

## CV-19 Risk assessment for Primary Schools- New Horizons Children’s Academy

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## **Overview**

The government continues to manage the risk of serious illness from the spread of the virus. The Prime Minister announced on 27 November the temporary introduction of new measures as a result of the Omicron variant and on 8 December that Plan B, set out in the autumn and winter plan 2021, was being enacted. As a result, these measures are reflected in this guidance for schools. This advice remains subject to change as the situation develops.

COVID-19 continues to be a virus that we learn to live with and the imperative to reduce the disruption to children and young people's education remains.

Our priority is for you to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

We have worked closely with the Department of Health and Social Care (DHSC) and the United Kingdom Health Security Agency (UKHSA) to revise this guidance.

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**Summary: RISK ASSESSMENT for New Horizons from Jan 2022**

<b>Subject of Assessment</b>	Primary school Jan 2022 onwards: NHCA	<b>Assessment Date</b>	06/01/2022
<b>Location</b>			
<b>Assessor</b>	James Fenlon	<b>Review Date</b>	Weekly by SLT

Information: This risk assessment is to be read through completely. Note that this must be a dynamic risk assessment and changes may be made through an ad-hoc basis due to changes in Government advice; any possible cases of CV-19 etc

**Link to Government advice:**

Overall Collection: <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

Specific Operational Guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

**CONTROL MEASURES**

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a system of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

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

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INDIVIDUAL RISKS AND CONTROL MEASURES

Ref	The column below highlights key areas of risk	Control Measures	Risk Level	Additional school specific control measures to reduce risk	Residual Risk Level
1	<b>Pupil / Adult with symptoms before start of school</b>	<p>Pupils/staff who show symptoms should not attend site but should follow Government guidance to self-isolate at home and book a PCR test.</p> <p>Should phone into school to inform this.</p> <p>Should follow Trust/Government position on testing and self-isolation.</p>	High	<p>Ensure frequent communication to parents and staff reminding them of this.</p> <p>Signage on entrances to remind pupils, staff and visitors of this.</p>	Medium
2	<b>Handwashing</b>	<p>Wash hands thoroughly with water and soap for 20 seconds at regular intervals – and at key moments in the school day (on arrival, before lunchtime etc) (or use alcohol based sanitiser around the site)</p> <p>Sanitiser points at key locations within the school site (entrances, exits, reception)</p> <p>Frequent reminders to staff and students to wash hands regularly</p> <p>Signage to reinforce this message throughout site</p> <p>Adequate supplies of soap in toilets.</p> <p>Alcohol based sanitiser in Reception</p> <p>Wash hands at appropriate and regular times (arrival, before and after lunch etc)</p>	High	<p>Built into school culture with communication to parents and staff as well as pupils.</p>	Medium

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		Provide assistance for pupils who might not be able to clean hands independently (SEND)			
3	<b>Good respiratory hygiene</b>	<p>Tissues available in classrooms</p> <p>Pupils reminded of good hygiene</p> <p>Lidded bins emptied regularly-additional lidded bins to be placed in key locations</p> <p>Signage in all classrooms (Catch it, Bin It, Kill It)</p>	High		
4	<b>Cleaning</b>	<p>Disinfectant spray bottle and blue paper towel available in each room</p> <p>Frequently touched surfaces to be cleaned often (door handles, items used by multiple children between each use)</p> <p>For some items (e.g. photocopiers and printers), additional items may be provided but note that wipes should not be used on photocopier touch screens.</p> <p>Where possible, reduce the use of shared items (e.g. laptops)</p> <p>TFac staff will be explicitly asked to support the cleaning through the school sites – in particular, frequently touched items.</p> <p>Regional Facilities Manager to monitor stock levels of cleaning supplies for each site. To inform Head of Estates if it becomes difficult to source stock (Government assistance available)</p>	Medium		
5	<b>Ventilation</b>	<p>Ventilation is very important to limit the spread of the virus. Key message:</p> <p>Ensure that there is fresh air available at regular points for classrooms, offices and circulation areas. This could be done by opening windows all day or (if temperature is an issue) ensuring that there are regular changes of air by opening windows throughout the day at key points –lesson changeover, lunchtimes, after school etc.</p> <p>Internal doors can be opened to assist with natural ventilation</p> <p>Doors can be propped open if they are not fire doors.</p> <p>External doors can be propped open if they are not fire doors.</p>	High		

