



## Preventing and Managing Sickness including outbreaks

### Risk Procedures and Risk Assessment

Update January 2021

Progression of restrictions / Staged Response At Oak Lodge School we have 4 stages for when dealing with medical incidents / outbreaks. Depending on the nature of the situation action can commence from any point

Ref No:	Risk Assessment Title	Assessor name	Assessment date	Review date
	Preventing and Managing Sickness including outbreaks Covid – 19 - Risk Assessment – Version 4 January 2021	Caroline Rowlandson	January 03: 2021	Monthly
How communicated to staff	Emailed / Website / Staff briefing		Date communicated	4 <sup>th</sup> December 2021

Risk assessment is about identifying reasonably practicable measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.

**Likelihood** - For each issue/situation, determine the likelihood it will occur.

**Severity (outcome)** - determine the potential injury/health.

Likelihood	Severity
4 = Certain = common or frequent occurrence	4 = Major risk - death, loss of limbs, etc
3 = Probable = likely to occur sometime	3 = High risk - broken bones, burns, etc
2 = Possible = may occur sometime	2 = Moderate risk - cuts, bruises, sickness, etc.
1 = Improbable = unlikely to occur	1 = Minimal risk - strain, shaken, no injury, etc

RISK LEVEL MATRIX					
PROBABILITY (LIKELIHOOD)	4	Low	High	Very High	Very High
	3	Low	Med	High	Very High
	2	Low	Low	Med	High
	1	Low	Low	Low	Low
		1	2	3	4
		SEVERITY (OUTCOME)			

Response Stage	Trigger	Key Actions	Who	Likelihood	Risk Severity	Final Risk Rating
STAGE 1 – General (everyday hygiene and procedures)	None	General reminders for hygiene - Effective handwashing facilities and soap available See enhanced cleaning measures below - Follow usual absence periods for sickness	All	2	1	3
STAGE 2 – Prevention	Where an increased risk is present -Increased absence rates of pupils or staff -Local increases in sickness e.g. flu, gastric, coronavirus -Public health alerts -Suspected cases of specific illness in school or within the community (eg. <b>coronavirus</b> / gastric)	<b>Increase hygiene procedure</b> - Communication with key people including key information (staff, pupils and families, users of the site) - Specific hygiene lessons in class - Increased enforced use of handwashing before eating of food & hand sanitiser - Enforce 48hr (7 / 14 days) after symptoms have stopped for all fever, sickness, diarrhoea etc. - Consider the types of trips and events and make changes as necessary (e.g. those where lots of close contact / touch points) - Review Core Control Measures and make changes as necessary - Daily review of the situation	SLT Admin Staff	2	2	4
STAGE 3 – Mitigate/ Delay	<b>Where a significant risk is present</b> - direct case or increased likelihood of cases - Public health advice for restrictions	Consider reducing contact situations: - Assemblies – these will be via zoom - School events – will be cancelled until future date - Trips Consider – all cancelled in Tier 4 : - Any screening measures e.g. use of a thermometer in school daily. - Increase time of exclusion from school for those with symptoms (beyond 48hrs – following HNS guidance for Covid cases) – 10 days / 14 days - Sending home any children with any symptoms with tests kits as per guidance - Additional Cleaning daily including deeper cleans half termly	SLT Admin Staff	3	1	3

STAGE 4 – Containment	<b>Where specific and/or significant changes or restrictions need to be in place.</b> <ul style="list-style-type: none"> <li>- High levels of sickness</li> <li>- High rates of absence</li> <li>- Significance of danger of disease or illness</li> </ul>	Part / full closures of site / classes <ul style="list-style-type: none"> <li>- Deep cleans</li> <li>- Closure of lettings and building use</li> <li>- Reduction or exclusion of visitors</li> </ul>	HT / Chair of Governors	<b>3</b>	<b>2</b>	<b>5</b>
<b>Coronavirus Key Actions January 2021 (as situation escalates)</b> <b>Opening January 2021 during Covid-19 Pandemic</b>						
Specific Issue	Key Actions including messages		Who	Notes		
Personal health/hygiene measures	Clear communication of all necessary measures – may include emails, notices/posters, verbal briefings – visual posters for younger pupils years years Staff, pupils and visitors to wash hands and have temperature taken upon entering school grounds & use hand sanitiser on entry. To upload track and trace app / QR code. Visitors on site to complete questionnaire available at reception. Regular hand washing to be imposed and staff to monitor and enforce pupil regular hand washing School to ensure good supply of hand soap and roller / paper towels at all times Hand sanitiser to be made available at entry points and all classrooms, students to advised to use. Schools to promote the ‘catch it, bin it, kill it’ approach with staff and pupils and follow guidance on respiratory hygiene. Parents to provide personal tissue boxes. Use <a href="#">e-Bug</a> and <a href="#">PHE schools resources</a> to teach pupils and support parents about Covid-19(Covid-19:guidance for education settings) all resources to be supported through BSL resources. Cleaning materials and protective equipment (sanitise spray, cloths, gloves) to be made available for all rooms in use		Staff Pupils Contractors Visitors	Poor hygiene Increased risk of Covid-19 spread Direct transmission Indirect transmission  <b>3</b>	<b>1</b>	<b>3</b>

