



## **West Country Schools Trust ~ South Dartmoor Community College and Atrium**

### **March 2022 Covid-19 School Risk Assessment**

- **Review SLT 2/3/22**
- **Whole Staff 3/3/22**
- **Chair of Governors 2/3/22**

On 21 February the Prime Minister set out the next phase of the Government's COVID19 response. COVID-19 continues to be a virus that we learn to live with and the imperative to reduce the disruption to children and young people's education remains.

Our priority is to support you to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances and mental and physical health.

We have worked closely with the Department of Health and Social Care (DHSC) and the United Kingdom Health Security Agency (UKHSA) to revise this guidance.

Control measure	Actions	RAG Rating
<b>1. Ensure good hygiene for everyone</b>	<p><b>Hand hygiene</b> Frequent and thorough hand cleaning is now regular practice. We will continue to ensure that staff and pupils clean their hands regularly. This will be done with soap and water in toilets or by hand sanitiser distributed around the school, should students or staff require it.</p> <p><b>Respiratory hygiene</b> The ‘catch it, bin it, kill it’ approach continues to be very important.</p> <p><b>Use of personal protective equipment (PPE)</b> Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the <a href="#">use of PPE in education, childcare and children’s social care settings</a> provides more information on the use of PPE for COVID-19.</p>	
<b>2. Maintain appropriate cleaning regimes, using standard products such as detergents</b>	<p>We will maintain an appropriate daily cleaning schedule, which will include regular cleaning of areas and equipment with a particular focus on frequently touched surfaces.</p> <p>UKHSA has published guidance on the <a href="#">cleaning of non-healthcare settings</a>.</p>	Cleaning contractors made aware of area which may need additional cleaning as required.
<b>3. Keep occupied spaces well ventilated</b>	<p>When our school is in operation, we will work to ensure it is ventilated whilst a comfortable teaching environment is maintained. Many rooms have vents inbuilt, and these will remain open. This will also include classrooms doors remaining open at all times and where appropriate windows as well. Where windows are not always open during lessons, rooms will be ventilated between lessons to allow for air circulation between classes of children.</p> <p>Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).</p> <p>We will balance the need for increased ventilation while maintaining a comfortable temperature. See above for ventilation plan.</p>	Uniform requirements revisited and letter to parents shared 27/2/22. No additional jumpers or hoodies / non school uniform garments necessary.

	<p>The <a href="#">Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and CIBSE COVID-19</a> advice provides more information.</p>	
<p><b>4. Face coverings</b></p>	<p>Face coverings are no longer advised for pupils, staff and visitors in classrooms or communal areas</p> <p>Staff and pupils should follow <a href="#">wider advice on face coverings</a> outside of school, including on transport to and from school.</p> <p><b>In circumstances where face coverings are recommended</b></p> <p>A director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt). You should make sure your contingency plans cover this possibility.</p> <p>In these circumstances, 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. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.</p> <p>The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.</p> <p>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 may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education and childcare settings.</p> <p>Schools, as employers, have a duty to comply with the Equality Act 2010 which includes making reasonable adjustments for disabled staff. They also have a duty to make reasonable adjustments for disabled pupils, to support them to access education successfully.</p>	<p>Staff and students are able to continue to wear masks should they choose to.</p>

	<p>No pupil should be denied education on the grounds that they are, or are not, wearing a face covering</p>	
<p>5. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19</p>	<p><b>When an individual develops COVID-19 symptoms or has a positive test</b></p> <p>Pupils, staff and other adults should follow guidance on <a href="#">People with COVID-19 and their contacts</a> if they have <a href="#">COVID-19 symptoms</a>,</p> <p><b>Self-isolation</b></p> <p>If someone develops symptoms or has a positive test result the <a href="#">guidance</a> still advises people to stay at home to avoid passing the infection on to others. Many people may no longer be infectious after 5 days and so as previously, if people have no temperature and negative LFD tests on day 5 and 6 the risk of them being infectious greatly reduces and so can safely return to normal routines.</p> <p>In most cases parents and carers agree that a pupil with the key symptoms should not attend the school given the potential risk to others. If a parent or carer insists on a pupil attending your school as a confirmed or suspected case of Covid-19, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with Covid-19. We advise schools to communicate this to parents and encourage parents to follow the latest guidance around isolation if symptomatic.</p> <p>Close contacts are no longer required to self-isolate or advised to take daily tests, and contact tracing has ended. This is regardless of vaccination status</p> <p>Close contacts are no longer required to isolate or required to undertake daily testing.</p>	<p>Staff briefing 27/2/22</p>