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		Carbon dioxide monitors are being used by TFac staff to monitor levels of CO <sub>2</sub> within classrooms on a room by room basis three times a day, to provide an overview of ventilation levels within the school. Where levels are consistently high (greater than 1500 ppm through a day), further measures may be introduced e.g. ensuring that windows have been opened/ air purged at breaktimes.			
6	<b>Corridors and stairwells</b>	Ensure windows are open where possible, safe and still maintaining a comfortable temperature	Medium		
7	<b>Classrooms</b>	Standard classrooms need a lidded bin for tissues.  Where possible, windows and doors should be opened to maintain good ventilation.  Safe space can be marked out at front of classroom where lead teacher can remove face covering if required (See face coverings below)	Low		
8	<b>Reception and Visitors</b>	Hand sanitiser dispensers available on entry  Communication to regular delivery as to procedure in place (no signature required for many companies now)  Encourage good ventilation with windows open and doors propped open (as long as they are not fire doors or necessary for security)  Message to parents and regular visitors that it should be essential visitors only to the school-communication for non-urgent matters using phone or email	Medium	Clear signage outside and within reception to reinforce key messages  Parents have been informed that they are not permitted to enter reception without prior approval	
9	<b>Toilets - Pupils</b>	Staff to monitor usage TFac staff to monitor stock levels of soap etc  Clear signage on washing of hands  Encourage good ventilation with windows open and extraction switched on	Medium		

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10	<b>Toilets – Staff</b>	<p>TFac staff to monitor stock levels of soap etc Clear signage on washing of hands</p> <p>Disinfectant spray, paper towels and disinfectant wipes available for staff to clean their own toilet area</p> <p>Encourage good ventilation with windows open and extraction switched on</p>	High		
11	<b>Hall Spaces</b>	<p>Encourage good ventilation with windows open and doors propped open (as long as they are not fire doors)</p> <p>Move to virtual meetings where possible</p> <p>Online assemblies only</p>	Medium		
16	<b>Offices</b>	<p>Encourage good ventilation with windows open and doors propped open (as long as they are not fire doors)</p> <p>Move to virtual meetings where possible</p>	Medium	<p>Meeting rooms will only be used when 'booked' for essential meetings and will be cleaned after use.</p>	
17	<b>Staffroom – please note that staff-staff contact is believed to be a major chance of spreading infection, in particular at staff meetings / breaktimes etc</b>	<p>Encourage good ventilation with windows open and doors propped open (as long as they are not fire doors)</p> <p>TFac to work with Headteachers and use common sense to give a maximum occupancy level for staff to use and basic control measures when in use.</p>	Medium	<p>Staff encouraged to eat lunch away from staff room if possible.</p> <p>Max 6 people in staff room for lunch at any time.</p>	

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18	<p><b>Transport : Please note that the wider Government guidance has a large section on transport and you are encouraged to read it in full. It will be different for each school in the Trust</b></p>	<p><b>Public Transport</b></p> <p>Pupils should be encouraged to follow the Governments advice on transport:  <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></p> <p>The Government does recommend that face coverings are worn on public transport and dedicated transport to school or college.</p>	Medium		
19	<p><b>Parental drop off and pick up</b></p>	<p>Pupils to be reminded to sanitise hands on entrance / exit to school</p>	Medium		
21	<p><b>Subject Specific Arrangements</b></p> <p><b>Music</b></p> <p><b>Link to further information from Musicians Association provided in Appendix 2</b></p>	<p>Pupils to wash hands before and after handling any equipment</p> <p>Other standard classroom control measures to be applied (#7).</p>	Medium		
22	<p><b>Subject Specific Arrangements</b></p> <p><b>Science</b></p> <p><b>Link to further information from CLEAPSS provided in Appendix 2</b></p>	<p>Pupils to wash hands before and after handling any equipment</p> <p>Other standard classroom control measures to be applied (#7).</p> <p>See CLEAPSS guidance for practical activities that are currently advised to be stopped:  <a href="https://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf">https://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf</a></p>	Medium		



