

## COVID 19 RISK ASSESSMENT

DATE: 13<sup>th</sup> September 2021

### HH COVID 19 RISK ASSESSMENT

#### **Summary**

This guidance explains the actions school leaders should take to reduce the risk of transmission of coronavirus (COVID-19) in their school. This includes public health advice, endorsed by Public Health England (PHE).

It is for leaders and staff in:

- primary schools
- secondary schools (including sixth forms)
- special schools, special post-16 providers and alternative provision
- 16 to 19 academies
- infant, junior, middle, upper schools
- boarding schools

Where this guidance refers to schools, that does not include maintained nursery schools or pre-reception classes.

Separate guidance is available for:

- early years and childcare settings
- further education colleges and providers

Additional operational guidance is also available for special schools, special post-16 providers and alternative provision.

Schools and trusts should work closely with parents and carers (future references to parents should be read as including carers), staff and unions when agreeing the best approaches for their circumstances.

We use the terms 'must' and 'should' throughout the guidance. We use the term 'must' when the person in question is legally required to do something and 'should' when the advice set out should be followed unless there is a good reason not to.



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### **Overview**

- The government continues to manage the risk of serious illness from the spread of the virus. Step 4 marked a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for 2 doses by mid-September.
- Our priority is for you to deliver face-to-face, high-quality education to all students. 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 Public Health England (PHE) to revise this guidance. Changes to the guidance since its 2 July 2021 publication include:
  - update to make clear who is no longer required to isolate if identified as a close contact, including clarifying that this includes young people up to the age of 18 years and 6 months (it previously said 18 years and 4 months)
  - added additional detail on what close contacts should do whilst awaiting their PCR test results
  - updated information on contingency planning in schools, with link to update 'contingency framework'
  - updated information on boarding school students attending from abroad, as quarantine rules have changed

### **Risk assessment**

- You must comply with health and safety law and put in place proportionate control measures. You must regularly review and update your risk assessments - treating them as 'living documents', as the circumstances in your school and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned. For more information on what is required of school leaders in relation to health and safety risk assessments and managing risk, see the health and safety advice for schools.





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	<p>account of the detrimental impact they can have on the delivery of education.</p> <ul style="list-style-type: none"><li>• Year groups will not be in bubbles for social times and when arriving at school.</li><li>• We will endeavour to social distance where possible in staff meetings, with some continuing to be online meetings.</li></ul> <p>Tracing close contacts and isolation</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact.</li><li>• 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.</li><li>• You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.</li></ul>	Y Y Y Y Y Y		
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	<ul style="list-style-type: none"><li>• Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:<ul style="list-style-type: none"><li>o they are fully vaccinated</li><li>o they are below the age of 18 years and 6 months</li><li>o they have taken part in or are currently part of an approved COVID-19 vaccine trial</li><li>o they are not able to get vaccinated for medical reasons</li></ul></li><li>• Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.</li><li>• Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is</li></ul>	Y  Y  Y  Y  Y	Holyhead School has taken the decision to adopt the continual wearing of face masks for the foreseeable future and the local variant has been contained	
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	<p>protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <ul style="list-style-type: none"><li>• The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education and childcare settings.</li><li>• You have a duty to make reasonable adjustments for disabled students to support them to access education successfully. Where appropriate, you should discuss with students and parents the types of reasonable adjustments that are being considered to support an individual.</li><li>• No student should be denied education on the grounds of whether</li></ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>y</p>		
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**Holyhead**

