

FEDERATION OF St. ELPHGEGE'S and REGINA COELI CATHOLIC SCHOOLS

COVID-19 RISK ASSESSMENT

School:- Regina Coeli

15. COVID-19 INFECTION CONTROL

Consider:	Phase I: Actions needed (if any):Risk/support required /additional considerations See Transition Planning Document	Phase II	Phase III	Phase IV
Have leaders considered and voiced their views with stakeholders for discussion the reality of social distancing in the context of their school based upon the size of the school and the care needs of pupils?		Discussion with LA and Governors regarding the strategy for applying social distancing in the context of the school.	As phase 2	RA to be approved by the Governing Body HoS discussions with the LA, link advisor and attending locality meetings Use of LA guidance to inform planning and strategies Consultation with parents directly via email
How will a school day be managed to ensure social distancing for example, breaks, lunchtime?		Rota system, see appendix	Reintegration strategy for each year group	Reintegration strategy for each year group, included staggered entrance and exit, zoned areas, changes to lunchtimes
How will leaders manage the different perspectives of parents – sending pupils into school or deciding not to?		Consultation document	As phase 2	Work with parents in regard to individual medical conditions RAs for SEND pupils Attendance protocol for all pupils as the expectation is for all pupils to return School to access support from the nominated contact from the LA
What learning has there been about COVID-19 at		Child-friendly story explaining the virus in each	As phase 2	Google Classroom – COVID stories made available to pupils

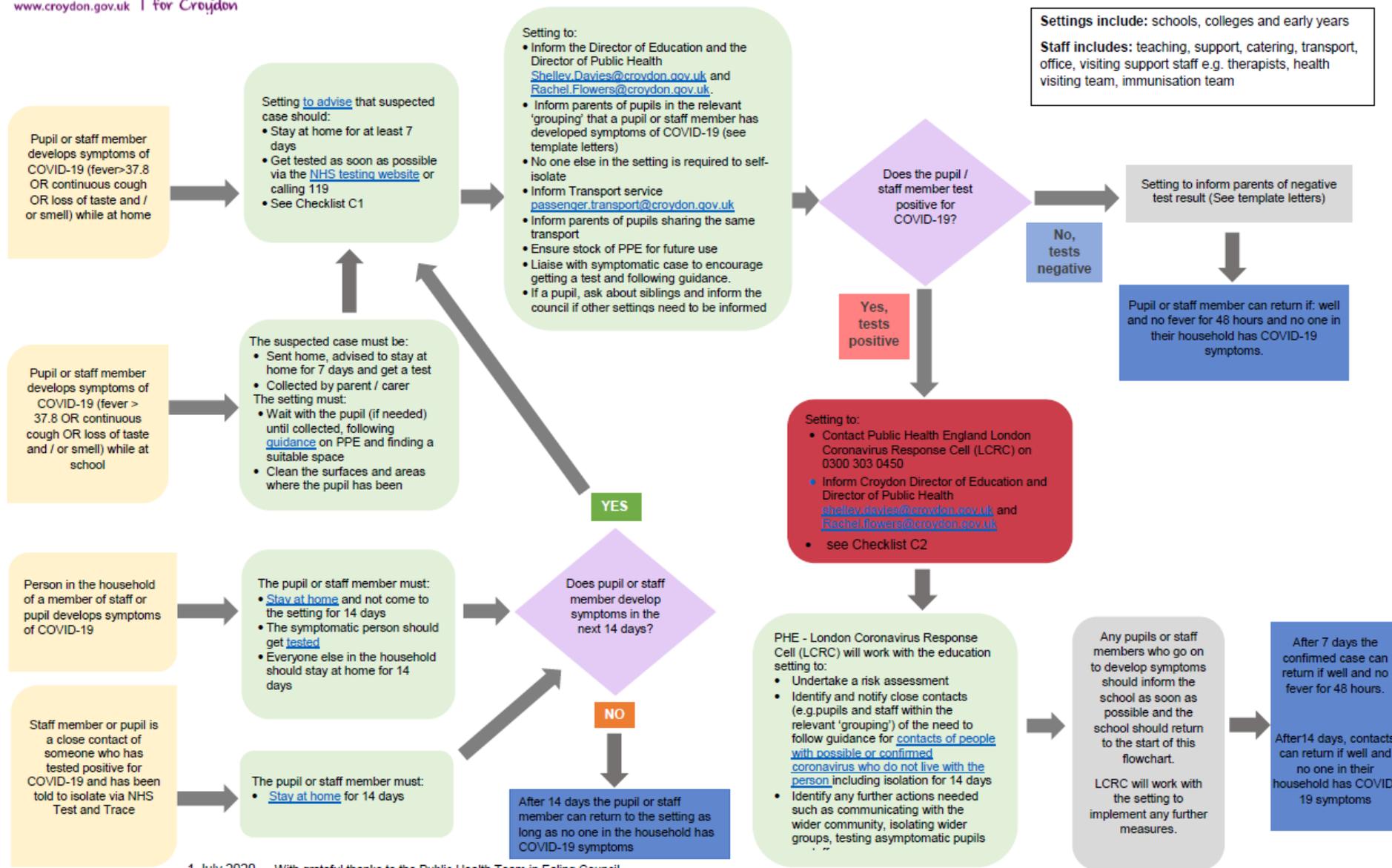
<p>home to prepare pupils for return? How can this be supplemented by school information?</p>		<p>classroom Explore what is available for schools reopening (June 1st) LGFL story Explore the use of pictures of the classroom to prepare them for the phased return</p>		<p>SEND pupils have been given a social story to support children's understanding</p>
<p>Following risk assessment, what PPE is required to ensure staff safety for intimate care?</p>		<p>PPE Box in every class, including masks, aprons, sanitiser in the event of a child being unwell. 1 IHCP – review cleaning advice for adjustable bed</p>	<p>As phase 2</p>	<p>As in phase 2 Personal first aid kits in every class to include PPE kit Screens for teachers who are working across bubbles (intervention teachers, supply/cover)</p>
<p>Have leaders considered the risk of a pupil/staff member contracting COVID-19? Is a plan considered for communication of this to alleviate fear, appropriate communication with external agencies (e.g. public health), how testing will be gained for staff/pupils in contact and thereafter dealing with the impact of this?</p>		<p>In Premises RA – Measures include increased cleaning/sanitisation, social distancing, staggered timing, school zoning and only working with specific teams of children/adults.</p> <p>If any child or member of staff within a group should develop symptoms of Covid-19, that bubble will be asked to isolate until that individual receives their test results. If the results confirm that individual has contracted the virus, that bubble group to follow Government guidance on</p>	<p>As phase 2</p>	<p>Please see the LA protocol for suspected or confirmed cases - flow chart attached to this RA These are subject to change and the school's RA and strategies will be updated accordingly.</p> <p>If pupils are asked to isolate as a result of the Test and Trace programme, a 2 week package of online learning will be provided. This can be provided in printed form and class teachers/SLT/office staff will remain in contact with the family at particular points during the 14 days.</p> <p>Day 1 – protocol shared with family, provide home learning Day 3/4 – CT wellbeing phone call and feedback to SLT who will log it Day 6 – CT/TA second phone call Day 10 – Office staff establish and discuss pupil's return to school</p> <p>The school will follow the latest</p>

