



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



LEARNING TOGETHER
IN FAITH & JOY



BARNSELY
Metropolitan Borough Council

Task / Activity:	Full Opening of Schools (Covid-19)	Ref:	Thurgoland CE
-------------------------	---	-------------	----------------------

This risk assessment should be produced in conjunction with the current government guidance as highlighted below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1044530/Schools_guidance_Jan_22.pdf

Directorate:	Schools	Date of Assessment:	Reviewed 06.01.22
Business Unit:		Manager Responsible for Basic Activity:	Mr Dale Jordan
Service / Function:	Primary & Secondary Schools	Lead Risk Assessor for Basic Activity:	Mr Dale Jordan
Location:	Thurgoland CE Primary School	Risk Assessment Team Members (e.g. employees, supervisors, managers, safety reps etc)	Headteacher, Governors, Staff, Union Rep

Amendments – Confirmatory PCR tests - When an individual develops COVID-19 symptoms or has a positive test about the return to school – Tracing close contacts and isolation - Travel and quarantine

Hazard	Risks	Control Measures	Actions Required	Person Responsible and Target Date
Schools Premise	Personal injury Fire Legionella Infection of coronavirus	<ul style="list-style-type: none"> Undertake a workplace inspection to ensure adequate working environment, equipment, fire safety and emergency arrangements are in place. Fire Risk Assessment to be reviewed and the Fire log-book is up to date. Legionella checks are to be up to date. 		Dale Jordan / Mark Jordan / Cleaners

		<ul style="list-style-type: none"> • Electrical, gas and ventilation systems checks are up to date. • Increased cleaning regime – cleaning down of tables in shared areas after use, deep clean in classroom / areas where there has been a confirmed case. 		
Ventilation	Concentration of the virus in the air	<ul style="list-style-type: none"> • Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area. • When school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained • These can be achieved by: <ul style="list-style-type: none"> - mechanical ventilation systems – 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 not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply - natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air - natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus</p>	<p>Mark to open windows in a morning daily. Staff to open if task hasn't been carried out.</p> <p>Extra layers to be worn in colder months</p>	Dale Jordan / Mark Jordan / Staff

		<p>outbreak and CIBSE coronavirus (COVID-19) advice provides more information.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing • rearranging furniture where possible to avoid direct draughts <p>CO2 monitors are recommended, so staff can quickly identify where ventilation needs to be improved.</p> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied space.</p>		
<p>Infection Control</p> <p>Tracing, close contacts and isolation</p>	<p>Infection of coronavirus</p> <p>Dealing with direct transmission (e.g. close contact with those sneezing/coughing) and indirect transmission (e.g. touching contaminated surfaces)</p>	<p>Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.</p> <p>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.</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 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.</p>	School to keep a record of cases	<p>Dale Jordan / Mark Jordan / Claire Peace / Office staff</p>

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

Children under 5 years are exempt from self-isolation and do not need to take part in daily testing of close contacts.

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. Further information is available in NHS Test and Trace: what to do if you are contacted and in the stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection www.gov.uk/guidance/nhs-test-and-trace-how-it-works

18-year-olds are treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.

Schools will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting (see Stepping measures up and down section for

Hygiene		<p>more information) or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.</p> <p>Clean hands thoroughly more often than usual. 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, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future</p> <ul style="list-style-type: none"> • School to have sufficient hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly. • 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. • Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. • As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them. 	<p>Mark to ensure that hand wash is filled daily.</p> <p>Posters displayed</p> <p>Possible project on handwashing and UV light used to promote effective hand hygiene.</p>	
---------	--	--	--	--

		<ul style="list-style-type: none"> • Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach. • School to put 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 ▪ frequently touched surfaces being cleaned more often than normal <p><i>Note: 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.</i></p>	<ul style="list-style-type: none"> • School to provide tissues and bins available in the school to support pupils and staff to follow this routine. 	
Child/staff member becomes unwell with coronavirus symptoms, or have someone in their household	Transmission of coronavirus	<ul style="list-style-type: none"> • When an individual develops COVID-19 symptoms or has a positive test, pupils, staff and other adults should follow public health advice on when to self-isolate and what to do: www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/ • They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine). • If anyone in school develops COVID-19 symptoms, however mild, send them home and they should follow public health advice www.nhs.uk/conditions/coronavirus-covid-19/symptoms/ 	<ul style="list-style-type: none"> • As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. • Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. 	Staff, Children, Parents

