

# Covid-19 : Risk Assessment

Academy Name: Quest

Date: 01/09/2022 V24

Review Due: 01/09/2023

The key principle of this document is to investigate the risks associated with the Covid-19 pandemic. It concentrates on infection control by minimising contact with others and maintaining safe cleaning practices. We will prioritise wellbeing, whilst managing all stakeholder views, ensuring we communicate regularly in a clear and concise way to inform and reassure. This document will be revised regularly to ensure we implement new Government guidance and policies to ensure the health and safety of everyone.

## Risk matrix

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

## KEY

SLT - Senior Leadership Team

NW - Nicola Wells

AB - Alan Brabazon

VS - Victoria Scranage

CSC - Compassionate Schools Coaches

FF - Family Footings

## Organisation

	Area of Risk	Action	Who	Rating	Notes
1	<b>Organisation</b>	<p>LAB regularly kept up to date and routine meetings.</p> <p>Home learning available to learners shielding (with express advice from a medical professional) or self-isolating if advised.</p> <p>All teachers and support staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.</p> <p>Signage to encourage regular hand washing and catch it, bin it, kill it for staff and learners.</p>	<p>NW SLT</p> <p>FF/ Therapists / CSC STAFF</p>	L	
2	<b>Remaining open</b>	<p>Help manage stakeholder's expectations with a published set of principles (Appendix 2).</p> <p>Update website with the latest Government advice for parents/ carers.</p> <p>Engage staff teams for ideas and feedback to ensure working collaboratively across all areas.</p> <p>All staff to complete the online Autism Awareness Accreditation Transition Back to school course to help us prepare learners following a period of isolation.</p> <p>Uptake of vaccinations encouraged and supported amongst staff and learners.</p>	<p>VS</p> <p>VS VS</p> <p>STAFF Admin</p> <p>VS</p>	L	
3	<b>Staffing</b>	<p>Communicate regularly with Staff/LAB with information and updates.</p> <p>All staff who are identified at higher risk, should they be infected by Covid-19, as per the government guidance to have a risk assessment so they can work safely. This will be updated when necessary.</p> <p>Staff required to shield will need to provide a letter from a medical professional suggesting this.</p> <p>Absences monitored and any necessary action taken in line with HR policies and contingency plan.</p> <p>Utilise agency staff, if necessary, in line with our absence insurance.</p> <p>Continue recruitment, ensuring guidelines for candidate's health and safety are adhered to.</p> <p>Utilise Iris Connect across the site to improve educational outcomes.</p> <p>Quest Covid-19 Risk Assessment available to all visitors and given to any agency supply.</p>	<p>VS VS</p> <p>VS</p> <p>VS</p> <p>VS</p> <p>SLT Admin</p>	M	

		On call staff have been supplied with grade 5/6 all in one PPE suits for protection against learners who spit when in crisis.	CSC		
4	<b>External contractors</b>	Request for all contractors to adhere to on-site policy when visiting. If the school is not to be operating at full capacity to inform external companies when the school will be opening to full capacity again, asking about staff availability and provision going forward.	Facilities / VS	L	
5	<b>Policies and procedures</b>	<p>Communicate policy and procedures to staff and LAB. Update Staff/LAB with (but not limited to):</p> <ul style="list-style-type: none"> <li>• Covid-19 Policy and procedures and any risk assessments that have been written</li> <li>• Confidentiality Policy</li> <li>• Safeguarding and Child Protection</li> <li>• Data Protection Policy</li> <li>• First Aid Policy</li> <li>• Updates from the DFE and guidance from the Public Health England 2020</li> <li>• Arrangements for the return of learners and parents</li> </ul> <p>Update the website when applicable. All relevant policies updated with Covid-19 in mind, remind all staff that unless communicated all other policies remain the same. All relevant policies updated with Covid-19 in mind. New Covid-19 Appendix for our First Aid Policy (Appendix 3) and Covid-19 Appendix for the Safeguarding policy (Appendix 4). All procedures have been evaluated and where appropriate amended. All Covid-19 related documents available in QUE-Staff &gt; Covid 19.</p>	<p>VS / NW VS</p> <p>VS VS</p> <p>VS VS VS</p>	L	<a href="https://www.nhs.uk/conditions/coronavirus-covid-19/">https://www.nhs.uk/conditions/coronavirus-covid-19/</a> New C19 Safeguarding Policy update: <a href="https://www.thequestacademy.org/page/?title=Safeguarding&amp;pid=24">https://www.thequestacademy.org/page/?title=Safeguarding&amp;pid=24</a>
6	<b>Finance</b>	Ensure contractors are paid as per the PPN 02/20 agreement and government guidelines.	VS	L	
7	<b>Pupil Premium</b>	<p>Ongoing support for PP families.</p> <p>Continued use of forms of personalised learning where it is safe to do so or deliver provision remotely /via Iris Connect/preferred remote learning style if households are isolating. Free school meals offered daily or in the form of a food parcel or supermarket vouchers following any Covid-19 related absence.</p>	<p>Family Footings FF/VS</p> <p>FF/VS</p>	L	<a href="http://www.familyfund.org.uk">www.familyfund.org.uk</a>

