: when to self-isolate and what to do	<i>Consideration of whether roles/activity need to adjusted in cases of return to work based on test to release</i>				

	<p>Risk assessments in place for those staff previously identified as clinically extremely vulnerable, and appropriate arrangements for mitigating risk are identified.</p> <p>Communication arrangements are in place with those staff and their role in continuing to support the working of the school is clear.</p>	<p><i>Shielding is no longer in place. Clinically extremely vulnerable and vulnerable staff and/ or students have risk assessments which identify any specific adjustments to allow them to attend on site.</i></p>		<p><i>All individual risk assessments written and dates for review set</i></p>	<p><i>September 2021</i></p> <p><i>Ongoing</i></p>	
	<p>Staffing roles and responsibilities with regards to the contingency remote provision alongside in-school provision agreed and communicated.</p>	<p><i>Staff are aware of their role in the continued contingency plans regarding remote education, should the plan be enacted.</i></p>	L	<p><i>Google Classroom set-up and homework set via platform to ensure children remember how to use it.</i></p> <p><i>New pupils to be registered.</i></p>		L
	<p>Approach to support wellbeing, mental health and resilience in place, including bereavement support.</p> <p>How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</p>		L	<p><i>Staff are aware of available support and advice for schools and pupils available</i></p> <p><i>Staff are aware of support and advice for schools and pupils available from LBL including the Educational Psychology service.</i></p> <p><i>Staff are aware of where to access support for their own wellbeing. (e.g. Lewisham Council mental wellbeing support:</i> https://lewisham.gov.uk/information-for-staff/staff-supporthub/ <i>)</i></p> <p><i>School councillor available to advise.</i></p>		L

	Arrangements for accessing and reporting regular LFD testing are in place and communicated.		L	<i>Covid reminders always an agenda item on staff briefings</i>		L
	Arrangements in place for any visitors/ contractors on site, protocols and expectations shared. NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.		L	<i>Check with the contractor any requirements their employer has specified before visit. Share school protocols.</i>		L
	Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.		L	<i>Share amended procedures, obtain their assessments outlining controls, e.g. only offering limited activities which maintain distancing, all equipment stringently cleaned.</i>		L
Catering	Arrangements for the continued provision of FSMs for eligible children not attending school due to self-isolation are in place.	<i>Only applicable for under 18s who have tested positive for COVID19 and required to isolate, who are eligible for FSMs.</i>	L	<i>Meeting held with Chartwells to ensure this is in place. Admin staff to check status when notified of absence.</i>		L
PPE	PPE requirements understood and appropriate supplies in place.	<i>Some PPE required for onsite testing and any specific arrangements i.e. AGPs.</i>	L	<i>Face masks, gloves and apron stock to be monitored to ensure good supply.</i>		L

	Appropriate PPE - follow good practice to have PPE available in the event of a symptomatic person or outbreak.	<i>Emergency PPE available & publicised RAs for pupils requiring physical care include PPE requirements</i>				
Response to suspected/ confirmed case of COVID19 in school	<p>Approach to suspected COVID19 cases in place: during school day</p> <ul style="list-style-type: none"> • Which staff member/s should be informed/ take action • Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated • Cleaning procedure in place • Arrangements for informing parent community in place 	<p><i>If a pupil or student begins to display symptoms of COVID19 during the day, they are isolated and parent is called immediately.</i></p> <p><i>Any staff member who begins to display symptoms of COVID19 during the day, immediately informs HT and leaves the site as soon as possible.</i></p>	M	<p><i>Staff reminded of procedure on INSET day</i></p> <p><i>Covid-19 a weekly agenda item at staff briefings</i></p> <p><i>Lewisham letter sent home to parents/ carers of class where this has been a confirmed case</i></p>		L
	<p>Approach to confirmed COVID19 cases in place: during school hours</p> <ul style="list-style-type: none"> • Cleaning procedure in place • Arrangements for informing school/ parent community in place 	<p><i>Close contacts are now identified by NHS test and trace following a confirmed case.</i></p> <p><i>NHS: when to self-isolate and what to do is shared and followed</i></p> <p><i>Can contact Lewisham on call service/ PHL team for advice.</i></p>	M	<p><i>Staff reminded of procedure on INSET day.</i></p> <p><i>Covid-19 a weekly agenda item at staff briefings</i></p>		L
	Arrangements in place & communicated for confirmed cases returning to the setting on	<i>Letters to parents confirming arrangements</i>				

