



**Coronavirus (COVID-19): Risk Assessment Action Plan for full school opening from
6th September 2021 for Hollinswood Primary School & Nursery**

Assessment conducted by: Glenn Atkinson/Kath Osborne/Donna O'Reilly	Job title: Headteacher Job title: Deputy Headteacher Job title: School Business Manager	Covered by this assessment: See sole purpose.
Date of assessment: 25/05/2020	Date of next review: 01/06/2020 Reviewed: 05/06/2020 Reviewed: 19/06/2020 Reviewed: 15/07/2020 (Incorporates version 1 (09/07/2020 updates) Reviewed: 04/09/2020 Reviewed: 19/11/2020 (Incorporates version 2 (04/11/2020 updates) Reviewed: 05/01/2021 (Incorporates supp version for beg of Spring Term 2021 Phase 3) Reviewed: 05/03/2021 (Incorporates amendments from 8th March 2021) Reviewed: 06/09/2021 / 15/09/2021 Reviewed: 10/01/2022	This document was written on 18th May 2020 and you must ensure you are completing the newest format

The sole purpose of this risk assessment is to support schools for all pupils in all year groups to return to school full time from the beginning of the Spring 2022 term, **while reducing the risk of coronavirus transmission**

- For the purpose of this risk assessment, the term 'coronavirus' to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this risk assessment reflects the local setting and context of the school.
- Staff and unions must be consulted with regard to this risk assessment.
- This risk assessment is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/amended/added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Key:																							
Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken.																						
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.																						
Risk Controls:	<p>The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context. Contextual information for January 2022 as at 10/01/2022 is as follows:</p> <table border="1"> <tr> <td>Total School Year Group:</td> <td>Haughton Hub Children:</td> </tr> <tr> <td>Yr 6 – 61</td> <td>Yr 6 – 3</td> </tr> <tr> <td>Yr 5 – 58</td> <td>Yr 5 – 4</td> </tr> <tr> <td>Yr 4 – 58</td> <td>Yr 4 – 1</td> </tr> <tr> <td>Yr 3 – 58</td> <td>Yr 3 – 0</td> </tr> <tr> <td>Yr 2 – 55</td> <td>Yr 2 – 0</td> </tr> <tr> <td>Yr 1 – 49</td> <td>Yr 1 – 0</td> </tr> <tr> <td>Yr R – 46</td> <td>Yr R – 0</td> </tr> <tr> <td>Nur AM – 12</td> <td>Nur AM – 0</td> </tr> <tr> <td>Nur PM – 7</td> <td>Nur – PM – 0</td> </tr> <tr> <td>Nur 30 Hrs – 7</td> <td>Nur 30 Hrs – 0</td> </tr> </table>	Total School Year Group:	Haughton Hub Children:	Yr 6 – 61	Yr 6 – 3	Yr 5 – 58	Yr 5 – 4	Yr 4 – 58	Yr 4 – 1	Yr 3 – 58	Yr 3 – 0	Yr 2 – 55	Yr 2 – 0	Yr 1 – 49	Yr 1 – 0	Yr R – 46	Yr R – 0	Nur AM – 12	Nur AM – 0	Nur PM – 7	Nur – PM – 0	Nur 30 Hrs – 7	Nur 30 Hrs – 0
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Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.																						
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.																						
Responsible person:	<p>The identified staff member(s) responsible for implementing the risk controls</p> <p>Head Teacher Sign ...Glenn Atkinson..... Date</p> <p>Chair of Governors signJenny Evans..... Date</p>																						
Completion Date:	The date by which required plans for controls will be in place. To support planning, identify which controls need to be in place before pupils return to the setting . Individual schools can then personalise to their own setting.																						

Line Manager Check:	Sign off to ensure that the risk has been minimised as far as possible.						
Risk Description/ Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
The school lapses in following national guidelines and advice, putting everyone at risk	H	<p>To ensure that all relevant guidance is followed and communicated:</p> <ul style="list-style-type: none"> The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care, PHE, Telford & Wrekin Council advice and review its risk assessment accordingly Information on the school website is updated. Pupils updated via classrooms/email /text as necessary. Any change in information to be shared with Chair of Governors, consulted with employees directly, or through a safety representative that is either elected by the workforce or appointed by trade union and passed on to parents and staff by email. <p><i>As a result, the school has the most recent information from the government, and this is distributed throughout the school community.</i></p>	M	L	Head	Ongoing	Chair
Poor communication with parents and other stakeholders	H	<ul style="list-style-type: none"> All staff/pupils are aware of current actions and requirements and reminded frequently using school communication systems (ParentPay, Email, Website, Twitter and Phone) Head teacher to share risk assessment with all staff/Governors. Parents notified of risk assessment plan and shared with parents via website. 	M	L	Head/Admin	Updated following review and posted immediately.	Chair

