



GOSDEN HOUSE SCHOOL

COVID-19 Risk Assessment – UPDATE September 2020 (Version 6)

In the event of a confirmed case within the school community, please telephone HPT Horsham 0344 2253861 and contact OFSTED.

Please find attached a COVID-19 risk assessment template for special schools that has been prepared in response to the Government's guidance for full opening. The measures set out in this risk assessment provide a framework for school leaders to put in place proportionate protective measures for pupils and staff for September 2020. **The Governing Body/Trust Board must take ownership of the risk assessment and have oversight of the principles behind its contents.**

This tool may be useful as you undertake planning around a range of 'protective measures' for the Autumn Term and is entirely optional. Some sections will be more or less applicable, depending on your phase and context, and please feel free to change, adapt and supplement with additional detail as necessary.

School Leaders should share their risk assessment with the school workforce and should consider publishing it on their website to provide transparency of approach to parents, carers and pupils. Schools should also review and update their wider premises, staff and pupil risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19).

It should be used alongside the government guidance below:

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>



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<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

<https://www.hse.gov.uk/coronavirus/assets/docs/risk-assessment.pdf>

The following school policies (but not limited to) should also be reviewed and updated as required:

- *Behaviour Policy*
- *Safeguarding & Child Protection Policy*
- *Health and Safety Policy*
- *Infection Control Policy*
- *First Aid Policy*
- *School Emergency Plan*
- *School Business Continuity Plan*
- *Premises Lettings Policy and Contract*

Issued on behalf of the Surrey Recovery Planning Team



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	Risk rating prior to action H/M/L	Recommended controls/Mitigation and Protective Measures	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Awareness of and adherence to policies and procedures		<p>Health and Safety Policy has been updated in light of the COVID-19 advice</p> <ul style="list-style-type: none"> • All staff, pupils and volunteers are aware of all relevant policies and procedures including, but not limited to, the following: <ul style="list-style-type: none"> - Health and Safety Policy - Infection Control Policy <p>First Aid Policy Docs shared 1/6/20 INSET Training 2/9/20</p> <ul style="list-style-type: none"> • All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 	<p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p>	<p>Cindy</p> <p>Cindy</p> <p>Existing</p>		L





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		<ul style="list-style-type: none"> - The Health Protection (Notification) Regulations 2010 - Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' - DfE and PHE (2020) 'COVID-19: guidance for educational settings' • The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. <p>The school keeps up-to-date with advice issued by, but not limited to, the following: 1/6/20 Sent out weekly to SLT</p> <ul style="list-style-type: none"> - DfE; NHS; Department of Health and Social Care; PHE <p>Staff are made aware of the school's infection control procedures in relation to coronavirus. Staff Protocol 22/5/20 Using Action Cards provided by Gov.UK from Updates 8.9.2020) Distribution of Home Test kits guided by Gov.Uk guidance from 'Guidance for Full Opening: special Schools and other Special School Settings' (updated 8.9.2020)</p> <p>Parents are made aware of the school's infection control procedures in relation to coronavirus via</p>	<p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p>	<p>Cindy</p>		
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		<p>additional work to be done in classes with children to reinforce</p> <ul style="list-style-type: none"> The Staff and Volunteer Confidentiality Policy and Pupil Confidentiality Policy are followed at all times – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus. <p>In staff protocol and discussed with staff</p>				
<p>Prevention</p> <p>1. Minimise contact with individuals who are unwell with COVID-19 symptoms</p>		<p>Staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and anyone developing those symptoms during the school day is sent home. Existing practice: in protocols and DFE, PHE guidance, HPT flow chart and advice</p> <p>GOSDEN ADDITIONAL STEP - make sure visitor guidance is clearly up in Reception regarding not coming into school if they develop symptoms.</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they are sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a</p>	<p>YES</p> <p>YES</p>	Cindy/ all staff		M





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	<p>test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. Little Map Room –COVID isolation room and use of disable toilet near Woodpeckers class. SLT to supervise. Procedure outlined in staff and parent protocol and flow chart</p> <p>If a child is awaiting collection, they are moved, where possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. A window should be opened for ventilation. If it is not possible to isolate them, they are moved to an area which is at least 2 metres away from other people. In staff protocol</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. Use of disable toilet near Woodpeckers class.</p> <p>Everyone will wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms</p>	<p>YES</p> <p>YES</p> <p>YES</p>			
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		<p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace. In staff protocol and flow chart provided.</p> <ul style="list-style-type: none"> • The Infection Control Policy and Cleaning in non-healthcare settings guidance to be followed to clean the area. • Any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the Administering Medications Policy • Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and Cleaning in non-healthcare settings guidance <p>Separate bin allocated, double bagged and stored for 72 hours.</p>				
<p>Prevention</p>		<ul style="list-style-type: none"> • Special settings will support pupils to clean their hands regularly, including when they arrive at the setting, when they return from breaks, when 	<p>In place</p>	<p>Max/ Emily</p>	<p>04/09/20</p>	<p>M</p>





