



**St Jude's Church of England Primary School - Schools Protective Measures COVID-19 Risk Assessment
September 2021**

Site / school name:	St Jude's C of E Primary School		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> ▪ Students ▪ Staff ▪ Catering and cleaning staff ▪ Contractors ▪ Visitors 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> ▪ Return of children to primary schools – Early Years, Reception, Years 1 and 6 in Sept 2021 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> ▪ All school premises and grounds 		
Name of person completing this risk assessment:	Miss Claire Douch - Acting Headteacher	Date of completion:	1.9.21
Risk assessment approved by:	Chair of Governors and School Improvement Partner	Date of approval:	3.9.21
Date risk assessment to be reviewed by:	Within one month of completion	Risk assessment no:	FIRST DRAFT 1.9.21

This document will be reviewed and updated in line with the latest DfE, PHE and Local Authority advice.

Step 4 – Protective measures

The country's move to Step 4 of the roadmap 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. Many protective measures that have been in place in schools are now no longer required in normal circumstances. This risk assessment reflects these changes, setting out the protective measures which will remain in place.

Step 4 – Future outbreak planning

This Risk Assessment is to be read alongside the school's Outbreak Management Plan, which describes what the school would do if children, pupils, students or staff test positive for COVID-19, or how the school would operate if it was advised to reintroduce any measures described in this document to help break chains of transmission. It is essential for the Outbreak Management Plan to be kept up-to-date and relevant to the school's unique setting, referencing the government's [COVID-19 Contingency Framework](#).

This risk assessment sets out the additional protective measures which will be considered in the case of and for the duration of an outbreak i.e. if a specific threshold is met, as set out in the government's COVID-19 Contingency Framework and the school's Outbreak Management Plan. The additional measures are given in this risk assessment under separate headings "***Temporary additional measures in the event of an outbreak***" and are shown in *italic* text.

The template risk assessment should be used alongside the government guidance below:

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.gov.uk/guidance/national-lockdown-stay-at-home#going-to-work>

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

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

[Risk assessment - Working safely during the coronavirus \(COVID-19\) pandemic](#)

[Dedicated transport to schools and colleges COVID-19 operational guidance](#)

[Guidance on protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK \(www.gov.uk\)](#)

[Managing coronavirus \(COVID-19\) in education and childcare settings](#)

[Health and safety: responsibilities and duties for schools](#)

Potential Risk	Potential for spread of COVID-19 between children/adults at school.
Theme	Protective measures to prevent risk
Prevention 1.1 Awareness of and adherence to policies, guidance and procedures	<p>The school keeps up-to-date with advice issued by, but not limited to, the following:</p> <ul style="list-style-type: none"> • DfE; NHS; Department of Health and Social Care; PHE <p>Staff are made aware of the school’s infection control procedures in relation to coronavirus – Risk Assessment</p> <p>Parents are made aware of the school’s infection control procedures in relation to coronavirus via the school website – Risk Assessment</p> <p>Pupils are made aware of the school’s infection control procedures in relation to coronavirus and are informed that they must tell a member of staff if they begin to feel unwell.</p> <p>Staff and pupils are made aware of the process for removing face coverings when pupils and staff who use them arrive at school, and this is communicated clearly to parents and staff.</p>
Prevention 1.2 Minimise contact with individuals who are unwell with COVID-19 symptoms	<p>When an individual develops COVID-19 symptoms or has a positive test</p> <ul style="list-style-type: none"> • If a pupil or staff member develops COVID-19 symptoms or has a positive test they will follow public health advice on <u>when to self-isolate and what to do</u>. 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 the school develops <u>COVID-19 symptoms</u>, however mild, they will be sent home and they should follow public health advice. • 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 (such as for a very young child or a child with complex needs). Further information on this can be found in the <u>use of PPE in education, childcare and children’s social care settings</u> guidance. Any rooms they use should be cleaned after they have left. • The household (including any siblings) should follow the PHE <u>stay at home guidance for households with possible or</u>

	<p><u>confirmed coronavirus (COVID-19) infection.</u></p> <ul style="list-style-type: none"> • The 'Flowchart school response to suspected or confirmed COVID-19 cases' will be followed for suspected or confirmed cases. • In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice. • 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. • Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or they have been requested to do so by NHS Test & Trace. • Everyone will 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 disinfectant after they have left to reduce the risk of passing the infection on to other people. See the <u>COVID-19: cleaning of non-healthcare settings guidance.</u> • Any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the Administering Medications Policy. • Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and <u>Cleaning in non-healthcare settings guidance.</u>
<p>Prevention</p> <p>1.3 When recommended, use of face covering</p>	<ul style="list-style-type: none"> • From Step 4, face coverings are no longer recommended for pupils, staff and visitors either in classrooms or in communal areas. <p><i>Temporary additional measures in the event of an outbreak</i></p> <ul style="list-style-type: none"> • <i>If a specific threshold in the school's Outbreak Management Plan is met the following additional measures will be considered.</i> • <i>Face coverings will temporarily be re-introduced in communal areas and classrooms for pupils (aged 11 and over), staff and visitors, unless exempt.</i> • <i>Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn.</i> • <i>Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They should only be used after carrying out a risk</i>

