

COVID-19 risk assessment – School operation from February 2022

Site / school name:	Whitchurch Primary School & Nursery		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> ▪ Pupils ▪ Staff: <ul style="list-style-type: none"> ▪ Classroom based staff ▪ Catering staff ▪ Cleaning staff ▪ Office / administrative staff ▪ Premises / site staff ▪ SMSAs ▪ Contractors ▪ Visitors 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> ▪ School's operation from 24 February 2022 ▪ Cleaning and sanitisation ▪ Adequate ventilation ▪ Measures to manage cases of COVID-19 ▪ Contingency planning 		
Equipment and materials used:	<ul style="list-style-type: none"> ▪ General class and teaching materials ▪ Practical equipment and materials ▪ Sports and PE equipment ▪ Cleaning materials and equipment 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> ▪ All school premises and grounds 		
Name of person completing this risk assessment:	Martin Thompson-Lawrie	Date of completion:	03.01.2022
Risk assessment approved by:	Caroline Rowley	Date of approval:	03.01.2022
Date risk assessment to be reviewed by:	April 2022 and on-going based on government guidance updates published by the DfE	Risk assessment no:	Version 1.7 (24.02.2022)

Record of risk assessment reviews

Date of review:	24/08/2021	Reviewed by:	Jon Robinson	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Changes made to reflect updated DfE Schools COVID-19 Operational Guidance dated 17 August 2021 ▪ Main changes include: <ul style="list-style-type: none"> ▪ Updated to clarify that government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. ▪ Update to make clear who is no longer required to isolate if identified as a close contact ▪ Added additional detail on what close contacts should do whilst awaiting their PCR test results ▪ Updated information on boarding school pupils attending from abroad, as quarantine rules have changed ▪ Updated information on contingency planning in schools ▪ References removed to step 4 ▪ All changes have been highlighted in yellow in the body of risk assessment
Date of review:	01/10/2021	Reviewed by:	Jon Robinson	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Changes made to reflect updated DfE Schools COVID-19 Operational Guidance dated 27 September 2021 ▪ Main changes include: <ul style="list-style-type: none"> ▪ Included information on CO2 monitors being provided by government to state funded schools from September. ▪ Updated information in relation to ongoing asymptomatic testing and removed references to summer and start of term. ▪ Updated information on CEV pupils. ▪ Included information on vaccination programme for 12-17 year olds. ▪ Updated information on CEV staff including reference to HSE guidance. ▪ All changes have been highlighted in yellow in the body of risk assessment

Date of review:	29/11/2021	Reviewed by:	Martin Thompson-Lawrie	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Changes made to protocols implemented related to visitors on site: ▪ All visits must undertake a lateral flow test prior to visiting the site ▪ All visitors displaying any symptoms associated with COVID-19 to not attend the site ▪ All visitors must wear a face mask covering their nose and mouth when on site
Date of review:	16/12/2021	Reviewed by:	Martin Thompson-Lawrie	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Changes made to recommendations for face coverings for staff and adults (including visitors) on site: ▪ All staff are advised to wear a face mask covering their nose and mouth when on site in communal areas
Date of review:	03/01/2022	Reviewed by:	Martin Thompson-Lawrie	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Changes to the self-isolation period for individuals who test positive for COVID-19 ▪ Information on daily testing for close contacts of COVID-19 ▪ Information for education settings on the provision of remote education
Date of review:	20/01/2022	Reviewed by:	Martin Thompson-Lawrie	Comments / date of next review:	<ul style="list-style-type: none"> ▪ 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. ▪ From 20 January, face coverings are no longer advised for pupils, staff and visitors in classrooms. From 27 January, face coverings are no longer advised for pupils, staff and visitors in communal areas. From 27 January, staff and pupils should follow wider advice on face coverings outside of school, including on transport to and from school. ▪ From 27 January, mandatory certification is no longer in place and so venues and events are not required by law to use the NHS COVID Pass as a condition of entry, but some may do so voluntarily. You should not use the NHS COVID Pass as a condition of entry for education or related activities such as exams, teaching, extra-curricular activities or any other day-to-day activities that are part of education or training.