		<ul style="list-style-type: none"> Parents are notified of positive cases in school (Letters sent out on a class by class basis) <p><i>As a result, all pupils and all staff working with pupils are adhering to current advice.</i></p>				As and when new cases are reported.	
Lack of awareness of policies and procedures	H	<ul style="list-style-type: none"> School leaders will ensure that all policies impacted on by coronavirus controls are updated. All staff, pupils and volunteers will make themselves aware of all relevant policies and procedures including, but not limited to, the following: <ul style="list-style-type: none"> ➢ Health and Safety Policy ➢ Infection Control Policy ➢ First Aid Policy ➢ Intimate care policy ➢ Behaviour policy ➢ Business Continuity/Resilience <p>These policies can be found at the following file location: Staff Resources\Whole school documents\School Policies - New</p> <ul style="list-style-type: none"> All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> ➢ The 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' ➢ DfE and PHE (2020) 'COVID-19: guidance for educational settings' The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. 	M	L	Head/SBM SBM Head Deputy Deputy	Ongoing	Head/Chair

		<ul style="list-style-type: none"> • A comprehensive and current list of key staff members available each day • Staff are made aware of the school's infection control procedures in relation to coronavirus via email • Parents are made aware of the school's infection control procedures in relation to coronavirus via letter/social media/poster at entrance to school – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus • Pupils are made aware of the school's infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff on the morning they return. All are informed that they must tell a member of staff if they begin to feel unwell • Electronic briefing issued to staff as and when needed. <p><i>As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school.</i></p>			Deputy Head/Admin Teachers/TAs Head/Deputy		
Clinically Extremely Vulnerable (CEV) individuals	H	<p>The shielding programme ended in England on 15th September 2021. This means that people who were previously considered clinically extremely vulnerable (CEV) will not be advised to shield in the future or follow specific guidance.</p> <p>If your immune system means you are at higher risk from COVID-19, there is specific guidance for you (including a definition of what this means).</p> <ul style="list-style-type: none"> • Individual risk assessment to be completed/reviewed for staff in CEV category regarding exposure to Coronavirus 	L	L	Head	15/09/2021 and Ongoing	Chair

		<ul style="list-style-type: none"> • If you have not yet received the COVID-19 vaccine, you should get vaccinated. Evidence indicates that 2 doses of a COVID-19 vaccine provide very effective protection against hospitalisation. It usually takes around 2 to 3 weeks for your body to develop its protective response. • To maintain this high level of protection through the coming winter, you should also get a booster vaccine for COVID-19 when offered. The booster programme is open to every adult who has had a second dose of the vaccine at least 3 months ago. • You should continue to follow the same guidance as the general public on staying safe and preventing the spread of COVID-19. However, as someone with a health condition, you may want to consider, alongside any advice from your clinician, if additional precautions are right for you. These could include: <ul style="list-style-type: none"> - Considering whether you and those you are meeting have been vaccinated – you might want to wait until 14 days after everyone’s most recent dose of a COVID-19 vaccine before being in close contact with others - Considering continuing to practice social distancing if that feels right for you and your friends - Asking friends and family to take a rapid lateral flow antigen test before visiting you - Asking home visitors to wear face coverings - Avoiding enclosed crowded spaces • Staff – Consider advice from HR for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) 					
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		<ul style="list-style-type: none"> • All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend. • Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the guidance on protecting people who are CEV from COVID-19. • Staff to be reminded as and when needed to adhere to social distancing in and around school. 					
Clinically Vulnerable Staff and Pupils	H	<ul style="list-style-type: none"> • Individual risk assessment to be completed/reviewed for clinically vulnerable staff and pupils • Protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced • Clinically vulnerable staff can continue to attend school. While in school they should follow the control measures the school has put in place to minimise the risks of transmission. • This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in the 'prevention' section of government guidance. While the risk of transmission between young children and adults is likely to be low, adults 	L	L	GA	15/09/2021 and ongoing	Chair

		<p>should continue to take care to socially distance from other adults including older children and adolescents.</p> <ul style="list-style-type: none"> • People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor. • Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. • See further guidance in CEV and CV guidance and up dated risk assessment 					
Testing of staff and pupils	H	<ul style="list-style-type: none"> • Asymptomatic testing – Testing remains important in reducing the risk of transmission of infection within schools. <p>Staff should continue to test twice weekly at home, with lateral flow device (LFD) test kits, 3-4 days apart. Testing remains voluntary but is strongly encouraged. Schools are strongly encouraged to ask parents and other visitors to take a lateral flow device (LFD) test before entering the school.</p> <p>There is no need for primary age pupils (those in year 6 and below) to regularly test, unless they have been identified as a contact for someone who has tested positive for Covid-19 and therefore advised to take lateral flow tests every day for 7 days.</p> <p>From 14 December 2021, adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months identified as a contact of someone with COVID-19 are</p>	M	M	All school staff/pupils	14/12/2021	Head

