

COVID19: Risk Assessment and Action Plan from April 2022

SCHOOL NAME: Chelwood Nursery School

Reviewed in April 22 in light of the easing of restrictions and the 'return to a new normal.'

Reviewed January 22 in the light of new government guidance

reviewed 29th November 21 in response to Omicron variant

reviewed 17/12 21 in readiness for January incorporating new government guidance

Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place following the end of all remaining legally binding covid restrictions in April , to ensure the school continues to operate in a safe way and has outbreak contingency plans in place.

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

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

Schools must keep up to date with DfE and other relevant guidance:

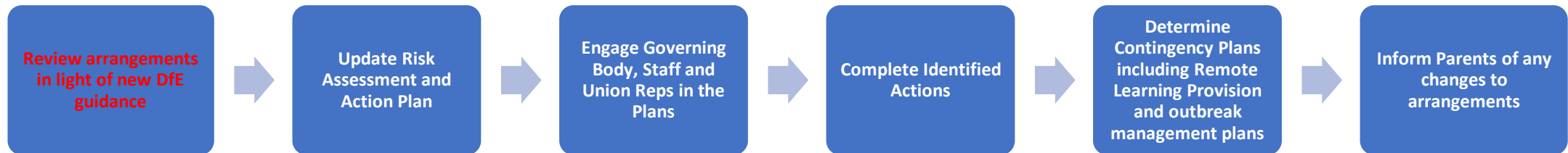
- [Actions for schools during the coronavirus outbreak](#)
- [Guidance for special schools and other specialist settings](#)
- [Actions for FE colleges and providers during the coronavirus outbreak](#)
- [Actions for early years and childcare providers during the coronavirus outbreak](#)

- [Use of PPE in education, childcare and children's social care](#)
- [Health protection in schools and other childcare facilities](#)
- [NHS: when to self-isolate and what to do](#)
- [Appendix D- Use of Carbon Dioxide \(CO2\) Monitors](#)

The following principles underpin all planning and actions:

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

Risk Assessment for Full Re-opening:



This risk assessment is predicated by the assumption that the risk of Covid-19 transmission in the community is being managed and minimised to a 'safe' level by the following measures in the wider community

Control Measures	Risk to Implementation	Risk Level Pre-Action (H/M/L)	Action Required-& by who/ Decision Made
Section 1 : Wider community factors			
<ul style="list-style-type: none"> - Cases in the local community continue to be high although testing has now been dramatically scaled down and free LFDS are no longer available so it is likely that new cases will not be identified as covid - Vaccination take up means that for many symptoms are less severe than was previously the case. - - 1 in three people are asymptomatic, and are transmitting Covid 19 without any symptoms - Reduced staffing levels caused by: staff required to self-isolate; staff being unwell with Covid or in recovery from Covid; - -With the easing of all restrictions people's vulnerability to other infections is heightened and this is impacting on staff shortages in addition to covid 			<p><i>Request wearing of mask whilst on school site. Flexible drop off and collection times (half an hour window)</i></p> <p><i>One child per Key person per week settling to reduce large numbers needing to be onsite at once. Review for September 22</i></p> <p><i>Staff modelling wearing masks at drop off and collection times and mask wearing requested in larger group meetings that are taking place inside.</i></p> <p><i>Focus on handwashing and enhanced cleaning remains in place. This supports a reduction in infection for a range of conditions in addition to COVID</i></p>

The table has been updated to remove any control measures which are no longer required by the DFE guidance following the ending of restrictions in July and changes to self-isolation protocols from August. Examples have been amended (*in blue italics*) to align to the latest practices. These examples should be considered within the individual school context and are not exhaustive

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

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Action Completed Date	Risk Level Post-Action
Engagement in Risk Assessment and Planning	Risk assessments and outbreak management planning process fully engages staff, governing body and union representatives. Prevention measures and outbreak management plan shared and communicated with stakeholders.	<i>Stakeholders not briefed do not have confidence in measures in place</i>	H	Process fully engages staff, governing body and union representatives and is well communicated. Staff and families are aware of the precautions we are retaining and the reasons behind this caution.	In place	M