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23	<p><b>Subject Specific Arrangements</b></p> <p>PE</p> <p>See link to guidance from Association for Physical Education in Appendix 2</p>	<p>Ensure equipment is cleaned after use</p> <p>Ensure adequate ventilation is present in changing rooms and indoor spaces</p>	Medium		
24	<p><b>Subject Specific Arrangements</b></p> <p>Art/DT/Catering</p> <p>See link to Guidance from Cleapss on DT/Catering/Art in Appendix 2</p>	<p>Pupils to wash hands before and after handling any equipment</p> <p>Other standard classroom control measures to be applied (#7).</p>	Medium		
25	<p><b>Subject Specific Arrangements</b></p> <p>Computing</p>	<p>Pupils to wash hands before and after handling any equipment</p> <p>Other standard classroom control measures to be applied (#7).</p>	Low		
26	<p><b>Subject Specific Arrangements</b></p> <p>Drama / Performing Arts / Dance</p> <p>See link to Government guidance on performing arts in Appendix 2</p>	<p>Increase ventilation in performing spaces where possible</p> <p>Other standard classroom control measures to be applied (#7).</p>	Medium		
27	<p>PPE</p>	<p>We will always follow the latest Government advice on what PPE is required at schools for staff, students and other stakeholders.</p> <p>Temporary face covering advice:</p>	Medium		

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		<p>Face coverings should be worn by staff and adults (including visitors) within communal areas at school e.g. halls, corridors etc.</p> <p>Health advise continues to be that children in primary schools should not be asked to wear face coverings.</p>			
28	<b>First Aid</b>	<p>School should identify an individual to be responsible for first aid (provision, equipment and facilities)</p> <p>Accident reporting procedures to remain unchanged</p> <p>The minimum number of first aiders must be on site at all times.</p> <p>PPE to be available for first aiders: fluid-resistant surgical mask, disposable gloves, disposable apron and fluid-resistant surgical face mask. If there is a risk of splashing then suitable eye protection should also be worn. <b>This equipment should be kept apart from standard first aid equipment and only used when a suspected CV-19 case following Government guidelines</b></p> <p>Further information on first aid including CPR is available on: <a href="https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov">https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov</a></p>	High		
29	<b>Pupil / staff shows Covid 19 symptoms whilst at school</b>	<p>Follow Government advice:</p> <p>If anyone becomes unwell with a new, continuous cough, a high temperature or loss of smell/taste in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should 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).</p>	High	<p>Children, if needed, will be relocated to the designated first aid room</p> <p>Children will use the closest toilet by the site team office- this toilet will be 'closed' to the rest of the school</p> <p>PPE kit is stored in the first aim</p>	

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		<p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>If a member of staff has helped someone who was unwell with a new, continuous cough, a high temperature or loss of smell/taste, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p>		room if needed for staff to use	
30	<b>Actions following a confirmed case</b>	When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to follow Government guidance on getting a PCR test and self-isolating.	Medium		
31	<b>Meetings</b>	<p>Where meetings are held, ensure a well ventilated room is used.</p> <p>Move to virtual meeting where possible.</p>	Medium		
35	<b>School events (Open Evening, Parents evening)</b>	<p>Move to virtual meeting where possible.</p> <p>Complete an additional risk assessment (dependent on event) to ensure all 4 control measures are adequately reflected.</p>	Medium	Dependent on risk assessment	
36	<b>Breakfast Clubs</b>	Ensure held in a well ventilated room and ensure tables etc are wiped clean after use.	Medium		
37	<b>After School / Extra Curricular Provision</b>	After school clubs (including extracurricular provision) can go ahead following standard control measures (face coverings if within classrooms, handwashing, ensure good ventilation)	Medium		
39	<b>Pupils / Staff / Visitors returning from overseas</b>	<p>Any pupils/staff returning from holiday should check the Government website for the latest advice on quarantine periods.</p> <p><a href="https://www.gov.uk/guidance/travel-to-england-from-another-country-during-coronavirus-covid-19#:~:text=not%20fully%20vaccinated-,Before%20you%20travel%20to%20England%20you%20must%3A,before%20you%20arrive%20in%20England">https://www.gov.uk/guidance/travel-to-england-from-another-country-during-coronavirus-covid-19#:~:text=not%20fully%20vaccinated-,Before%20you%20travel%20to%20England%20you%20must%3A,before%20you%20arrive%20in%20England</a></p>	High	No further actions required	High