	Surfaces that children and young people are touching, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters, to be cleaned more regularly than normal (2 times per day – cleaning team & site staff) Limit the amount of shared resources (e.g. stationary) and equipment taken home Pupils to provide own equipment in plastic / wipe able cases. To have own water bottle (named) staff to ensure that all used utensils / mugs are washed in the dishwasher.				
Test, Track & Trace	We have clear procedures for reporting symptoms and positive tests and a clear plan for the action we will take in such circumstances. These are published on our web-site. The school created a letter to accompany pupils sent home with COVID-19 symptoms with a clear statement for further actions required regarding a positive test result. Our nearest test sites are Wandsworth Town Hall. Tests should be booked on line via the NHS. <a href="https://www.gov.uk/get-coronavirus-test">https://www.gov.uk/get-coronavirus-test</a> Home tests can only be used until Day 8 of the symptoms. In the event of a positive test we have taken advice from PHE with reference to the 'COVID-19 Resource Pack for Educational Settings' – September 2020 and understand the current expectations regarding self-isolation	<b>All Staff</b>	<b>3</b>	<b>1</b>	<b>3</b>
Suspected case in school (staff or pupil)	Isolate individual and send home with self-test kit for parents to administer. Deep clean core areas Inform staff Core reminders of hygiene Contact parents – general information about sickness etc.	<b>SLT</b>	<b>3</b>	<b>2</b>	<b>5</b>
Confirmed case in school	Contact relevant agencies e.g. LA / Public Health England Inform parents and staff and “bubble” to be isolated in school whilst waiting for parents to collect. Deep clean core areas inform staff Core reminders of hygiene Contact parents via letter and reminders of isolation periods. – general information about sickness etc. and the key next steps e.g. closure of a class / school/ or carry on etc.	SLT; Site , Cleaning team	<b>3</b>	<b>2</b>	<b>5</b>
Suspected case in a family	Child to remain at home for isolation period / test result arrives. Parent to contact 111 and follow guidance Parent to inform school.	Families; Staff; Admin	<b>2</b>	<b>1</b>	<b>3</b>
Confirmed case in a family	Children in the family to remain at home for a fixed period of time Deep clean of the classroom and school. Follow guidance provided	SLT Site /Cleaning	<b>3</b>	<b>1</b>	<b>3</b>

Teacher shortage	<p>- Supply / Splitting classes / SLT Cover</p> <p>Where too many – partial closure for certain classes or part time / AM / PM classes</p> <p>Ensure minimum staff to pupil ratio is maintained</p> <p>Settings should prioritise groups of children as per available guidance <a href="#">supporting guidance on protective measures which should be implemented in education settings</a></p> <p>Teaching assistants to provide temporary cover for admin staff shortages under teacher supervision</p> <p>Parents to be notified of any exceptional closures due to insufficient staff cover</p> <p>Partial closure for certain classes or part time classes</p>	SLT	3	2	5
Support staff shortage Admin staff and cleaning staff sickness and shortages	<p>Supply / Prioritise most needy children / classes with remaining staff</p> <p>As Above</p> <p>Teaching assistants to provide temporary cover for admin staff shortages</p> <p>Encourage parents to only contact school in the event of an emergency</p> <p>SMT to assume health and safety core function</p>	SLT	2	2	4
Protection for most vulnerable children Managing the needs of pupils with EHCP Complex needs Disabilities Vulnerable	<p>Identify who these children are vulnerable e.g. underlying health conditions that may be affected by the current threat</p> <p>Discuss with parents the initial steps and agree key actions re. isolation/seclusion</p> <p>Staff and pupil parents/carers to follow medical advice</p> <p>Constant health monitoring and support on hygiene measures</p> <p>Individual care plans and 1:2:1 TA care in place where necessary</p> <p>Schools to follow <a href="#">guidance for special schools, specialist colleges, local authorities and any other settings</a></p>	Wellbeing Team DSL Staff Pupils	3	1	3
Staff with health issues (e.g. Heart)	<p>- Ask them to contact their consultants to seek advice on their condition</p> <p>Consider working from home</p>	SLT & HR Staff	2	1	3
Staff with symptoms	<p>Publish symptoms to staff</p> <p><b>All staff to take responsibility</b> to manage symptoms &amp; seek advice</p> <p>Stay at home; follow NHS 111 advice; discuss with HT</p>	HT & SLT	3	2	5
Pregnant staff	<p>School to carry out LA risk assessment for pregnant staff.</p> <p>Ask them to contact their midwife to seek advice;</p>	SLT	3	1	3