	<p>completion of self-isolation- how end of isolation date and evidence of relevant test results will be provided/recorded</p> <p>NHS: when to self-isolate and what to do</p>					
Remote Education Plan	Contingency plan for remote learning developed should self-isolation or restricted attendance be required.		L	<i>Homework to be set via Google Classroom to ensure children maintain a level of familiarity with the platform</i>		L
	Technology support in place. DFE laptop allocation ordered, for contingency purposes.		L	<i>60 laptops available in the school from previous lockdowns ready to be loaned</i>		L
	Contingency plans ready to enable vulnerable children and children of critical workers to continue to attend where possible.					
Safeguarding	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.		M	<p><i>Staff refresher training session on processes and procedures and the revised wellbeing material.</i></p> <p><i>All staff updated safeguarding training on first INSET day</i></p>	September 2021	L
	Updated Child Protection Policy in place.		L	<i>Adopted most recent Child Protection Policy</i>		L

	Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable CYP and families to complete risk assessments and planning.		M	SENCO to make referrals as children / families are identified		M
	Where physical contact is required in the context of managing behaviour.		M	Review individual consistent management plans to ensure they include protective measures. Communicate to all staff		L
Curriculum / learning environment	Current learning plans, revised expectations and required adjustments have been considered.		L	Plans adapted according to baselines taken		L
	<p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> Wellbeing curriculum recognising 'non-curriculum' learning that is being done at home capturing pupil achievements/ outcomes utilising the DFE 'catch-up' funding and programmes contingency remote learning plan 		L	<p>Curriculum to have a focus on PSHE / wellbeing – wellbeing assemblies</p> <p>Dfe Funding</p> <p>Remote learning plan in place</p> <p>Staff are trained and supported in front of classroom delivery style and aware of how best to provide students with additional support.</p>		L

	Student behaviour policy reviewed and amended where necessary to reflect the current circumstances.		L	<i>CTs working with classes to support in understanding rules and reasons – positive rewards-based approach</i>	<i>Autumn 2021</i>	L
	Arrangements for teaching pupils how to keep themselves safe online are in place and aligned to the contingency remote learning plan.		L	<i>Online Safety covered in classes.</i>		L
Attendance	Approach to promoting and supporting attendance for all-pupils determined, including those who may be anxious.		M	<i>Contacting individual families. - identifying concerns- putting support in place – building confidence</i>		L
	Approach to support for parents where rates of persistent absence were high before closure.	<i>Some in this group have been difficult to contact and have needed additional support throughout lockdown.</i>	M.	<i>Individual support and encouragement but may need support from LA attendance</i>		L
Communication	Information shared with staff around the updated plan, including returning to some pre COVID		M	<i>Weekly agenda item at all staff meetings.</i>		L

	arrangements and some new arrangements – as appropriate.					
	Union representatives informed of updated plans.		<i>M</i>	<i>In place</i>	<i>L</i>	
	Updated Risk Assessment published on website.		<i>M</i>		<i>September 2021</i>	
	Symptoms and self-isolation Pupils, staff and other adults should follow public health advice on <u>when to self-isolate and what to do</u> . They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).	<i>Regular reminders to staff, parents & pupils about symptoms & self-isolation</i>	<i>M</i>	<i>INSET day agenda Weekly briefings agenda Newsletters to parents Regular reminders to staff, parents & pupils about symptoms & self-isolation</i>		<i>L</i>
	Communications with parents on the: <ul style="list-style-type: none"> • Revised plans, any control measures that remain in place and any that have ceased • Contingency plans • Outbreak management plans • Wellbeing/ pastoral support 		<i>M</i>	<i>Parents / Carers updated weekly in letters / newsletters. Meet HT zoom meeting reiterated the Covid guidance</i>		<i>L</i>
	Pupil communications around: <ul style="list-style-type: none"> • Revised plans, any control measures that remain in 		<i>M</i>	<i>Weekly HT assemblies Staff to work with class to support them in</i>		<i>L</i>