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40	<b>Fire / Evacuation</b>	<p>All schools must relook at their fire plan and fire risk assessment to ensure any changes captured in this document are reflected in updated procedures. This should involve the school's facilities manager with assistance from the Regional Facilities Manager (RFM) and other key members of SLT. This might include:</p> <ul style="list-style-type: none"> <li>• updated evacuation areas</li> <li>• updated registration details (moving to family group registration)</li> <li>• updated responsibilities for staff</li> <li>• maintain 2 metre social distancing between each family group and between each family group and other persons present where safe to do so</li> </ul> <p>All changes to fire /evacuation procedures must be communicated to all staff, pupils and relevant stakeholders.</p>	High		
41	<b>Shielded (extremely clinically vulnerable) pupil</b>	Should be at school (barring a limited number who have explicit direction from the NHS to not attend)	Medium		
42	<b>Shielded (extremely clinically vulnerable) staff member</b>	Staff who are clinically extremely vulnerable should attend the workplace.	Medium		
43	<b>Clinically vulnerable Pupil</b>	Pupils should attend the educational setting	Low		
44	<b>Clinically vulnerable Staff member</b>	Staff members who are clinically vulnerable should attend the workplace	Medium		
45	<b>Living in the same household with a shielded person (extremely clinically vulnerable) – Pupil or Staff</b>	People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend work.	Low		
46	<b>Living in the same household with a clinically vulnerable person</b>	Child or staff member can still attend their education setting or work/study at home.	Low		

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47	<b>BAME Staff</b>	<p>Headteachers should consider any <b>Black, Asian, Minority Ethnic (BAME)</b> staff whilst completing this risk assessment - an individual risk assessment is available for these staff (please contact the relevant HR Partner) if required.</p> <p>You can read our equality impact assessment on our Trust COVID- 19 pages, password TSATCOVID</p>	Medium	No further actions required	Medium
48	<b>Pregnancy</b>	<p>Refer to specific Pregnancy Risk assessment</p> <p>Women who are 28 weeks pregnant and beyond or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from COVID-19 at any gestation, should take a more precautionary approach – this group contact their line manager for further support</p>	Medium		
40	<b>School Trips</b>	<p>When booking trips, ensure that there is financial protection in place.</p> <p>Anyone planning an international trip in 2022 should inform James Fenlon (<a href="mailto:j.fenlon@tsatrust.org.uk">j.fenlon@tsatrust.org.uk</a>) giving at least 3 months’ notice. It is recommended that no deposits are collected until advice has been sought from James Fenlon and the RPA in terms of insurance.</p> <p>Domestic, domestic residential and adventurous trips can be planned and carried out as normal using the Evolve system and local systems. Please ensure that the risk of Covid is identified on the risk assessment. Also contact the venue and adhere to any additional control measures from them.</p>	Medium		
41	<b>Evening / Weekend Lets</b>	Please ensure that any lets returning can provide a full and proper risk assessment for their return	N/A	NA	
42	<b>Student wellbeing</b>	Pastoral staff to plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) – led by LL	High	Recovery curriculum Love of Learning Week	Low
43	<b>Staff Wellbeing</b>	<p>All employees have access to the Trusts Employee Assistance Programme, which offers unlimited access to information, advice and emotional support on a number of wellbeing subjects including stress. Employees can access this site at <a href="http://www.my-eap.com/login">www.my-eap.com/login</a>. Password available on the FAQs available to all staff</p> <p>Employees can also access the 24 hours a day 365 days a year counselling support phone line on 0800 1116 387. Via this hotline employees can be assessed for access to four face to face counselling sessions.</p> <p>For information guidance and advice to help cope during these uncertain times you can visit the Trust wellbeing pages, <a href="https://www.tsatrust.org.uk/about/thinking-you/">https://www.tsatrust.org.uk/about/thinking-you/</a>and contact HR for the password</p>	Medium	No further actions required	Medium

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		You can also email the <b>TSAT HR team</b> at <a href="mailto:HR@tsatrust.org.uk">HR@tsatrust.org.uk</a> to arrange a telephone call to discuss any concerns that you may have.			
44	<b>Asymptomatic Testing</b>	School will provide support for members of staff (to include teaching, support, local central and associated contractors e.g. cleaning and catering) with access to 2 Lateral Flow Test Devices per week and associated help with recording and reporting results.	Low	No further actions	Low
45	<b>Vaccines</b>	We encourage all eligible staff and students to take up the offer of vaccines and boosters where available.	N/A		
46	<b>Outbreaks</b>	<p>Numbers of positive cases should be monitored to hit trigger levels:</p> <ul style="list-style-type: none"> <li>• 10% or more of children, pupils, students or staff (approximately) who are likely to have mixed closely test positive for COVID-19 within a 10-day period</li> <li>• 5 children, pupil or staff or more who are likely to have mixed closely test positive for COVID-19 within a 10-day period</li> <li>• If your educational setting is experiencing interest from the media.</li> <li>• There have been any admissions to hospital or deaths in your students or staff members due to COVID-19.</li> </ul> <p>If outbreak levels approached, please contact James Fenlon for support as to next steps on additional contingency measures and contacting DfE/UKHSA for further advice.</p>	Medium		