					<ul style="list-style-type: none"> ▪ School leaders are best placed to determine the workforce required to meet the needs of their pupils. The government is no longer advising people to work from home if they can.
Date of review:	24/02/2022	Reviewed by:	Martin Thompson-Lawrie	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Updated to reflect DfE Guidance from 21 and 24 February and the government's approach to living with COVID-19. ▪ Sections that are no longer relevant have been removed from the risk assessment template and other sections have been updated. ▪ Given the number of changes we have opted not to highlight in yellow on this version. Any future changes will be highlighted. ▪ Key changes linked to primary schools include: <ul style="list-style-type: none"> ▪ Ending of legal requirement to self-isolate or take daily tests ▪ Ending of contact tracing ▪ Face coverings are no longer advised for pupils, staff, and visitors

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Key changes in approach

Tracing close contacts and isolation

- Contacts are no longer required to self-isolate or advised to take daily tests, and contact tracing has ended.

Face coverings

- Face coverings are no longer advised for pupils, staff, and visitors either in classrooms or in communal areas
- Staff and pupils should follow wider advice on face coverings outside of school, including on transport to and from school.

Asymptomatic testing

- From 21 February, staff and pupils in mainstream secondary schools will not be expected to continue taking part in regular asymptomatic testing and should follow asymptomatic testing advice for the general population
- In the event of an outbreak, a school may also be advised by their local health team or director of public health to undertake testing for staff and students of secondary age and above for a period of time.
- Staff and pupils in specialist SEND settings, Alternative Provision, and SEND units in mainstream schools are advised to continue regular twice weekly testing.

Stepping measures up and down

- The school should have contingency plans outlining how we would operate if we need to take extra measures in exceptional circumstances. 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 groups possible, and for the shortest amount of time possible.
- Information on what circumstances might lead the school to consider taking additional action, and the steps the school should work through, can be found in the contingency framework.
- The school should have contingency plans (sometimes called outbreak management plans) outlining how we would operate if there were an outbreak in our school or setting.

Control measures

You should:

1. Ensure good hygiene for everyone
2. Maintain appropriate cleaning regimes.
3. Keep occupied spaces well ventilated
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

Risk assessment	
What are the hazards?	<ul style="list-style-type: none">▪ Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.
Who might be harmed and how?	<ul style="list-style-type: none">▪ Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site.▪ Potential for spread to other family members / persons.
<p>Note: We have specifically removed any rating or scoring from this risk assessment. We do not feel this adds any significant benefit to this untypical situation. You may wish to prioritise any actions, but the basis of the approach to mitigating the risks from coronavirus is such that all measures should be carried out alongside each other rather than in sequence. The planning and assessment you undertake will form the basis of an overall plan to manage the risks specific to your setting which is the most important aspect of this process.</p>	

This risk assessment is based on Department for Education (DfE) School's coronavirus (COVID-19) operational guidance as published on 24 February 2022.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
1. Ensure good hygiene for everyone					
Hand hygiene					
<ul style="list-style-type: none"> ▪ Frequent and thorough hand cleaning should now be regular practice. ▪ You should continue to ensure that pupils clean their hands regularly. ▪ This can be done with soap and water or hand sanitiser. 	<ul style="list-style-type: none"> ▪ Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. ▪ Are there enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly? ▪ Ensure supervision of hand sanitiser use given the risks around ingestion. Skin friendly skin cleaning wipes can be used as an alternative. ▪ Sufficient cleaning supplies and hand soap to be maintained. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene. ▪ CLEAPSS current advice is that alcohol based hand gels should not be used in science labs and D&T rooms where practical activities take place. 	<ul style="list-style-type: none"> ▪ The procedures put in place to prevent the spread of COVID-19 since March 2020 shall continue. ▪ Hand sanitiser stations will remain a permanent fixture in school with many stations maintained all around the school site to promote good hygiene. ▪ Adults in school shall regularly use video links, social stories and posters to demonstrate and train pupils on using effective techniques for hand washing and using hand sanitiser. There will be revisited on 04.01.2022 once we have more up-to-date on local infection rates and updated DfE guidance. ▪ Adults shall encourage and supervise regular hand washing at key intervals throughout the day – entrance and exit points; before and after eating; after using the toilet and after sneezing and coughing ▪ Adults shall be encourage to wash their hands before and after handling pupils’ books and any items handled by pupils, as well as personal equipment 	All staff	4.10.2021 with easing of in-school protective measures	Completed on 4.10.2021