	<p>place and any that have ceased</p> <ul style="list-style-type: none"> Contingency plans Outbreak management plans 			<p><i>understanding and managing changes and expectations.</i></p> <p><i>Parents and Cares asked to support in helping pupils to understand and follow expectations</i></p>	
	On-going regular communication plans determined to ensure parents are kept well-informed		M	Letters, website updates, social media	L
Governors/ Governance	<p>Governors have oversight of plans and risk assessments.</p> <p>Approach to communication between Leaders and governors is clear and understood.</p>		M	All risk assessments and guidance shared with FGB	L
	Governors have oversight of all staff wellbeing and appropriate arrangements in place to support Headteacher and SLT. Refer to Headteacher wellbeing materials.		M	All risk assessments and guidance shared with FGB	L
Finance	Additional costs incurred due to COVID19 are understood and clearly documented.		L	This has been budgeted for the coming year.	L
	Claims submitted for reimbursement for example, increased: support for FSM vouchers/ Covid-19 workforce-fund		L	Claim has been sent – awaiting response	L

	Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.	<i>Little Gremlins only letting</i>	L			L
Testing	Test kits are securely stored and distributed to staff and students (secondary).		L	<i>Office staff manage storage and distribution of kits</i>		L
	Staff and students (secondary) are aware of how to safely take and process the test. Shared the following : <ul style="list-style-type: none"> • NHS instruction leaflet • Training video and online resources on the document sharing platform • Contact details if queries • Process for reporting incidents 		L	<i>Covid procedures a weekly agenda item at staff briefings</i> <i>Discussed as a whole staff at September INSET day.</i>		L
	Staff and students (secondary) are aware of how to report their test results to school and to NHS Test and Trace.		L	<i>Covid procedures a weekly agenda item at staff briefings</i>		L
	Arrangements in place to ask parents and other attendees to take a lateral flow device (LFD) test before attending a school or college event and visitors to test before visiting			<i>All visitors informed</i>		
	Process in place to monitor and replenish test supplies		L	<i>Office staff manage storage and distribution of kits</i>		L

<p>Educational visits</p>	<p>Full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. H&S on educational visits OEAP</p>	<p><i>Risk assessments will be obtained from venues prior to any visits. Vulnerable</i></p> <p><i>Advice sought to ensure adequate insurance cover (including cancellation).</i></p>	<p><i>H</i></p>	<p><i>Risk assessments amended –</i></p> <p><i>All volunteers to accompany trips to agree to a lateral flow test before departure</i></p>		<p><i>L</i></p>
<p>Outbreak Management Plan</p>	<p>Outbreak management plan developed to cover arrangements should children, pupils, students or staff test positive for COVID19, and how the school shall operate if advised to take extra measures to help break chains of transmission.</p> <p>Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting (<u>Stepping measures up and down</u>) or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.</p>	<p><i>Outbreak Management plan covering re-introduction of some measures including reduced mixing, face coverings, remote education is developed, and all staff are aware of their role. Communicated with parents and students regarding when this would come into place and how they would be informed if required.</i></p>	<p><i>H</i></p>	<p><i>Shared with staff and governors</i></p>		<p><i>M</i></p>

Appendix A- Outbreak Management Plan

1. Outbreak Management

1.1. Any outbreak management measures in St Winifred's Catholic Primary school which will only be considered with advice from Public Health, kept to the minimum number of pupils/staff or groups possible, and for the shortest amount of time possible. The re-introduction of some additional protective measures may be a necessary response to a potential outbreak in school. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission.

1.2. The school, with advice from Public Health may consider taking extra actions if the number of positive cases substantially increases. The DFE guidance states:

Action may be required for most education and childcare settings, whichever of these thresholds is reached first:

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period: or
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period
- For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time: 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period

1.3. Contacts -Identifying a group that is likely to have mixed closely together might be:

- A form / subject class
- A friendship group mixing at break times
- Staff / children taking part in the same activity session together
- Wrap around care
- Sports teams
- Tutor offering one-to-one support to a child or multiple children at the same time (music lessons etc)

1.4. This plan will focus on the following main themes in the school's response to a COVID outbreak

- a) Prevention: put in place control measures (further details in sections above)
- b) Identification and management: work with NHS test and trace, the London Borough of Lewisham, and the London Coronavirus Response Cell (LCRC) to support the identification of emerging outbreaks; control and risk mitigation to reduce spread of COVID-19.
- c) Isolation of cases at home, and virtual learning
- d) Testing: ongoing lateral flow device (LFD) testing in staff and secondary aged pupils **and daily testing for eligible identified contacts**
- e) Contact tracing: supporting NHS test and trace when further, detailed information is needed
- f) Data collection: accurately record on the registers when students and staff are isolating
- g) Engagement and communication: keep staff, pupils and their families informed with current situations.