Site Arrangements	Consideration given to premises lettings and approach in place.	<i>Risk assessment for any lettings reviewed to ensure they are aligned with guidance.</i>	H	No lettings planned	In place	M
	Consideration given to the safe management of any events	<i>Risk assessment for any events reviewed to ensure they are as 'covid secure' as possible</i>		<p>Risk assessment in place for Summer fair ensures</p> <ul style="list-style-type: none"> • All outdoors • All internal teaching and learning spaces are locked with access to toilet facilities in main building and Chelwood House. • Layout enables a smooth flow of people with stalls well-spaced to avoid build up. • Sanitiser and masks available with staff and volunteers modelling use. • Outdoor sinks available for handwashing. 	In place	

	Consideration given to the arrangements for any deliveries.			All deliveries via Chelwood House Welcome Centre, managed by the Business Development team.		
Emergency Evacuations	<p>Evacuation routes are confirmed, and signage accurately reflects these.</p> <p>Consideration given to PEEP – buddies are assigned or reassigned according to available persons.</p> <p>Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff.</p>	<i>Evacuation routes have been updated– this may be returned to pre COVID19 arrangements.</i>	<i>M</i>	<p><i>Reviewed evacuation procedure with socially distanced muster points, one for each class, signs on the fence, shared with all staff and children.</i></p> <p><i>Fire drill to practice</i></p> <p><i>Children with EHCP/ physical needs identified to their class team who will provide support</i></p> <p><i>Fire drill to practice</i></p> <p><i>Base camps to be class muster points</i></p> <ul style="list-style-type: none"> <i>Garden room muster in the sand pit</i> 	<i>In place</i> <i>Fire drills undertaken for Autumn term to support new cohort of children</i>	<i>L</i>
School-specific arrangements	On 19 July, social distancing requirements were removed. Arrangements to reduce crowding at entrances, in communal areas	<i>List any arrangements (and date for review) e.g:</i> <ul style="list-style-type: none"> <i>Flexible drop off and collection maintained</i> 	<i>H</i>	<i>ML(Safety and Union Rep) to meet weekly with AF (AHT) to review and update</i>	<i>All in place</i>	<i>M</i>

	<p>and circulation spaces can still be considered. Schools may consider maintaining arrangements that have worked well and do not impact adversely on school day/ curriculum delivery</p>	<p><i>Face coverings advised in enclosed and crowded spaces where staff may come into contact with people they don't normally meet.</i></p> <ul style="list-style-type: none"> • <i>Face coverings requested of families in the garden no access to classrooms</i> • <i>Advise physical distancing between adults</i> • <i>Classes and groups to be kept as consistent as is possible, no mixing of classes in internal spaces.</i> • <i>Separate staff rooms to enable quieter spaces</i> • <i>Mix of virtual and face to face meetings (all in class teams)</i> • <i>Agreed management of messy and manipulative materials eg Separate playdough for am and pm groups, wash hands</i> 				
--	---	---	--	--	--	--

		<p><i>before use and supervised activity.</i></p> <ul style="list-style-type: none"> • <i>Individual RAs reviewed</i> • <i>School COVID home/school agreement reviewed</i> 				
<p>Hand washing</p>	<p>Clear hand washing procedures outlined for all groups and hot water and liquid soap readily available. Hand washing routine outlined for all groups to include:</p> <ul style="list-style-type: none"> • on arrival and leaving school. • before entering and leaving class during the day. • before and after eating. <p>Hand sanitiser available where necessary.</p>	<p><i>Hygiene standards not met = Risk of transmission</i></p>	<p><i>H</i></p>	<p><i>Hand towels and handwash are to be checked and replaced as needed by PO and cleaning staff</i></p> <p><i>staff reminded re guidance</i></p> <p><i>Agreed routines and expectations for handwashing and supervision</i></p> <p><i>Agreed strategies for supporting children to learn these through songs rhymes and activities</i></p> <p><i>Communicated to families the handwashing arrangements</i></p> <p>Hand sanitizer available where</p>	<p><i>In place</i></p>	<p><i>L</i></p>

				necessary, outdoor sinks in place		
Respiratory hygiene	-The 'catch it, bin it, kill it' approach continues to be very important and we continue to encourage our pupils and staff to follow this advice.	<i>Hygiene standards not met = Risk of transmission</i>	<i>H</i>	<i>Tissues & hand sanitiser stations in all classrooms/shared spaces</i> <i>Lidded bins in all classrooms/ staff spaces/ dining hall</i>	In Place	<i>M (Due to age of children)</i>
Cleaning and waste disposal	Enhanced cleaning regime is in place in line with COVID19: Cleaning in non healthcare settings guidance . High-touch area cleaning is to be continued.	<i>Enhanced cleaning remains a necessary control measure.</i>	<i>H</i>	<i>Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, worksurfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.</i> <i>Touchpoint cleaning monitored and carried out by classteams as part of room setup and clearing</i> <i>Doors left open to minimise touching surfaces</i> <i>Enhanced cleaning regime for toilet</i>	In place	<i>L</i>

