



Hollymount Primary School

Revised May 2022

Introduction

On 21 February, 2022, 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's education remains. Our priority is to deliver face-to-face, high-quality education to all our pupils and to ensure the health, safety and well-being of everyone in our school community.

In this plan/risk assessment, we set out the actions we will take to achieve the above priorities.

Key changes announced by the Government that come in to place from 24th February, 2022 and impact school are as follows:

- Removal of the **legal** requirement to self-isolate following a positive test.
- No longer ask fully vaccinated close contacts and those under the age of 18 to test daily for 7 days, and remove the legal requirement for close contacts who are not fully vaccinated to self-isolate.
- Routine contact tracing will end.
- Removing the guidance for staff and students in most education and childcare settings to undertake twice weekly asymptomatic testing.
- From 1 April, the Government will no longer provide free universal symptomatic and asymptomatic testing for the general public in England.

In April, the Government updated its guidance for COVID 19 in its 'Living with COVID 19 Plan', setting out the ongoing steps that people with COVID-19 should take to minimise contact with other people.

The Government's 'Operational Guidance for Schools' has been updated and although it no longer stipulates that schools should complete a separate COVID Risk Assessment, we have decided to continue to do so for ease and clarity. Our assessment directly addresses risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff. All employers have a duty to consult employees on health and safety, and they are best placed to understand the risks in individual settings.

Despite the lifting of many restrictions, the above guidance clarifies that there are still important actions that children and young people, their parents and those who work with them can continue to take during the continued presence of coronavirus to help prevent the spread of the virus, dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- I. **MINIMISE CONTACT WITH UNWELL INDIVIDUALS** - minimising contact with individuals who are unwell by advising that those who have coronavirus symptoms, do not attend childcare settings, schools or colleges.



2. FOLLOW PUBLIC HEALTH ADVICE ON TESTING, SELF-ISOLATION AND MANAGING CONFIRMED CASES OF COVID-19
3. CLEANING HANDS - cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitizer, ensuring that all parts of the hands are covered.
4. RESPIRATORY HYGIENE - ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
5. CLEANING REGIME - cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
6. KEEP OCCUPIED SPACES WELL VENTILATED

This risk assessment tool therefore follows these measures, and then "other" measures such as staff and pupil wellbeing, and staff levels to provide a safe environment.

This Risk Assessment is reviewed regularly by the Senior Leadership Team and school Governors. It is shared with staff and they are asked for their feedback. It is made available on the school website for parents and other agencies to view.

It should be noted that the tool does not provide for the standard 'Likelihood x Severity' process. The expectation is that the government prescribed control measures will control the risk, but where this cannot be met there would be the need for a further more formal risk assessment.

No	Theme ('Hierarchy of Controls')	Hazards and issues as per government guidance	Control measures – in existence or to be actioned	Action Complete		Further Risk Assessment Required	
				Y	N	Y	N
1	Minimise contact with unwell individuals	Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, do not attend school.	Clear messaging to parents and staff through letters, app messages and signage. <ul style="list-style-type: none"> • Children to be made aware of symptoms at age appropriate level and know to inform adults if they feel unwell. This needs to be done in a way that does not cause worry. • All pupils who show symptoms to be supported to return home as soon as possible • All staff who show symptoms to be supported to return home as soon as possible. • Set aside space for symptomatic people to isolate before they go home. 	*			*
2	Follow Public Health advice on testing, self-isolation	There is no longer a legal requirement for people with coronavirus (COVID-19) infection to self-isolate; however, if a person has any of the main symptoms of COVID-19 or a					