		<p>strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result. Daily testing of close contacts applies to all contacts who are:</p> <ul style="list-style-type: none"> • Fully vaccinated adults – people who have had 2 doses of an approved vaccine • All children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status • People who are not able to get vaccinated for medical reasons • People taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine. <p>Children under 5 years who are identified as close contacts are exempt from self isolation and do not need to take part in daily testing of close contacts. They are advised to take a PCR test if the positive case is in their household.</p> <p>Pupils with SEND identified as close contacts should be supported by their school and their families to agree the most appropriate route for testing including, where appropriate, additional support to assist swabbing. For further information please see SEND guidance.</p> <ul style="list-style-type: none"> • Confirmatory PCR tests You should follow the latest government guidance on confirmatory PCR tests in Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection following a positive LFD test. 					
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<p>Poor hygiene practice in school - General</p>	<p>H</p>	<ul style="list-style-type: none"> • Posters are displayed around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school) <ul style="list-style-type: none"> - Pupils and Staff to wash their hands with soap - When they arrive at school, - When they return from breaks, - When they change rooms, - Before and after eating. • for no less than 20 seconds • School to use the E-Bug material • Teachers to reiterate key messages in class-time to pupils to: <ul style="list-style-type: none"> - Cover coughs and sneezes with a tissue, - To throw all tissues in a bin - To avoid touching eyes, nose and mouth with unwashed hands. • Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) and tissues to be provided for the school reception area, dining hall, classrooms and other key locations for staff, pupils and visitors • Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE's guidance • Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas • Hand washing facilities are supervised by staff when pupils are washing their hands to avoid overcrowding in hand washing areas 	<p>M</p>	<p>L</p>	<p>Admin Teachers Teachers Teachers Admin Whole School Admin/ Caretaker/ Cleaning Teachers/TAs Whole School</p>	<p>Ongoing</p>	<p>Head</p>
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		<ul style="list-style-type: none"> • Pupils and staff do not share cutlery, cups or food. Staff to bring in their own cups and utensils • All utensils are thoroughly cleaned before and after use • Door handles, doors and toilets are cleaned during the day (minimum of two additional cleans) and as part of the cleaning regime paper/hand towels are refilled regularly. • The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine • Establish a culture of hand hygiene <ul style="list-style-type: none"> - Teach and reinforce hand washing with soap and water for at least 20 seconds - Build time into daily routines for students and staff to wash hands - Consider making hand sanitizers with at least 60% alcohol available - Promote hand hygiene throughout the school • Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents. Points to consider and implement: <ul style="list-style-type: none"> ○ Putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: ○ More frequent cleaning of rooms and shared areas that are used by different groups ○ Frequently touched surfaces being cleaned more often than normal ○ Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups 			<p>Whole School</p> <p>Whole School</p> <p>Whole School</p> <p>Whole School</p>		
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		<p>being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it</p> <ul style="list-style-type: none"> ○ Ensuring that you understand contact time for cleaning chemicals ○ That any cleaning chemical is appropriate for the task being used for ○ Undertake a COSHH assessment if using new products <p>Follow T&W cleaning in school guidance <i>As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission.</i></p>			Whole School		
Poor hygiene practice in school - Hand Hygiene	H	<ul style="list-style-type: none"> • Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, See guidance above. • Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement: <ul style="list-style-type: none"> - Whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly. – Additional sinks have been installed in the breakout areas of classrooms where needed. - Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. - Building these routines into school culture, supported by behaviour expectations and helping 	M	L	Teachers Whole School Head/SBM Teachers Teachers	Ongoing	Head

		<p>ensure younger children and those with complex needs understand the need to follow them.</p> <ul style="list-style-type: none"> • Establish a culture of hand hygiene (See above) • Follow the new updated cleaning guidance for educational settings 			Whole School		
Poor hygiene practice – specific – school entrance	H	<ul style="list-style-type: none"> • Barriers/screens to be used by reception staff when dealing with parents/visitors/ contractors (The glass screens can be opened to speak to parents/visitors/ contractors if needed. • Admin staff to take a daily register of staff replacing the system of staff signing in. Areas touched to be wiped down • Discourage parents from entering the school building • Reduce the amount of people accessing reception area at any one time • Rearrange/remove furniture in reception area to facilitate social distancing. • Provide alcohol-based sanitiser (that contains no less than 60 percent alcohol) at the school reception area • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority • Follow the new updated cleaning guidance for educational settings • <i>As a result, reception staff are protected.</i> 	M	L	Admin Caretaker Admin/ Caretaking	Ongoing	Head/ SBM
Poor hygiene practice – specific – office spaces.	H	<ul style="list-style-type: none"> • Ensure distancing is maintained between desks in office areas • Tissues/hand sanitiser to be available in office locations • Staff to wash hands/use hand sanitizer provided on entry/arrival at school • Each individual is responsible for wiping down their own work area before and after use. 	M	L	Admin	Ongoing	Head/ SBM

		<ul style="list-style-type: none"> • Shared equipment such as photocopiers to be included in the cleaning checklist and cleaned at key times of the day (Not after each individual use). • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority • Follow the new updated cleaning guidance for educational settings <p><i>As a result, office practice in office spaces limits the risk of the spread of any infection.</i></p>					
System of Controls - Prevention	H	<p>Prevention You must always:</p> <p>1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.</p> <p><u>Symptomatic Staff/Pupils</u></p> <ul style="list-style-type: none"> • Pupils should not attend school if they have symptoms of COVID-19 (fever, new persistent cough, anosmia) • They should isolate, get a PCR and only return if the PCR is negative and they are better (and 24 hours free of any fever and 48 hours free of any diarrhoea /vomiting). • If they have what we've termed 'precautionary symptoms', which is basically any cold, flu or gastrointestinal symptoms, they should be encouraged to take a PCR test but we would not expect them to miss school unless there were exacerbating factors such as them being the known contact of a positive case. • If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, 	M	L	Whole School	Ongoing	Head