				<i>facilities particularly door handles, locks and toilet flush. All staff reminded of collective responsibility with this.</i>		
	Cleaning staff capacity is adequate to enable enhanced cleaning regime.	<i>Hygiene standards not met = Risk of transmission</i>	<i>H</i>	<i>School Business manager liaising with cleaning company and cleaner absence covered. Staff sickness/need to isolate impacts on class ability to ensure extra cleaning takes place</i>	<i>In place AHT to monitor class team coverage</i>	<i>L</i>
	Adequate cleaning supplies and facilities around the school are in place. Arrangements for longer-term continual supplies are also in place.	<i>No hand sanitiser for visitors to reception. Classrooms do not have tissues. Low supply of soap.</i>	<i>M</i>	<i>Hand sanitiser available at the school entrance Lidded bins in classrooms Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach Stock check and ordering schedule</i>		<i>L</i>

				<i>reviewed and order made.</i>		
	Sufficient time is available for the enhanced cleaning regime to take place.		M	<i>All staff advised to leave the site/classroom when cleaners arrive in order for cleaning to be undertaken.</i>		L
	Process in place for safe removal and/or disposal of face masks.	<i>Face coverings are requested</i>	M	<i>Lidded bin in Welcome centre for disposal on exit</i> <i>Stock of masks available for families in Welcome Centre</i>	In place	L
Ventilation	Plan in place to ensure all areas of the school are well ventilated through use of CO2 monitors where available , whilst maintaining a comfortable teaching environment, this includes opening internal and external doors where appropriate. Poorly ventilated areas identified and steps in place to improve fresh air flow in these areas. HSE guidance on ventilation & air conditioning	<i>Poorly ventilated areas need to be identified by use of CO2 monitors</i> <i>Windows and doors open when temperatures allow.</i> <i>Mechanical ventilation system adjusted appropriately to 'full fresh air' or 'single room only'.</i>	M	Curriculum delivered for majority of the time outside in the open air Co2 monitors now installed in all classrooms and staff rest areas and in business support office	In place	L

Staffing	Approach to staff absence reporting and recording in place. All staff aware.		H	<i>Staff absence procedures in place</i>		M	
	Risk assessments in place for those staff who are clinically extremely vulnerable, and appropriate arrangements for mitigating risk are identified. Communication arrangements are in place with those staff and their role in continuing to support the working of the school is clear.	<i>Shielding is no longer in place. Clinically extremely vulnerable and vulnerable staff and/ or students have risk assessments which identify any specific adjustments to allow them to attend on site.</i>			<i>RA s in place for CV and CEV-</i>	<i>In place</i>	
	Staffing roles and responsibilities with regards to the contingency remote provision alongside in-school provision agreed and communicated.	<i>Staff are aware of their role in the continued contingency plans regarding remote education, should the plan be enacted.</i>	L	<i>Contingency plans in place.</i> <i>Home learning packs in resource cupboard</i>	<i>In place</i>		L
	Approach to support wellbeing, mental health and resilience in place, including bereavement support. How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.		H	<i>Staff are aware of available support and advice for schools and pupils available</i>	<i>In place</i>		M
	Arrangements for accessing testing are in place. Staff are clear on how and when to access a test.	Testing now scaled down and asymptomatic testing has been discontinued	H	<i>Staff have been advised to use up remaining LFD stock only when symptomatic or if in close contact.</i>	<i>In place</i>		L