Teach What Matters

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	they are, or are not, wearing a face covering.			
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	<ul style="list-style-type: none"><li>• The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene. Use of personal protective equipment (PPE)</li><li>• Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use of PPE in education, childcare and children's social care settings provides more information on the use of PPE for COVID-19.</li></ul> <p>2. Maintain appropriate cleaning regimes, using standard products such as detergents</p> <ul style="list-style-type: none"><li>• 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. All classrooms to have cleaning products in classroom to support this.</li><li>• PHE has published guidance on the cleaning of non-healthcare settings.</li></ul>	Y  Y  Y  Y	1 <sup>st</sup> aiders expected to wear PPE when dealing with sick students    Regular twice daily clean and disinfecting of touch points	
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	<p>3. Keep occupied spaces well ventilated</p> <ul style="list-style-type: none"><li>• When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Where mechanical ventilation systems exist, you should ensure that</li></ul>	Y  Y  Y  Y	<p>New window fittings to aid ventilation</p> <p>Rooms identified as needing ventilation have had CO2 monitors fitted.</p> <p>All aircon filters are cleaned and sanitised</p>	
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	<p>they are maintained in accordance with the manufacturers' recommendations.</p> <ul style="list-style-type: none"><li>• 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).</li><li>• You should balance the need for increased ventilation while maintaining a comfortable temperature.</li><li>• The Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and CIBSE COVID-19 advice provides more information.</li><li>• DfE is working with Public Health England, NHS Test and Trace, and the Scientific Advisory Group for Emergencies (SAGE) on a pilot project to measure CO2 levels in classrooms and exploring options to help improve ventilation in settings where needed.</li></ul> <p>4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19</p>	Y  Y  Y  Y	All windows and doors are kept open for fresh air to circulate	
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Attendance	<p><b>Admitting children into school</b></p> <ul style="list-style-type: none"><li>In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others.</li><li>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 students and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.</li></ul> <p>Attendance</p> <ul style="list-style-type: none"><li>School attendance is mandatory for all students of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school.</li></ul>	Y  Y  Y		







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	<p>COVID-19 travel restrictions, for the period they are abroad.</p> <ul style="list-style-type: none"><li>• Independent Schools (not including academies) are only covered by the remote education temporary continuity direction in relation to state-funded students in their schools. However, they are still expected to meet the Independent School Standards in full at all times.</li><li>• The remote education provided should be equivalent in length to the core teaching students would receive in school.</li><li>• You should work collaboratively with families and put in place reasonable adjustments so that students with special educational needs and disabilities (SEND) can successfully access remote education.</li><li>• Full expectations for remote education, support and resources can be found on the get help with remote education service.</li></ul>	y  y  y		
Educational Recovery	<p><b>Education recovery</b></p> <p>We have announced a number of programmes and activities to support</p>			





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	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.	y		
School workforce	<b>School workforce</b> <ul style="list-style-type: none"><li>• School leaders are best placed to determine the workforce required to meet the needs of their students.</li><li>• 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.</li><li>• 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</li></ul>	Y  Y  Y		



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	<p>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.</p> <ul style="list-style-type: none"><li>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</li></ul>	Y		
School Meals	<p><b>School meals</b></p> <ul style="list-style-type: none"><li>You should continue to provide free school meal support to any students who are eligible for benefits-related free school meals and who are learning at home during term time.</li><li>More information on providing school meals during the COVID-19 pandemic is available</li></ul>	Y y		
Educational Visits	<p><b>Educational visits</b></p> <ul style="list-style-type: none"><li>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</li></ul>	Y	No external visits will be taking place unless fully risk assessed and they will not be out of the country	



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	<p>bookings have adequate financial protection in place.</p> <ul style="list-style-type: none"><li>• We continue to recommend you do not go on any international visits before the start of the autumn term. From the start of the new school term, you can go on international visits that have previously been deferred or postponed and organise new international visits for the future.</li><li>• You 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 you must comply with international travel legislation and should have contingency plans in place to account for these changes.</li><li>• You should speak to 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</li></ul>	N/A  Y  Y		
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	<p>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> <ul style="list-style-type: none"><li>You 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).</li></ul>	y		
Wrap around provision and extra-curricular activities	<p>Wraparound provision and extra-curricular activity</p> <p>More information on planning extra-curricular provision can be found in the guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</p>	y	All clubs have been risk assessed	