		<p>in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.</p> <p>2) Ensure face coverings are used in recommended circumstances.</p> <p>3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.</p> <p>4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.</p> <p>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</p> <p>6) Keep occupied spaces well ventilated.</p> <p>In specific circumstances:</p> <p>7) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.</p> <p>8) Promote and engage in asymptomatic testing, where available</p> <p>Numbers 1 to 5, and number 7, must be in place in all schools, all the time.</p>					
System of Control - Responsive	H	Response to any infection	M	L	Whole School	Ongoing	Head

		<p>9) Promote and engage with the NHS Test and Trace process. Manager to advise Health Protection hub via email of positive cases. Complete online form to assist with contact tracing</p> <p>https://www.telford.gov.uk/testandtrace</p> <p>10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community. Manager to advise Health Protection hub via email of positive staff. Complete online form to assist with contact tracing</p> <p>https://www.telford.gov.uk/testandtrace</p> <p>11) Contain any outbreak by following local health protection team advice.</p> <p>Numbers 9 to 11 must be followed in every case where they are relevant.</p>					
Poor hygiene practice – specific - spread of potential infection at the start of the school day.	H	<p>In line with government advice:</p> <ul style="list-style-type: none"> • Issue information to young people, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus • Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up • Inform each year group and their parents of their allocated times for the beginning and end of their school day from week beginning <ul style="list-style-type: none"> - Entry – 8:45am (All) - Leave – 3:00pm (Bushell) - Leave – 3:05pm (Farah) 	M	L	Head/Admin	ongoing	Head

		<ul style="list-style-type: none"> • Inform each year group and their parents of the allocated entrance and exit points to school and where they should go on arrival • Pupils to be supervised in accessing hand-washing facilities on arrival, ensuring that pupils queue while maintaining social distancing as they wait for facilities • All staff to wash hands/use hand sanitizer provided on entry/arrival at school • Issue information to pupils in relation to restrictions on their movement around the site • Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day. • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p><i>As a result, the risk of infection is reduced as pupils and staff arrive at school.</i></p>			<p>Teachers/TAs</p> <p>Whole School</p> <p>Head/Admin</p> <p>Admin/ Caretaker/ TAs</p> <p>Whole School</p>		
Poor hygiene practice – specific – toilet/changing facilities.	H	<ul style="list-style-type: none"> • Staff to wear additional PPE when supporting pupils with toileting routines – mask, gloves, apron (see PPE guidance for schools) • Stocks of PPE to be held centrally (Offices & Staff Rooms) and Locally (Phases) • All changing surfaces to be cleaned before and after each use • Nappies to be disposed of in yellow bags and placed in designated bins for collection by PHS. • Staff to follow specific intimate care procedures (See Intimate Care Policy) • Any soiled clothes are put into a bin liner (double bagged) and sent home. 	M	H	<p>Teachers/TAs</p> <p>Admin</p> <p>TAs</p> <p>TAs</p> <p>Teachers/TAs</p> <p>TAs</p>	Ongoing	Head/Chair

		<ul style="list-style-type: none"> Prop doors open where possible to reduce hand contact surfaces Assess the school's ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p><i>As a result, safe practices are followed, and the risk of infection is reduced for staff and pupils.</i></p>			<p>Teachers/TAs</p> <p>Caretaker/ Admin Head Whole School</p>		
Poor hygiene practice – specific - end of the school day.	H	<ul style="list-style-type: none"> Issue information to parents about departure procedures, including safe pick-up. Inform pupils and parents of their allocated times for the end of their school day. Inform pupils and their parents of the allocated exit points and pick-up points. Assess the school's ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p><i>As a result, the risk of infection is reduced as pupils and staff leave school.</i></p>	M	H	<p>Head/Admin</p> <p>Admin/ Teachers</p> <p>Admin/ Teachers</p> <p>Head/Admin</p>	Ongoing	Head/ Chair
Ill health in school.	H	<ul style="list-style-type: none"> Staff are informed of the symptoms of possible coronavirus infection, <ul style="list-style-type: none"> - A high temperature – this means they feel hot to touch on their chest or back (they do not need to measure their temperature - A new continuous dry cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual) - A change to their normal sense of taste or smell (anosmia) 	M	H	Whole School	Ongoing	Head/ Deputy

		<p>- Children and staff may also display precautionary symptoms and you should follow advice provided by the Health Protection Hub (Although there has not been any update to the national definition of COVID-19 symptoms (cough, high temperature, loss/change in taste/smell), if COVID-19 is circulating in the school/setting please also be mindful of the wider symptoms of COVID-19 – sore throat, headache, fatigue, muscle aches, blocked/runny nose, shortness of breath, diarrhoea and vomiting, and cold-like symptoms.)</p> <ul style="list-style-type: none"> • They must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate and should arrange to have a test to see if they have coronavirus (COVID-19). • Appropriate PPE is sourced and guidance on its location, use and disposal issued to staff in line with government guidance on what to do if a pupil or staff member becomes unwell (see PPE guidance for schools) • All staff are informed of the procedure in school relating a pupil becoming unwell in school (Whole School Staff Training provided on 01/09/2020) • Any pupil who displays signs of being unwell is immediately referred to (not sent to) Admin/GA/KO. • Any staff member who displays signs of being unwell immediately refers themselves to Head/Deputy and is sent home (See guidance on Dealing with incidents at school) 			Admin		
					Admin		
					Whole School		