	<p>Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.</p> <p>NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.</p>	<p><i>Contractors requested to wear masks on school site</i></p>	H	<p><i>Check with the contractor any requirements their employer has specified before visit. Share school protocols.</i></p>	<p><i>In place</i> <i>Front office /mo to explain school policy on this</i></p>	L
Catering	<p>Arrangements for the continued provision of FSMs for eligible children not attending school due to self-isolation are in place.</p>	<p><i>Only applicable for under 18s who have tested positive for COVID19 and required to isolate, who are eligible for FSMs.</i></p>	M		In place	L
PPE	<p>PPE requirements understood and appropriate supplies in place.</p>	<p><i>Some PPE required for onsite testing and any specific arrangements i.e. AGPs.</i></p>	H	<p>PPE in place and all staff understand use and safe practice. School have higher grade face masks for CEV staff use and for staff supporting a symptomatic child-</p>	In place	L
	<p>Appropriate PPE - we follow good practice to have PPE available for people</p>	<p><i>Emergency PPE available & publicised RAs for pupils requiring physical care include PPE requirements</i></p>		<p>Appropriate supplies of PPE in place at necessary points in the school. Gloves, masks and aprons ordered stock checked weekly.</p> <p>Long term approach to obtaining adequate PPE supplies in place</p>		

				<p>PPE located in classrooms where children require personal care and for the administering first aid</p> <p>Emergency PPE for use to support children displaying symptoms where 2m cannot be maintained</p>		
<p>Response to suspected/ confirmed case of COVID19 in school</p>	<p>Approach to suspected COVID19 cases in place: during school day</p> <ul style="list-style-type: none"> • Which staff member/s should be informed/ take action • Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated • Cleaning procedure in place • Arrangements for informing parent community in place <p>Arrangements for informing school/ parent community in place</p>	<p><i>If a pupil or student begins to display symptoms of COVID19 during the day, they are isolated and parent is called immediately. They wait to be collected in the sensory garden supported by a member of their class team.</i></p> <p><i>Any staff member who begins to display symptoms of COVID19 during the day, immediately informs AHT and leaves the site as soon as possible.</i></p>	<p>H</p>	<p>With the changes to testing it is likely that these cases will no longer be identified as covid and our approach will be to call families in the same way as we would for any other sick child.</p> <p>Adults with a confirmed case should now isolate for 5 days, children for 3.</p>	<p><i>In place</i></p>	<p>L</p>

	<p>Approach to confirmed COVID19 cases in place: during school hours</p> <ul style="list-style-type: none"> Cleaning procedure in place <p>Arrangements for informing parent community in place</p>	<p><i><u>NHS: when to self-isolate and what to do is shared and followed</u></i></p> <p><i>Can contact Lewisham on call service/ PHL team for advice.</i></p>				
	<p>Approach to confirmed COVID19 cases in place: outside of school hours</p> <ul style="list-style-type: none"> Cleaning procedure in place <p>Arrangements for informing parent community in place</p>	<p><i>Can contact Lewisham on call service/ PHL team for advice.</i></p>				
<p>Remote Education Plan</p>	<p>Contingency plan for remote learning developed should self-isolation or restricted attendance be required.</p>		<p><i>H</i></p>	<p>Home learning play based – ideas and stepping off points accessible on a phone – minimal screen-time.</p> <p>Remind families about home learning arrangements</p> <p>Maintain home learning provision (KH)</p> <p>Chelwood at Home website set up and all staff trained to use and update.</p>	<p><i>In place</i></p>	<p><i>L</i></p>

				Home learning packs in school resource cupboard.		
	Technology support in place. DFE laptop allocation ordered, for contingency purposes.			NA		
Safeguarding	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.		<i>H</i>	<i>Staff refresher training session on processes and procedures and the revised wellbeing material.</i> <i>Update on KCSIE on 1st September INSET day.</i>	<i>Update of Safeguarding and behaviour policy in place</i>	<i>L</i>
	Updated Child Protection Policy in place.			<i>Adopted most recent Child Protection Policy</i>		
	Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable CYP and families to complete risk assessments and planning.					
	Where physical contact is required in the context of managing behaviour.					