	Consider working from home following discussions with Head Teacher				
Stress and anxiety Mental health deterioration	<p>Monitor signs of stress and anxiety for both staff and pupils Wellbeing Team &amp; line managers</p> <p>Consider pupils and staff mental health and wellbeing and identify additional need for support</p> <p>Regular contact and support by line manager for staff</p> <p>Use of LA support (Employee Assistance Programme) and outside agencies</p> <p>Obtain support for children with NHS mental health hub/ The Mix and ChildLine</p> <p>Regular contact of staff at home/under quarantine</p>	Staff Pupils	<b>3</b>	<b>1</b>	<b>3</b>
Kitchen shut down	<p>Parents to provide packed lunches</p> <p>Agency staff recruited as soon as possible.</p>	SLT & Families	<b>2</b>	<b>1</b>	<b>3</b>
Site/cleaning team shortage	Discuss with cleaning contractor/CFLP team cover arrangements in good time	Site & SBM	<b>2</b>	<b>1</b>	<b>3</b>
Leadership shortage	<p>Access via phone /skype/ Zoom/ WhatsApp</p> <p>Ensure DSL cover at all times.</p>	SLT	<b>2</b>	<b>1</b>	<b>3</b>
Continued period shut down	<p>Continue online learning activities – Staff follow CFLP School Closure Guidance•</p> <p>Preparation for learning continuity in the event of local or bubble lockdown (added in v4)</p> <p>Blended learning offer to support continued delivery including support for pupils isolating or required to remain at home due to being diagnosed clinically extremely vulnerable.</p> <p>Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. Consideration of remote learning for young pupils or those with SEND.</p> <p><a href="https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</a></p> <p>Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020)</p> <p><a href="https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</a></p> <p>Information and guidance have been shared to support parents and carers of children who are learning at home</p> <p><a href="https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a></p> <p>Resumption of original Risk Assessment to consider phased opening as appropriate</p>	SLT & Staff	<b>3</b>	<b>1</b>	<b>3</b>

	<p>Parents have been informed of the school's procedures for local/bubble lockdown. Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak 2020</p> <p>In local lockdown/ Tier 4 areas children in Y7 and above should wear face coverings when moving around communal areas where social distancing is difficult to maintain, such as corridors. Consider use of face coverings for pupils outside of local lockdown areas if appropriate.</p> <p>Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return and whether an individual risk assessment would be beneficial. Well being team to make regular contact as per Safeguarding RA</p>				
Remote Working and Use of Technology	<p><b>Please see additional online safeguarding policy on Website</b></p> <p><b>IMPORTANT NOTE:</b> Whilst many staff will be working remotely during the coronavirus outbreak, it is important to note that personal data must at all times continue to be processed and stored in accordance with Data Protection principles. You should not use personal devices to communicate with service-users, store personal data on personal devices or download and use apps onto work or personal devices (phones/laptops/tablet computers) without express authorisation from your manager. For more information, refer to acceptable use and code of conduct policy and Safeguarding Staff and Storage of Data on Mobile Devices.</p>	All	<b>3</b>	<b>1</b>	<b>3</b>
Transport arrangements Pupils & Staff	<p>Staff/ Parents and pupils to be encouraged to walk or cycle to school where possible</p> <p>Schools, and staff to follow the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a> when planning travel to and from school</p> <p>Where the setting and specific transport arrangements ensure these cater for any changes to start and finish times</p> <p>Transport vehicles must be cleaned adequately after each use</p> <p>Making sure drivers do not work if they or a member of their household are displaying any symptoms of coronavirus</p> <p>Making sure drivers, as far as possible, follow hygiene rules and try to keep distance from their passengers</p> <p>Substitute smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers</p>	Staff Pupils Transport PT department Escorts	<b>3</b>	<b>1</b>	<b>3</b>

