

COVID19: Risk Assessment and Action Plan **March 2022**

SCHOOL NAME: St Stephen's C.E Primary

OWNER: All stakeholders

DATE: 23.3.22

Purpose of this document:

This Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to ensure that the school is following government guidance and continues to operate in a safe way and has outbreak contingency plans in place for infectious diseases including COVID-19.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

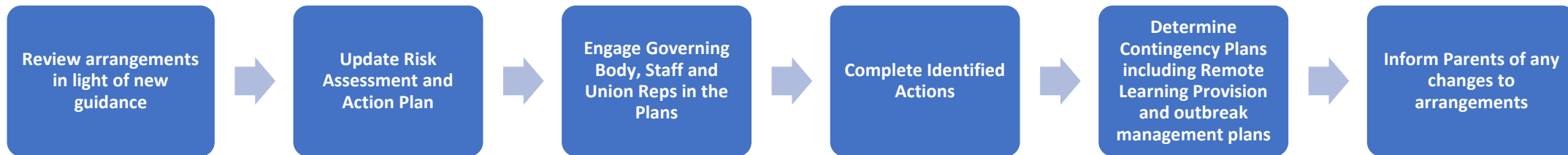
- Health and Safety Policy
- First Aid Policy
- Child Protection Policy
- CYP Response Plan
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

<p>Schools must keep up to date with DfE and other relevant guidance:</p> <ul style="list-style-type: none">• Actions for schools during the coronavirus outbreak• Guidance for special schools and other specialist settings• Actions for FE colleges and providers during the coronavirus outbreak• Actions for early years and childcare providers during the coronavirus outbreak• Use of PPE in education, childcare and children's social care• 	<p>Appendices to this document:</p> <ul style="list-style-type: none">• Appendix A- Outbreak Management Plan• Appendix B- Outbreak Management Plan template• Appendix C- Actions taken to contain an outbreak template• Appendix D- Use of Carbon Dioxide (CO2) Monitors
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The following principles underpin all planning and actions:

- Children’s needs are paramount.
- Staff physical and emotional well-being must be considered at all stages of planning and implementation.
- Risk assessment and planning should be undertaken in consultation with staff, Health and Safety/ Union representatives, governors and parents.

Risk Assessment for Full Re-opening:



The table has been updated to reflect updated DfE guidance. Examples have been amended to align to the latest practices. These examples should be considered within the individual school context and are not exhaustive

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Action Completed Date	Risk Level Post-Action
Engagement in Risk Assessment and Planning	Risk assessments and outbreak management planning process fully engages staff, governing body and union representatives. Prevention measures and outbreak management plan shared and communicated with stakeholders.		L		23.3.21	
Site Arrangements	Any COVID-19 specific measures included within general site risk assessments.		L	.	23.3.21	
Emergency Evacuations	Evacuation routes have been updated– this may be returned to pre COVID19 arrangements with some modifications.	<i>Not changed as operational</i>			23.3.21	

School-specific arrangements	<p>On 19 July 21, social distancing requirements were removed. Arrangements to reduce crowding at entrances, in communal areas and circulation spaces can still be considered. Schools may consider maintaining arrangements that have worked well and do not impact adversely on school day/ curriculum delivery</p> <ul style="list-style-type: none"> • 		L	<p>List any arrangements</p> <ul style="list-style-type: none"> • Queuing system at entrance for nursery & reception • Classes and groups to be kept as consistent as is possible <p>Mix of virtual and face to face meetings</p>		
Hand washing	<p>Clear hand washing procedures outlined for all groups and hot water and liquid soap readily available. Hand washing routine outlined for all groups to include:</p> <ul style="list-style-type: none"> • on arrival and leaving school. • before entering and leaving class during the day. • before and after eating. <p>Hand sanitiser available where necessary.</p>		L		23.3.21	
Respiratory hygiene	<p>-The 'catch it, bin it, kill it' approach continues to be very important and we continue to encourage our pupils and staff to follow this advice.</p> <p>e-Bug COVID-19 website</p>		L	<p>Tissues & hand sanitiser stations in all classrooms/shared spaces</p> <p>Lidded bins in all classrooms/ staff spaces/ hall</p>	23.3.21	
	<p>Maintain appropriate cleaning regimes, using standard products such as detergents</p>		L	<p>Cleaning schedule implemented throughout the site, ensuring that contact</p>	23.3.21	