		<ul style="list-style-type: none"> • Where the named person is unavailable, staff ensure that any unwell pupils are moved to an empty room whilst they wait for their parent to collect them. (Staff Room for Bushell Site and Base 16 for Farah Site) • School admin team to contact parents. System reviewed on the 15th June 2020. Parents advised to follow the COVID-19: Guidance for households, including accessing testing. See link above. • If a pupil needs to use the toilet, they should use a separate toilet (Mens/Disabled toilet at Bushell Site and Disabled toilet at Farah Site) which will be cleaned after use by the member of staff who is looking after the sick child. • Pupils displaying symptoms of coronavirus do not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. <i>Although there has not been any update to the national definition of COVID-19 symptoms (cough, high temperature, loss/change in taste/smell), if COVID-19 is circulating in the school/setting please also be mindful of the wider symptoms of COVID-19 – sore throat, headache, fatigue, muscle aches, blocked/runny nose, shortness of breath, diarrhoea and vomiting, and cold-like symptoms.</i> • If contact with a child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing, eye protection should also be worn. (Stocks of PPE will be kept centrally (Offices) and locally (Phases)) 			Admin		
					First Aider		

		<ul style="list-style-type: none"> • The relevant member of staff calls for emergency assistance by walkie talkie immediately if the pupil's symptoms worsen • Unwell pupils who are waiting to go home are supervised in the designated sick rooms (Staff Room for Bushell Site and Base 16 for Farah Site) where they can be at least two metres away from others • Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected (Combined detergent and disinfectant) once vacated. • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority • Engage with the NHS Test and Trace process. • Contain any outbreak by following local health protection team advice. • These points must be followed in every case where they are relevant. • Schools should use the notification form to notify the HPH of any positive cases within staff members. <ul style="list-style-type: none"> - Staff who don't have the symptoms above but have other symptoms such as headache /sore throat/aches and pains/ feeling very tired for no good reason/ runny nose/ sneezing etc can book a PCR test by selecting the option " local Authority required me to test" <p>If school doesn't have its own Rapid testing facility then asymptomatic staff members can book a rapid test using this link below. This can be done weekly http://orlo.uk/Y5LBC</p>			<p>Whole School</p> <p>Admin</p> <p>Whole School</p> <p>Whole School</p>		
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		<i>As a result, any member of the school community who becomes unwell, is isolated quickly and appropriate action is taken to minimise the risk of infection.</i>					
Personal Protective Equipment	H	<ul style="list-style-type: none"> Review your provision of PPE PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance. 	M	H	Admin/ Whole School	Ongoing	Head
Use of equipment	H	<ul style="list-style-type: none"> Classroom based resources, such as books and games, should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either: <ul style="list-style-type: none"> Clean it before it is moved between bubbles You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either: <ul style="list-style-type: none"> Restricted to one user Left unused for a period of 48 hours (72 hours for plastics) between use by different individuals 	M	M	Whole School	Ongoing	

Face coverings	H	<ul style="list-style-type: none"> • Ensure where there is a need for face coverings in the school, the control is implemented. • There should be a process for when face coverings are worn within school and how they should be removed. • Safe wearing of face coverings requires the; <ul style="list-style-type: none"> ○ Cleaning of hands before and after touching, this includes removal and putting on ○ Safe storage of them in individual, sealable plastic bags • Face coverings are not advised for Primary aged pupils. • Staff and visitors are still encouraged to wear face coverings when speaking to parents. 	M	H	Admin/ Whole School	Ongoing	Head
Mental Health and Wellbeing for pupils	H	<ul style="list-style-type: none"> • Where children are returning to school we would expect leaders and teachers to; <ul style="list-style-type: none"> - Consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn - Assess where pupils are in their learning, and hence what adjustments to their curriculum may be needed over the coming weeks - Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils - The government has recently launched the <u>Wellbeing for Education Return programme</u>, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides 	L	L	Head/Deputy /SLT/SENCO/ Inclusion Leaders/ Teachers/TAs	Ongoing	Head/ Deputy/ Chair

		<p>practical examples to support staff, children and young people within a school.</p> <ul style="list-style-type: none"> - Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021. 					
A pupil is tested and has a confirmed case of coronavirus.	H	<ul style="list-style-type: none"> • Schools are requested to notify the Hub of any staff or pupil positive cases using the online notification form linked to here: https://www.telford.gov.uk/info/20692/coronavirus_covid-19/4040/i_want_to_report_suspected_or_confirmed_cases • Schools should contact the Hub if they feel that they are reaching the threshold for the activation of the Outbreak Management Plan and want further advice. • We will apply the “Stepped Up Measures” to any class that reaches the threshold of 10% of positive cases. • Two officer’s from the Hub have be assigned to be the main point of contact for each school – the list of schools and lead officers with telephone numbers will be distributed prior to the start of term. Our main contact is Angela Young - Angela.Young@telford.gov.uk • The Hub can be also contacted for advice by email: HealthProtectionHub@telford.gov.uk (this email is monitored over the weekends) or by ‘phone 81800 (the ‘phone line is covered 8am to 5pm Mon-Fri) • The Hub will not contact school to discuss the case unless it is considered necessary, which is most likely if it’s part of an outbreak rather than a single case, but they will use the information we provide to monitor 	M	L	Head	Ongoing	Head/Chair