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Respiratory hygiene					
<ul style="list-style-type: none"> ▪ The 'catch it, bin it, kill it' approach continues to be very important 	<ul style="list-style-type: none"> ▪ Are there enough tissues and bins available in the school to support pupils and staff to follow this routine? ▪ Ensure that younger children and those with complex needs are helped to get this right. ▪ Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers? ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene. 	<ul style="list-style-type: none"> ▪ Continue to encourage good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach – cough or sneeze into a tissue which must be disposed of safely into thered bins; to cough or sneeze into the crook of the elbow if a tissue is unavailable ▪ Red bins situated around the site should be used for the disposal of tissues. ▪ Continue to monitor stock of tissues regularly and replenish assoon as is reasonably practicable ▪ Ensure all staff are made aware of their responsibility to notifytheir line manager and/or the Premises Manager when supplies of tissues are low and/or running low 	All staff	4.10.2021 with easing of in-school protective measures	Completed on 4.10.2021
Use of personal protective equipment					
<ul style="list-style-type: none"> ▪ Most staff in schools will not require PPE beyond what they would normally need for their work. ▪ If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used. 	<ul style="list-style-type: none"> ▪ Where staff have been identified as needing PPE, have they been provided with appropriate supplies? ▪ Have staff identified as needing PPE been provided with appropriate training and 	<ul style="list-style-type: none"> ▪ Welfare staff and other staff working in close proximity to pupils have access to full PPE and have been trained on its use. ▪ Continue to review and update individual pupil and staff risk assessments and the 	SLT	4.10.2021 with easing of in-school protective measures	Completed on 4.10.2021

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Additional PPE for COVID-19 is only required in a very limited number of scenarios, for example, when: <ul style="list-style-type: none"> ▪ If a pupil becomes ill with COVID-19 symptoms, and only then if close contact is necessary ▪ When performing aerosol generating procedures (AGPs) ▪ Reference to PPE for higher risk situations means: <ul style="list-style-type: none"> ▪ Fluid-resistant surgical face masks (also known as Type IIR) ▪ Disposable gloves ▪ Disposable plastic aprons ▪ Eye protection (for example a face visor or goggles) ▪ The PPE that should be used in the following situations when caring for someone with symptoms of COVID-19 is: <ul style="list-style-type: none"> ▪ A face mask should be worn if close contact is necessary ▪ If contact is necessary, then gloves, an apron and a face mask should be worn ▪ Eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting, or vomiting 	<p>information on correct use and disposal?</p>	<p>appropriate use of PPE where applicable</p> <ul style="list-style-type: none"> ▪ Hazardous waste bin situated in the welfare room should be used for the disposal of PPE. ▪ Continue to monitor stock of PPE regularly and replenish as soon as is reasonably practicable ▪ Ensure all staff are made aware of their responsibility to notify their line manager and/or the Premises Manager when supplies of PPE are low and/or running low 			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
2. Maintain appropriate cleaning regimes, using standard products such as detergents					
<ul style="list-style-type: none"> ▪ You should put in place and maintain an appropriate cleaning schedule. ▪ This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces. ▪ If any new cleaning, sanitisation, or other products are used then they should be assessed as with any other hazardous substance. 	<ul style="list-style-type: none"> ▪ Is there an appropriate cleaning regime in place and are all cleaners and staff aware of measures to take? ▪ Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently? ▪ As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning or the end of the working day. ▪ Cleaning should be more frequent depending on the number of people using the space, whether they are entering and exiting the setting and access to handwashing and hand-sanitising facilities. ▪ Shared equipment should be regularly cleaned. ▪ Ensure that any hazardous substances that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment. 	<ul style="list-style-type: none"> ▪ The school will use its Cold Fogging Disinfectant Machine for sanitising large areas such as classrooms, toilets, halls, welfare and offices. ▪ A full time cleaner is on site throughout the day to support the premises staff and to ensure that toilets, frequently touched objects / surfaces such as door handles, light switches etc. are cleaned throughout the day (at least 2 times) ▪ Wider cleaning arrangements include regular systematic checks on drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, welfare rooms, kitchen, toilets (where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working ▪ Bins are emptied frequently throughout the day ▪ Year groups will be restricted to the 	Premises manager	On going	Completed on 4.01.2022