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<p>2. Good hand hygiene practice</p>		<p>they change rooms and before and after eating.</p> <p>In place, supported by social stories and posters.</p> <ul style="list-style-type: none"> Special education settings will consider what frequency of hand washing is best for which pupils and staff and incorporate time for this in timetables or lesson plans. <p>Time allocated during the school day for this to be completed</p> <ul style="list-style-type: none"> Supervision of hand sanitiser use will take place due to risk around ingestion. Younger pupils and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. – in place The school will build hand washing routines into school culture, supported by behaviour expectations set out in the school Behaviour Policy. Already part of the school structure and supported by adults. Pupils arriving at school wearing a face covering are instructed not to touch the front of their face covering during use or when removing them. They immediately wash their hands-on arrival, 	<p>In place</p> <p>In place</p> <p>In place.</p> <p>In place – ongoing work to be done</p>			
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		<p>dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice. hand sanitizer stations to be used on arrival and then hands washed in class.</p> <p>Plastic sealable bags used to store students reusable masks. Disposable masks are to be disposed of in allocated bin on arrival.</p> <p>Encouraging parents to provide reusable face coverings</p> <ul style="list-style-type: none"> • Sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitisers in classrooms and other learning environments. in place for all Bubbles throughout the school. All bubbles have both sink facilities and hand sanitisers in their bubbles areas <p style="text-align: center;">GOSDEN ADDITIONAL NEXT STEPS</p>	In place			
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		<ul style="list-style-type: none"> • Additional work to be done to encourage parents to provide reusable face coverings. • Additional work to be done in classes with children about good hygiene around the wearing and removal of masks – Dos and Don'ts • Ensure hand washing rules listed in class rules. 				
Prevention						
3. Good respiratory hygiene		<p>'Catch it, bin it, kill it' approach continues to be very important, suitable number of tissues and bins available in the school to support pupils and staff to follow this routine. covered bins in all rooms</p> <ul style="list-style-type: none"> • Younger pupils and those with complex needs are helped to follow this. • Risk assessments to identify pupils with complex needs who struggle to maintain good respiratory hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant. <p>Individual RAs in place for identified students or additional info in P2Ls. Two levelled response depending on complexity of need.</p> <p>DFE guidance to be followed on the use of face coverings in education and clear instructions are provided to staff, children and young people on</p>	In place	All staff		L
			In place	Class teacher/ tutor		
			In place			



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		how to put on, remove, store and dispose of face coverings.				
Prevention		<ul style="list-style-type: none"> Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters are cleaned more regularly than normal. <p>More frequent cleaning of rooms and shared areas that are used by different groups. Additional cleaning in place 2.5 hours per day. Additional cleaning products available in each class for teams</p> <ul style="list-style-type: none"> Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it <p>Individual Bubble Allocated toilets in place and clearly marked</p> <ul style="list-style-type: none"> Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) are removed. Class teams have done this prior to September reopening 	<p>Bubble Allocated toilets in place and clearly marked</p> <p>In staff protocols, Also shared with cleaning company.</p> <p>In place</p> <p>In place</p>	Class teams		M