	<p><i>assessment for the specific situation and should always be cleaned appropriately.</i></p> <ul style="list-style-type: none"> • <i>In the event of an outbreak, <u>Contingency framework: education and childcare settings</u> will be referred to in reimplementing the use of face coverings.</i>
<p>Prevention</p> <p>1.4 Clean hands thoroughly more often than usual</p>	<ul style="list-style-type: none"> • Pupils clean their hands regularly, including: <ul style="list-style-type: none"> ○ when they arrive at the school ○ when they return from breaks ○ when they change rooms ○ before and after eating • Pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. • Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff. • Pupils who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ may also need more opportunities to wash their hands. • Continue to help pupils with complex needs to clean their hands properly. • Frequent and thorough hand cleaning should now be regular practice. • Ensure there is enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly • Supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative • Building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them
<p>Prevention</p> <p>1.5 Good respiratory hygiene</p>	<ul style="list-style-type: none"> • ‘Catch it, bin it, kill it’ approach continues to be very important, suitable number of tissues and bins available in the school to support pupils and staff to follow this routine. • Younger pupils and those with complex needs are helped to follow this. • Risk assessments to identify pupils with complex needs who struggle to maintain good respiratory hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant.
<p>Prevention</p> <p>1.6 Cleaning and disinfection</p>	<ul style="list-style-type: none"> • Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters are cleaned more regularly than normal. • More frequent cleaning of rooms and shared areas that are used by different groups

	<ul style="list-style-type: none"> • Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it • The COVID-19: cleaning of non-healthcare settings guidance is followed. • Outdoor playground equipment should be cleaned more frequently. This includes resources used inside and outside by wrap around care providers as set out in the School Lettings Policy/Contract. • Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and Cleaning in non-healthcare settings guidance • Cleaners are employed by the school to carry out daily, thorough cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy. • The SBM arranges enhanced cleaning to be undertaken where required – advice about enhanced cleaning protocols is sought from the local health team. Schools short of cleaning product supplies, should email DfE-CovidEnquiries.COMMERCIAL@education.gov.uk • The SBM monitors the cleaning standards of school cleaning contractors and discusses any additional measures required with regards to managing the spread of coronavirus.
<p>Prevention</p> <p>1.7 Minimise contact</p>	<ul style="list-style-type: none"> • From Step 4, it is no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). Bubbles will not need to be used in schools from the autumn term. <p>Educational visits</p> <ul style="list-style-type: none"> • The school will liaise with either its 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. • The school will 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). <p>Wraparound activities</p> <ul style="list-style-type: none"> • From Step 4, it is no longer recommended necessary to keep children in consistent groups ('bubbles'). This means that

bubbles will not need to be used from the autumn term.

- From Step 4, it is no longer advised that providers limit the attendance of parents and carers at sessions. The school will continue to ensure that parents' and carers' most up-to-date contact details are held in case of an emergency.
- Wraparound childcare and other organised activities for children may take place in groups of any number.
- Providers caring for children:
 - under 5 years only should refer to the [guidance for early years and childcare providers during the COVID-19 pandemic](#)
 - both under 5 years and aged 5 years and over, in mixed groups together, should follow the [guidance on actions for out-of-school settings](#).

Sports provision

- All sports provision, including competition between settings, should be planned and delivered in line with government guidance.
- Providers of sports activities will also refer to:
 - [guidance on grassroots sports for public and sport providers, safe provision and facilities](#), and [guidance from Sport England](#)
 - advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)
 - guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance documents and using changing rooms safely](#)

Performances, Events and Music

- Singing, wind and brass instrument lessons can be undertaken, following guidance provided by the DCMS [working safely during coronavirus \(COVID-19\): performing arts](#).
- If planning an indoor or outdoor face-to-face performance in front of a live audience, the school will also follow the latest advice in the DCMS [working safely during coronavirus \(COVID-19\): performing arts](#).
- If delivering sporting or other organised events, more information can be found in the COVID-19: [Organised events guidance for local authorities](#).
- Where the school premises are hired for use by external wraparound childcare providers, such as after-school or

holiday clubs, these organisations will:

- consider the relevant government guidance for their sector
- put in place protective measures.