- 1.5. The following scenarios are considered below, mapped to the themes above. For definitions of confirmed and possible COVID-19, and of being identified as a contact.
- A. When a confirmed diagnosis of COVID-19 has been at St Winifred's Catholic Primary school
 - B. Multiple people diagnosed with COVID-19 (2 or more linked diagnoses within 14 days) are reported within St Winifred's Catholic Primary school
 - C. When there is substantial community transmission, involving an outbreak within the wider local community.
 - D. What to advise when someone is unwell with COVID symptoms in the school setting

2. Scenario A – Single Confirmed COVID Case

- 2.1. Pupils, staff and other adults should follow public health advice about when to self-isolate. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID e.g. they are required to quarantine.
- 2.2. Prevention – control measures will be in place across the school (see section 2 above)
- 2.3. Identification and management - School will be notified of the case/absence and will record the absence on the school register
- 2.4. Isolation of cases – cases will requested to provide their end of isolation date **and evidence of relevant test-to-release results** and this will be recorded on the school system
- 2.5. Testing – Staff and secondary aged pupils will be encouraged to continue testing on LFD twice a week. **Agree arrangements for reporting of daily LFD testing for eligible identified contacts**
- 2.6. Contact tracing - School will encourage the case to engage with NHS test and trace
- 2.7. Data collection – school will keep accurate records of absences and end of isolation dates
- 2.8. Engagement and communication – instructions on virtual learning for those self-isolating will be clearly communicated with the school community

3. Scenario B - Multiple people within the school setting diagnosed with COVID-19: an outbreak

- 3.1. Prevention – control measures will be in place across the school (see section above) including consideration of exclusion of non-essential visitors to the site during the outbreak. **Face coverings should be worn in line with national guidance and any local guidance for outbreak management. Monitoring the use of face coverings may be introduced/increased.** Social distancing is no longer a requirement but may be reinstated in the event of an outbreak.
- 3.2. Identification and management - School will be notified of the cases/absence and will record the absence on the school register. Bubbles no longer exist. However, should an outbreak occur, bubbles may be reintroduced after consideration of its impact on the wider school community and taking account of the detrimental impact they can have on the delivery of education in our school.
- 3.3. Isolation of cases – cases will be requested to provide their end of isolation date **and evidence of relevant test-to-release results** and this will be recorded on the school system
- 3.4. Testing – Staff and secondary aged pupils will be encouraged to continue testing on LFD twice a week. **Agree arrangements for reporting of daily LFD testing for eligible identified contacts.**

- 3.5. Contact tracing - School will encourage the case to engage with NHS test and trace. Schools are no longer required to contact trace pupil or staff cases. However, in special circumstances, they may be required to assist NHS test and trace with contact tracing. The school will respond in a timely way to any direct approaches from NHS test and trace or public health England.
- 3.6. Data collection – school will keep accurate records of absences and end of isolation dates. Schools will share seating plans with NHS test and trace if required to do so.
- 3.7. Engagement and communication – instructions on virtual learning for those self-isolating will be clearly communicated with the school community. The school will liaise with NHS test and trace and their local authority to communicate the situation to the wider school community. DfE will be notified of any decisions that impact on the teaching within the school.
- 3.8. In some situations it may be necessary to set up an Incident Management Team (IMT) meeting to bring together all relevant partners. An IMT will usually, but not always, be called by Public Health England, or the local authority public health team. A draft agenda for the IMT is included at appendix A.
- 3.9. The purpose of the IMT is to agree and coordinate the activities of the key stakeholders involved to manage the investigation and control of an individual outbreak situation. This includes assessing the risk to the public's health and ensure control measures are implemented as soon as possible.
- 3.10. Notification of an incident or outbreak will come via various sources and this will trigger data flow. IMT meetings may be convened when there are:
 - 3 or more cases in a complex setting / 3 or more bubbles affected/self-isolating in an educational setting
 - Where there is concern/very high potential for ongoing transmission at the setting
 - Where there is high potential for additional interventions in relation to a large outbreak
 - Any COVID-19 related deaths associated with a complex setting
 - Concern about stakeholder communications for an outbreak in a complex setting

4. Scenario C - When there is substantial community transmission, involving an outbreak within the wider local community.