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<ul style="list-style-type: none"> ▪ use of their specified toilets ▪ The use of the ICT suite will be used by a class at a time ▪ Regularly review COSHH risk assessments 			
3. Keep occupied spaces well ventilated					
<ul style="list-style-type: none"> ▪ When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained. ▪ You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example school plays. ▪ Mechanical ventilation is a system that uses a fan to draw fresh air, or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. ▪ If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. ▪ Where mechanical ventilation systems exist, you should ensure that they are 	<ul style="list-style-type: none"> ▪ If air handling systems that move air between rooms are used set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal. ▪ Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters. ▪ Airing rooms as frequently as you can, will help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between uses particularly in colder or adverse weather. ▪ Manage colder temperatures in rooms by opening high level not low level windows, opening window just enough to allow for ventilation, increasing heating and allowing for flexibility on uniform. ▪ Identify any poorly ventilated areas and consider if these areas 	<ul style="list-style-type: none"> ▪ All units in the school are stand-alone units ▪ The Premises manager ensures all checks on air conditioning units meet the requirements ▪ Rooms are well ventilated with ceiling windows kept open in dry weather. Additionally, windows and doors are kept open for additional ventilation ▪ CO2 monitors to be placed around the school and at least one monitor will be allocated to each year group and monitored weekly to identify any areas of the school that has poor ventilation. 	Premises manager and all staff	On going	Completed on 4.01.2022

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>maintained in accordance with the manufacturers' recommendations.</p> <ul style="list-style-type: none"> ▪ Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so). ▪ You should balance the need for increased ventilation while maintaining a comfortable temperature. ▪ CO2 monitors have been provided to state-funded education settings, so staff can quickly identify where ventilation needs to be improved. 	<p>should be restricted or if ventilation can be improved by increasing the flow of fresh air. CO2 monitors can assist with this.</p> <ul style="list-style-type: none"> ▪ Desk or ceiling fans can be used provided the area is well ventilated but they should not be used in poorly ventilated areas. ▪ With due regard to fire safety, some doors may be temporarily propped open to limit touching of door handles and aid ventilation. Fire doors including doors at the top and base of stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open. Fire doors should be closed when an area is not in use and overnight. ▪ Where events such as school plays or open days are planned consider the need for any additional measures as part of your planning. 				
<p>4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19</p>					
<p>When an individual develops COVID-19 symptoms or has a positive test</p>					
<ul style="list-style-type: none"> ▪ Pupils, staff and other adults should follow guidance on People with COVID-19 and their contacts if they have COVID-19 symptoms. ▪ Pupils in boarding schools should usually self-isolate in their boarding school. Only in exceptional circumstances, where there is an 	<ul style="list-style-type: none"> ▪ Is there a school procedure for managing suspected or positive cases of coronavirus? The most effective way to avoid passing on COVID-19 infection is to stay at home and avoid contact with other people. 	<p>Anyone experiencing the symptoms of coronavirus (COVID-19) should be advised to follow to the guidance on COVID-19: people with COVID-19 and their contacts if they have COVID-19 symptoms</p> <ul style="list-style-type: none"> ▪ At School, everyone is advised 	SLT	4.10.2021 with easing of in-school protective measures	Completed on 4.01.2022