Cleaning	Regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.			<i>points, work surfaces, door handles, taps etc. are cleaned regularly.</i>		
	Cleaning staff capacity is adequate to enable enhanced cleaning regime. Sufficient time and adequate supplies available for the enhanced cleaning regime to take place.		L		23.3.21	
Ventilation	Plan in place to ensure all areas of the school are well ventilated through use of CO2 monitors where available, whilst maintaining a comfortable teaching environment, this includes opening internal and external doors where appropriate. Poorly ventilated areas identified and steps in place to improve fresh air flow in these areas. HSE guidance on ventilation & air conditioning	<i>Poorly ventilated areas need to be identified by use of CO2 monitors where available. Windows open before and after lessons, and during lessons when temperatures allow.</i> <i>Mechanical ventilation system adjusted appropriately to 'full fresh air' or 'single room only'.</i>	±	<i>Training for key staff on use of CO2 monitors</i> <i>Schedule for CO2 monitoring in place</i>	23.3.21	
Staffing	Approach to staff absence reporting and recording in place. All staff aware.		L		23.3.21	

	Arrangements in place & communicated for confirmed cases returning to the setting on completion of self-isolation- how end of isolation date and evidence of relevant test results will be provided/recorded	<i>Consideration of whether roles/activity need to adjusted in cases of return to work based on test to release</i>				
	Staffing roles and responsibilities with regards to the contingency remote provision alongside in-school provision agreed and communicated.		L		23.3.21	
	Approach to support wellbeing, mental health and resilience in place, including bereavement support.		L		23.3.21	
	Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.		L		23.3.21	
	Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.		L		23.3.21	
Catering	Arrangements for the continued provision of FSMs for eligible children not attending school due to self-isolation are in place.		L		23.3.21	

PPE	<p>Most staff will not require PPE in response to COVID-19 beyond what they would normally need for their work. Risk assessments for pupils requiring intimate care should outline any necessary PPE.</p> <p>Additional PPE for COVID-19 is only required:</p> <ul style="list-style-type: none"> • if an individual child, young person or student becomes ill with COVID-19 symptoms and only then if close contact is necessary • when performing aerosol generating procedures (AGPs) 		L		23.3.21	
	<p>Face coverings are no longer advised for pupils, staff and visitors in classrooms or communal areas. A</p> <p>Staff and pupils should follow wider advice on face coverings outside of school, including on transport to and from school.</p>		L		23.3.21	
Response to suspected/ confirmed case	<p>Approach to suspected COVID19 cases in place: during school day</p> <ul style="list-style-type: none"> • Which staff member/s should be informed/ take action 	<i>If a pupil or student begins to display symptoms of COVID19 during the day, they are isolated and parent</i>	M		23.3.21	

of COVID19 in school	<ul style="list-style-type: none"> Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated Cleaning procedure in place Advice given to ensure those with Covid-19 symptoms remain at home in line with current NHS guidance 	<p><i>is called immediately. They wait to be collected in the medical room, overseen by X.</i></p> <p><i>Any staff member who begins to display symptoms of COVID19 during the day, immediately informs XX and leaves the site as soon as possible.</i></p>			
	<p>Approach to confirmed COVID19 cases</p> <ul style="list-style-type: none"> Cleaning procedure in place Arrangements for informing school/ parent community in place 	<p><i>Can contact Lewisham on call service/ PHL team for advice.</i></p>	L		23.3.21
	<p>Communication given to adults/children who test positive to stay at home and avoid contact with other people in line with NHS guidance</p> <p>Advice given on returning to the setting on completion of self-isolation- how end of isolation date and evidence of relevant test results will be provided/recorded</p>	<p><i>Letters to parents confirming arrangements</i></p>	L		23.3.21