**RISK RATING MATRIX (PHYSICAL) - RISK LEVEL = SEVERITY X LIKELIHOOD**

Severity (S)	Likelihood (L)		
	Certain or near certain to occur (High)	Reasonably likely to occur (Medium)	Unlikely to occur (Low)

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Fatality; major injury or illness causing long term disability	(High)	<b>HIGH (H)</b>	<b>HIGH (H)</b>	<b>MEDIUM (M)</b>
Injury or illness causing short term disability	(Medium)	<b>HIGH (H)</b>	<b>MEDIUM (M)</b>	<b>LOW (L)</b>
Other injury or illness	(Low)	<b>MEDIUM (M)</b>	<b>LOW (L)</b>	<b>LOW (L)</b>

### RISK RATING MATRIX (EMOTIONAL)

Risk Rating Matrix (RR)	Likelihood (L)			
	Severity (S)	Certain or near certain to occur (High)	Reasonably likely to occur (Medium)	Unlikely to occur (Low)
Death/suicide, severe depression, long term mental health issues Long term / repeated deliberate risk-taking. Emotional impact severe enough to trigger referral to another service e.g. CAMHS/GP/EP and/or significant medical intervention e.g. attempted suicide/anorexia/school refusal (High)		<b>HIGH (H)</b>	<b>HIGH (H)</b>	<b>MEDIUM (M)</b>
Emotional response that results in deteriorating / erratic attendance, withdrawing / not engaging, anxiety, fear, worry, impacts on behaviour of others (e.g. negativity, irritability, negative emotions, lacks of concentration, lack of motivation) (Medium)		<b>HIGH (H)</b>	<b>MEDIUM (M)</b>	<b>LOW (L)</b>
Significant distress or upset that can be addressed or resolved within a few days i.e. has no lasting negative impact Upset/ distress that subsides relatively quickly and with minimal additional support i.e. within a day or so		<b>MEDIUM (M)</b>	<b>LOW (L)</b>	<b>LOW (L)</b>

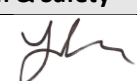
Residual Risk is the risk that remains after the additional control measures are in place.

### ADDITIONAL INFORMATION AND SIGN-OFF

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**ADDITIONAL INFORMATION:**  
Notes, comments, further details, outline procedures, safe systems of work, standards, drawings, etc.

Thinking Personnel – Covid-19 Staff FAQs document (04/01/2022) – Available via Head Teacher/Service Lead.

Risk Assessment Circulation list (tick box)					
Employees	Pupils	Parents	Contractors	Other parties	
Signature of Head Teacher:			Signature of Head of Estates and Health & Safety		
pp. C. Murphy					
Print Name:	C. Murphy	Print Name	James Fenlon		
Date Assessed:	05/01/2022	Review Date:	Weekly by SLT		



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## **APPENDICES**

### APPENDIX 1 SUBJECT SPECIFIC GUIDANCE

#### **Link to CLEAPSS Guidance on Science practical work**

<http://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf>

#### **Additional Music Teaching guidance:**

<https://musiciansunion.org.uk/working-performing/coronavirus-guidance/workplace-advice/music-teaching-during-covid-19>

#### **Additional Physical Education (PE) guidance:**

<https://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Updated-COVID-19-Guidance-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-January-2022.pdf>

#### **Link to CLEAPSS Guidance on DT/Art/Catering practical work**

<http://dt.cleapss.org.uk/Resource-File/GL344-Guidance-on-practical-work-during-the-COVID-19-pandemic-D-T.pdf>

Link to Government document on Working Safely in the Performing Arts (not school specific but useful)

<https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts>

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## APPENDIX 2: OUTBREAK MANAGEMENT PLAN