Curriculum / learning environment	Current learning plans, revised expectations and required adjustments have been considered.					
	<p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> Wellbeing curriculum recognising 'non-curriculum' learning that is being done at home capturing pupil achievements/ outcomes utilising the DFE 'catch-up' funding and programmes contingency remote learning plan 		M	<p>All staff updated and informed re new EYFS and challenging and motivating curriculum in place inside and out.</p> <p>Contingency remote learning plan in place and on website</p> <p>Recovery curriculum responsive to children's changing needs in place</p> <p>Wellbeing & Involvement prioritised Emotional Regulation (MARG work) central to curriculum</p>	In place	L
	Student behaviour policy reviewed and amended where necessary to reflect the current circumstances.		M	<i>Behaviour policy review in place</i>	<i>In place</i>	L
	Arrangements for teaching pupils how to keep themselves safe online are in place and aligned to the contingency remote learning plan.		M	<i>Linked to close family working due to age of the children</i>	In place	L

Attendance	Approach to promoting and supporting attendance for all-pupils determined, including those who may be anxious.	<i>Risk where parent is CEV and has previously needed to shield High anxiety as a result</i>	<i>M</i>	<i>Absences followed up by familiar key person to provide reassurance and support, and escalated to SLT where necessary. SLT to reassure re measures taken and current guidance/ DFE/NHS leaflets shared re supporting CEV people</i>	<i>In place</i>	<i>L</i>
	Approach to support for parents where rates of persistent absence were high before closure.		<i>M</i>	<i>Absences followed up by familiar key person to provide reassurance and support, and escalated to SLT where necessary.</i>	<i>In place</i>	<i>L</i>
Communication	Information shared with staff around the updated plan, including returning to some pre COVID arrangements and some new arrangements – as appropriate.	<i>Staff and stakeholders are uninformed and measures are inconsistently applied as a result</i>	<i>H</i>	<i>Staff update and discussion on Inet day</i>	<i>In place</i>	<i>L</i>
	Union representatives informed of updated plans.		<i>H</i>	<i>ML/AF consultation throughout RA process</i>	<i>In place</i>	<i>L</i>

	Updated Risk Assessment published on website.			<i>CW to progress this once agreed by Govs</i>	<i>In Place</i>	
	Symptoms and self-isolation Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do . They should not come into school if they have symptoms, have had a positive test result 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).	<i>Regular reminders to staff, parents & pupils about symptoms & self-isolation</i>	<i>M</i>	<i>Communications sent out before the start of term and regular updates planned. Posters visible at various sites around the school</i>	<i>In place</i>	<i>L</i>
	Communications with parents on the: <ul style="list-style-type: none"> • Revised plans, any control measures that remain in place and any that have ceased • Contingency plans • Outbreak management plans • Wellbeing/ pastoral support 		<i>H</i>	<i>Communications sent out before the start of term and regular updates planned. Posters visible at various sites around the school</i>	<i>In place</i>	<i>L</i>
	Pupil communications around: <ul style="list-style-type: none"> • Revised plans, any control measures that remain in place and any that have ceased • Contingency plans • Outbreak management plans 		<i>H</i>	<i>Key person and class team working at developmental level of very young children</i>	<i>In place</i>	<i>L</i>

	On-going regular communication plans determined to ensure parents are kept well-informed		<i>H</i>	<i>Letters, website updates, social media</i>	<i>On going</i>	<i>L</i>
Governors/ Governance	Governors have oversight of plans and risk assessments. Approach to communication between Leaders and governors is clear and understood.	<i>Lack of clarity impacts on communication/ decision making/ trust/ appropriate responses</i>	<i>H</i>	<i>Regular communications with Governors, as plan and RA is reviewed and updated</i>	<i>In place</i>	<i>L</i>
	Governors have oversight of all staff wellbeing and appropriate arrangements in place to support Headteacher and SLT. Refer to Headteacher wellbeing materials.			<i>Regular communications with and reports to Governors</i>		
	Additional costs incurred due to COVID19 are understood and clearly documented.	<i>Risk to deficit recovery plan. Risk that deficit increases Risk to sustainability of Nursery School.</i>	<i>H</i>	<i>SBM monitoring and recording Income lost & additional costs incurred</i>	<i>ongoing</i>	<i>M</i>
Finance	Claims submitted for reimbursement for example, increased: support for FSM vouchers/ COVID-19 workforce fund			<i>MNS - NOT ELIGIBLE</i>		
	Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.			Loss of income understood and new budget adjusted to take into account. Reported to finance committee and GB Budget reviewed November 21	<i>ongoing</i>	