		<ul style="list-style-type: none"> • For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household. • If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. • Further information on this can be found in the use of PPE in education, childcare and children’s social care settings guidance www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care • Any rooms they use should be cleaned after they have left. • The household (including any siblings) should follow the UKHSA stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. Pupils and staff should return to school as soon as isolation rules allow www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection 	<ul style="list-style-type: none"> • Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). 	
Bubbles	Supress the virus	<p>At Step 4 it is no longer recommend that it is necessary to keep children in consistent groups (‘bubbles’).</p> <p>As well as enabling flexibility in curriculum delivery, this means that assemblies can resume.</p> <p>You should make sure your outbreak management plans cover the possibility that in some local areas it may become</p>	<p>Any decision to recommend the reintroduction of ‘bubbles’ would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.</p>	Dale Jordan / Teachers

		necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.		
Asymptomatic testing in schools	Supress the virus	<p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.</p> <ul style="list-style-type: none"> As pupils will potentially mix with lots of other people during the summer holidays, all secondary school pupils should receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term. Schools may commence testing from 3 working days before the start of term and can stagger return of pupils across the first week to manage this. 		
	Asymptomatic Testing at Home	<ul style="list-style-type: none"> Pupils should then continue to test twice weekly at home until the end of September, when this will be reviewed. Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed. Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home. 		
	Supress the virus	<ul style="list-style-type: none"> There is no need for primary age pupils (those in year 6 and below) to test over the summer period. They will be offered the 2 tests at an ATS at the beginning of the autumn term when they start at their secondary school as a new year 7. Schools may choose, however, to start testing year 6 pupils earlier, including in summer schools, depending on their local circumstances. 		

PCR Tests	Supress the virus	<p>Confirmatory PCR tests</p> <p>You should follow the latest government guidance on confirmatory PCR tests in Stay at home: www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection infection - GOV.UK (www.gov.uk) following a positive LFD test</p>		
Mandatory Certification	Spread of infection (coronavirus)	<p>Schools are not required to use the NHS COVID Pass, unless they are holding a specific event (such as a reception, concert or party) that meets the attendance thresholds.</p> <p>Where applicable, schools should follow guidance on mandatory certification for events.</p> <p>School 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.</p>	Under 18s are exempt from showing their COVID Status but should be counted towards attendance thresholds.	
Face Coverings	Spread of infection (coronavirus)	<p>Secondary Schools</p> <ul style="list-style-type: none"> Where pupils in year 7 (which would be children who were aged 11 on 31 August 2021) and above are educated, it is recommend that face coverings should be worn by pupils, staff and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas. From January 4th, it is also recommend that in those schools where pupils in year 7 and above are educated, face coverings should be worn in classrooms. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. 	<p>This is a temporary measure</p> <p>The recommendation would not ordinarily expect teachers to wear a face covering in the classroom if they are at the front of the class, to support education delivery, although settings should be sensitive to the needs of individual teachers.</p> <p>Schools, as employers, have a duty to comply with the Equality Act 2010 which includes making reasonable adjustments for disabled staff. They</p>	Staff

	Transparent face coverings	<ul style="list-style-type: none"> • Pupils in these schools must also wear a face covering when travelling on public transport and should wear it on dedicated transport to and from school. • Face coverings do not need to be worn when outdoors. <p>Primary Schools</p> <ul style="list-style-type: none"> • It is recommend that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas. Health advice continues to be that children in primary schools should not be asked to wear face coverings. • Face coverings do not need to be worn when outdoors. <p>Primary & Secondary Schools</p> <ul style="list-style-type: none"> • Transparent face coverings can be worn to assist communication with someone who relies on: <ul style="list-style-type: none"> lip reading clear sound facial expression • Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. • The benefits of transparent face coverings should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth. • Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles. 	<p>also have a duty to make reasonable adjustments for disabled pupils, to support them to access education successfully.</p> <p>No pupil should be denied education on the grounds that they are not wearing a face covering.</p>	
--	----------------------------	--	--	--