## Health and Safety

	Area of Risk	Action	Who	Rating	Notes
9	<b>Cleaning</b>	<p>Cleaning products have been ordered and adequate supply ensured. Wipes, hand sanitiser wall units and tissues available in every class. Site is cleaned as per Government guidance at the end of each day. Cleaning company engaged should an emergency or regular deep cleaning for prevention be required. Hand sanitiser available in communal areas.</p> <p>If a learner spits the area will be cleaned, staff to highlight this need to the facilities team asap.</p>	<p>AB STAFF Service Master</p> <p>Facilities Team</p>	<b>H</b>	
10	<b>Health and safety checks</b>	<p>All health and safety checks, policies and procedures remain unchanged. PS Assets system used to raise a ticket for anything requiring attention. Regular checks to ensure access to hand washing facilities etc. are maintained.</p> <p>Air purifiers have been placed in every classroom to stop cross infections and to enhance learning based on studies.</p>	<p>VS AB Facilities Team Facilities Team</p>	<b>M</b>	
11	<b>Systems</b>	All safety checks continue.	AB	<b>L</b>	
12	<b>Site</b>	<p>Ensure that there is access to drinking water, facilities for hand washing, and access to hand sanitiser if required.</p> <p>Soft furnishings regularly cleaned.</p> <p>Social distancing signs on floor around site, the nearest exit is to be used when evacuating.</p> <p>One-way system implemented on lower floor and on stairs. Learner entrance stairs up, back stairs down.</p> <p>Rooms need to be well ventilated at all times, with windows open where possible.</p> <p>Use of Air Purifiers have been placed in every classroom and other regularly used rooms to stop cross infections and to enhance learning based on studies.</p> <p>All corridor windows to remain open when learners are on site.</p> <p>Utilise outdoor spaces as much as possible.</p>	<p>Facilities</p> <p>STAFF STAFF</p> <p>STAFF</p> <p>Facilities team Facilities</p> <p>STAFF STAFF</p>	<b>M</b>	<p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</a></p>