<p>Educational visits</p>	<p>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. H&S on educational visits OEAP</p>	<p><i>Risk assessments will be obtained from venues prior to any visits. Vulnerable</i></p> <p><i>Advice sought to ensure adequate insurance cover (including cancellation).</i></p>	<p>H</p>	<p><i>Out and about trips are now able to be planned and risk assessed in the usual way</i></p>	<p><i>Ongoing Reviewed Spring term</i></p>	<p>L</p>
<p>Outbreak Management Plan</p>	<p>Outbreak management plan developed to cover arrangements should children, pupils, students or staff test positive for COVID19, and how the school shall operate if advised to take extra measures to help break chains of transmission.</p> <p><i>Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting (Stepping measures up and down) or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.</i></p>	<p><i>Outbreak Management plan covering re-introduction of some measures including reduced mixing, face coverings, remote education is developed, and all staff are aware of their role. Communicated with parents and students regarding when this would come into place and how they would be informed if required.</i></p>	<p>H</p>	<p>Additional measures to be reintroduced responsively, to augment those control measures we are maintaining which have been working well and have not negatively impacted on provision</p>	<p><i>Responsive to an outbreak and following public health advice</i></p>	<p>L</p>

Appendix A- Outbreak Management Plan

1. Outbreak Management

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

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

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

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period: or
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period
- For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time: 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period

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

- A class
- A friendship group
- Staff / children taking part in the same activity session together
- Extended day provision

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

- a) Prevention: put in place control measures (further details in section 2 above)
- b) Identification and management: work with NHS test and trace, the London Borough of Lewisham, and the London Coronavirus Response Cell (LCRC) to support the identification of emerging outbreaks; control and risk mitigation to reduce spread of COVID-19.
- c) Isolation of cases at home, and virtual learning
- d) Testing: ongoing lateral flow device (LFD) testing in staff **and daily testing for eligible identified contacts**
- e) Contact tracing: supporting NHS test and trace when further, detailed information is needed
- f) Data collection: accurately record on the registers when students and staff are isolating
- g) Engagement and communication: keep staff, pupils and their families informed with current situations.

1.5. The following scenarios are considered below, mapped to the themes above. For definitions of confirmed and possible COVID-19, and of being identified as a contact, see Glossary.

- A. When a confirmed diagnosis of COVID-19 has been at Chelwood Nursery School (see Glossary for ‘case-definition’)
- B. Multiple people diagnosed with COVID-19 (2 or more linked diagnoses within 14 days) are reported within Chelwood Nursery school
- C. When there is substantial community transmission, involving an outbreak within the wider local community.
- D. What to advise when someone is unwell with COVID symptoms in the school setting

2. Scenario A – Single Confirmed COVID Case

- 2.1. Pupils, staff and other adults should follow public health advice about when to self-isolate. 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 e.g. they are required to quarantine.
- 2.2. Prevention – control measures will be in place across the school (see section 2 above)
- 2.3. Identification and management - School will be notified of the case/absence and will record the absence on the school register
- 2.4. Isolation of cases – cases will be requested to provide their end of isolation date and this will be recorded on the school system
- 2.5. Testing – Staff will be encouraged to continue testing on LFD twice a week **Agree arrangements for reporting of daily LFD testing for eligible identified contacts**
- 2.6.
- 2.7. Contact tracing - School will encourage the case to engage with NHS test and trace
- 2.8. Data collection – school will keep accurate records of absences and end of isolation dates
- 2.9. Engagement and communication – instructions on virtual learning for those self-isolating will be clearly communicated with the school community

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

- 3.1. Prevention – control measures will be in place across the school (see section above) including consideration of exclusion of non-essential visitors to the site during the outbreak. **. Face coverings should be worn in communal areas in all settings by staff and visitors unless exempt**
Social distancing is no longer a requirement but may be reinstated in the event of an outbreak.
- 3.2. Identification and management - School will be notified of the cases/absence and will record the absence on the school register. Bubbles no longer exist. However, should an outbreak occur, bubbles may be reintroduced after consideration of its impact on the wider school community and taking account of the detrimental impact they can have on the delivery of education in our school.
- 3.3. Isolation of cases – cases will be requested to provide their end of isolation date and this will be recorded on the school system
- 3.4. Testing – Staff will be encouraged to continue testing on LFD twice a week **Agree arrangements for reporting of daily LFD testing for eligible identified contacts.**
- 3.5. Contact tracing - School will encourage the case to engage with NHS test and trace. Schools are no longer required to contact trace pupil or staff cases. However, in special circumstances, they may be required to assist NHS test and trace with contact tracing. The school will respond in a timely way to any direct approaches from NHS test and trace or public health England.
- 3.6. Data collection – school will keep accurate records of absences and end of isolation dates.