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>overriding health or safeguarding issue, should a pupil self-isolate away from school.</p> <ul style="list-style-type: none"> ▪ Pupils and staff should return to school as soon as they can, in line with guidance for People with COVID-19 and their contacts. ▪ There is no longer a legal requirement for people with coronavirus (COVID-19) infection to self-isolate, however if they have any of the main symptoms of COVID-19 or a positive test result, the public health advice is to stay at home and avoid contact with other people. 	<ul style="list-style-type: none"> ▪ Consider what information or measures may need to be provided to pupils, parents, staff, and visitors. ▪ Have welfare staff and others been trained in measures to take? 	<p>to follow the protocols in place for responding to a suspected case of Covid-19. Anyone with symptoms will be asked to isolate in one of the isolation rooms. In the case of a pupil he/she will stay in the isolation room until he/she is collected up by a parent/carer.</p> <ul style="list-style-type: none"> ▪ In the case of an adult they will be sign posted to the nearest testing centre and asked to report either a positive PCR or lateral flow test. ▪ Welfare staff and other staff working in close proximity to pupils have access to full PPE and have been trained on its use. 			
Cleaning a room or area after a person with symptoms of COVID-19, or confirmed COVID-19, has left the setting					
<ul style="list-style-type: none"> ▪ The minimum PPE to be worn for cleaning an area after a person with symptoms of COVID-19, or confirmed COVID-19, has left the setting, is disposable gloves and an apron. Wash hands with soap and water for 20 seconds after all PPE has been removed. ▪ If a risk assessment of the setting indicates that a higher level of virus may be present then additional PPE to 	<ul style="list-style-type: none"> ▪ Is there a procedure in place for cleaning an area where a person with symptoms of COVID-19 or a confirmed case of COVID-19 has been? ▪ Is the appropriate PPE being used? ▪ Are appropriate cleaning products or methods being used? 	<ul style="list-style-type: none"> ▪ The area/room is closed to access and immediately cleaned by the premises staff (wearing full PPE) and using the Cold Fogging Disinfectant Machine as an additional precaution. 	Premises manager	On going	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>protect the cleaner’s eyes, mouth and nose may be necessary.</p> <ul style="list-style-type: none"> ▪ Public areas where a symptomatic person has passed through and spent minimal time but which are not visibly contaminated with body fluids, such as corridors, can be cleaned thoroughly as normal. ▪ All surfaces that the symptomatic person has come into contact with should be cleaned and disinfected, including all potentially contaminated and frequently touched areas such as bathrooms, door handles, telephones, grab rails in corridors and stairwells. ▪ Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings – think one site, one wipe, in one direction. ▪ Use one of the options below: <ul style="list-style-type: none"> ▪ a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine (ppm av.cl.) or ▪ a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer’s instructions for dilution, application and contact times for all detergents and disinfectants or ▪ if an alternative disinfectant is used within the organisation ensure that 					

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<p>it is effective against enveloped viruses</p> <ul style="list-style-type: none"> ▪ Avoid mixing cleaning products together as this can create toxic fumes. Avoid creating splashes and spray when cleaning. ▪ Any cloths and mop heads used must be disposed of and should be put into waste bags as contaminated waste ▪ When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used. 					
Contaminated waste					
<ul style="list-style-type: none"> ▪ Contaminated or potentially contaminated waste must be dealt properly to reduce the risk of the spread of coronavirus. 	<ul style="list-style-type: none"> ▪ Personal waste from individuals with symptoms of COVID-19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues) should be: <ul style="list-style-type: none"> ▪ Put in a plastic rubbish bag and tied when full ▪ The plastic bag should then be placed in a second bin bag and tied ▪ This should be put in a suitable and secure place and marked for storage until the individual's test results are known ▪ This waste should be stored safely and kept away from children. It should not be placed in communal waste areas until negative test 	<p>Make sure welfare staff are aware of the proper procedure for disposing of contaminated (Covid-19) waste:</p> <ul style="list-style-type: none"> ▪ Used clothing or wipes etc. should be double bagged and stored in a suitable place for 72 hours or until the individual's test results are known ▪ Red pedal bins for used masks are strategically situated down corridors, outside classrooms, offices and in the playgrounds ▪ Identify a place for storage of waste that is potentially contaminated and needs to be stored for 72 hours 	Premises staff	On going	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>results are known, or the waste has been stored for at least 72 hours.</p> <ul style="list-style-type: none"> ▪ If the individual tests negative, this can be disposed of immediately with the normal waste. ▪ If COVID-19 is confirmed this waste should be stored for at least 72 hours before disposal with normal waste. 	<ul style="list-style-type: none"> ▪ Empty bins twice a day (midday and pm) 			
Those formerly considered to be clinically extremely vulnerable					
<ul style="list-style-type: none"> ▪ Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again. ▪ Children and young people who were previously identified as being in one of these groups are advised to continue to follow Guidance for people previously considered clinically extremely vulnerable from COVID-19. Children and young people over the age of 12 with a weakened immune system should follow Guidance for people whose immune system means they are at higher risk from COVID-19 ▪ The UK Clinical Review Panel has recommended that no children and young people under the age of 18 	<ul style="list-style-type: none"> ▪ Identify any pupils who may not be able attend school, where they have received specific medical advice. All other CEV pupils should attend school. ▪ Ensure there is provision for remote education for those unable to attend school. ▪ Monitor engagement with remote education. 	<ul style="list-style-type: none"> ▪ Review EHC plans and identify pupils who are clinically extremely vulnerable. In the event pupils cannot attend school for medical reasons arrangements will be made so they can so they can access remote learning. ▪ Risk Assessments for those at school will be updated and reviewed regularly based on specialist advice and recommendations. ▪ Any pupils who need to undertake a COVID-19 test (either PCR or LFT) prior to any medical procedures are to self-isolate and have access to remote learning for the duration of their self-isolation period. ▪ Any remote education that is undertaken is to be monitored by the class teacher and reviewed 	SENDCo/CI assteachers	4.10.2021 with easing of in-school protective measures	Completed on 4.01.2022