Temporary additional measures in the event of an outbreak

- *If a specific threshold in the school's Outbreak Management Plan is met the following additional measures will be considered.*
 - *It may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups, as follows.*
 - *The number of contacts between pupils and staff is reduced. This is achieved through keeping groups separate (in 'Bubbles'). The school will consider:*
 - *The layout of the school site;*
 - *The feasibility of keeping distinct groups separate while offering a broad curriculum*
- More information on groups can be found in COVID-19: [Guidance for full opening](#)*
- *All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools.*
 - *Supply teachers, peripatetic teachers and/or other temporary staff can move between schools.*
 - *Large gatherings such as assemblies are avoided, and groups kept apart.*
 - *The timetable is revised to implement where possible:*
 - *Plan for lessons or activities which keep groups apart and movement around the school site to a minimum;*
 - *Maximise the number of lessons or classroom activities which could take place outdoors;*
 - *Staggered assembly groups;*
 - *Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time.*
 - *Pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day, and are seated at the same desk.*
 - *Mixing within education or childcare setting is minimised by:*
 - *accessing rooms directly from outside where possible;*
 - *considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they*

	<p><i>move through the setting where spaces are accessed by corridors;</i></p> <ul style="list-style-type: none"> ○ <i>staggering lunch breaks and pupils clean their hands beforehand and enter in the groups they are already in or pupils are brought their lunch in their classrooms;</i> ○ <i>The number of pupils using the toilet at any one time is limited.</i> <ul style="list-style-type: none"> ● <i>The use of shared space such as halls is limited and there is cleaning between use by different groups.</i>
<p>Prevention</p> <p>1.8 Keep occupied spaces well ventilated</p>	<ul style="list-style-type: none"> ● Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. When the 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 a variety of measures including: <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) The <u>Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak</u> and <u>CIBSE coronavirus (COVID-19) advice</u> provides more information. ● To balance the need for increased ventilation while maintaining a comfortable temperature, consider: <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 ● Heating to be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. ● CO2 monitors and guidance for their use will be provided to the school during the Autumn term.
<p>In specific circumstances</p>	<ul style="list-style-type: none"> ● The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> ○ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at

<p>2.1 Where necessary, wear PPE</p>	<p>schools</p> <ul style="list-style-type: none"> ○ Performing <u>aerosol generating procedures (AGPs)</u> <ul style="list-style-type: none"> ● When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only wear PPE that would be routinely worn, should be worn. ● Read the guidance on <u>safe working in education, childcare and children’s social care</u> for more information about preventing and controlling infection and follow SCC’s PPE guidance.
<p>In specific circumstances</p> <p>2.2 Promote and engage in asymptomatic testing, where available</p>	<p>Asymptomatic testing</p> <ul style="list-style-type: none"> ● Testing remains important in reducing the risk of transmission of infection within schools. ● Staff undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed. <p>Confirmatory PCR tests</p> <ul style="list-style-type: none"> ● Staff and pupils with a positive LFD test result should self-isolate in line with the <u>stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>. They will also need to <u>get a free PCR test to check if they have COVID-19</u>. ● Whilst awaiting the PCR result, the individual should continue to self-isolate. ● If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn’t have COVID-19 symptoms. ● Additional information on <u>PCR test kits for schools and further education providers</u> is available.
<p>Response to infection</p> <p>3.1 Test and trace</p>	<ul style="list-style-type: none"> ● From Step 4, close contacts will be identified via NHS Test and Trace and the school is no longer 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 and/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. ● The school is aware it may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases. ● 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"> ○ they are fully vaccinated ○ they are below the age of 18 years and 6 months ○ they have taken part in or are currently part of an approved COVID-19 vaccine trial ○ they are not able to get vaccinated for medical reasons