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	<p>and managing confirmed cases</p>	<p>positive test result, the public health advice is to stay at home and avoid contact with other people.</p> <p>The updated advice for children from the UK Health Security Agency is as follows:</p> <p>‘Children with mild symptoms such as a runny nose, sore throat, or slight cough, who are otherwise well, can continue to attend their education setting.</p> <p>Children who are unwell and have a high temperature should stay at home and avoid contact with other people, where they can. They can go back to school and resume normal activities when they no longer have a high temperature and they are well enough to attend.’</p> <p>We will be following the guidance below for staff and children</p> <p>Children and young people aged 18 years and under who have a positive test result</p> <p>It is not recommended that children and young people are tested for COVID-19 unless directed to by a health professional.</p> <p>If a child or young person has a positive COVID-19 test result they should try to stay at home and avoid contact with other people for 3 days after the day they took the test, if they can. After 3 days, if they feel well and do not have a high temperature, the risk of passing the infection on to others is</p>	<ul style="list-style-type: none"> • Everyone must 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 bleach after they have left to reduce the risk of passing the infection on to other people. 	*		*	



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	Asymptomatic Testing of Covid19	<p>much lower. This is because children and young people tend to be infectious to other people for less time than adults. Children and young people who usually go to school, college or childcare and who live with someone who has a positive COVID-19 test result should continue to attend as normal.</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.</p> <p>Further information is available in the NHS ‘Get tested for COVID-19 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 for a period of time.</p>	Inform staff of changes to testing arrangements	*			*
2	Cleaning Hands	Regime for pupils and staff to clean hands regularly – wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hand are covered	<ul style="list-style-type: none"> • Secure proportionate supplies of soap and hand sanitisers. • Prioritise hand washing over use of sanitisers. • Prioritise using classroom sinks over toilets to ease congestion and reduce time that children are waiting • Pupils to wash hands before lunch • Sanitiser to be used every time a pupil enters the school building– in the morning, after playtime and after lunchtime. • Sanitisers at key points around the school where there is not a sink nearby. • Reminders to children in assemblies, through games and songs, and other fora about how to wash hands 	*			*



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			<p>thoroughly and to not touch mouth, eyes and nose. Consider use of e-bug and PHE school’s resources.</p> <ul style="list-style-type: none"> Plan how to help children and young people who have trouble cleaning their hands independently. Teachers must explicitly teach children about health and hygiene. Each class and main areas of school to have sanitiser available and in plentiful supply. 				
3	Respiratory Hygiene	<p>PPE Plan for the very small number of cases where personal protective equipment (PPE) supplies will be needed:</p>	<ul style="list-style-type: none"> If staff provide intimate care for any children or young people; and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. Located in Ash room with corresponding instructions for use. Dispose of PPE in a double bag 	*			*
		<p>FACE MASKS Face coverings are no longer advised for pupils, staff and visitors in classrooms or communal areas. Staff and pupils should follow wider advice on face coverings outside of school, including on transport to and from school.</p>	<ul style="list-style-type: none"> Face masks may be worn if this is the personal preference of staff e.g. if they have been unwell. 	*			*
		<p>RESPIRATORY HYGIENE Ensure good respiratory hygiene – promote the ‘catch it, bin it, kill it’ approach</p>	<ul style="list-style-type: none"> Reminders to pupils in assemblies about use of tissues, or use of elbow, to cough or sneeze. Lidded bins in each classroom and in toilets. Tissues in all classrooms and spaces where staff work. Regular emptying and securing of bin waste, and storage in refuse bin (car park) until collection. 	*			*



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4	Cleaning the Environment	Environment will be frequently and consistently cleaned to minimise any spread of virus.	<ul style="list-style-type: none"> Revise cleaning protocols for cleaning contractors and premises staff, including considering how equipment will be cleaned (e.g. desks / chairs / keyboards / photocopiers / musical instruments / kitchens / specialist equipment). Identify common touch areas in the school (eg desks, chairs, doors, sinks, toilets, light switches, bannisters etc). Clean frequently touched surfaces well, using standard products. Thorough clean by cleaning company at the end of each day. 	*			*
		Clear policy related to usually shared items (for example, books, toys, practical equipment).	<ul style="list-style-type: none"> Keep all surfaces as clear as possible for ease of wiping down. 	*			*
	Safety messaging	Promote safety through posters and notices displayed in prominent areas.	<ul style="list-style-type: none"> Safety measures and messages will be displayed around school. 	*			*
	Contractors and other visitors	Ensure safety of visitors in school	<ul style="list-style-type: none"> Plan arrangements with suppliers and check they are following appropriate hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school. Agree approach to any scheduled or ongoing building works. Volunteers to be fully briefed regarding risk assessment and safety protocols and shown the facilities such as toilets that they should use. 	*			*
5	Keep Occupied Spaces Well-Ventilated	When school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.	<ul style="list-style-type: none"> Windows to be open in classrooms during daytime, whilst maintaining a comfortable temperature. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. CO2 Monitors in all classes –checked by the HT. 	*			*