Remote Education Plan	Contingency plan for remote learning developed for individuals should self-isolation or groups, should restricted attendance be required.				23.3.21	
	Technology support and device availability in place for contingency purposes.				23.3.21	
	Contingency plans ready to enable vulnerable children and children of critical workers to continue to attend where possible.				23.3.21	
Safeguarding	Updated Safeguarding/ Child Protection Policy in place.		L	<i>Adopted most recent Child Protection Policy</i>	23.3.21	
	For vulnerable pupils self-isolating arrangements in place to: <ul style="list-style-type: none"> notify social worker or Virtual School as appropriate. maintain contact, support and refer onto other services if needed regularly check access to remote education support 		L		23.3.21	
	Support for pupil wellbeing in response to the COVID-19 Promoting and supporting mental health and wellbeing in schools.		L		23.3.21	
	Arrangements for teaching pupils how to keep themselves safe online are in place and aligned to		L		23.3.21	

	the contingency remote learning plan.						
Attendance	Approach to promoting and supporting attendance for all-pupils determined, including those who may be anxious.		L		23.3.21		
	Approach to support for parents where rates of persistent absence were high before closure.		L		23.3.21		
Communication	Information shared with staff around the updated plan, including returning to some pre COVID arrangements and some new arrangements – as appropriate.		L		23.3.21		
	Union representatives informed of updated plans.				23.3.21		
	Updated Risk Assessment published on website.				23.3.21		
	Symptoms and self-isolation Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do . They should not come into school if they have symptoms, have had a positive test result	<i>Regular reminders to staff, parents & pupils about symptoms & self-isolation</i>				23.3.21	
	Communications with parents on the: <ul style="list-style-type: none"> Revised plans, any control measures that remain in place and any that have ceased 				<i>As needed in newsletters</i>		

	<ul style="list-style-type: none"> • Expectation around attendance and when to isolate. • Contingency plans • Outbreak management plans • Wellbeing/ pastoral support 					
	Pupil communications around: <ul style="list-style-type: none"> • Revised plans, any control measures that remain in place and any that have ceased • Contingency plans • Outbreak management plans 				23.3.21	
	On-going regular communication plans determined to ensure parents are kept well-informed			<i>Letters, website updates, social media</i>	23.3.21	
Governors/ Governance	Governors have oversight of plans and risk assessments. Approach to communication between Leaders and governors is clear and understood.				23.3.21	
	Governors have oversight of all staff wellbeing and appropriate arrangements in place to support Headteacher and SLT. <i>Refer to Headteacher wellbeing materials.</i>				23.3.21	
Educational visits	Educational visits subject to risk assessments as normal and reflect any publichealth advice or	<i>Advice sought to ensure adequate</i>	<i>L</i>		23.3.21	

	<p>in-country advice for an international destination. General guidance on educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP).</p>	<p><i>insurance cover (including cancellation).</i></p>				
<p>Outbreak Management Plan</p>	<p>Outbreak management plan developed to cover arrangements should children, pupils, students or staff test positive for COVID19, and how the school shall operate if advised to take extra measures to help break chains of transmission.</p> <p>Settings 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 (<u>Stepping measures up and down</u>) 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><i>Outbreak Management plan covering re-introduction of some measures including reduced mixing, face coverings, remote education is developed, and all staff are aware of their role. Communicated with parents and students regarding when this would come into place and how they would be informed if required.</i></p>			<p>23.3.21</p>	

Appendix A- Outbreak Management Plan

1. Outbreak Management

1.1. Any outbreak management measures in St Stephen's C.E school which will only be considered with advice from Public Health, kept to the minimum number of pupils/staff or groups possible, and for the shortest amount of time possible. The re-introduction of some additional protective measures may be a necessary response to a potential outbreak in school. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission.

1.2. The school, with advice from Public Health may consider taking extra actions if the number of positive cases substantially increases. The DFE guidance states:

Action may be required for most education and childcare settings, whichever of these thresholds is reached first:

- a higher than previously experienced and/or rapidly increasing number of staff or student absences due to COVID-19 infection
- evidence of severe disease due to COVID-19, for example if a pupil, student, child or staff member is admitted to hospital due to COVID-19
- a cluster of cases where there are concerns about the health needs of vulnerable staff or students within the affected group
- As a SEND school, 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period and/or there are concerns about the health needs of vulnerable individuals within the affected group

1.3. Identifying a group that is likely to have mixed closely together might be:

- A form / subject class
- A friendship group mixing at break times
- Staff / children taking part in the same activity session together
- Wrap around care
- Sports teams
- Tutor offering one-to-one support to a child or multiple children at the same time (music lessons etc)

1.4. This plan will focus on the following main themes in the school's response to a COVID outbreak

- a) Prevention: put in place control measures (further details in sections above)
- b) Identification and management: work with the London Borough of Lewisham, and the London Coronavirus Response Cell (LCRC) to support the identification of emerging outbreaks; control and risk mitigation to reduce spread of COVID-19.
- c) Isolation of cases at home, and virtual learning
- d) case finding by re-introducing testing may be recommended by public health
- e) Data collection: accurately record on the registers when students and staff are isolating
- f) Engagement and communication: keep staff, pupils and their families informed with current situations.