	<p>Cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out</p> <p>Staff to follow TFL guidance <a href="https://tfl.gov.uk/campaign/safer-travel-guidance?intcmp=63123">https://tfl.gov.uk/campaign/safer-travel-guidance?intcmp=63123</a></p> <p><b>By arrangement with the HT – staff can discuss travel times to avoid peak travel.</b></p>				
Education of Looked After Children ‘	<p>‘Vulnerable’ children remain eligible to attend educational establishments.</p> <p>‘Vulnerable’ children include:</p> <ul style="list-style-type: none"> <li>• those who have a social worker (including children who have a child protection plan and those who are looked after by the local authority)</li> <li>• those children and young people up to the age of 25 with education, health and care (EHC) plans</li> <li>• those who have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989 Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability, although schools and other education providers may also want to support other children who are vulnerable where they are able to do so.</li> </ul> <p><b>Do all children and young people with an EHC plan need to continue at school?</b></p> <p>Those with an EHC plan should be risk-assessed in consultation with the local authority, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at the home. Many children and young people with EHC plans can safely remain at home.</p> <p>The assessment will need to consider a number of different risks to each child or young person, including:</p> <ul style="list-style-type: none"> <li>• the potential health risks to the child or young person from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required</li> <li>• the risk to the child or young person if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting</li> </ul>	SLT / HT DSL	<b>2</b>	<b>1</b>	<b>3</b>



	<ul style="list-style-type: none"> <li>• the ability of the child or young person’s carers/home to ensure their health and care needs can be met safely</li> <li>• the potential impact on the child or young person’s wellbeing of changes to routine or the way in which provision is delivered</li> </ul> <p>The Government expect most children will fall into the following categories:</p> <ul style="list-style-type: none"> <li>• children and young people who would be at significant risk if their education, health and care provision and placement did not continue, namely those who could not safely be supported at home. This may include those with profound and multiple learning difficulties, and those receiving significant levels of personal care support.</li> </ul> <p>Local authorities will work with the child or young person’s educational setting – especially residential special schools and colleges – as well as local health partners, to ensure they are able to remain open wherever possible.</p> <p>As part of the government’s emergency powers under the Coronavirus Act 2020, the statutory duties on local authorities to maintain the precise provision in EHC plans have been modified, and the Government expects educational settings and local authorities to use their reasonable endeavours to support these children and their families.</p> <p>Where a local authority is unable to put in place stated provision, they will need to use their reasonable endeavors to do this, but won’t be penalised for failing to meet the existing duty in the Care Act 2014. <b>Coronavirus (COVID-19): Guidance on Vulnerable Children and Young People</b> <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-childrenand-young-people">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-childrenand-young-people</a></p> <p><b>Closure of Educational Settings: Information for Parents and Carers</b>  <a href="https://www.gov.uk/government/publications/closure-of-educational-settings-information-forparents-and-carers">https://www.gov.uk/government/publications/closure-of-educational-settings-information-forparents-and-carers</a></p> <p><b>Coronavirus (COVID-19): Guidance for Schools and Other Educational Settings</b>  <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-othereducational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-othereducational-settings</a></p> <p><b>Coronavirus (COVID-19): Guidance on Isolation for Residential Educational Settings</b>  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-forresidential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residentialeducational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-forresidential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residentialeducational-settings</a> applies to: • children’s homes</p>				
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	<ul style="list-style-type: none"> <li>• residential special schools and colleges</li> <li>• other further education (FE) providers with residential accommodation</li> <li>• Main stream boarding schools.</li> </ul> <p>The guidance provides advice on managing isolation for individuals or groups, in the event that a child, young person or staff member either shows symptoms of coronavirus (COVID-19), or is confirmed as having the disease.</p> <p>Residential, special schools are usually considered households for the purposes of the household self-isolation policy. Meaning, the setting should self-isolate if a resident shows symptoms.</p>				
<b>Core Control Measures</b>					
<b>Control Measure</b>	<b>Notes / Action</b>	<b>Who</b>	<b>Control Stage</b>		
Management of social distancing Contact with persons infected with Covid-19 (symptomatic or asymptomatic)	<p>Encourage at all time for pupil to remain at 2 meters as far as possible 1 meter as a minimum – we are a special school – so this needs to be reasonable and proportionate.</p> <p>Teaching staff who are moving form room to room – to remain at 2 meter distance form pupils. TA's who are remaining within the class “bubble” can be 1m from pupils – with mask and visor.</p> <p>All classes to straight to pastoral room for registration followed by pastoral time, then lessons will be in pastoral class bases as per normal timetable.</p> <p>Class G to move to ICT room as class base class 9D to move to room 13 as class base.</p> <p>There will be no breakfast provided by the wellbeing team. Parents please provide a cereal bar or additional snack for your child.</p> <p>Teachers will move to each teaching base.</p> <p>Break time will be extended by 10 minutes to allow for “snack time” and outside time from 10.00 for 25 minutes.</p>	All	<b>3</b>	<b>1</b>	<b>3</b>