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		<p>The COVID-19: cleaning of non-healthcare settings guidance is followed.</p> <p>Outdoor playground equipment should be cleaned more frequently. This includes resources used inside and outside by wrap around care providers as set out in the School Lettings Policy/Contract. Each bubble has its own allocated play equipment. Planet Soccer equipment used across 3 bubbles is cleaned or swapped (and left for 72 hours) after every play session before next group in line with their guidance.</p> <p>Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and Cleaning in non healthcare settings guidance. Each class team has been provided with its own cleaning products in order to do this spot cleaning as and when needed.</p> <p>Cleaners are employed by the school to carry out daily, thorough cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy. SBM – Overseeing timetable for cleaner during the day. Site Manager and SBM overseeing contract cleaners.</p>	<p>In place & ongoing</p> <p>In place & ongoing</p> <p>In place & ongoing</p> <p>In place & ongoing</p>	<p>Lisa</p>	<p>1/9/20 plus additional cleaning over summer hols – completed</p>	
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		<ul style="list-style-type: none"> The SBM arranges enhanced cleaning to be undertaken where required – advice about enhanced cleaning protocols is sought from the local health team. Schools short of cleaning product supplies, should email DfE- CovidEnquiries.COMMERCIAL@education.gov.uk <p>1/9/20 additional cleaning and additional cleaning completed during the summer holidays</p> <ul style="list-style-type: none"> The SBM monitors the cleaning standards of school cleaning contractors and discusses any additional measures required with regards to managing the spread of coronavirus. <p>SBM – Overseeing timetable for cleaner during the day. Site Manage and SBM overseeing contract cleaners.</p>	In place & ongoing			
Prevention						
5. Minimise contact		<ul style="list-style-type: none"> The number of contacts between pupils and staff is reduced. This is achieved through keeping groups separate (in 'Bubbles') and through maintaining distance between individuals. The balance between the Bubbles and social distancing is based on: <ul style="list-style-type: none"> Pupils ability to distance; The layout of the school site; 	. In place & ongoing	01/9/20 - completed		L



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		<ul style="list-style-type: none">o The feasibility of keeping distinct groups separate while offering a broad curriculum <p>More information on groups can be found in COVID-19: Key stage bubbles in place. 6 learning bubbles and 1 admin/slt bubble. All bubbles have their own facilities including toilets, work areas, learning/play equipment and separate entrances. Staff not moving between bubbles in one day. PPE available for toileting etc – already in place. SLT will be alert – stay out of classrooms and direct contact wherever possible.PPE provided.</p> <ul style="list-style-type: none">• Maintaining distance or forming bubbles could be particularly difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the pupils attending. However, the average number of pupils attending a special school or SPI is much lower than the average number in a mainstream school, and this in itself, will help to limit the number of contacts for any individual. <p>Largest Gosden Bubble- Ducklings</p>				
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	<ul style="list-style-type: none"> • Children – 23 • Adults - 11 • Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. This is not always possible, particularly when working with children and young people with complex needs, or those who need close contact care. Educational and care support should be provided for these pupils as normal, with other increased hygiene protocols in place to minimise risk of transmission <p>Individual Risk Assessment for more complex needs.</p> <ul style="list-style-type: none"> • Settings will assess their circumstances and look to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists. <p>Specialist staff effectively deployed within each bubble ensuring our rich and creative curriculum</p>	<p>In place & ongoing</p>			
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		<p>continues including the provision of therapies within in each bubble.</p> <ul style="list-style-type: none">• If staff or pupils cannot maintain distancing, particularly with younger pupils, the risk is reduced by keeping pupils in smaller class sized groups.• All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. <p>Staff allocated to secondary bubbles to ensure exam coverage but also not causing bubble crossover.</p> <ul style="list-style-type: none">• Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Supply teachers, peripatetic teachers or other temporary staff				
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	<ul style="list-style-type: none"> Plan for lessons or activities which keep groups apart and movement around the school site to a minimum; <p>Lessons only taking place within bubbles</p> <ul style="list-style-type: none"> Maximise the number of lessons or classroom activities which could take place outdoors; <p>In place and part of school culture</p> <ul style="list-style-type: none"> Staggered assembly groups; <p>Large gatherings such as assemblies are avoided, and groups kept apart.</p> <p>Whole school remote assemblies via Teams & Phase assemblies to take place within Bubbles</p>	<p>In place & ongoing</p>			
	<ul style="list-style-type: none"> Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time; <p>Each bubble has its own allocated area for playtimes</p>	<p>In place & ongoing</p>			