		<p>isolation. If the results are negative for Covid-19, then those within the group who are not symptomatic can return to school.</p> <p>In Communication RA – Share strategy, behaviour policy and social distancing strategy with parents on Google Forms. Parents to read strategy and fully understand how safety and social distancing will be adhered to (to the best of our ability).</p>		<p>guidance from Croydon LA and amend RAs and strategies accordingly.</p>
<p>Has the emotional impact upon staff and pupils been evaluated considering what they may have endured through 'lockdown' and 'isolation' for example, loss, neglect, loneliness. What additional resources can be given to support all staff and pupils to manage and deal with personal circumstances while supporting them through to a form of normality following the trauma?</p>		<p>Staff: Regular contact from SLT through virtual team meetings, staff meetings and telephone calls to update on any changes in circumstance.</p> <p>Children: LA bereavement support document shared with staff via Inclusion DHT as appropriate.</p>	<p>As phase 2</p>	<p>Staff: wellbeing phone calls wellbeing questionnaire virtual tea break training for staff (wellbeing and working with children with trauma) explore the training package from Croydon to support staff</p> <p>Children: PSHE additional sessions breakout spaces ELSA additional outdoor sessions additional physical activities (daily mile)</p>
<p>How will the curriculum offered change to meet the personal, social and emotional needs of pupils</p>		<p>Measures include breakout areas to be allocated for children who require it, opportunities planned for</p>	<p>As phase 2 1:1 Sessions with the school ELSA can be arranged for any pupil who requires it.</p>	<p>See Curriculum RA</p>