	<ul style="list-style-type: none"> • Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to <u>take a PCR test</u>. • The school will encourage all individuals to take a PCR test if advised to do so. • 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 expected and recommended that these are worn when travelling on public or dedicated transport.
<p>Response to infection</p> <p>3.2 Managing confirmed COVID-19 cases</p>	<ul style="list-style-type: none"> • Confirmed cases of COVID-19 will be managed by the school should they arise in any of the following cases: <ul style="list-style-type: none"> ○ if a pupil or staff member develops COVID-19 symptoms or has a positive test; ○ if anyone in the school develops COVID-19 symptoms, however mild; • In any of these cases, the school will refer to <u>section 1 of this risk assessment</u>, specifically under the heading “When an individual develops COVID-19 symptoms or has a positive test”.
<p>Response to infection</p> <p>3.3 Contain any outbreaks</p>	<ul style="list-style-type: none"> • The <u>contingency framework</u> 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. • The school’s Outbreak Management Plan describes what it would do if children, pupils, students or staff test positive for COVID-19, or how the school would operate if it was advised to reintroduce any measures described in this document to help break chains of transmission. • The Outbreak Management Plan will be kept up-to-date and relevant to the school’s unique setting, referencing the government’s <u>COVID-19 Contingency Framework</u>. • This risk assessment sets out the additional protective measures which will be considered in the case of and for the duration of an outbreak i.e. if a specific threshold is met, as set out in the government’s <u>COVID-19 Contingency Framework</u> and the school’s Outbreak Management Plan. • The additional measures are given elsewhere in this risk assessment under separate headings “Temporary additional measures in the event of an outbreak” and are shown in <i>italic</i> text. • Covid Clinics – consultation offer provides additional support to assist school leaders in their decision making in response to an outbreak. The consultation service is delivered by Council Public Health and School Relationships & Support Service.

Attendance	<p>Clinically extremely vulnerable (CEV)</p> <ul style="list-style-type: none"> • All clinically extremely vulnerable pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. • Pupils who live with someone who is clinically extremely vulnerable should continue to attend school as normal. • Further information is available in the guidance on <u>supporting pupils at school with medical conditions</u> and guidance on <u>protecting people who are clinically extremely vulnerable</u>. <p>Travel and quarantine</p> <ul style="list-style-type: none"> • All pupils travelling to England must adhere to current legislation, details of which are set out in <u>government travel advice</u>. • The school will check the current ‘red list’ and liaise with parents to ensure any pupils arriving from or through an affected country will follow this advice.
Workforce	<p>Clinically extremely vulnerable (CEV)</p> <ul style="list-style-type: none"> • 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 <u>19 July guidance on protecting people who are CEV from COVID-19</u>. • The school is able to explain the measures it has in place to keep CEV staff safe at work, noting the Health and Safety Executive’s (HSE) <u>guidance on protecting vulnerable workers</u>, including <u>advice for employers and employees on how to talk about reducing risks in the workplace</u>. <p>Pregnant women</p> <ul style="list-style-type: none"> • Pregnant women are considered ‘clinically vulnerable’ or in some cases ‘clinically extremely vulnerable’ to coronavirus (COVID-19) and therefore require special consideration as set out in the <u>guidance for pregnant employees</u>. Employers should carry out a risk assessment to follow the Management of Health and Safety at Work Regulations 1999 (MHSW). Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment. • 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.

	<p>Employers should ensure pregnant women are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield).</p>
<p>Emergencies</p>	<p>All pupil emergency contact details are up-to-date, including alternative emergency contact details, where required. Parents are contacted as soon as practicable in the event of an emergency. Pupil alternative contacts are called where their primary emergency contact cannot be contacted. The school has an up-to-date First Aid Policy in place which outlines the management of medical emergencies – medical emergencies are managed in line with this policy.</p>
<p>Managing School Transport</p>	<p>Parents and pupils are encouraged to walk or cycle to their education setting where possible. Parents and pupils are discouraged from using public transport, where possible particularly during peak times. Maximising distancing and minimising mixing is no longer recommended, but unnecessary risks such as overcrowding should be minimised.</p> <p>Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus, and should follow the PHE <u>stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</u></p> <p>Transport providers, as far as possible, are advised of the need to follow hygiene rules and to ensure vehicles are well ventilated when occupied, particularly by opening windows and ceiling vents.</p> <ul style="list-style-type: none"> • Where possible, transport arrangements are organised to cater for any changes to start and finish times. • Revised travel plans are communicated clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times). • For more information on home to school transport – <u>Dedicated transport to schools and colleges COVID-19 operational guidance</u> <p><i>Temporary additional measures in the event of an outbreak</i></p> <ul style="list-style-type: none"> • <i>If a specific threshold in the school's Outbreak Management Plan is met or if the school is advised to consider reintroducing bubbles to reduce mixing for a temporary period, the school will consider whether it is possible to temporarily reinstate any measures it previously had in place to reduce mixing on transport.</i>

Residential/ Boarding	<ul style="list-style-type: none">• All care staff continue to undertake individual risk assessments, activity risk assessments, placement plans and Covid specific individual Risk assessments.• For information on how to care for a symptomatic child while protecting the welfare of other pupils and staff, read the <u>guidance on isolation for residential educational settings</u>.

Created 1.09.2021 by Claire Douch, Acting Headteacher