13	<b>Infection control</b>	<p>Specialist Covid-19 Awareness training re transition for ASD completed by existing staff.</p> <p>Posters put up round site to encourage regular hand washing.</p> <p>Handwashing and hand sanitiser facilities available across the site and in every classroom.</p> <p>Tissues available in every room to 'catch it, bin it and kill it'.</p> <p>Update this RA on website when necessary.</p> <p>PPE (disposable gloves, aprons and face shields) available to all staff and learners if requested. Details in line with WHO and Government guidelines circulated so staff know the use of PPE is not necessary and any risks associated from using it. PPE to be disposed of in dedicated bin in medical room. PPE available in the medical room and staff room.</p> <p>When delivering first aid PPE is to be worn by member of staff. New Covid-19 Appendix for our First Aid Policy (Appendix 3).</p> <p>If staff have to take a learner off site, grab bags have face masks and sanitising wipes.</p> <p>UV and aerosol cleaning utilised for areas an individual has been before going home with symptoms.</p> <p>Learners given their own named pencil case with necessary stationary.</p> <p>Anyone on site displaying symptoms to be isolated in the meeting room until able to go home. That room is then deep cleaned by the facilities team as per Government guidance.</p> <p>IF STAFF HAVE ANY SYMPTOMS OF COVID they will try to test, if unable to take we ask that they do not come to work until the symptoms subside (or a doctor has advised that it is something different e.g. asthma, allergies etc), and they feel well enough to be at work. Normal terms and conditions will apply in terms of sick pay, as with other types of sickness. If they have any symptoms but come to work there may be additional measures put in place as part of a risk assessment to protect anyone vulnerable.</p> <p>IF STAFF TEST POSITIVE either through LFD or PCR – they do not come into work for at least 5 days after the date of the test or 5 days from the day after symptoms started (whichever is earlier). If they feel well and have no symptoms after 5 days they can return to work. There may be additional measures put in place as part of a risk assessment to protect anyone vulnerable, particularly between 5 and 10 days. They will be paid for his time off as per your normal terms and conditions. If you are financially</p>	<p>STAFF</p> <p>VS / STAFF</p> <p>STAFF</p> <p>Facilities</p> <p>VS</p> <p>VS / STAFF</p> <p>STAFF</p> <p>STAFF</p> <p>STAFF</p> <p>STAFF</p> <p>STAFF</p> <p>VS</p> <p>STAFF</p>	<p><b>H</b></p>	<p><a href="https://coronavirus.data.gov.uk/?_ga=2.73102931.1535804126.1604052601-1284727121.1603274696">https://coronavirus.data.gov.uk/?_ga=2.73102931.1535804126.1604052601-1284727121.1603274696</a></p> <p><a href="https://e-bug.eu/">https://e-bug.eu/</a></p>
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		<p>impacted by this and can provide evidence of a positive test we will ensure they receive full pay.</p> <p>Learners who are unwell and have a high temperature should stay at home and avoid contact with other people. They can go back to school when they no longer have a high temperature, and they are well enough to attend.</p> <p>A decision will be made, on a case by case basis, whether staff are able to work from home or whether this time will be recorded as a sickness absence.</p> <p>We will not share the names or details of people with COVID-19 unless essential to protect others.</p> <p>Quest will adhere to any lockdown measures.</p> <p>Staff encouraged to bring in ready to eat lunch, full flask and water bottles to limit use of taps, kettles and water coolers.</p> <p>Quest will be cashless where possible, letters to be sent, wherever possible via email and uploaded onto the website.</p> <p>Laptops available for every learner and enabled to work offsite.</p> <p>Coronavirus Health and Safety for Staff training completed by all staff.</p> <p>Staff issued with Social Story Covid-19 communication cards.</p> <p>Air purifiers in every classroom. They will purify the air and are proven to kill airborne viruses and bacteria including Covid-19.</p>	<p>Family Footings</p> <p>VS</p> <p>VS</p> <p>VS</p> <p>STAFF</p> <p>Admin</p> <p>STAFF</p> <p>Admin</p> <p>STAFF</p> <p>FACILITIES</p>		
14	<b>Kitchens</b>	<p>Clean and disinfect all areas and surfaces, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas.</p> <p>Learners to wash hands before eating.</p>	<p>Facilities/ Educateres</p> <p>STAFF</p>	M	