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		<ul style="list-style-type: none"> ○ Drop-off and collection times are staggered and communicated to parents <p>Separate areas for parents to pick up to be reviewed – currently in place</p> <p>GOSDEN NEXT STEP – review parent pick-ups and drop-offs</p> <p>Parents' drop-off and pick-up protocols are planned and communicated so that they minimise adult to adult contact; parent mail sent out 4/9/20. Staff on duty in pick-up/ drop-off area.</p> <ul style="list-style-type: none"> ● Pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. And are seated at the same desk; in place ● Mixing within education or childcare setting is minimised by: <ul style="list-style-type: none"> accessing rooms directly from outside where possible; considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where 	<p>In place & ongoing</p> <p>In place & ongoing</p> <p>In place & ongoing</p> <p>In place & ongoing</p>			
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	<p>spaces are accessed by corridors; Separate bubble teaching areas in place with different exits and entrances. Bubbles allocated different areas within the school site. Use of convex mirrors in awkward corners to support minimal staff movement in main corridors.</p> <p>staggering lunch breaks and pupils clean their hands beforehand and enter in the groups they are already in or pupils are brought their lunch in their classrooms; staggered collection of lunches in place with two areas for collection. Students eat lunches in their bubbles either outside where possible or in their classrooms</p> <p>The number of pupils using the toilet at any one time is limited; in place</p> <ul style="list-style-type: none">• The use of shared space such as halls is limited and there is cleaning between use by different groups; no shared spaces apart from Music Room used by two bubbles. 72 hours window between the shared use of this room• The use of staff rooms and offices is staggered to limit occupancy.	<p>Need to develop further</p> <p>In place & ongoing</p> <p>In place & ongoing</p>			
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		<p>All bubbles allocated their own break and work areas. Admin/Ducklings share large communal area – designated space within for both bubbles and staggered use in place.</p> <ul style="list-style-type: none"> • Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school's arrangements and follow site guidance on physical distancing and hygiene on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors. <p>Contractors monitored by Estates Manager & visiting Therapists managed by Fiona Williams, Deputy Head</p> <p>GOSDEN NEXT STEP – at reception provide visitors bubble protocol bubble guidance in addition to what is already in place.</p> <p>Classroom based resources, such as books and games, are used and shared within the Bubble; these are cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or Bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between Bubbles, or rotated to allow them to be left unused and out of</p>	<p>In place & ongoing</p> <p>In place & ongoing</p> <p>In place & ongoing</p>			
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		<p>reach for a period of 48 hours (72 hours for plastics) between use by different Bubbles; In place Shared equipment is only used within a bubble and not shared bubble to bubble.</p> <ul style="list-style-type: none">• Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing is avoided. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources. In place• Staff and pupils have their own individual and very frequently used equipment, such as pencils and pens, these are not shared; In place. All pupils have their own individual boxes of basic equipment. <p>Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between use by different groups. Contact sport to be avoided. Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels</p>	In place			
			In place			



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	<p>of cleaning and hygiene. COVID-19: Guidance on phased return of sport and recreations. All bubbles have their own sport equipment. School resources have been shared across school bubbles. Planet Soccer equipment which is cleaned thoroughly between sessions – Planet Soccer and BJA guidelines followed</p> <p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Not currently on curriculum</p>				
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	<p>Although some singing will happen in classes students will face forward whilst singing. Outlined in staff protocol</p> <p>Some pupils with EHC plans will need preparation for their return to full provision. Visits to the setting, social stories, and any other approaches that settings may be introduced to support their return. Provided over the summer and still in place. Part of existing support approaches</p> <p>.</p> <p>The current advice is against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.</p> <ul style="list-style-type: none">• In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the				
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		<p>local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.</p> <p>All trips will be looked at by SLT on an individual basis depending on the nature of the trip. All trips to be put on EVOLVE in order to go through this process of approval</p> <p>TO DO: Update covid protocols for school bus use.</p>				
<p>Prevention</p> <p>6. Where necessary, wear PPE</p>		<ul style="list-style-type: none"> The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, 	In place & ongoing			L



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		<p>and only then if a distance of 2 metres cannot be maintained</p> <ul style="list-style-type: none"> ○ where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used • When working with pupils who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn. • Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection and follow SCC PPE guidance <p>PPE for changing /intimate care: plastic apron, gloves, face mask. Available in toilet areas, classrooms, isolation room – little map room and main office</p> <p>Individual Risk Assessment in place identifying PPE needs for individual students.</p>				
<p>Response to infection</p>		<ul style="list-style-type: none"> • NHS Test and Trace process to be followed and understand how to contact their local Public 				<p>L</p>