- 3.7. Engagement and communication – instructions on virtual learning for those self-isolating will be clearly communicated with the school community. The school will liaise with NHS test and trace and their local authority to communicate the situation to the wider school community. DfE will be notified of any decisions that impact on the teaching within the school.
- 3.8. In some situations it may be necessary to set up an Incident Management Team (IMT) meeting to bring together all relevant partners. An IMT will usually, but not always, be called by Public Health England, or the local authority public health team. A draft agenda for the IMT is included at appendix A.
- 3.9. The purpose of the IMT is to agree and coordinate the activities of the key stakeholders involved to manage the investigation and control of an individual outbreak situation. This includes assessing the risk to the public's health and ensure control measures are implemented as soon as possible.
- 3.10. Notification of an incident or outbreak will come via various sources and this will trigger data flow. IMT meetings may be convened when there are:
- 3 or more cases in a complex setting / 3 or more bubbles affected/self-isolating in an educational setting
 - Where there is concern/very high potential for ongoing transmission at the setting
 - Where there is high potential for additional interventions in relation to a large outbreak
 - Any COVID-19 related deaths associated with a complex setting
 - Concern about stakeholder communications for an outbreak in a complex setting

4. Scenario C - When there is substantial community transmission, involving an outbreak within the wider local community.

- 4.1. Prevention – control measures will be in place across the school (see section above) including consideration of exclusion of non-essential visitors to the site during the period of increased transmission. **Face coverings should be worn in communal areas in all settings by staff, and visitors**
- 4.2. Identification and management - School will be informed of the increase in cases via the local authority. They will take advice from the local Director of public health and their team and NHS test and trace.
- 4.3. Isolation of cases – cases will be requested to provide their end of isolation date and this will be recorded on the school system
- 4.4. Testing – Staff will be encouraged to continue testing on LFD twice a week **Agree arrangements for reporting of daily LFD testing for eligible identified contacts.**
- 4.5. Contact tracing – Schools are no longer required to contact trace pupil or staff cases. However, in special circumstances, they may be required to assist NHS test and trace with contact tracing. The school will respond in a timely way to any direct approaches from NHS test and trace or public health England.
- 4.6. Data collection – school will keep accurate records of absences and end of isolation dates.
- 4.7. Engagement and communication – The school will liaise with NHS test and trace and their local authority to communicate the situation to the wider school community. DfE will be notified of any decisions that impact on the teaching within the school.

5. Scenario D - What to advise when someone is unwell with COVID symptoms in the school setting

- 5.1. Pupils, staff and other adults should follow public health advice about when to self-isolate. They should not come into school if they have symptoms. If anyone develops symptoms whilst in the setting, they should be sent home and told to follow public health advice.

- 5.2. An isolation room must be identified for any persons suspected of having Covid. Access to PPE for this room is a must. The isolation room should not be used to house any person indefinitely, but for a brief period until transport has been arranged to deliver the person into suitable custody of an adult or home if a member of staff. Self-isolation rules apply. The room must also be adequately ventilated.
- 5.3. Anyone with symptoms should avoid using public transport and, if necessary, be collected by a member of their family or household.
- 5.4. Prevention – control measures will be in place across the school (see section above)
- 5.5. Identification and management - If a pupil or staff member is unwell, they should be escorted to the isolation room. 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. Any rooms they use should be cleaned after they have left.
- 5.6. Isolation of cases – cases will be requested to isolate from the date of the symptoms start date if they go on to test positive. Their end of isolation date will be recorded on the school system
- 5.7. Testing – Staff will be encouraged to continue testing on LFD twice a week (from the start of the autumn term until review due end of September 2021)
- 5.8. Contact tracing – the school will encourage the case to engage with NHS test and trace. Schools are no longer required to contact trace pupil or staff cases. However, in special circumstances, they may be required to assist NHS test and trace with contact tracing. The school will respond in a timely way to any direct approaches from NHS test and trace or public health England.
- 5.9. Data collection – school will keep accurate records of absences and end of isolation dates. Schools will share seating plans with NHS test and trace if required to do so.
- 5.10. Engagement and communication – instructions on virtual learning for those self-isolating will be clearly communicated with the school community.