1.5. The following scenario sets out what measures may be taken during an outbreak.

2. Scenario- Multiple people within the school setting diagnosed with COVID-19: an outbreak

- 2.1. Prevention – control measures will be in place across the school (see section above) including consideration of exclusion of non-essential visitors to the site during the outbreak. **Face coverings may be worn in line with national guidance and any local guidance for outbreak management. Monitoring the use of face coverings may be introduced/increased.** Social distancing is no longer a requirement but may be reinstated in the event of an outbreak.
- 2.2. Identification and management - School will be notified of the cases/absence and will record the absence on the school register. Bubbles no longer exist. However, should an outbreak occur, bubbles may be reintroduced after consideration of its impact on the wider school community and taking account of the detrimental impact they can have on the delivery of education in our school. **Move activities outdoors where practically possible. Review indoor ventilation in your setting. Continue with enhanced cleaning, focussing on touch points, review and reinforce hygiene measures. Reduce the mixing of staff and pupils and risk assess all educational visits.**
- 2.3. Isolation of cases – cases will be requested to provide their end of isolation date **and evidence of relevant test-to-release results and** this will be recorded on the school system
- 2.4. Testing – Staff and secondary aged pupils may be encouraged to restart regular testing as part of outbreak management
- 2.5. Data collection – school will keep accurate records of absences and end of isolation dates. Schools will share seating plans with NHS test and trace if required to do so.
- 2.6. Engagement and communication – **keep the school community informed of the developing situation.** Instructions on virtual learning for those self-isolating will be clearly communicated with the school community. The school will liaise with the local authority to communicate the situation to the wider school community. DfE will be notified of any decisions that impact on the teaching within the school.
- 2.7. In some situations it may be necessary to set up an Incident Management Team (IMT) meeting to bring together all relevant partners. An IMT will usually, but not always, be called by Public Health England, or the local authority public health team. A draft agenda for the IMT is included at appendix A.
- 2.8. The purpose of the IMT is to agree and coordinate the activities of the key stakeholders involved to manage the investigation and control of an individual outbreak situation. This includes assessing the risk to the public's health and ensure control measures are implemented as soon as possible.
- 2.9. Notification of an incident or outbreak will come via various sources and this will trigger data flow. IMT meetings may be convened when there are:
 - Where there is concern/very high potential for ongoing transmission at the setting
 - Where there is high potential for additional interventions in relation to a large outbreak
 - Any COVID-19 related deaths associated with a complex setting
 - Concern about stakeholder communications for an outbreak in a complex setting

Appendix B Incident management team (IMT) template (to be used in the event that outbreak management action is to be taken)



Insert name of setting

Incident Management Team (IMT) Meeting

Insert date

Insert time

AGENDA

Venue Via teleconference

Attendees: By invitation

Proposed attendees = school, LA PH team, LA Education team?, LCRC, MTU rep, LA Communication team?

1 Welcome and Apologies

2 Purpose of meeting

To review and risk assess the current situation and to ensure all actions necessary are assigned and completed

3 Background

Background of setting – Headteacher/school (SEND component; medical vulnerabilities)

Background of borough – covid levels in other schools

Background of current outbreak – LA and/or LCRC

To cover

- Establish timeline of infection
- Confirmed / symptomatic cases in pupils (any hospitalised/deaths)
- Contacts identified and any steps taken as per initial and enhanced outbreak control measures
- Confirmed / symptomatic cases in staff
- Contacts identified
- Testing already undertaken – compliance with testing/monitoring
- Other measures in place-
- review of cleaning/supervision of cleaning

- review of ventilation – measures taken; CO2 monitoring; HEPA filter use
- review of efforts to reduce mixing; bubbles; any events taking place/sports; transport
- review of PPE use (if SEND setting)

4 Risk Assessment

Risk assessment based on information above – and where the focus of discussion is going to be i.e. same classes or new classes/year groups?