giving them a chance to talk, share and 'off load' their worries in a way that will support them to move on to a place of feeling more secure and emotionally stable?		children to share their experience, use of Apple's Friends & P4C/PSHE to support emotional needs, shorter lessons with more frequent breaks to allow a period of adjustment.	CT ensuring adequate time for pupil talk and social interaction with their peers throughout the school day	
How will staff and pupils be supported to deal with the day-to-day living with COVID-19 still being a threat prior to a vaccine?		Establishing a 'new normal' routine	As phase 2	Sharing strategies in small groups Providing opportunities for staff to ask questions Open door policy with SLT Explore supervision segments with groups of staff Information sharing Staff bulletin created by the SLT
What will leaders need to consider in order to establish a 'different' day-to-day routine and way of schooling while COVID-19 is a threat?		In curriculum RA – Staff handbook provided. Time spent with children establishing the new routine which will have staggered timings, small groups, limiting shared resources with regular cleaning, regular handwashing and social distancing built into the day.	As phase 2 Phase 3 reintegration strategy shared with all staff	All integration strategies and RAs combined into a handbook
Can pupils contribute towards what school will need to look like for them to feel safe during the time of COVID-19? How might this be achieved?		Co-construct new class charter with pupils	As phase 2	Co-construct new class charter with pupils Opportunities to explore the FAITH values Children to make posters about social distancing
Can parents be consulted about how to alleviate their		Yes Parent consultation	School could explore the use of the PAF to provide this	Provide an email address link on the strategies sent home to parents as part

fears about sending their children to school? Have leaders considered online forums to discuss their ideas?			platform	of the consultation process.
Have leaders considered communicating to all that, at this time and for the future until a vaccine is found, schools could think about how they do it differently, rather than 'getting back to what it was'?		New working practice that emphasises safety	As phase 2	Communication to parents and staff with an overarching letter/strategy and rationale.
Additional considerations:				

What to do if there is a suspected or confirmed case of COVID-19 in education setting (early years, schools or colleges)



Checklist C1 – SUSPECTED CASE

1. Inform the Director of Education and the Director of Public Health Shelley.Davies@crowdon.gov.uk and Rachel.Flowers@crowdon.gov.uk.
2. If suspected case is a pupil, isolate them in a safe space until taken home by parent or carer. If they cannot be collected by parent/carer, ask their transport provider to collect them
3. If suspected case is a member of staff, send them home immediately, minimizing contacts and surfaces touched while still on the premises
4. Adults who accompany or care for a suspected case in isolation and coming within 2 m distance of them should wear gloves, aprons and masks
5. Clean the surfaces touched by the suspected case according to [guidance](#).
6. If a pupil is off sick, and a parent has not been in contact, the education setting should contact the parents to find out if the pupil has COVID-19 symptoms
7. If there are many pupils off sick with symptoms of COVID-19 (but where no tests have been done or results are available) contact the LCRC (0300 303 0450). LCRC will provide a reference number for the incident.
8. Contact suspected case (or their parent/carer) to:
 - Encourage them to follow [guidance](#): suspected case to stay at home for 7 days; suspected case to request a test; household members to stay at home for 14 days.
 - Ask parent/carer to inform other education settings if siblings attend other settings
 - Encourage parents/carers to let contacts know to be very diligent in handwashing and social distancing
9. Inform transport provider passenger.transport@crowdon.gov.uk, specialist support staff, social care, LAC team as appropriate
10. Inform members of the same school grouping as the suspected case that they should be very diligent in handwashing and social distancing. This may be those in the "bubble" or another appropriate group of pupils and staff. (See template letters)
11. No other pupils need to self isolate
12. If the suspected case is a passenger on school transport, inform the parents of other children who travel with the suspected case to be more diligent in handwashing and social distancing
13. Follow up parent/carer after 24 hours to see if they have requested a test
14. Ensure stock of PPE in the event of further suspected cases

Checklist C2 - CONFIRMED CASE

1. Inform the Director of Education and the Director of Public Health of the positive test, providing LCRC reference number if available Shelley.Davies@crowdon.gov.uk and Rachel.Flowers@crowdon.gov.uk.
2. Contact the LCRC (0300 303 0450) to inform them of the positive case (they may already have been in touch) and discuss next actions. LCRC will provide a reference number for the incident.
3. Send home members of the same school grouping as the confirmed case to self-isolate for 14 days. This may be the "bubble" or a different group of pupils and staff – the decision as to who should self-isolate at home will be made with the support of the LCRC
4. Contact confirmed case (or their parent/carer) to:
 - a. Offer support
 - b. Ask for an update on other members of the household especially those who are at other educational settings
 - c. Ask parents to inform other settings
 - d. Check that the rest of household are self-isolating
5. Inform transport provider, specialist support staff, social care, LAC team as appropriate
6. Send letter to identified contacts (and their parents/carers) using template provided by the LCRC. This letter does not identify individuals
7. Review the implementation of prevention and control measures within the setting