		<p>case numbers in the Borough. Schools can however call the HPH to discuss any case or cases.</p> <ul style="list-style-type: none"> • As a school, we are not expected to carry-out contact tracing; this will be done by national Test & Trace. • We must let the Hub know if any staff or pupils are hospitalised through COVID-19. • We do not need to notify PHE or the DfE of cases if you are working with the Hub. <p><u>Self-isolation -</u></p> <p>Positive cases - If you test positive, your self-isolation period includes the day your symptoms started (or the day you had the test, if you do not have symptoms) and the next 10 full days.</p> <p>If you get symptoms while you're self-isolating, the 10 days restarts from the day after your symptoms started.</p> <p>When to stop self-isolating</p> <p>You can do a rapid lateral flow test from day 5 of your self-isolation period (but not before) and another test the next day. You can stop self-isolating if:</p> <ul style="list-style-type: none"> • Both tests are negative • You do not have a high temperature <p>Report your test result after each test.</p> <p>You should stop testing after you've had 2 negative test results in a row.</p> <p>If you stop self-isolating after 5 full days, it's important that you take steps to reduce the chance of passing COVID-19 to others. This means you should:</p>					
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	<ul style="list-style-type: none"> • Work from home if you can • Wear a face covering in shops, on public transport and when it's hard to stay away from other people – particularly indoors, in crowded places or where there is not much fresh air • Limit contact with people at higher risk of serious illness from COVID-19 <p>Follow advice on how to avoid catching and spreading COVID-19</p> <p>You can stop self-isolating after the 10 days if either:</p> <ul style="list-style-type: none"> • You do not have any symptoms • You just have a cough or changes to your sense of smell or taste – these can last for weeks after the infection has gone. <p>You do not need to do any more rapid lateral flow tests after day 10 of your self-isolation period.</p> <p>When to keep self-isolating after 10 days If you have a high temperature after the 10 days, or are feeling unwell, keep self-isolating and seek medical advice.</p> <p><u>Managing close contacts within the school environment -</u></p> <p>Advice for Staff *Updated – 21st January 2022 Even if you do not have symptoms, you're strongly advised to:</p>					
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		<ul style="list-style-type: none"> - Do daily rapid lateral flow tests (1 a day for 7 days), if you're fully vaccinated, to protect yourself and others from COVID-19. - Follow advice on how to avoid catching and spreading COVID-19 - Consider limiting contact with people who are at higher risk from COVID-19 <p>Advice for Pupils Pupils who are identified as close contacts will be contacted by national test and trace. They will be advised to take a LFT for 7 days and to get a PCR test if they develop any symptoms. The public health advice for pupils is as follows:</p> <ul style="list-style-type: none"> • Parents should be asked to inform the school as soon as possible that the pupil has been identified as close contact. Pupils should be allowed to attend school if they do not have any symptoms. • Pupils that travel to school on school transport or on public transport should be asked to wear a face covering on these journeys. 					
Insufficient staff to run face-to-face sessions for pupils. Supply Teachers and Temporary Staff	H	<ul style="list-style-type: none"> • Individual risk assessment to be completed for staff in high-risk category exposure to Coronavirus (COVID – 19) (See individual risk assessments) • Protocols for staff to inform leaders if they need to self-isolate are clearly in place. • Member of staff, who is fully-vaccinated, is a contact of a positive case. <ul style="list-style-type: none"> - Do daily rapid lateral flow tests (1 a day for 7 days), if you're fully vaccinated, to protect yourself and others from COVID-19. 	M	M	Head	Ongoing	Head/Chair

		<ul style="list-style-type: none"> - Follow advice on how to avoid catching and spreading COVID-19 - Consider limiting contact with people who are at higher risk from COVID-19 					
Spread of infection in classrooms/ shared areas.	H	<ul style="list-style-type: none"> • Tissues and hand sanitiser to be located in each classroom/learning space • Bins to be emptied when full or at the end of the day, whichever comes first. • Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open • Where possible, windows to be opened to provide ventilation. • Pupils/staff to clean IT equipment (esp. keyboards) with anti-bacterial wipes before and after each use • Shared telephone handsets to be cleaned with anti-bacterial wipes before and after each use • Shared teaching resources to be cleaned prior to and after use. • Staff using Milton (Bleach product) to follow instructions and wear protective clothing, i.e. aprons/gloves • Staff using steamers to follow manufacturer's guidance and not to use it when children are present and be aware of their own safety. • If any bodily fluids come into contact with classroom equipment, ensure that gloves are worn to remove the piece of equipment before it is thoroughly cleaned • Guidance issued to staff on the use of the staff room and staff toilet area. • Staff to be reminded as and when needed to adhere to social distancing at all times. 	M	H	Whole School	Ongoing	Head/ Deputy