	<p style="text-align: center;"><b>How to safely return to your normal routine before 10 days</b></p> <p><b>Day</b> 0* Stay at home 1-4 Stay at home 5 Take an LFD test    LFD is <b>negative</b>, stay at home      LFD is <b>positive</b>, stay at home 6 Take an LFD test    LFD is <b>negative</b>, return to normal routine**      LFD is <b>negative</b>, stay at home 7 Take an LFD test    LFD is <b>negative</b>, return to normal routine**</p> <p>*Day your symptoms started or your test was taken if you do not have symptoms **You can return to your normal routine if you do not have a high temperature</p>	
<p><b>6. Asymptomatic testing</b></p>	<p>From 21 February, staff and pupils in mainstream secondary schools will not be expected to continue taking part in regular asymptomatic testing and should follow asymptomatic testing advice for the general population. Further information is available in the NHS <a href="#">get tested for COVID-19</a> guidance.</p> <p>In the event of an outbreak, a school may also be advised by their local health team or director of public health to undertake testing for staff and students of secondary age and above for a period of time.</p> <p>Staff and pupils in specialist SEND settings, Alternative Provision, and SEND units in mainstream schools are advised to continue regular twice weekly testing. For further information, see <a href="#">Special schools and other specialist settings: coronavirus (COVID-19)</a>.</p>	<p>Test kits are still available for staff and students should they wish to continue testing.</p>
<p><b>7. Tracing close contacts and isolation</b></p>	<p>Public health advice for <a href="#">People with COVID-19 and their contacts</a> changed from 24 February. Contacts are no longer required to self-isolate or advised to take daily tests, and contact tracing has ended.</p>	
<p><b>8. Those formerly considered to be</b></p>	<p>Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being</p>	

<p><b>clinically extremely vulnerable</b></p>	<p>advised to shield again. Children and young people who were previously identified as being in one of these groups are advised to continue to follow <a href="#">Guidance for people previously considered clinically extremely vulnerable from COVID-19</a>. Children and young people over the age of 12 with a weakened immune system should follow <a href="#">Guidance for people whose immune system means they are at higher risk from COVID-19</a>.</p> <p>Children and young people previously considered CEV should attend school and should follow the same <a href="#">COVID-19 guidance</a> as the rest of the population. In some circumstances, a child or young person may have received personal advice from their 10 specialist or clinician on additional precautions to take and they should continue to follow that advice.</p> <p><b>Vaccination</b></p> <p>We recommend all school staff and eligible pupils take up the offer of a vaccine. You can find out more about the in-school vaccination programme in <a href="#">COVID-19 vaccination programme for children and young people guidance for schools</a>.</p> <p><b>Mandatory certification</b></p> <p>Mandatory certification is no longer in place and so venues and events are not required by law to use the NHS COVID Pass as a condition of entry, but some may do so voluntarily. Further information on this is available in the guidance on <a href="#">using your NHS COVID-19 Pass for travel abroad and at venues and settings in England</a>.</p> <p>You should not use the NHS COVID Pass as a condition of entry for education or related activities such as exams, teaching, extra-curricular activities or any other day-to-day activities that are part of education or training.</p>	
<p><b>9. Admitting children into school</b></p>	<p>In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others.</p> <p>If a parent or carer insists on a pupil attending your school, we reserve the right to refuse the pupil if, in our reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19.</p> <p>Our decision will be carefully considered in light of all the circumstances and current public health advice.</p>	
<p><b>10. Vulnerable Children</b></p>	<p>Where pupils who are self-isolating are within our definition of vulnerable (based on <a href="#">DfE Guidance</a>), it is very important that we keep in contact with them, particularly if they have a social worker. Some children may be vulnerable who are not officially in statutory systems and we will should seek to support any children who they believe may have challenging circumstances at home.</p> <p>When a vulnerable pupil is asked to self-isolate, we will:</p>	