<p style="text-align: center;">BASELINE MEASURES</p> <p style="text-align: center;"><i>Measures all settings should have in place at all times</i></p>
Follow and promote <a href="#">public health guidance</a> on testing, self-isolation and managing confirmed cases of COVID-19 <sup>1</sup>
<a href="#">Maintain appropriate cleaning regimes</a>
<a href="#">Keep occupied spaces well ventilated</a>
<a href="#">Appropriate use of PPE</a>
Deliver <b>strong messaging</b> about signs and symptoms of Covid-19, isolation advice and testing to support prompt isolation of suspected cases
Encourage <b>vaccination</b> uptake for eligible students and staff
<p style="text-align: center;">ADDITIONAL MEASURES – MAJORITY COVERED IN GRID OF CONTROLS UPDATE 03/01/2022</p> <p style="text-align: center;"><i>Schools may introduce the measures below where there are cases in the school or community</i></p>
School to provide warn and inform information to identified group (e.g. class, year group)
Strengthened communications to encourage pupils to undertake twice weekly LFD testing (staff and secondary aged or above pupils only) and reinforcing advice on symptoms and case isolation
Consider moving activities outdoors, including exercise, assemblies and classes
Further improvement of ventilation indoors (where this would not significantly impact thermal comfort). This may include the use of CO2 devices to measure sufficient ventilation in settings where available.
One-off enhanced cleaning focusing on touch points and any shared equipment
Promoting social distancing and reducing crowding. This may include reducing the number of children gathering together (for example in assemblies) and minimising pinch points in the school day
Introduce methods to reduce intergroup mixing (for example separate break times, staggered entry etc, seating plans in classrooms or on school transport)
Reducing mixing of staff e.g. by holding meetings remotely
Limitation of residential education visits, open days, transition/taster days, parental attendance, live performances, sporting events or similar
Review and reinforcement of hygiene measures

3/01/2022

<p><b>ADDITIONAL CONTROL MEASURES IN THE EVENT OF AN OUTBREAK</b></p> <p><i>To be implemented in consultation with local public health team (<a href="mailto:publichealth@portsmouthcc.gov.uk">publichealth@portsmouthcc.gov.uk</a>)</i></p>
Review all of the "additional measures" outlined above, and consider which are appropriate
Increased frequency of LFD testing (staff and secondary aged or above pupils only)
Schools and local public health work together to recommend a one-off PCR test for all setting contacts
<p><b>EXCEPTIONAL OUTBREAK CONTROL MEASURES</b></p> <p><i>These measures may be recommended in exceptional circumstances following a joint risk assessment with agreement of Director of Education</i></p>
Reinstating on-site LFD testing (Assisted testing site) (Secondary and FE settings only)
Attendance restrictions

3/01/2022

APPENDIX 3: GRID OF CONTROLS

As at 04/01/22	Secondary schools	Primary schools	Central staff by department
Level 1	<ul style="list-style-type: none"> <li>• Pupils to wear face coverings in lessons and communal spaces</li> <li>• Staff to wear face coverings in communal spaces</li> <li>• ‘Safe’ teaching space to be created for staff at front of classroom</li> <li>• Increased ventilation strategy with a relaxation of uniform where appropriate to allow outdoor jackets to be worn inside</li> <li>• Refocus on a ‘Clean, Learn, Clean’ message</li> <li>• Move to virtual meetings where possible</li> <li>• Social distancing measures for staff room</li> <li>• Essential visitors only to school</li> <li>• Follow and promote public health guidance on testing, self-isolation and managing confirmed cases of Covid-19</li> <li>• Encourage vaccination uptake for eligible staff and students</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to wear face coverings in communal spaces</li> <li>• ‘Safe’ teaching space to be created for staff at front of classroom</li> <li>• Move to virtual meetings where possible</li> <li>• Social distancing measures for staff room</li> <li>• Essential visitors only to school</li> <li>• Online assemblies only</li> <li>• Follow and promote public health guidance on testing, self-isolation and managing confirmed cases of Covid-19</li> <li>• Encourage vaccination uptake for eligible staff and students</li> </ul>	<ul style="list-style-type: none"> <li>• Working at the new defined “social distant” arrangements for each department</li> <li>• Promotion of working from home where possible until end of January</li> <li>• Essential travel between hubs only</li> </ul>

3/01/2022

#### APPENDIX 4: TRACING CLOSE CONTACTS AND ISOLATION

Close contacts in schools are now identified by NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.

As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.