	<p>Circumstances where people are not able to wear face coverings:</p>	<ul style="list-style-type: none"> • A face visor or shield may be worn in addition to a face covering but not instead of one. This is because face visors or shields do not adequately cover the nose and mouth, and do not filter airborne particles <p>There are some circumstances where people may not be able to wear a face covering.</p> <ul style="list-style-type: none"> • Some people are less able to wear face coverings, and the reasons for this may not be visible to others. <p>In relation to education settings, this includes (but is not limited to):</p> <ul style="list-style-type: none"> • people who cannot put on • wear or remove a face covering because of a physical or mental illness or impairment, or disability • people for whom putting on, wearing or removing a face covering will cause severe distress • people speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate • to avoid the risk of harm or injury • schools are also permitted to for anyone to remove a face covering in order to take medication 	<p>Please be mindful and respectful of such circumstance</p>	
	<p>Access to face coverings</p>	<ul style="list-style-type: none"> • Due to the use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. • School should have a small contingency supply available for people who: <ul style="list-style-type: none"> • are struggling to access a face covering • are unable to use their face covering as it has become damp, soiled or unsafe 		

	<p>Safe wearing and removal of face coverings</p>	<ul style="list-style-type: none"> • have forgotten their face covering Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day. <p>When wearing a face covering, staff, visitors and pupils should:</p> <ul style="list-style-type: none"> • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on • avoid touching the part of the face covering in contact with the mouth and nose, as it could be contaminated with the virus • change the face covering if it becomes damp or if they've touched the part of the face covering in contact with the mouth and nose • avoid taking it off and putting it back on a lot in quick succession to minimise potential contamination. <p>When removing a face covering, staff, visitors and pupils should:</p> <ul style="list-style-type: none"> • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing • only handle the straps, ties or clips • not give it to someone else to use • if single-use, dispose of it carefully in a household waste bin and do not recycle • once removed, store reusable face coverings in a plastic bag until there is an opportunity to wash them. • if reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed 	<p>Separate guidance is available on preventing and controlling infection, including the use of personal protective equipment (PPE), in education, childcare and children's social care settings</p>	<p>Staff</p>
--	---	---	--	--------------

Personal Protective Equipment (PPE)	Spread of infection (coronavirus)	<ul style="list-style-type: none"> • PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type that covers your nose and mouth. • Most staff in education, childcare and children’s social care settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. • If a child, young person, or student already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used. <p>During the coronavirus (COVID-19) outbreak, additional PPE is only required in a very limited number of scenarios:</p> <ul style="list-style-type: none"> • if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms and only then if a distance of 2 metres cannot be maintained • when performing <u>aerosol generating procedures (AGPs)</u> 		
Remote Learning	Spread of infection	<ul style="list-style-type: none"> • Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate 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. 		Staff

		<ul style="list-style-type: none"> You should maintain your capacity to deliver high quality remote education for next 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. 		
Dedicated School & Public Transport	Spread of infection	<ul style="list-style-type: none"> On dedicated transport, it is now recommended that children and young people aged 11 and over wear a face covering whilst on public transport. 		N/A
Equipment	Spread of infection (coronavirus) via use of shared equipment	<ul style="list-style-type: none"> For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. 		Teachers / Teaching assistants
Pupils with education, health and care plans or on SEN support	Spread of infection (coronavirus)	<ul style="list-style-type: none"> Pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve. Teachers and special educational needs coordinators are to plan to meet these needs. 		Claire Peace
Clinically extremely vulnerable pupils	Increased susceptibility of infection	<ul style="list-style-type: none"> Clinically Extremely Vulnerable children and young people should attend their education setting unless they are one of the very small number of children and young 		Dale Jordan

Clinically Vulnerable staff		<p>people under paediatric or other specialist care who have been advised by their GP or clinician not to attend.</p> <ul style="list-style-type: none"> • Further information is available in the guidance on supporting pupils at school with medical conditions. You should ensure that key contractors are aware of the school’s control measures and ways of working. • Clinically vulnerable staff can continue to attend school. While in school they should follow the sector-specific measures in this document 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 section 6 of the ‘prevention’ section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents. 		
New and Expectant Mothers		<ul style="list-style-type: none"> • Pregnant women are in the ‘clinically vulnerable’ category and are generally advised to follow the above advice, which applies to all staff in schools. • All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures to minimise the risks of transmission. • A new and expectant mothers risk assessment should be carried out to consider any risks (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included 		