- 4.1. Prevention – control measures will be in place across the school (see section above) including consideration of exclusion of non-essential visitors to the site during the period of increased transmission. **Face coverings should be worn in line with national guidance and any local guidance for outbreak management. Monitoring the use of face coverings may be introduced/increased.**
- 4.2. Identification and management - School will be informed of the increase in cases via the local authority. They will take advice from the local Director of public health and their team and NHS test and trace.
- 4.3. Isolation of cases – cases will be requested to provide their end of isolation date **and evidence of relevant test-to-release results** as outlined and this will be recorded on the school system
- 4.4. Testing – Staff and secondary aged pupils will be encouraged to continue testing on LFD twice a week. **Agree arrangements for reporting of daily LFD testing for eligible identified contacts.**
- 4.5. Contact tracing – Schools are no longer required to contact trace pupil or staff cases. However, in special circumstances, they may be required to assist NHS test and trace with contact tracing. The school will respond in a timely way to any direct approaches from NHS test and trace or public health England.
- 4.6. Data collection – school will keep accurate records of absences and end of isolation dates. Schools will share seating plans with NHS test and trace if required to do so.

- 4.7. Engagement and communication – The school will liaise with NHS test and trace and their local authority to communicate the situation to the wider school community. DfE will be notified of any decisions that impact on the teaching within the school.

5. Scenario D - What to advise when someone is unwell with COVID symptoms in the school setting

- 5.1. Pupils, staff and other adults should follow public health advice about when to self-isolate. They should not come into school if they have symptoms. If anyone develops symptoms whilst in the setting, they should be sent home and told to follow public health advice.
- 5.2. An isolation room must be identified for any persons suspected of having Covid. Access to PPE for this room is a must. The isolation room should not be used to house any person indefinitely, but for a brief period until transport has been arranged to deliver the person into suitable custody of an adult or home if a member of staff. Self-isolation rules apply. The room must also be adequately ventilated.
- 5.3. Anyone with symptoms should avoid using public transport and, if necessary, be collected by a member of their family or household.
- 5.4. Prevention – control measures will be in place across the school (see section above)
- 5.5. Identification and management - If a pupil or staff member is unwell, they should be escorted to the isolation room. They should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Any rooms they use should be cleaned after they have left.
- 5.6. Isolation of cases – cases will be requested to isolate from the date of the symptoms start date if they go on to test positive. Their end of isolation date will be recorded on the school system
- 5.7. Testing – Staff and secondary aged pupils will be encouraged to continue testing on LFD twice a week.
- 5.8. Contact tracing – the school will encourage the case to engage with NHS test and trace. Schools are no longer required to contact trace pupil or staff cases. However, in special circumstances, they may be required to assist NHS test and trace with contact tracing. The school will respond in a timely way to any direct approaches from NHS test and trace or public health England.
- 5.9. Data collection – school will keep accurate records of absences and end of isolation dates. Schools will share seating plans with NHS test and trace if required to do so.
- 5.10. Engagement and communication – instructions on virtual learning for those self-isolating will be clearly communicated with the school community.

6. If the whole school has to move to virtual learning

- 6.1. In exceptional circumstances, schools may need to move to virtual learning and close their physical setting. The following will be considered:
- 6.1.1. If some attendance restrictions are needed, all vulnerable children and children of critical workers should still be allowed to attend. If, by exception, attendance is restricted further, vulnerable children and children of critical workers should still be allowed to attend.
- 6.1.2. Safeguarding: • It is expected that all schools have a DSL on site, if this is not possible a senior leader will take on the responsibility for coordinating safeguarding
- 6.1.3. Wellbeing calls will be made regularly (in line with individual pupil risk assessments) to ensure that pupils are safe and well at home.
- 6.1.4. Meals will continue to be provided for those on site, those in receipt of free school meals who are not on site will either be provided with vouchers or food for the time the pupil is isolating, or the school is restricting attendance.