	<p>Lunchtime – Packed lunches will be served in class bases – a rota and designated outside / inside play times and spaces will be allocated to each group. Staffing rota will be published on the 4<sup>th</sup>.</p> <p>Teaching &amp; class based staff for groups A – G will remain within the main school building. 6th form staff must remain in their designated teaching bubble areas. Admin staff must remain in located spaces. All staff must use staff facilities within their bubble area. 6th form teachers will share facilities with Deaf First staff. Kitchen and toilets.</p> <p>Clear communication of all necessary measures – zoom briefings, emails, notices/posters, verbal daily briefings – visual posters for younger pupils years</p> <p>Daily pre-openings check to verify all necessary controls are in place by site team &amp; SLT</p> <p>Pupils to be accompanied only by one parent or carer/ escort to the school gate at 8.40 &amp; 3.30</p> <p>Only one visitor /parent at anyone time in the school foyer – by arrangement only.</p> <p>Escorts reminded not to gather at entrance gates or doors, or enter the site and only attend at the appointed time</p> <p>Perspex screen for reception office</p> <p>No entrance into the main school office or reception for non-office staff</p> <p>Adhere to one-way system circulation through the school to keep groups apart as they move through where possible</p> <p>Minimise contact and mixing of different groups/classes of pupils (only mix in a small, consistent group (maximum of 15 pupils per class or room) and that different groups are not mixed</p> <p>Teachers and other staff that are assigned to each class/group, as far as possible, to stay the same during the day and on subsequent days</p>				
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	<p>Staggering breaks and lunchtimes times to ensure that corridors or circulation routes used have a limited number of users at the same time</p> <p>Number of pupils to use the toilet at one time to be limited</p> <p>All staff and SLT to monitor and manage social distancing as proportionate in a special school.</p> <p>Class surfaces to be wiped between different classes groups by staff using disinfectant, cloth &amp; gloves.</p> <p>Where possible, all spaces to be well ventilated using natural ventilation (opening windows) or ventilation units</p> <p>Rooms doors to be left open, where possible to limit use of door handles and aid ventilation</p> <p>Occupancy to be limited in staff offices and staff rooms</p> <p>Lunch breaks to be staggered, groups to be kept apart as much as possible and tables to be cleaned between each group.</p> <p>Manage staggered meal breaks for staff</p>				
SCHOOL ORGANISATION	<p>The pupils in school have been divided into class bubbles. From Monday 4th January, classes will be divided into (groups of 8 or less). Wherever possible, bubbles will remain isolated whilst INSIDE the classroom areas but will mix within a POD whilst in the outside zones.</p> <p>All staff keep daily seating plans and records of close contacts between pupils and staff outside the bubble e.g. intervention groups. Pupils will be encouraged to wear a mask from home or offered a disposable mask during these group sessions.</p> <p>Pupils will be discouraged from moving around the classroom.</p> <p>Staff have been advised to maintain social distance from pupils wherever possible. There will be at least one session a week of group work for all pupils in order to support positive well-being and to encourage team work.</p> <p>Each activity will be risk assessed and general resources will be quarantined/sanitised between group sessions. This will be regularly reviewed and the number of activities may vary from class to class.</p> <p>If there is a positive case within a bubble, the whole class would already be advised to self-isolate.</p>	All Staff	<b>3</b>	<b>1</b>	<b>3</b>