## Curriculum

	Area of Risk	Action	Who	Rating	Notes
15	Autumn Term curriculum	<p>The Trust, Leaders and LAB at Quest have worked collaboratively to develop an agreed set of principles to guide them with the decision-making process.</p> <p>We have also considered the evidence and advice provided by Evidence for Learning regarding the Recovery Curriculum.</p> <p>The Recovery Curriculum is centered on the following tenants:</p> <ul style="list-style-type: none"> <li>• An anxious learner is not ready to learn – we will focus on wellbeing first.</li> <li>• Our leadership will be compassionate.</li> <li>• We will listen to learners – about what have they experienced, and what are they telling us.</li> <li>• Recovery plans will be holistic, with personalised programmes of study to meet needs and will be class based.</li> <li>• Curriculum adjustments will be necessary, we will not just focus on lost knowledge. Learners 's daily experience will have opportunities for positive and humane development opportunities. Preparation for adulthood is a priority that will influence teaching, with happiness and wellbeing as key.</li> <li>• We will ensure that learners know what they are going to be doing, what is coming next.</li> <li>• Recovery will look different for each learner (length of time, type of support, priorities for learning)</li> <li>• We will use levers for recovery.</li> <li>• We will support our staff to manage their own recovery.</li> </ul> <p>We will adopt a systematic, relationships-based approach to reigniting the flame of learning in each learner. We will embark on this journey together through a process of reengagement.</p> <p>The levers for recovery are as follows: Lever 1: Relationships We will plan how adults reach out and connect with learners. We will invest in those daily interactions, nurturing and repairing relationships. Lever 2: Community</p>	Trust , Leaders LAB Staff Learners Families	L	<p>Some advice here <a href="https://www.evidenceforlearning.net/recoverycurriculum/">https://www.evidenceforlearning.net/recoverycurriculum/</a></p> <p>And <a href="https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</a></p> <p><a href="https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education">https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education</a></p> <p><a href="https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</a></p>

	<p>We will engage the community in transitioning of learning.  Lever 3: Transparent Curriculum  Share curriculum plans with parents/carers/learners via the school website  Lever 4: Metacognition  We will reteach skills for learning in their learning environment.  Lever 5: Space  We will give learners that space to be, to rediscover self, and to find their voice on learning.</p> <p>Throughout the Pandemic we have amended our curriculum based on local, school and learner circumstances. We have used our guiding principles and used an evidenced based approach to inform our decisions. To support the transition of learners back to school in September all classes will be based with the form groups for the first three days of term. This will also support us limit the transition of the virus. Learners will then follow our revised curriculum for September. This is summarized within our newly ratified curriculum policy (see essential info)</p> <p><b>Remote Learning for those having to self-isolate or are shielding</b>  Families and learners will continue to access work via our home learning section on the website (general and class specific) and or through packs of works sent by post.  Learners can continue to access the daily Morning PowerPoint, Manga High, Bug Club, Lexia and Accelerated Reader and the PowerPoints sent home  Form tutors and Family Footings will continue to keep in contact with families whose child is at home via e-mail and phone at least twice weekly. With a physical weekly well – being check being made for those learners who have not been in school for more than ten days. More frequent home visits may be made based on our RAG rated risk assessment and support families need.  Equipment available for those in need to ensure learning is not interrupted.  Home Learning Contingency Plan in place (Appendix 5).  <b>Off-site visits</b>  We will continue to review and risk assess trips and off-site visits based on our school, local circumstances and any changes to government guidance.</p>	VS		
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16	<b>Appraisals/ Supervision/ Probation</b>	All staff will continue with their performance management with appraisals and supervision meetings. Probations may need to be extended if time on site has been limited. We will adopt a unified approach in line with the Trust's guidance.	Trust All staff / VS	L	<a href="https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers">https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</a>
17	<b>SEND</b>	We will continue to hold Annual Review meetings to ensure all EHCPs have been reviewed in the statutory time frame.	SENCO/ SLT	L	

## Safeguarding

	Area of Risk	Action	Who	Rating	Notes
18	<b>Support for vulnerable families</b>	<p>Support package for families who are vulnerable in order to help them transition back to school following any prolonged time absent. Telephone calls and visits to families if needed.</p> <p>Individual support plans around the family, working alongside other agencies as appropriate.</p> <p>Continue to use RAs to make judgments about what adjustments may need to happen in school.</p> <p>Plan and prepare a collection of signposting opportunities to share with families if needed e.g. Bereavement advice, financial advice, safe use of internet etc.</p> <p>Update the website when applicable.</p> <p>Ensure policies and procedures are in place where necessary.</p> <p>Teachers working alongside Family Footings as per our policies and procedures to ensure remote learning for those self-isolating is safe and secure.</p> <p>Learners who are considered clinically vulnerable or clinically extremely vulnerable have had their individual risk assessments updated with the necessary measure we need to take in protecting them against contracting Covid-19.</p> <p>Covid-19 Safeguarding and Pupil Welfare training undertaken by all staff</p>	<p>Family Footings</p> <p>Family Footings</p> <p>Family Footings</p> <p>Family Footings</p> <p>SLT / STAFF</p> <p>Family Footings</p> <p>VS</p> <p>SLT</p> <p>STAFF</p> <p>VS/SLT</p> <p>VS</p>	M	<p><a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></p> <p><a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></p>