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>should be considered CEV and under-18s should be removed from the shielded patient list.</p> <ul style="list-style-type: none"> Children and young people previously considered CEV should attend school and should follow the same COVID-19 guidance as the rest of the population. In some circumstances, a child or young person may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. 		<p>regularly.</p>			
Welcoming children into school					
<ul style="list-style-type: none"> In most cases, parents and carers will agree that a pupil with the key symptoms of COVID-19 should not attend the school, given the potential risk to others. If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. 	<ul style="list-style-type: none"> Communicate with parents that pupils with symptoms should not attend and that they may not be allowed to attend school to protect other persons. 	<ul style="list-style-type: none"> Attendance requirements communicated with parents/carers as per the school's attendance and punctuality policy 	SLT	4.10.2021 with easing of in-school protective measures	Completed on 4.01.2022
Vulnerable children					
<ul style="list-style-type: none"> Where pupils who are self-isolating are within our definition of vulnerable, it is very important that you put systems in place to keep in contact with them, particularly if they have a social worker. Some children may be vulnerable who are not officially in statutory systems 	<ul style="list-style-type: none"> When a vulnerable pupil is self-isolating, you should: <ul style="list-style-type: none"> notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head 	<ul style="list-style-type: none"> Attendance requirements communicated with parents/carers as per the school's attendance and punctuality policy Daily phone calls for vulnerable pupils and families DHT/DSL to liaise with Harrow 	SLT Class Teachers	4.10.2021 with easing of in-school protective measures	Completed on 4.01.2022