	<p>Most pupils will continue to bring in their own wipe clean pencil case containing essentials (individual resources will be provided by the school for pupils and those unable to provide their own)</p> <p>There is a one-way system in place to access the school playground entrance – 2 m social distancing markers are in place on the school grounds.</p> <p>Only one parent will be allowed to drop off or collect.</p> <p>Each pod will have an allocated zone and toilets and movement around the school is limited and will follow a one-way system (most bubbles will need to share toilet facilities) Each pod will have an allocated playground zone and will eat in the class rooms in Pods. Teachers to follow class rotas for use of toilets and pupils will be restricted to use specific toilets. Handwashing (other than after toilet use) will take place at regular intervals in the corridor sinks.</p> <p>Where safe and practical to do so, windows will remain open and doors can be propped open or ajar Staff understand the need for good ventilation and reduced door contact</p>				
Catch it, bin it, kill it- Tissues for Each Class	<p>Parents encouraged to provide individual packs for pupils.</p> <p>Ensure adequate stock levels of tissues for each class / office</p> <p>Replenish as needed</p> <p>Staff to also self-replenish from stock</p>	All	<b>2</b>	<b>1</b>	<b>2</b>
Hand Hygiene Alcohol based gel	<p>Dispenser fitted at all entrance points throughout the site.</p> <p>Ensure dispensers and full from the start of each day</p> <p>Have other supplies available during the day</p> <p>All children to use this (or have washed hands) regularly throughout the day</p> <p>Ensure adequate stock levels</p>	Site; Staff; Lunch Staff	<b>2</b>	<b>1</b>	<b>2</b>
Other users of the building	<p>Contact every user and inform them of usage expectations:</p> <p>Clean hands or use gel before using facilities</p> <p>Contractors to conduct essential maintenance – to be out of hours where possible – site team to manage.</p> <p>Suspensions of usage during Tier 4</p>	Site / SBM	<b>2</b>	<b>1</b>	<b>2</b>

Monitoring daily any child or staff absence	Daily report to the HT / SBM or number of absences and symptoms Daily report to DFE Weekly summary data for each class to HT	SLT/ HT/ SBM	<b>2</b>	<b>1</b>	<b>2</b>
Finding out about travel arrangements now and in the future of staff and pupils	Newsletter: - Ask parents to inform us of any closes family member who has returned from abroad within the last month Staff members to inform SLT of any travel arrangements to highrisk areas including those of any close friends or family they have been in contact with.	SLT / HT	<b>3</b> (where specific threats are evident aboard)	<b>1</b>	<b>3</b>
Reducing contact point activities	Ensuring social distancing where possible – 2m / 1m Ensuring extremely high hygiene for any - Food making / tasting Avoid any activity where you are passing items around a class - Artefact sharing - Touching activities – PE / Gymnastics Other - Cease hand shaking of children and visitors - Cease and use of shared cups in class (e.g. using cups for water); replace with disposable cups; inform parents to ensure children have water bottles in school- sent home daily.	Staff	<b>3</b>	<b>1</b>	<b>3</b>
Good Personal Hygiene – see above	Newsletter: - Inform parents of hygiene expectations and to discuss with children; - All children to wash their hands before coming to school, before going home and when they get home. - Classes to teach children hand washing techniques - Children to wash hands before snack (classroom) and before eating dinner (classrooms/ hall corridor toilets / hand sanitiser) Information: - Distribute key information posters	HT/ Admin/ Staff	<b>2</b>	<b>1</b>	<b>2</b>
Review of cleaning	Meet regularly with cleaning staff to review cleaning arrangement and make any necessary changes - Increase focus cleaning on touch points and tables (redirect from vacuuming etc. if needed) or increase hours - Increased level of enhanced cleaning of relevant areas (and visibility of cleaning being done) - Cleaning to follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>	Site & SBM	<b>3</b>	<b>1</b>	<b>3</b>