		Free school meals provided either daily or following absence in the form of a food parcel in the event of any eligible learner not attending for a Covid-19 related reason.	FF and VS		
19	<b>Absence</b>	Take register on SIMs - DfE has provided information regarding the codes to be used for individual scenarios. A weekly submission to be completed for the Government regarding attendance of both learners and staff. Home visits or Teams calls made to any learner not attending due to self-isolation. Communicate with parents/carers well in advance. Contact LA, following normal procedures if any learner's absence becomes a concern. Where learners fail to attend school as parents are following clinical and/or public health advice, absence will not be penalised.	Family Footings VS  Family Footings Family Footings	M	

## Well being

	Area of Risk	Action	Who	Rating	Notes
20	<b>Support systems</b>	Ensure that there are support systems in place for staff to support their mental health and well-being. EAP and Dr. Anna May available to any member of staff that require support.	VS  VS	M	
21	<b>Dealing with concerns</b>	Provide an opportunity for parents/carers to raise issues and concerns. NW and Family Footings are contact for parents/carers via email and/or phone. Update website when necessary. Update Staff/LAB accordingly. Plan and prepare a collection of signposting opportunities e.g. Bereavement advice	NW/ Family Footings VS NW / Family Footings	M	<a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>
22	<b>Mental health and well-being</b>	Plan positive mental health and wellbeing learning opportunities to support learner's. Plan learning opportunities to support learner's transition back to school after prolonged absence, e.g. support for mental health and well-being, bereavement advice if appropriate, learning expectations, information about routines/timetables etc.	SLT  SLT / STAFF	M	

	<p>Identify key families who may need extra support if possible.  Update website where applicable.  Share this information with staff/parents/carers.  Ensure that these learners are closely monitored and provided with the relevant support to help them to manage their emotions.</p>	<p>Family Footings  NW  Family Footings</p>		
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### COVID-19 Pandemic Principles that Guide MacIntyre Academies' Work

At MacIntyre Academies we are fully committed to delivering as much face-to-face teaching and the widest education experience as possible, now and from September 2020. We are also conscious that the COVID-19 pandemic poses unprecedented challenges for us and our communities so our planning will be guided by four key overarching principles:

- The safety and wellbeing of all is paramount
- We will be flexible and respond to changing circumstances
- We will maintain the integrity of the educational experience while following a Recovery Curriculum
- We will assure the quality of our education offer

The table below shows the factors that help us make the best decisions for everyone. We believe that it is important to be clear about the factors that inform our decision making because it is not always possible to find a solution that pleases all. Sometimes information that helps us to make judgements is missing, incomplete and delayed which means that sometimes our decisions are last minute. We will always strive to do the best for all involved.