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		You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas	<ul style="list-style-type: none"> No poorly ventilated areas have been identified. 				
5	Staff workload and wellbeing (teachers, support staff and non-teaching staff)	<p>Confidence and safety of staff on returning to work</p> <p>Previously vulnerable staff 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 Guidance for people previously considered clinically extremely vulnerable from COVID-19. Staff with a weakened immune system should follow Guidance for people whose immune system means they are at higher risk from COVID19.</p>	<ul style="list-style-type: none"> Deliver staff training/briefings needed to implement any changes the school plans to make in light of the recent updates (for example, risk management, curriculum, behaviour, safeguarding). Ensure opportunities for feedback on safety protocols is provided. Review Risk Assessment for any vulnerable staff 	*			
	Breakfast and After School Clubs	Breakfast and After School Club	<ul style="list-style-type: none"> Brief Breakfast Club and After School Club staff on changes to risk assessment and safety protocols Equipment to be cleaned frequently in line with main school protocols. 	*			*
	Enrichment and Sports Clubs	Clubs to run safely adhering to school risk assessment documentation and safety protocols.	<ul style="list-style-type: none"> Member of the safeguarding team to meet with all external club providers to ensure that safety protocols are consistently adhered to. 	*			*



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	Educational Visits	Educational visits should be subject to risk assessments as normal and reflect any public health advice or in-country advice of the international destination.	<ul style="list-style-type: none"> Educational visits will continue with normal risk assessments being taken Children cannot attend if they display any of the updated symptoms and a temperature If children become unwell, including with COVID symptoms the following will apply: <ul style="list-style-type: none"> They must be collected immediately by parents if they display any of the updated symptoms and a temperature They should be (where possible) self-isolated until they are collected. 				
	Pupil wellbeing	<p>Pupils to feel confident and safe returning to school and whilst attending school.</p> <p>Vulnerable children Where pupils who are self-isolating are within our definition of vulnerable, it is very important to put systems in place to keep in contact with them, particularly if they have a social worker.</p>	<ul style="list-style-type: none"> Continue to deliver mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) referring to LA guidance as needed. Work with local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected. <p>When a vulnerable pupil is self-isolating, we will:</p> <ul style="list-style-type: none"> notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head 	*			*



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		<p>Some children may be vulnerable who are not officially in statutory systems and we will seek to support any children who we believe may have challenging circumstances at home.</p> <p>Remote Education Where appropriate, you should support those who are self-isolating because they have tested positive to work or learn from home if they are well enough to do so.</p>	<ul style="list-style-type: none"> • agree with the social worker the best way to maintain contact and offer support • check if a vulnerable pupil is able to access remote education support • support them to access it (as far as possible) • regularly check if they are accessing remote education • keep in contact with them to check their wellbeing and refer onto other services if additional support is needed • Teachers will continue to provide work where pupils are staying at home due to testing positive for COVID-19. 				

Outbreak Management Plan



In the event of a local outbreak, the school's outbreak management plan would be followed. This outlines what the school would do if children, pupils, students or staff test positive for COVID-19, or how we would operate if we were advised to take extra measures to help break chains of transmission. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.

Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.

For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead the school to consider taking additional action, and the steps we should work through, can be found in the [contingency framework](#).

The contingency framework 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.