	- Daily cleaning of classrooms, corridor touch points / door handles & light switches (already in place) - Preparations for deep cleans if necessary – Summer Break				
Additional touch point cleaning daily	Handles and rails to be cleaned at start & mid points during the day – Site Team Keyboards, phones and door handles additional cleaning daily.	Site & cleaning team	<b>3</b>	<b>1</b>	<b>3</b>
School visitors and site users	Reduce to only essential visitors if absolutely necessary. Compulsory handwashing / use of gel before entering school; - Inform them of new requirements and risk of suspension of use - Informing us of any suspected or confirmed cases by any users	SLT / HT	<b>3</b>	<b>1</b>	<b>3</b>
Absence policy	Review time period of absence for ill children or staff and increase if necessary but at least to the minimum standard (e.g.– following Dept of Health Guidance)	SLT / HT	<b>3</b>	<b>1</b>	<b>3</b>
Support for families affected	Communicate to parents and staff to contact school if they require support; Regular contact with affected families and staff – wellbeing checks. Free Schools Meals Voucher	Wellbeing Team, HT, DSL's, SBM	<b>3</b>	<b>1</b>	<b>3</b>
Taking temperature of anyone in school who may begin to feel unwell	All personnel and pupils temperature to be taken daily via hand held non-contact thermometer.	SBM/SLT	<b>3</b>	<b>1</b>	<b>3</b>
PPE , Masks and visors	All staff and pupils to be encouraged to wear visors / masks when in class rooms and visors and or masks in corridors and communal spaces / moving about the school. However; we will also follow government guidance on <b>Exemptions as many staff and pupils rely on lip reading and facial expression to communicate.</b> <div>           Some individuals are exempt from wearing <a href="#">face coverings</a>. This applies to those who:           <ul style="list-style-type: none"> <li>cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties</li> <li>speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> <li>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.</li> </ul> </div>	All Staff and pupils	<b>3</b>	<b>1</b>	<b>3</b>

	<ul style="list-style-type: none"> <li>To ensure that there is adherence and observance to the school COVID risk assessment, one way system and government guidance. Encourage and challenge students and colleagues to follow school protocols.</li> </ul> <p>Staff to follow handwashing &amp; hand sanitiser as needed</p> <p>Staff to ensure social distancing as possible</p> <p>Aprons if staff wish to wear these please request form Head of Care – but generally staff need to observe sensible precautions of changing clothes and washing them on arrival home.</p> <p>Gloves – can be worn if desired – but handwashing and wiping surfaces are more effective in reducing transmission in a school setting.</p> <p>Ensure sufficient supply of protective equipment for additional cleaning duties</p> <p>Ensure PPE is put on and worn correctly if required during intimate care and trips off site.</p> <p>Face coverings or face masks where instructed to be used for specific clinical reasons will not be worn by pupils</p>				
<b>Considerations for staff and pupils with protected characteristics including race and disability</b>					
	<p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this.</li> <li>There doesn't appear to be any difference between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.</li> <li>In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than</li> </ul>				



	<p>women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes</p> <ul style="list-style-type: none"> <li>• The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.</li> <li>• Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.</li> <li>• It is less clear cut for children who are living in households with other vulnerable adults or siblings, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.</li> </ul>				
Measures have been put in place to protect staff and pupils with underlying health issues, BAME staff	<p>An equality impact assessment is undertaken for staff and pupils – use Wandsworth RA document – located on website and emailed out to staff.</p> <p>All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school.</p> <p>Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.</p> <p>Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</p> <p>Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</p> <p>All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following guidance.</p> <p>Current government guidance is being applied.</p> <p>Consider advice from Public Health England regarding BAME staff in section above.</p> <p>Seek advice from Occupational Health Service</p>	SLT & Line Managers.	<b>3</b>	<b>1</b>	
Staff, particularly those from BAME heritage,	<p>BAME staff are identified through SIMS records.</p> <p>BAME staff assessed as clinically vulnerable and requiring to remain at home</p> <p>BAME staff able to return but requiring additional support advice through medical letter</p> <p>Staff are encouraged to focus on their wellbeing.</p>	SLT & Line Managers.	<b>3</b>	<b>1</b>	