		<ul style="list-style-type: none"> • Hand sanitiser to be in place at photocopiers/shared keyboards /telephones etc • Staff and pupils must take home plates, cups, water bottles etc to wash. • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete, notify the Local Authority • Staff to maintain social distancing • Individual equipment such as pens and pencils allocated for each pupil • Shared equipment such as PE, art, science etc should be cleaned in between use • Follow the new updated cleaning guidance <p><i>As a result, the risk of infection to staff and pupils in classrooms is reduced.</i></p>					
Ventilation Keeping occupied spaces well ventilated	H	<ul style="list-style-type: none"> • Review ventilation within the school • Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. • See further information in Ventilation guidance. • This can be achieved by a variety of measures including: <ul style="list-style-type: none"> ○ Mechanical ventilation systems, should be adjusted to increase the ventilation rate. Check that normal operation meets current guidance and that only fresh outside air is circulated ○ Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened fully during breaks to purge the air space. Opening internal doors can also assist with creating a throughput of air 	M	H	Whole School	Ongoing	Head

		<ul style="list-style-type: none"> The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm And CIBSE - CIBSE - Coronavirus COVID 19 Provide more information See further information in T&W Ventilation guidance 					
Physical Activities	H	<ul style="list-style-type: none"> Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors wherever possible) distancing between pupils any paying scrupulous attention to cleaning and hygiene. 	M	M	Head/ Deputy/ Teachers/ Crossbar	Ongoing	Head
Pupils with complex needs are not adequately prepared for a return to school or safely supported.	H	<ul style="list-style-type: none"> Leaders and staff should review individual pupils' handling plans, including the use of PPE (see PPE guidance) Additional advice should be sought from external agencies where appropriate in relation to moving and handling (physiotherapy, occupational therapy) Plans should be understood, shared and followed consistently by all staff working with those pupils. Prepare additional social stories to support pupils with autism / learning difficulties (highlighting changes to classrooms/arrangements/use of PPE, for example) and share with parents and pupils prior to pupils returning to school. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity. 	L	L	SENCO Inclusion Leaders	Ongoing	Head/ Deputy

		<ul style="list-style-type: none"> Follow T&W PPE guidance <p><i>As a result, pupils with complex needs are well supported.</i></p>					
Vulnerable pupils and pupils with SEND do not receive appropriate support.	H	<ul style="list-style-type: none"> Appropriate planning is in place to support the mental health of pupils returning to school Agree what returning support is available to pupils with SEND in conjunction with families and other agencies. <p><i>As a result, pupils with SEND and those concerned about returning to school are well supported.</i></p>	L	L	SENCO	Ongoing	Head/Deputy
Increased number of safeguarding concerns reported after lockdown.	H	<ul style="list-style-type: none"> Agree safeguarding provision to be put in place to support returning pupils. Safeguarding supervision meeting held half termly and Safeguarding overview updated. Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns. Follow up any referrals made by staff swiftly, while maintaining social distancing. <p><i>As a result, safeguarding remains of the highest priority and practice.</i></p>	L	M	DSLs	Ongoing	Chair
Emergency evacuation due to fire etc.	M	<ul style="list-style-type: none"> Lockdown, fire and emergency evacuation procedures to be reviewed. Propping Open Fire Doors - Extract from CIBSE guidance. (See Andy Baker Email 12/08/2020) 4.1.1 Open external doors to boost ventilation <ul style="list-style-type: none"> For small buildings with limited ventilation openings such as small shops or offices within a secure compound, external doors may be used to increase ventilation as long as care is taken over security. Propping open internal doors may be appropriate where it delivers a significant increase in air movement and ventilation rate. It is important to note that fire doors should not be propped open 	L	L	Head/Deputy /SBM	Ongoing	Chair of H&S Committee

		<p>unless fitted with approved automatic closers so that they function as fire doors in the event of an alarm or fire.</p> <ul style="list-style-type: none"> From September 2021 school to revert back to pre-covid arrangements. 					
Cleaning is not sufficiently comprehensive.	H	<ul style="list-style-type: none"> Ensure that all cleaning and associated health and safety compliance checks have been undertaken prior to opening (Checklists completed at stated times of the day by staff) A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures Key work/communal areas to be cleaned after break time and lunch time. TAs to monitor areas such as toilets for refills etc. Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (i.e. a focus on door handles, toilets, changing room, toys in the Early Years). Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority Continue with enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach. See above Poor hygiene practice in school – General <u>Disinfecting using fog, mist, vapour or ultraviolet (UV) systems during the coronavirus pandemic</u> During the coronavirus (COVID-19) pandemic, fog, mist, vapour or UV treatments may be suitable options to help control the spread of the virus, by cleaning and disinfecting a larger space or room. Any use of these 	M	M	<p>Head/SBM/ Cleaning</p> <p>Head/Deputy /SBM</p> <p>TAs Cleaners</p> <p>Whole School</p>	Ongoing	<p>Head</p> <p>Head</p>