5 Proposed actions and control measures

- *Determine actions based on risk assessment and background information*

6 Proposed communications/notifications

- *Determine communications strategy – if required*
- *Do the school need any support with letter printing or translation into other languages? LA Communications*
- *Any other Comms?*

7 AOB

8 Summary of agreed actions

9. Date and time of next meeting

Appendix C

Actions taken to contain an outbreak

Impacted year group:		Impacted staff:		Date:	
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Guidance	Action taken	Date commenced	Date of Review	Review Outcome
Self-isolation of close contacts <i>In some cases, health protection teams may recommend that a number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</i>	<i>Advice sought from Public Health Lewisham. X students isolating from X to X.</i>			<i>Self-isolation period ended, X further cases within group tested positive and isolating with household.</i>
Supporting/monitoring use of Face Coverings <i>Monitoring use of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern.</i>	<i>Face coverings use for adults and students in corridors and crowded areas/ classrooms monitored</i>			<i>Compliance is high. Plan to continue arrangements for another week.</i>
Asymptomatic Testing <i>Additional testing may be recommended to pick up any asymptomatic testing in the school community.</i>	<i>Letter to parents re home testing.</i>			<i>Home testing uptake not increased. Onsite testing considered.</i>
Increased monitoring of ventilation <i>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE COVID-19 advice provides more information.</i>	<i>Increased monitoring of ventilation by use of CO2 monitors. Additional reminders to keep windows opened as much as possible. Investigating options for improving mechanical ventilation system.</i>			
Increased cleaning	<i>Reinforced importance of cleaning in between groups.</i>			

	<i>Enhanced cleaning schedules & recording sheets in (list places)</i>			
Reduce mixing of students	<i>Reviewed start and end times, lunch and break arrangements and re-instated small groups for PE etc.</i>			
Communications to staff	<i>All staff advised of potential outbreak and mitigating actions.</i>			
Communications to students	<i>All students advised of potential outbreak and mitigating actions.</i>			
Communications to parents/ carers	<i>Letter to parents/carers advised of potential outbreak and mitigating actions.</i>			
Remote Education	<i>Remote education provided to those pupils who need to self-isolate. Devices distributed to identified pupils</i>			
Free School Meals	<i>vouchers for FSM children who are at home</i>			

Appendix D- Use of Carbon Dioxide (CO2) Monitors

Use of Carbon Dioxide (CO2) Monitors

As part of COVID risk assessment, poorly ventilated areas need to be identified and CO2 monitors can help do this. CO2 monitors cannot measure levels of coronavirus but as people breathe out CO2, a build-up of CO2 in an area may indicate that ventilation needs improving.

The amount of CO2 in the air is measured in parts per million (ppm). A consistent CO2 value below 800ppm is likely to indicate that an indoor space is well ventilated.

CO2 levels consistently higher than 1500ppm in an occupied room indicate poor ventilation and action should be taken.

CO2 levels below 800ppm are recommended for areas with continuous talking, singing or high levels of physical activity such as sport or dancing so a CO2 level above 800ppm should be closely monitored as it may indicate that the area is not well ventilated. Subject to local risk assessment, additional control measures may be needed such as having smaller classes in more problematic rooms and vacating rooms with high CO2 levels as frequently as possible to allow for ventilation.

Action should be taken for CO2 levels consistently above 1500ppm. In the short term this could include consideration of the use of the area including regular breaks and purge ventilation by opening windows or adjusting the existing mechanical ventilation system. Subject to risk assessment, longer term air cleaning solutions may need to be considered.

CO2 measurements are only a broad guide to ventilation rather than demonstrating 'safe levels', but can help active management of existing ventilation arrangements. Ventilation is only one of several COVID risk controls including hygiene and distancing, that need to be in place at the same time to reduce the potential of transmission.

For queries about coronavirus (COVID-19) in schools, the DfE coronavirus helpline can be contacted on 0800 046 8687.

This advice MUST be read in conjunction with [HSE advice: coronavirus/equipment and machinery/air conditioning and ventilation](#)