Factors	What it means for:			
	Learners	Parents	Staff	Leaders
<b>Learner Wellbeing</b>	<ul style="list-style-type: none"> <li>• We will continually review each learner's risk assessment so that we can offer on-site provision to those who need it most.</li> <li>• We will support learners to access support from other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Family Footings and senior leaders will be in frequent contact to consult with parents as to their particular circumstances.</li> <li>• We will regularly keep parents up to date with what's changing.</li> <li>• Some learners will be predominantly based at home while others on-site.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff may be asked to work with learners or do tasks or undertake training that they have not done before.</li> </ul>	<ul style="list-style-type: none"> <li>• We will consult with all relevant professional bodies, the Trust and the LAB to ensure an agreed approach.</li> <li>• Risk assessments for each learner will be regularly reviewed so that the most vulnerable are identified and safeguarded.</li> </ul>
<b>Educational Experience</b>	<ul style="list-style-type: none"> <li>• We will make tailored resources that those who are at home can use.</li> <li>• We will offer video learning where appropriate.</li> <li>• We will regularly refine the on-site offer.</li> <li>• We will aim to offer some time on site before the end of the year to all learners who would benefit from this.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teams will offer support on how to support home learning.</li> <li>• Curriculum updates will be provided about on-site and off-site learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Some teachers will have the challenge of maintaining an online as well as in-person presence with learners.</li> <li>• Teachers will need to continue to use their professional judgement to adapt the curriculum in challenging circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• We will review and refine the curriculum for home and on-site learners, deploy staff and ensure this is well risk assessed.</li> </ul>
<b>Staff Wellbeing</b>	<ul style="list-style-type: none"> <li>• We will minimise disruption for learners as much as possible but not all the usual staff will be available all the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all of the usual staff will be available all of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• We will continually review each staff member's risk assessment in order to ensure the wellbeing of vulnerable staff.</li> <li>• Where working from home is a suitable alternative and especially where this can support those with extra workload, it will be required</li> <li>• All staff workloads will be monitored.</li> <li>• Staff are encouraged to keep talking to their Line Managers.</li> </ul>	<ul style="list-style-type: none"> <li>• We are diligently taking into account multiple issues and obligations when it comes to staff being able to work (so avoid making comparisons).</li> </ul>
<b>Government &amp; Expert Advice</b>	<ul style="list-style-type: none"> <li>• Different taxis than normal may be provided.</li> <li>• Learners may start coming to school with a parent/carer.</li> <li>• Things may change at the last minute.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes we will not be able to give the detail that we'd like to. We hear government announcements at the same time as everyone else and have to wait for further guidance.</li> <li>• We may be restricted by unforeseen obstacles.</li> <li>• Things may change at the last minute or may give late notice of a development.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff may spend time and effort preparing for a scenario that doesn't materialise as expected.</li> <li>• Things may change at the last minute or staff may get late notice of a development.</li> </ul>	<ul style="list-style-type: none"> <li>• We will communicate the basis of decisions where this is helpful (but won't if it could be long or confusing).</li> </ul>

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## Appendix 2

### Coronavirus Update

#### **Transmission of the virus through delivering first aid**

If you are likely to attend as a First Aider please read the following advice:

<https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders> AND <https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/>

Staff to use PPE when they administering First Aid.

1. Currently no proof they can protect from Covid-19, but staff may feel protected from 'asymptomatic' people who have the virus, but not yet showing symptoms.
2. Vulnerable staff should not undertake first aid at all.
3. Cleaning equipment to be left in each classroom to enable staff to clean when necessary.
4. Soap dispensers and hand gel containers to be checked and filled daily.
5. PPE is available for all staff, both for administering first aid and for use if a known or symptomatic case is within the school grounds.

If a child, young person or member of staff becomes unwell with symptoms of COVID-19:

1. Phone Public Health England and explain the circumstances. PHE may suggest full and immediate closure for deep cleaning, or say that you can continue teaching.
2. The person must be supported until they can be collected and taken home. They should not be left unattended.
3. The meeting room is set aside for use as an isolation room – ensure the windows are open.
4. PPE should be worn by the supervising staff member and 2m maintained. The reception toilet will need to be allocated for the sole use of the unwell person and must not be used by anyone else until it has been thoroughly cleaned.
5. The areas that they have come from, e.g. classroom, kitchens, toilets, circulation routes, need to be closed off. If this is not possible, then a thorough cleaning needs to be done on each area before it can be used by learners or staff.
6. Other members of staff should ensure that no other personnel are on the route of the person as they exit the building.

After the sufferer has been collected:

1. If the school is closed, initiate a cleansing, with usual contractor as directed by Public Health England.
2. If the school remains open, the PHE may advise to close off all places where the child / or staff member has been. In practice, this may necessitate closing the school anyway.

3. *During cleaning, cleaners must be reminded to pay special attention to where the person has sat or was lain down.*
4. *PPE must be worn.*
5. *Soft furnishings and towels need to be carefully taken away and if possible washed on a 60 degree wash, with detergent.*
6. *Toilets and sinks, must be thoroughly cleaned. This includes taps, handles, toilet seats, dryers and soap dispensers*

*The school will need to inform parents and colleagues but stress the thoroughness of the cleaning that is taking place*

## Covid-19 Appendix

### **Safeguarding in relation to Covid-19**

#### **Pandemic Procedures: COVID 19 (p.59 of School Safeguarding Policy)**

This section of the Policy addresses how the school will apply the safeguarding and child protection policy in order to safeguard all our learners during COVID-19. It applies both to the minority of learners who are attending school and the majority who will be staying at home pending further government advice.