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>and schools should seek to support any children who they believe may have challenging circumstances at home.</p>	<ul style="list-style-type: none"> ▪ agree with the social worker the best way to maintain contact and offer support ▪ You should have procedures in place to: <ul style="list-style-type: none"> ▪ check if a vulnerable pupil is able to access remote education support ▪ support them to access it (as far as possible) ▪ regularly check if they are accessing remote education ▪ keep in contact with them to check their wellbeing and refer onto other services if additional support is needed. 	<p>Children’s Services when appropriate to support vulnerable pupils whom have an allocated social worker</p> <ul style="list-style-type: none"> ▪ DHT/DSL and class teachers to arrange remote education for any vulnerable pupils having to self-isolate. Remote learning to be monitored and reviewed regularly to ensure that vulnerable pupils are accessing a good level of education whilst they are having to self-isolate. 			
Travel and quarantine					
<ul style="list-style-type: none"> ▪ All children and staff travelling to England must adhere to government travel advice in travel to England from another country during coronavirus (COVID-19). ▪ Parents travelling abroad should bear in mind the impact on their child’s education which may result from any requirement to quarantine or isolate upon return. ▪ Where pupils travel from abroad to attend a boarding school, you will need to explain the rules to pupils and their parents before they travel to the UK. ▪ All pupils travelling to England must adhere to travel legislation, details of 	<ul style="list-style-type: none"> ▪ Continue to communicate and engage with families. ▪ Consider arrangements for provision of remote education and assessment for pupils who are abroad where appropriate. ▪ Review arrangements for any pupils travelling from abroad where needed. ▪ Review arrangements for boarding school pupils. 	<ul style="list-style-type: none"> ▪ Attendance requirements communicated with parents/carers as per the school’s attendance and punctuality policy ▪ Daily phone calls for pupils and families who are abroad ▪ DHT to liaise with Harrow Children’s Services when appropriate to support vulnerable pupils whom have an allocated social worker and are abroad during term time ▪ DHT and class teachers to arrange remote education for any pupils abroad and unable to travel due to the requirement to comply with COVID-19 restrictions imposed in 	<p>SLT</p> <p>Class Teachers</p>	<p>24.02.2022 with easing of National restrictions</p>	<p>Completed on 24.02.2022</p>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>which are set out in government travel advice.</p> <ul style="list-style-type: none"> Where pupils travel from abroad to attend a boarding school, you will need to explain the rules to pupils and their parents before they travel to the UK. 		<p>different countries abroad.</p> <ul style="list-style-type: none"> Remote learning to be monitored and reviewed regularly to ensure that pupils are accessing a good level of education whilst they are having to self-isolate and/or unable to travel. 			
Remote education					
<ul style="list-style-type: none"> Where appropriate, you should support those who are self-isolating because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19. You should maintain your capacity to deliver high-quality remote education across this academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad. Independent Schools (not including academies) are only covered by the remote education temporary continuity direction in relation to state-funded pupils in their schools. However, they are still expected to meet the 	<ul style="list-style-type: none"> Have plans in place for high quality remote provision of education for those unable to attend school. Have plans in place and work with families to have appropriate provision for pupils with SEND. 	<ul style="list-style-type: none"> Ensure that those under this category are provided with continued support to learn or work at home as much as possible and monitor their engagement and progress via telephone/video links with parents Class teachers to monitor and review remote learning regularly to ensure that any pupils self-isolating have access to at least a good level of education Have individual risk assessments for those pupils who have an Educational Health Care Plan (EHCP) and where school attendance has been determined Follow latest Public Health's advice/guidance in relation to School attendance: guidance for schools 	SLT SENDCo	On going	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>Independent School Standards in full at all times.</p> <ul style="list-style-type: none"> ▪ The remote education provided should be equivalent in length to the core teaching pupils would receive in school. ▪ You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education. 					
<p>Pupil wellbeing and support</p>					
<ul style="list-style-type: none"> ▪ Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. You can access useful links and sources of support on promoting and supporting mental health and wellbeing in schools. 	<ul style="list-style-type: none"> ▪ Take a whole school, coordinated and evidence-informed approach to mental health and wellbeing. ▪ Consider the provision of pastoral and extra-curricular activities for pupil wellbeing and support where appropriate. ▪ Provide more focused pastoral support where issues are identified that individual pupils may need help with, including support resources available from DfE and partners. ▪ Consider support needs of groups that you are already aware need additional help (for example, children in need), and any groups you identify as newly vulnerable because of the pandemic. ▪ Communicate what help is available to families. 	<ul style="list-style-type: none"> ▪ Implement pastoral programme in PHSE lessons and social skillsgroups 	<p>Class teachers and Pastoral Team</p>	<p>On going</p>	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
School workforce					