	<ul style="list-style-type: none"> <li>• notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head</li> <li>• agree with the social worker the best way to maintain contact and offer support</li> </ul> <p>We have procedures in place to:</p> <ul style="list-style-type: none"> <li>• check if a vulnerable pupil is able to access remote education support</li> <li>• support them to access it (as far as possible)</li> <li>• regularly check if they are accessing remote education</li> <li>• keep in contact with them to check their wellbeing and refer onto other services if additional support is needed</li> </ul>	
<b>11. Attendance</b>	<p>Attendance at SDCC and the Atrium is now mandatory for all pupils of compulsory school age and it is our priority to ensure as many students as possible regularly attend school</p> <p>Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they will be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).</p> <p>For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the <a href="#">school attendance guidance</a>.</p>	
<b>12. Travel and quarantine</b>	<p>All pupils travelling to England must adhere to <a href="#">travel legislation</a>, details of which are set out in <a href="#">government travel advice</a>.</p> <p>We ask all parents travelling abroad to bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.</p>	
<b>13. Education Recovery</b>	<p>A number of programmes and activities to support pupils to make up education missed as a result of the pandemic have been instigated. Further information is available on <a href="#">education recovery support</a>.</p> <p>Teachers continue to ensure quality first teaching both face to face and remotely. Where curriculum sequencing has been impacted this is planned for in subsequent delivery considering the impact that remote learning has had on students learning. Lessons are planned to meet the need of the students and the specific learning journey that they have been on.</p>	
<b>14. Remote education</b>	<p>Not all people with COVID-19 have symptoms. Where appropriate, we will support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so.</p> <p>We will maintain our capacity to deliver high-quality remote education for the 2021-22 academic year.</p>	<p>Work continues to be set on Teams for those students who are absent but are able to</p>

	<p>We will work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.</p>	<p>work from home and homelearning is set on Classcharts.</p>
<p><b>15. School workforce</b></p>	<p>School leaders are best placed to determine the workforce required to meet the needs of their pupils.</p> <p>Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again. If staff were previously identified as being in one of these groups, they are advised to continue to follow <a href="#">Guidance for people previously considered clinically extremely vulnerable from COVID-19</a>. Staff with a weakened immune system should follow <a href="#">Guidance for people whose immune system means they are at higher risk from COVID19</a>.</p> <p>In some circumstances, staff may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. Whilst individual risk assessments are not required, employers are expected to discuss any concerns that people previously considered CEV may have.</p> <p>Employers will need to follow this specific <a href="#">guidance for pregnant employees. COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding</a> contains further advice on vaccination. Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. You should also consider the needs of pregnant pupils.</p> <p>Employers should be able to explain the measures they have in place to keep staff safe at work. The Health and Safety Executive (HSE) has published guidance on <a href="#">protecting vulnerable workers</a>, including advice for employers and employees on <a href="#">how to talk about reducing risks in the workplace</a>. Employers should discuss concerns with staff.</p>	
<p><b>16. School meals</b></p>	<p>Full catering facilities will be offered on site as normal. Hot options will be consumed in the Dining Hall using crockery and cutlery.</p> <p>Queueing procedures, snaking outside but under the tented area will continue to enable distanced queuing.</p>	
<p><b>17. Educational visits</b></p>	<p>Educational visits should be subject to risk assessments as normal and reflect any public health advice or in-country advice of the international destination. <a href="#">General guidance on educational visits</a> is available and is supported by specialist advice from the <a href="#">Outdoor Education Advisory Panel (OEAP)</a>.</p> <p>For international educational visits, you should refer to the <a href="#">Foreign, Commonwealth and Development Office travel advice</a> and the guidance on international travel before booking and travelling to make sure that the school group</p>	



	<p>meet any entry and in country requirements especially in relation to vaccinations. More information can be found <a href="#">here</a> and in the guidance on <a href="#">health and safety on educational visits</a>.</p> <p>You are advised to ensure that all bookings have adequate financial protection in place. You should speak to either your visit provider, commercial insurance company, or the risk protection arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI).</p>	
<b>18.Wraparound provision and extra-curricular activity</b>	<p>Clubs, activities and sporting fixtures can go ahead as planned, subject to appropriate hygiene and control measures. Subjects especially P.E and Music / Performing Arts to follow subject specific professional body guidance. Performances on and off site that involve a live audience will stop until further notice this includes all concerts and community events.</p>	
<b>19. Stepping measures up and down</b>	<p>Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.</p> <p>If we have several confirmed cases within 14 days, we may have an outbreak.</p> <p>In that circumstance, we will call the dedicated advice service who will escalate the issue to our local health protection team where necessary and advise if any additional action is required, such as stepping up measures. We can reach them by calling the DfE helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.</p> <p>The <a href="#">contingency framework</a> describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.</p>	