are reluctant to attend school due to the media coverage on deaths related to coronavirus.	Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources.				
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	BAME pupils are identified through SIMS records BAME pupils risk assessed as clinically extremely vulnerable and requiring to remain at home – pupil admin and wellbeing team are aware and check in daily / weekly. BAME pupils who are able to return to school but requiring additional support – measures are put in place on an individual basis. There are enough numbers of trained staff available to support pupils and parents with these anxieties. There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school School arrangements demonstrating social distancing measures are shared with parents and pupils Resources/websites to support parent and pupil anxiety are provided.	Parents, Pupil Administrator, wellbeing Team	<b>3</b>	<b>1</b>	
	<b>Management of Whole School / Site emergencies' Update</b>				
Fire First aid emergencies Changes in layout Slips trips and falls	Review general risk assessments for rooms and other areas in use to consider changes in layout and potential risks introduced Ensure walking's areas and spaces between desks and emergency exit points are sufficiently wide and uncluttered these are at 1m Review emergency evacuation procedures to consider closed rooms/ alternative exits All staff to be briefed on risks and controls/changes introduced (social distancing) Review procedures to consider SMT and support staff shortage and ensure sufficient staff available to coordinate emergency procedures Qualified first aiders in place – ensure in daily rota. If a first aider is not immediately available, a staff member is to take control of the situation and, if necessary, summon the emergency services First aid boxes replenished regularly	Pupils Staff Contractors	<b>3</b>	<b>1</b>	<b>3</b>

<p>Contact point activities</p> <p>Outdoors activities</p> <p>Assemblies</p>	<p>Halls, dining areas and internal and external sports facilities for lunch and exercise to be used at half capacity and to follow social distancing measures/staggered use</p> <p>No use of the library currently. All assemblies will be via zoom in class groups.</p> <p>Outdoor equipment only to be used if appropriately cleaned between groups/classes of pupils using it, and that multiple groups/classes do not use it simultaneously</p> <p>Disinfecting equipment which pupils are in regular contact with and in between groups/classes</p> <p>Increase focus cleaning on touch points</p> <p>Cleaning materials and protective equipment made available for staff to thoroughly clean work areas prior to use</p> <p>Ensuring extremely high levels hygiene for any food making / tasting</p> <p>Cleaning to follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p> <p>Cease hand shaking/ hugging of pupils, staff and visitors</p>	<p>Staff</p> <p>Pupils</p> <p>Contractors</p>	<b>3</b>	<b>1</b>	<b>3</b>
<p>Wellbeing STAFF</p> <p>WELL-BEING</p>	<p>Processes are in place and functioning effectively to sensitively check on staff wellbeing. Knowledge of issues leads to wider or targeted offers of support.</p> <p>Appropriate sources of support have been identified and can be contacted. Details have been circulated to all staff regarding free counselling that is available.</p>	<p>All Staff,line managers and SLT</p>	<b>3</b>	<b>1</b>	<b>3</b>
<p>PUPIL WELL-BEING</p>	<p>A plan has been developed which identifies possible mental health, pastoral or wider wellbeing issues children may face when returning to school, particularly pupils who were not previously affected.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Identifying a range of sensitive and appropriate ways to check on wellbeing</li> <li>• Considering the ongoing nature of some wellbeing issues.</li> <li>• Exploring the range of support available and where it can be found.</li> <li>• Considering staff training to raise awareness of issues</li> <li>• Identifying specific areas of responsibility Teachers are continuing to plan activities to support pupil wellbeing.</li> </ul> <p>DSL referrals are still taking place and liaison with early help is still in progress. We will continue to monitor pupil wellbeing and concerns will be raised with one of the 3 x DSL if required. We have access to counselling for children requiring additional support.</p>	<p>Wellbeing &amp; Safeguarding Team</p>	<b>3</b>	<b>1</b>	<b>3</b>



## Information for staff, visitors and building users

### STAGE 3 - MITIGATE/ DELAY

We currently increased precautions in place to ensure effective the prevention of the spread of illness. All users of the building are asked to follow the following guidance:

#### Do

- ☐ wash your hands with soap and water often – do this for at least 20 seconds
- ☐ always wash your hands when you get home or into work
- ☐ use hand sanitiser gel if soap and water are not available
- ☐ cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze
- ☐ put used tissues in the bin straight away and wash your hands afterwards
- ☐ try to avoid close contact with people who are unwell

#### Don't

**X do not touch your eyes, nose or mouth if your hands are not clean**

**X enter the school if you are feeling unwell or have been in close contact with any person who is unwell (staff should contact the head teacher to discuss).**

If you think you might have coronavirus, have been to a country or area with a high risk of coronavirus in the last 14 days or you've been in close contact with someone with coronavirus ring NHS 111.

Visit <https://www.nhs.uk/conditions/coronavirus-covid-19/> for further details.