<ul style="list-style-type: none"> ▪ School leaders are best placed to determine the workforce required to meet the needs of their pupils. ▪ Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again. If staff were previously identified as being in one of these groups, they are advised to continue to follow Guidance for people previously considered clinically extremely vulnerable from COVID-19. Staff with a weakened immune system should follow Guidance for people whose immune system means they are at higher risk from COVID19. ▪ In some circumstances, staff may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. Whilst individual risk assessments are not required, employers are expected to discuss any concerns that people previously considered CEV may have. ▪ Employers will need to follow this specific guidance for pregnant employees. COVID-19 vaccination: a 	<ul style="list-style-type: none"> ▪ Share this risk assessment and associated control measures with staff and invite feedback. ▪ Carry out individual risk assessments and discussions as required. ▪ Refer to guidance from The Health and Safety Executive (HSE) on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace. 	<ul style="list-style-type: none"> ▪ RA shared with staff ▪ Individual risk assessments will be completed and implemented byline managers ▪ Staff RAs will be held on the staff member’s personnel file and willbe reviewed with them each month and updated if/when necessary ▪ Continue to have one – to one discussion with staff on the challenges, personal or professional, they may be enduring ▪ Continue to involve staff in planning processes that impact upon them ▪ Continue to ensure those members of staff who are having to stay at home due to health conditions are assessed to determine whether they are able to support home learning ▪ Improve teachers’ confidence in talking about mental health andwell-being in the classroom through the use of appropriate training via web links ▪ Continue to provide 	Personnel Manager SLT	On-going	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>guide for women of childbearing age, pregnant or breastfeeding contains further advice on vaccination. Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. You should also consider the needs of pregnant pupils.</p>		<p>support for staff through the school counsellor and other services</p> <ul style="list-style-type: none"> ▪ In addition to the signage around the school, verbally remind staff of the Employee Assistance Programme on 0800 111 6387 			
Educational visits					
<ul style="list-style-type: none"> ▪ Educational visits should be subject to risk assessments as normal and reflect any public health advice or in-country advice of the international destination. General guidance on educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP). ▪ For international educational visits, you should refer to the Foreign, Commonwealth and Development Office travel advice and the guidance on international travel before booking and travelling to make sure that the school group meet any entry and in country requirements especially in relation to vaccinations. More information can be found here and in the guidance on health and safety on educational visits. ▪ You are advised to ensure that all bookings have adequate financial protection in place. You should speak to 	<ul style="list-style-type: none"> ▪ For any new bookings COVID-19 cancellation related insurance is advised and ensure that there is adequate financial protection to cover any gaps. ▪ Ensure staff are aware of the latest information regarding trips including the latest travel advice from the FCO on international travel. ▪ Where trips are planned, COVID-19 must be considered as part of the risk assessment process including identifying any additional mitigation measures that may be needed. 	<ul style="list-style-type: none"> ▪ Staff to follow the school's educational visit policy ▪ Staff to ensure that educational visits' risk assessments factor in COVID-19-related risks and to include appropriate actions/recommendations to mitigate the risks associated with COVID-19 ▪ All educational visit risk assessments to be communicated to any attending staff and/or parent volunteers prior to the educational visit to ensure that are aware of the implemented protective measures 	EVC and trip leaders	On-going	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>either your visit provider, commercial insurance company, or the risk protection arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI).</p>					
<p>Wraparound provision and extra-curricular activity</p>					
<ul style="list-style-type: none"> ▪ Out-of-school settings and wraparound childcare providers can offer provision to all children, without restriction on the reasons for which they may attend. ▪ Wraparound childcare and other organised activities for children may take place in groups of any number. ▪ All sports provision, including competition between settings, should be planned and delivered in line with current guidance. 	<ul style="list-style-type: none"> ▪ Have cleaning arrangements been considered, particularly for frequently touched surfaces and any equipment that is shared. ▪ Ensure there is clear communication with any external providers on school measures and approach. ▪ Ask providers for their risk assessments for provision of their services. 	<ul style="list-style-type: none"> ▪ Share RA with wraparound provision staff and extra-curricular providers/lettings based on site ▪ Protocols shared as appropriate ▪ A full time cleaner is on site throughout the day to support the premises staff and to ensure that toilets, frequently touched objects / surfaces such as door handles, light switches etc. are cleaned throughout the day (at least 2 times) ▪ Wider cleaning arrangements include regular systematic checks on drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, 	<p>SLT School Business Manager Premises Manager</p>	<p>24.02.2022 with easing of National restrictions</p>	<p>Completed on 4.10.2021</p>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>welfare rooms, kitchen, toilets (where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working</p> <ul style="list-style-type: none"> ▪ Bins are emptied frequently throughout the day ▪ Extra-curricular clubs and/or lettings will be restricted to the use of their specified toilets 			
Contingency planning / outbreak management plan					
<ul style="list-style-type: none"> ▪ You should have contingency plans outlining how you would operate if you need to take extra measures in exceptional circumstances. 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 groups possible, and for the shortest amount of time possible 	<ul style="list-style-type: none"> ▪ Prepare a contingency or outbreak management plan. ▪ Review your plans against the DfE contingency framework. ▪ Have plans in place for high quality remote provision of education. ▪ Consider how bubbles, wearing of face coverings, or other social distancing measures could be reintroduced if they were required. ▪ Consider how testing may need to be increased if an onus is placed on schools to manage this. ▪ Ensure key staff understand the escalation process to get further public health advice via the DfE helpline. 	<ul style="list-style-type: none"> ▪ Parent contact information is updated regularly and Pupils Covid-19 Contracts where parents/carers have also agreed to collect their child from school at short notice are still applicable. ▪ Both halls can be used as isolation areas for large numbers of pupils should the need arise. See BCP ▪ Pupils and staff returning to school after testing positive are interviewed by their line manager or class teacher to confirm they are well enough to return. A phased return can be introduced if necessary. 	SLT	On-going	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<ul style="list-style-type: none"> <li data-bbox="1182 209 1608 304">▪ Contingency plan in place for remote learning to mirror as it was for January 2021 lockdown 			