		<p>treatments for these purposes should form part of your COVID-19 risk assessments.</p> <ul style="list-style-type: none"> - Users must be competent and properly trained. - Under no circumstances should people be sprayed with disinfectants - Only use products authorised in the UK - Choose the correct treatment - Do not disinfect large outdoor spaces - Rooms treated by UV or disinfectants applied as a fog, mist or vapour should be empty and sealed off to avoid risk of human exposure to the potentially harmful treatments. - https://www.hse.gov.uk/coronavirus/disinfecting-premises-during-coronavirus-outbreak.htm <ul style="list-style-type: none"> • Follow the new updated cleaning guidance. • By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance. • Review what cleaning products you use, know the contact time of the products and ensure the products are appropriate for the task. • Points to consider and implement: <ul style="list-style-type: none"> ○ Putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> ▪ More frequent cleaning of rooms / shared areas that are used by different groups ▪ Allow time for cleaning surfaces in dining hall between groups ▪ Frequently touched surfaces being cleaned more often than normal 					
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		<ul style="list-style-type: none"> ▪ Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet ▪ Encourage pupils to wash hands thoroughly after using the toilet <ul style="list-style-type: none"> • See further guidance for cleaning in educational settings for advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance. • Review what cleaning products you use, know the contact time of the products and ensure the products are appropriate for the task. • Review any equipment that is frequently used and how it is cleaned after use <p><i>As a result, high standards of cleanliness are maintained in school.</i></p>					
Contractors, deliveries and visitors increase the risk of infection.	H	<ul style="list-style-type: none"> • Pre-questionnaire completed by professional visitor • All contractors/visitors to sanitize hands on entry to the school site • Contractors and visitors are directed to specific/ designated handwashing facilities if working in school • All areas in which contractors work are cleaned in line with government guidance • Contractors to bring own food, drink and utensils onto site. • Staff who receive deliveries to the school, to wash/sanitize hands in line with government guidance after handling • Surfaces to be cleaned after any deliveries have been made. 	L	L	Admin	Ongoing	Head/SBM

		<i>As a result, any external visitors/contactors are kept safe and the risk to other members of the school is minimised.</i>					
Professional Visitors	H	<ul style="list-style-type: none"> • Pre-questionnaire completed by professional visitor • Visitors encouraged to take a pre-visit LFT. • All professional visitors to wash hands on entry to the school site • Professional visitors are directed to specific/designated handwashing facilities • All areas in which Professional visitor work are cleaned in line with government guidance • Professional visitors to bring own food, drink and utensils onto site. • Professional visitors to be responsible for cleaning their own equipment and personal belongings <i>As a result, any professional visitors are kept safe and the risk to other members of the school is minimised.</i>	L	L	Admin	Ongoing	Head/SBM
Contingency Plans	H	<ul style="list-style-type: none"> • For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See the section on <u>remote education support</u>. • In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that schools will usually remain fully open to all. • See Outbreak Management Plan • Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or 	H	M	Head	Ongoing	Head

		<p>groups possible, and for the shortest amount of time possible. The triggers for implementing outbreak control measures are whichever of these thresholds is reached first (noting these only apply after the initial asymptomatic testing on return is complete):</p> <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ● Also see Contingency Framework - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf ● The Annex to the Contingency Framework gives examples of 'likely to have mixed closely'. These are as follows: <ul style="list-style-type: none"> ○ For early years, this could include: <ul style="list-style-type: none"> - A childminder minding children, including their own - Childminders working together on the same site - A nursery class - A friendship group who often play together - Staff and children taking part in the same activity session together ○ For schools, this could include: <ul style="list-style-type: none"> - A form group or subject class - A friendship group mixing at break times - A sports team - A group in an after-school activity 					
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		<ul style="list-style-type: none"> ○ For wraparound childcare or out-of-school settings, this could include: <ul style="list-style-type: none"> - A private tutor or coach offering one-to-one tuition to a child, or to multiple children at the same time - Staff and children taking part in the same class or activity session together <p>There is a hierarchy of controls to implement in these situations, designed to prioritise keeping children in education while balancing the need to control transmission of the virus. Broadly speaking these are:</p> <ul style="list-style-type: none"> ● Review and reinforce the testing, hygiene and ventilation measures we already have in place. We should also consider whether any activities could take place outdoors (including exercise, assemblies or classes), ways to improve ventilation indoors (where this would not significantly impact thermal comfort) and one-off enhanced cleaning focussing on touch points and any shared equipment. ● Strengthened communications to encourage pupils/staff to undertake twice weekly rapid asymptomatic home testing and reporting. ● Temporarily reinstating face coverings for staff in primary, early years, out-of-school, and specialist settings. This should be for two weeks in the first instance, pending regular review. ● Increased frequency of testing. 					
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		<ul style="list-style-type: none">• In extreme cases, and as a last resort where all other risk mitigations have not broken chains of in-school transmission, a Director of Public Health may advise introducing short-term attendance restrictions in a setting, such as sending home a class or year group.• In the event of the triggers for additional measures being met the HPH will hold an IMT to discuss the appropriate controls to implement in the circumstances, as these will vary.					
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