6. If the whole school has to move to virtual learning

- 6.1. In exceptional circumstances, schools may need to move to virtual learning and close their physical setting. The following will be considered:
 - 6.1.1. If some attendance restrictions are needed, all vulnerable children, children of critical workers should still be allowed to attend. If, by exception, attendance is restricted further, vulnerable children and children of critical workers should still be allowed to attend.
 - 6.1.2. Safeguarding: • It is expected that all schools have a DSL on site, if this is not possible a senior leader will take on the responsibility for coordinating safeguarding
 - 6.1.3. Wellbeing calls will be made regularly (in line with individual pupil risk assessments) to ensure that pupils are safe and well at home.
 - 6.1.4. Meals will continue to be provided for those on site, those in receipt of free school meals who are not on site will either be provided with vouchers or food for the time the pupil is isolating, or the school is restricting attendance.
 - 6.1.5. IT Access: As part of the school remote learning plan, details will be held of who requires a device to be provided. These will be available to be collected from school or, if there is prior warning, they will be distributed prior to class/school closures. Part of the wellbeing calls will be to monitor this provision and pupil access to the remote learning so that support can be given as required

Appendix B Outbreak Management Plan template (to be used in the event that outbreak management action is to be taken)



Chelwood Nursery School

Incident Management Team (IMT) Meeting

Insert date

Insert time

AGENDA

Agenda Items:

1. Introductions – Chair
2. Purpose of the meeting
3. Review of situation
 - a. Cases / Contacts
 - b. Exposure
 - c. Test results
4. Public Health England (PHE) / London Coronavirus Response Cell (LCRC) advice – LCRC representative
5. Current Risk Assessment
6. Control Measures
7. Decision making
 - a. Self-isolation
 - b. School closure
 - c. Testing
8. Communications required
 - a. Staff / Students
 - b. Media
 - c. Healthcare providers
 - d. Others
9. Agreed Actions
10. AOB
11. Date for next meeting

Appendix C

Actions taken to contain an outbreak

Impacted year group:		Impacted staff:		Date:	
-----------------------------	--	------------------------	--	--------------	--

Guidance	Action taken	Date commenced	Date of Review	Review Outcome
Self-isolation of close contacts <i>In some cases, health protection teams may recommend that a number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</i>	<i>Advice sought from Public Health Lewisham. X students isolating from X to X.</i>	15/09/21	27/09/21	<i>Self-isolation period ended, X further cases within group tested positive and isolating with household.</i>
Re-introduction of Face Coverings <i>The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern.</i>	<i>Face coverings advised for adults and students in corridors and crowded areas.</i>	15/09/21	20/09/21	<i>Compliance is high. Plan to continue arrangements for another week.</i>
Asymptomatic Testing <i>Additional testing may be recommended to pick up any asymptomatic testing in the school community.</i>	<i>Letter to parents re home testing.</i>	15/09/21	17/09/21	<i>Home testing uptake not increased. Onsite testing considered.</i>
Increased ventilation <i>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE COVID-19 advice provides more information.</i>	<i>Additional reminders to keep windows opened as much as possible. Investigating options for improving mechanical ventilation system.</i>	15/09/21	27/09/21	
Increased cleaning	<i>Reinforced importance of cleaning in between groups. Enhanced cleaning schedules & recording sheets in (list places)</i>	15/09/21		

Reduce mixing of students	<i>Reviewed start and end times, lunch and break arrangements and re-instated small groups for PE etc.</i>	15/09/21		
Communications to staff	<i>All staff advised of potential outbreak and mitigating actions.</i>	15/09/21		
Communications to students	<i>All students advised of potential outbreak and mitigating actions.</i>	15/09/21		
Communications to parents/ carers	<i>Letter to parents/carers advised of potential outbreak and mitigating actions.</i>	15/09/21		
Remote Education	<i>Remote education provided to those pupils who need to self-isolate. Devices distributed to identified pupils</i>	15/09/21		
Free School Meals	<i>Catering company providing vouchers for FSM children who are at home</i>	15/09/21		