- 6.1.5. IT Access: As part of the school remote learning plan, details will be held of who requires a device to be provided. These will be available to be collected from school or, if there is prior warning, they will be distributed prior to class/school closures. Part of the wellbeing calls will be to monitor this provision and pupil access to the remote learning so that support can be given as required

Appendix B Outbreak Management Plan template (to be used in the event that outbreak management action is to be taken)



Insert name of setting

Incident Management Team (IMT) Meeting

Insert date

Insert time

AGENDA

Agenda Items:

1. Introductions – Chair
2. Purpose of the meeting
3. Review of situation
 - a. Cases / Contacts
 - b. Exposure
 - c. Test results
4. Public Health England (PHE) / London Coronavirus Response Cell (LCRC) advice – LCRC representative
5. Current Risk Assessment
6. Control Measures
7. Decision making
 - a. Self-isolation
 - b. School closure
 - c. Testing
8. Communications required
 - a. Staff / Students
 - b. Media
 - c. Healthcare providers
 - d. Others
9. Agreed Actions
10. AOB
11. Date for next meeting

Appendix C

Actions taken to contain an outbreak

Impacted year group:		Impacted staff:		Date:	
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Guidance	Action taken	Date commenced	Date of Review	Review Outcome
Self-isolation of close contacts <i>In some cases, health protection teams may recommend that a number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</i>	<i>Advice sought from Public Health Lewisham. X students isolating from X to X.</i>			<i>Self-isolation period ended, X further cases within group tested positive and isolating with household.</i>
Supporting/monitoring use of Face Coverings <i>Monitoring use of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern.</i>	<i>Face coverings use for adults and students in corridors and crowded areas/ classrooms monitored</i>			<i>Compliance is high. Plan to continue arrangements for another week.</i>
Asymptomatic Testing <i>Additional testing may be recommended to pick up any asymptomatic testing in the school community.</i>	<i>Letter to parents re home testing.</i>			<i>Home testing uptake not increased. Onsite testing considered.</i>
Increased monitoring of ventilation <i>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE COVID-19 advice provides more information.</i>	<i>Increased monitoring of ventilation by use of CO2 monitors. Additional reminders to keep windows opened as much as possible. Investigating options for improving mechanical ventilation system.</i>			
Increased cleaning	<i>Reinforced importance of cleaning in between groups.</i>			

	<i>Enhanced cleaning schedules & recording sheets in (list places)</i>			
Reduce mixing of students	<i>Reviewed start and end times, lunch and break arrangements and re-instated small groups for PE etc.</i>			
Communications to staff	<i>All staff advised of potential outbreak and mitigating actions.</i>			
Communications to students	<i>All students advised of potential outbreak and mitigating actions.</i>			
Communications to parents/ carers	<i>Letter to parents/carers advised of potential outbreak and mitigating actions.</i>			
Remote Education	<i>Remote education provided to those pupils who need to self-isolate. Devices distributed to identified pupils</i>			
Free School Meals	<i>Catering company providing vouchers for FSM children who are at home</i>			

Appendix D- Use of Carbon Dioxide (CO2) Monitors

Use of Carbon Dioxide (CO2) Monitors

As part of COVID risk assessment, poorly ventilated areas need to be identified and CO2 monitors can help do this. CO2 monitors cannot measure levels of coronavirus but as people breathe out CO2, a build-up of CO2 in an area may indicate that ventilation needs improving.

The amount of CO2 in the air is measured in parts per million (ppm). A consistent CO2 value below 800ppm is likely to indicate that an indoor space is well ventilated.

CO2 levels consistently higher than 1500ppm in an occupied room indicate poor ventilation and action should be taken.

CO2 levels below 800ppm are recommended for areas with continuous talking, singing or high levels of physical activity such as sport or dancing so a CO2 level above 800ppm should be closely monitored as it may indicate that the area is not well ventilated. Subject to local risk assessment, additional control measures may be needed such as having smaller classes in more problematic rooms and vacating rooms with high CO2 levels as frequently as possible to allow for ventilation.

Action should be taken for CO2 levels consistently above 1500ppm. In the short term this could include consideration of the use of the area including regular breaks and purge ventilation by opening windows or adjusting the existing mechanical ventilation system. Subject to risk assessment, longer term air cleaning solutions may need to be considered.

CO2 measurements are only a broad guide to ventilation rather than demonstrating 'safe levels', but can help active management of existing ventilation arrangements. Ventilation is only one of several COVID risk controls including hygiene and distancing, that need to be in place at the same time to reduce the potential of transmission.

For queries about coronavirus (COVID-19) in schools, the DfE coronavirus helpline can be contacted on 0800 046 8687.

This advice MUST be read in conjunction with [HSE advice: coronavirus/equipment and machinery/air conditioning and ventilation](#)