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<p>7. Test and trace</p>		<p>Health England health protection team. Staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> ○ book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All pupils can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit ○ provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace ○ self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <ul style="list-style-type: none"> ● A small number of home testing kits available to be given directly to parents/carers collecting a child who has developed symptoms at school or 				
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		<p>staff who have developed symptoms at schools, where providing a test will increase the likelihood of them getting tested.</p> <ul style="list-style-type: none">• The school will ask parents and staff to inform them immediately of the result of the test:<ul style="list-style-type: none">○ If someone tests negative, if they feel well and no longer have symptoms similar to COVID-19 they can stop self-isolating.○ If someone test positive they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. Other members of their household should continue self-isolating for the full 14 days. <p>In place, as national guidelines. Where a child can not be tested they are to remain at home for 10 days (symptom free) and all others in bubble</p>				
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		<p>alerted. School has accessed and has in stock home testing kits for students and staff where accessing a test centre would not be possible. Staff and pupils are advised that they can test if they are concerned and are welcome to leave site immediately to do so.</p> <p>SLT can refer staff who have symptoms or live with anyone with symptoms through the Key Worker referral scheme via the Employer Referral Portal.</p> <p>HT or designated Deputy will contact HPT for any needed advice.</p>				
<p>Response to infection</p> <p>8. Managing confirmed COVID-19 cases</p>		<ul style="list-style-type: none"> • Flowchart school response to suspected or confirmed COVID-19 cases to be followed for suspected or confirmed cases. <p>HT or designated Deputy to contact HPT immediately</p> <p>Any cross bubbling will be logged and kept by HT for PHE/ HPT</p> <ul style="list-style-type: none"> • If someone has attended the site tests positive for COVID-19, the local health protection team will be contacted by the school. 	<p>HT or designated Deputy to contact HPT immediately</p>			<p>L</p>



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		<ul style="list-style-type: none">• The health protection team will provide guidance to support a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious and ensure they are asked to self-isolate.• Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:<ul style="list-style-type: none">○ Direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)○ Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual○ Travelling in a small vehicle, like a car, with an infected person				
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		<ul style="list-style-type: none"> Records of pupils and staff in each group and any close contact that takes place between pupils and staff in different groups to be kept. This does not need to include every interaction a member of staff or pupil has. Remote education plan in place by the end of September 2020 for individual pupils or groups of pupils self-isolating. Some pupils with SEND may not be able to access remote education without adult support; settings to work with families to deliver a broad and ambitious curriculum 				
<p>Response to infection</p> <p>9. Contain any outbreaks</p>		<p>If two or more cases are confirmed within 14 days or an overall rise in sickness absence where COVID-19 is suspected, there may be an outbreak and the local health protection will advise on any additional action required</p> <p>HT or designated Deputy to contact HPT</p> <ul style="list-style-type: none"> Follow local health protection advice, this may include a larger number of other pupils self-isolate at home as a precaution. In consultations with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be 	<p>HT or designated Deputy to contact HPT</p> <p>Continuity Plan</p>	25/9/20		L



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		<p>dispatched to test others who may have been in contact with the person who tested positive.</p> <ul style="list-style-type: none"> Remote education plan in place by the end of September 2020 for individual pupils or groups of pupils self-isolating. Some pupils with SEND may not be able to access remote education without adult support; settings to work with families to deliver a broad and ambitious curriculum <p>Continuity Plan in place and currently being developed further to ensure as a school we can still offer our students working remotely a supportive and engaging curriculum. Working party in place and focus of September INSET</p>				
Emergencies		<ul style="list-style-type: none"> All pupil emergency contact details are up-to-date, including alternative emergency contact details, where required. Parents are contacted as soon as practicable in the event of an emergency. Pupil alternative contacts are called where their primary emergency contact cannot be contacted. 	In place	Divvi	Inset 1/9/20	L



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	<ul style="list-style-type: none"> The school has an up-to-date First Aid Policy in place which outlines the management of medical emergencies – medical emergencies are managed in line with this policy. 				
Managing School Transport	<ul style="list-style-type: none"> Parents and pupils are encouraged to walk or cycle to their education setting where possible. Parents and pupils are discouraged from using public transport, where possible particularly during peak times. N/A For more information on home to school transport, please refer to SCC guidance in safer working for home to school transport. Where possible, transport arrangements are organised to cater for any changes to start and finish times. Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus. Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers. 	<p>Allowance for transport made available</p> <p>17/07/20</p> <p>Protocols for safe embarking and disembarking to be agreed</p> <p>17/07/20</p> <p>In place – providers follow</p>			L (Subject to new guidelines)



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		<ul style="list-style-type: none"> Revised travel plans are communicated clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times). 	guidelines – TBA July 2020			
Residential/Boarding		<ul style="list-style-type: none"> All care staff continue to undertake individual risk assessments, activity risk assessments, placement plans and COVID-19 specific individual risk assessments. For information on how to care for a symptomatic child while protecting the welfare of other pupils and staff, read the guidance on isolation for residential educational settings. 	N/A			