		<p>and managed as part of the risk assessment. As part of their risk assessment, employers should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</p> <ul style="list-style-type: none"> • Employers should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from coronavirus (COVID-19). This is because, although pregnant women of any gestation are at no more risk of contracting the virus than any other non-pregnant person who is in similar health, for those women who are 28 weeks pregnant and beyond there is an increased risk of becoming severely ill, and of pre-term birth, should they contract coronavirus (COVID-19). • This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness from coronavirus (COVID-19). <u>Read more guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists.</u> 		
School Workforce	Transmission of the virus	<ul style="list-style-type: none"> • From 13 December office workers who can work from home should do so. • Anyone who cannot work from home, such as those involved in the face-to-face provision of education, should continue to go to their place of work. • School leaders are best placed to determine the workforce required to meet the needs of their pupils. School leaders will need to consider whether it is possible for specific staff undertaking certain roles to work from home without disrupting to face-to-face education. • Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people 	PPA to be taken from home where staff capacity in school is adequate.	Staff

		<p>previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again.</p> <ul style="list-style-type: none"> • If staff were previously identified as being in one of these groups, they are advised to continue to follow the guidance contained in Coronavirus: how to stay safe and help prevent the spread. • 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. 		
Supply teachers, peripatetic teachers and or temporary staff	Movement around schools - spread of infection (coronavirus)	<ul style="list-style-type: none"> • Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. • They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. • School to consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. • A record is to be kept of all visitors. 	Arrange for visits, where possible, outside of school hours.	Dale Jordan / Office staff
Outdoor playground equipment	Spread of infection (coronavirus)	<ul style="list-style-type: none"> • Outdoor playground equipment to be more frequently cleaned. • After use of equipment children are to clean hands thoroughly. 		Teachers / Teaching assistants

<p>Extra-curricular provision e.g. breakfast/afterschool clubs, holiday clubs etc</p>	<p>Spread of infection (coronavirus)</p>	<ul style="list-style-type: none"> • School to consider resuming any breakfast and after-school provision, from the start of the autumn term. • For further information on summer holiday clubs, see <u>Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</u> in order to plan extra-curricular provision. 		
<p>Educational visits and journeys</p>	<p>Transmission of infection</p>	<ul style="list-style-type: none"> • Given the likely gap in COVID-19 related cancellation insurance, if you are considering booking a new visit, whether domestic or international, you are advised to ensure that any new bookings have adequate financial protection in place. • From the start of the new school term schools can go on international visits that have previously been deferred or postponed and organise new international visits for the future. • Schools should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and schools must comply with international travel legislation and should have contingency plans in place to account for these changes. • Schools should speak to either their 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). • Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits. 		<p>Dale Jordan / Rhianna Banford / Staff</p>

		<ul style="list-style-type: none"> School should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP). 	COVID RA to form part of Evolve process documents.	
Travel and Quarantine	Transmission of infection	<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. 		
Contractors/Visitors	Transmission of infection (coronavirus)	<p>Contractors working on site</p> <ul style="list-style-type: none"> Obtain Contractor's Covid-19 Risk Assessment Ensure any Contractor's work is organised where there is minimum/no contact to both staff/pupils e.g. out of school hours Ensure Contractor signs in/out of the premises Adequate control measures in place to ensure social distancing/barrier off system Allocated welfare facilities (where required) and increase of cleaning regime <p>Visitors Where possible arrange to meet visitors via on-line system (e.g. Teams, Zoom etc)</p>	Exceptions made for visitors who will improve quality of educations.	Dale Jordan

Stepping Measures Up and Down	Outbreak of Covid-19	<p>School should have contingency plans (sometimes called outbreak management plans) outlining what school would do if children, pupils, students or staff test positive for COVID-19, or how it would operate if school were advised to take extra measures to help break chains of transmission.</p> <p>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.</p> <p>For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead you to consider taking additional action, and the steps you should work through, can be found in the contingency framework.</p> <p>The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.</p>	Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.	
-------------------------------	----------------------	--	--	--

Manager's Assessment Acceptance Statement

I accept the details of the assessment and will ensure that the risk control measures identified, any risk control actions identified and monitoring requirements are acted upon within the given time scales.

Manager's Signature	<i>D.M. Jordan</i>
Date	7.1.22
Date of planned review (not to exceed 12 months)	April 2022
Date of planned full re-assessment (not to exceed 24 months)	September 2022