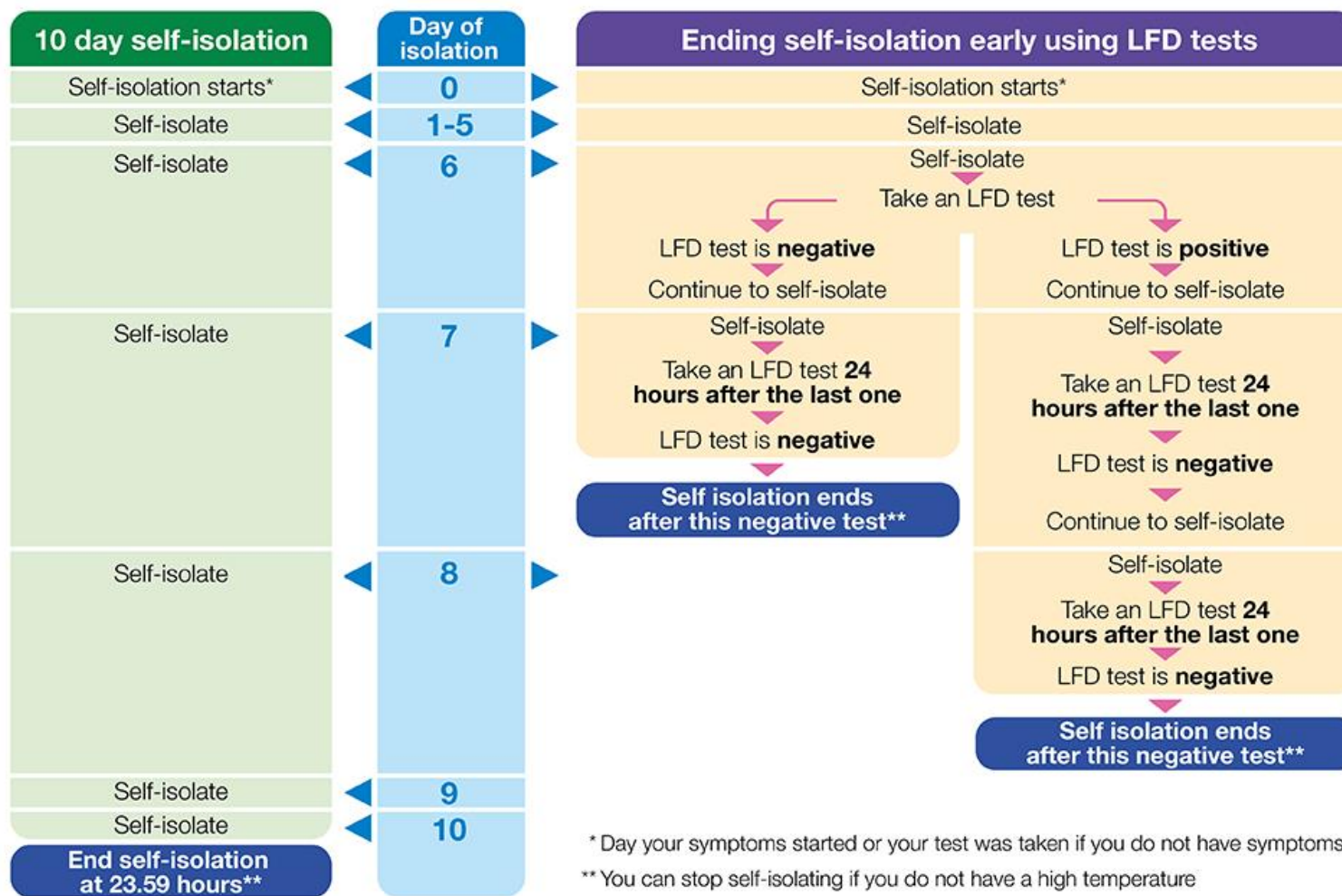
From 14 December 2021, adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months identified as a contact of someone with COVID-19 are strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result. Daily testing of close contacts applies to all contacts who are:

- 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

3/01/2022

APPENDIX 5: ENDING SELF-ISOLATION EARLY USING LFTs

Examples of when to end self-isolation if you have had COVID-19 symptoms or have received a positive COVID-19 test result



3/01/2022

APPENDIX 6: COVID RESPONSE FLOWCHART (To follow)

3/01/2022

## APPENDIX 7: SCHOOL WORKFORCE

School leaders are best placed to determine the workforce required to meet the needs of their pupils.

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.

Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. Employers should be able to explain the measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace.

We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time.

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>