#### **Vulnerable children**

From 20<sup>th</sup> March 2020 the government asked parents to keep their children at home, wherever possible, and asked schools to remain open only for those children who absolutely need to attend. Children who absolutely need to attend are those children of workers critical to the COVID-19 response and children defined as vulnerable as follows:

- Children who have a social worker, including children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989\*\*.
- Children and young people up to the age of 25 with education, health and care (EHC) plans\*.
- Other children who the Designated Safeguarding Lead considers to be vulnerable, including those children who may be in receipt of early help; were previously the subject of child protection or child in need plans; were previously looked after; or whose situation and wellbeing at home may become unsafe or insecure if they do not attend school.

\*The DSL will undertake a risk assessment in consultation with the local authority and parents/ carers to determine whether children with an EHC plan need to continue to be offered a school or college place in order to meet their needs or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

- \*\*It may also be necessary and appropriate to undertake a similar risk assessment in relation to children with social workers. However, the school will provide a place for any child with a social worker:
  - If the social worker requires a place to be provided; and
  - The child's parents/carers are willing to send the child to school; and
  - The child does not have an underlying health condition that puts them at increased risk.

In circumstances where the school considers a child to be vulnerable and eligible to attend school but a parent/carer does not want to bring their child to school, the DSL will explore the reasons for this directly with the parent/carer. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

Where parents/carers are concerned about the risk of their child contracting COVID19, the DSL will discuss those anxieties with the parent/carer following the advice set out by Public Health England. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

NB eligibility for free school meals in and of itself will not be the determining factor in assessing vulnerability for these purposes.

In line with advice from Warwickshire County Council, Quest will create and maintain an up-to-date register/database of all learners who are considered vulnerable as above and will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's Social Workers and The Virtual School for looked-after and previously looked-after children. The lead person for this is: Ben Makins and in his absence Anna Stelfox.

The register will contain the names and contact details of the child's parents; other significant family members; social workers; family support workers; and any other key professionals including health professionals and youth justice workers. The register will be accessible to the designated safeguarding lead (DSL) and all deputy designated safeguarding leads including by secure access for DSLs who may need to self-isolate and/or work from home.

Quest assessed and reviewed the level of vulnerability of each learner on the register using the RAG rating format as below. This supported the DSL to identify those children that needed to be offered the opportunity to attend school (including those children with a social worker), those that can be supported by regular contact from a DSL and those whose attendance might be inconsistent and who may therefore need additional contact and support.

The RAG rating criteria are:

Red - most at risk of harm, self-harm or neglect (will include all children subject of a child protection plan); and all children who are looked after unless they are in a stable setting)

Amber - a moderate risk of harm, but with some protective factors (Is likely to include some of the learners with a Child in Need plan and/or being supported by a family support worker)

Green - some concerns or unmet needs; or have been red or amber and need monitoring.

Every child on the vulnerable children register is allocated to a named DSL who is responsible for ensuring that the identified level of support and contact is provided. Our DSLs will record all contacts and outcomes with vulnerable children and their families in the usual way so that those records are visible to colleague DSLs which will be reviewed in weekly DSL meetings.

### **Further Information**

Since September 2020 when all learners were advised to return to schools the following steps have been taken;

- Any learners displaying symptoms of Covid-19 are advised not to come in or sent home and advised to take a test. If the test is positive they are asked to isolate for 14 days, if it is negative they would be expected to return to school.
- If a learner is off with Covid-19 the Family Footings Team and/ or class team will check in on a weekly basis to ensure safeguarding of the learner.
- If a learner who is rated as Red or Amber in terms of their vulnerability is off due to Covid-19 then additional check in's will take place and relevant external professionals such as Social Workers will be made aware.



Appendix 4

To ensure that all of our learners continue to have access to their education in the event of needing to self-isolate we have developed the contingency plans detailed below:

