



**Children First Trust Risk Assessment in response to COVID19 outbreak
To be in place for full re-opening of school from 3rd September 2020**

Version 5 17/9/2020

This Risk Assessment was completed taking into account the guidelines from the DFE <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> and the NEU/GMB/UNISON/UNITE Checklist for September <https://neu.org.uk/media/11476/view>

Children First Academy Trust Risk Assessment: Coronavirus – Full re-opening of schools from 3rd September 2020

To ensure complete transparency, this Risk Assessment will be available on the Trust and individual school websites

DfE - Keeping separate groups (bubbles) whilst maintaining social distancing between individuals, run in tandem. They are not alternative options and both measures will help –but the balance will change based on; children’s ability to distance, the layout of the school, the feasibility of keeping distinct groups separate whilst offering a broad balance curriculum

*DfE - Schools should assess their circumstances and, if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized bubbles. Whatever the size of the group, they should be kept apart from other groups where possible. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. Ensure no unnecessary mixing. **School to identify the largest bubble size for their school (year group/phase) which allows them to ‘deliver the full range of curriculum subjects and students to receive specialist teaching’.***

DfE - Systems of Control

Having assessed their risk, schools must work through the below system of controls, adopting measures to the fullest extent possible in a way that addresses the risk identified in their assessment, works for their school and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have Special Educational Needs and Disabilities (SEND). If schools follow the guidance set out here they will effectively reduce risks in their school and create an inherently safer environment.

Prevention	Response
1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID19) symptoms, or who have someone in their household who does, do not attend school	8. Engage with NHS Test and Trace process
2. Where recommended, use of face coverings in school	9. Manage confirmed cases of coronavirus amongst the school
3. Clean hands thoroughly more often than usual	10. Contain any outbreak by following local health protection team advice
4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it approach	Numbers 1-5 must be in place in schools all the time. Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 7 applies in particular circumstances. Numbers 8,9,10 must be followed in every case where they are relevant
5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach	
6. Minimise contact between individuals and maintain social distancing wherever possible	
7. Where necessary, wear appropriate personal protective equipment (PPE)	

Monitoring of this Risk Assessment at each school will be carried out on a weekly basis by the school Health and Safety. The CEO and CFOO will receive these weekly reports for monitoring

What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Risk assessment is not followed in certain areas or situations	Staff, pupils, parents/ carers/ community	To retain the H+S team at each school, including Headteacher, Site Manager and an allocated SLT member. All staff are aware that they should report any concerns to one of this team. H+S team to complete weekly risk monitoring report to identify and rectify any issues and send to CFOO and Chair of LGB. Any issues are reported to staff each week where appropriate	Ensure weekly monitoring and follow up issues raised	H/T Site manager H+S SLT member	
PREVENTION 1 Someone in school has Coronavirus, either showing or not showing symptoms	Staff, pupils, parents/ carers community	<ul style="list-style-type: none"> Ensure staff are clear on the expectation that they do not come to school if they have tested positive in the last 10 days, or is showing symptoms If staff member shows symptoms, send for testing immediately as an essential worker https://www.gov.uk/apply-coronavirus-test-essential-workers Ensure parents are clear on the expectation that the child should stay at home if they, or a family member, show any symptoms https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus Expectation clear that, if a child shows symptoms, either at home or is sent home from school they must get tested immediately and inform school of outcome as soon as it is known https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested If child requiring testing is under 5 – Ring 111 If a child is deemed unwell whilst at school, they are removed from the group Identify area in school where a child showing symptoms can go to be assessed and, if necessary, to await collection by parent/carer. 	<p>Letter to parents explaining expectations</p> <p>PPE available if symptoms are noted</p> <p>Ensure resources are in place</p>	Headteacher SLT CEO Teachers	Controls in place

		<p>This must be away from the welfare room if this is used for more general purposes.</p> <ul style="list-style-type: none"> • Identify adult to monitor child and assess symptoms • Provide PPE for child until collected +adult waiting with them • Plan how welfare room will be used during the day to ensure H+S is paramount and mixing of bubbles is reduced, for example, if appropriate or possible: <ul style="list-style-type: none"> ❖ First Aid kits in each bubble for minor injuries to be administered by the staff in bubble or call for welfare ❖ Record of any First Aid administered in classroom to be kept (e.g. on Scholarpack) and (minor) bumped heads letters to be distributed from classroom ❖ External first aid stations during playtime to reduce need to enter welfare room if appropriate • To have thermometers available in welfare room to measure temperature should a pupil appears unwell • If a child/staff member is tested positive, the 'group bubble' children (and any additional staff working in bubble') are sent home for 14 days isolation • Clean room with disinfectant after child/adult with suspected virus has left. Everyone involved washes hands thoroughly • Any waste used by suspected COVID case to be double bagged and disposed of separately 	All staff know procedures		
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<p>PREVENTION 2,3,4,5 Ensure we have the highest standard of hygiene in the school</p>	<p>Staff, pupils, parents/carers community</p>	<p>Handwashing:</p> <ul style="list-style-type: none"> • Handwashing/sanitiser facilities at entrance to school which all children must use on arrival at school • Handwashing for all staff and pupils on arrival in school and at regular intervals from then on • Staff to remind pupils about regular handwashing • Soap must be available in all classrooms and toilet facilities 	<p>Monitoring by senior leaders in school</p> <p>Continuous reminders</p>	<p>Headteacher SLT</p>	<p>Controls in place</p> <p>Further action ongoing</p>

		<ul style="list-style-type: none"> • Reduce the number of soft toys/furnishings from classroom which are hard to clean • Cleaning of lunch tables between use by different bubbles • If someone tests positive, and the bubble is sent home, the room and shared areas used by that person to be thoroughly cleaned and locked for 72 hours • <i>Note further information to be provided by DFE on cleaning of non-healthcare settings</i> <p>Maintenance and upkeep:</p> <ul style="list-style-type: none"> • Updating of 'Managing school premises during coronavirus' form prior to reopening in September • Air-conditioning 'You can continue using most types of air conditioning system as normal. But, if you use a centralised ventilations system that removes and circulates air to different rooms it is recommended that you turn off recirculation and use a fresh air supply.' NEU/HSE advice • Fire drill practice to ensure bubbles are maintained in an emergency 	Completion at regular intervals (termly)	Site Managers/ CFOO	
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
<p>PREVENTION 5,6 Shared use of equipment/space may increase the risk of contamination</p>	All staff, pupils families	<ul style="list-style-type: none"> • Equipment used continuously by a child to be allocated to that child, e.g. pencil, pen. • Shared items of equipment used daily e.g. maths resources, books, to be shared only within the bubble using that classroom or, where necessary, by a set using that classroom which is in the same larger bubble • Phonics teaching in year 1 and 2 to be taught in class groups for the first two weeks at least • Equipment to be shared across a larger bubble, (year group) e.g. PE/music equipment to be allocated to larger bubbles and shared only within this bubble. To leave equipment over the weekend for 48/72 hours (not used on Fridays if necessary) to reduce risk of contamination 	Ensuring enough resources for individual /group and bubble allocation	SLT/phase leaders	

	<ul style="list-style-type: none"> To ensure children don't bring in any unnecessary equipment from home (agreed items; water bottles, book bags, PE kits) <p>PE/Music</p> <ul style="list-style-type: none"> All PE for the first half term to be outside only and reviewed for Autumn 2. If weather prevents outside PE, see next point Smaller groups sizes (up to 15) for activities inside-preferably in hall space - involving high intensity activity, singing or blowing of instruments Children facing the front wherever possible – not facing each other Ensure good ventilation in halls where above activities are taking place Use of IT suite – keyboards and other items touched regularly to be cleaned down between class use. If possible to; use only for one larger bubble daily, child uses same computer on each visit To ensure no cross-contamination of tables etc during lunchtime between different year group bubbles. Clean surfaces after use by each large bubble. To consider whether eating lunch in the classroom is an option Ensure handwashing before and after lunch Outdoor play equipment to be used by larger bubble groups with daily or weekly rota if necessary Clean outdoor play equipment (or leave for 48/72 hours) if swapping which bubble uses it <p>Early Years</p> <ul style="list-style-type: none"> Sand play will continue outside only shared within a bubble. It will be left for 72 hours if a different bubble is to use it Water play will continue shared within a bubble with soap suds as appropriate Mud kitchen to continue to be used shared within a bubble. It must be left for 72 hours if a different bubble is to use it Playdough will be replaced daily and kept within one bubble for use during the day <p>Regular washing of hands after playing in the sand, mud kitchen and with playdough, will be encouraged</p>	<p>Handwashing resources available</p> <p>Resources available to clean equipment</p>	<p>PE /Music /computing specialist teachers</p> <p>Classteachers where no specialist</p> <p>Lunchtime lead/SLT</p> <p>SLT</p>	
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<p>PREVENTION 6 Difficulty of ensuring social distancing</p>	<p>All staff and pupils</p>	<p>Parents:</p> <ul style="list-style-type: none"> • Ensure staggered start and finishing times so that parents do not crowd at drop off and pick up times • Use separate entrances and exits to reduce number of pupils using each point • Set up drop off/collection points to avoid contact with other adults • Limit number of parent/visitors in reception area – one/two at a time with queue outside – consider outside reception desk for start of term • Only one parent to bring and collect child each day • Layout markers on pavement/playground for 2m social distancing of parents waiting in morning and afternoon • SLT member outside in morning and afternoon to facilitate drop off and collection <p>Children In classrooms:</p> <ul style="list-style-type: none"> • Agreed mixing of classes within larger bubbles only to facilitate sets, small group work, shared space where necessary etc – whilst limiting interaction as much as possible even within the larger bubble • Classrooms laid out with front facing desks (year 2-6) • To remind adults and older children regularly of the need for social distancing • Pupils and staff to remain within their ‘group bubble’ /building unit/corridor and avoid mixing with other larger bubbles • Windows and outside doors open as much as possible to increase ventilation • Where appropriate, medical equipment e.g. asthma pumps, epipens, to be kept in a safe place in the child’s home classroom to avoid need to go to medical room. Medical information to be copied and kept in both classroom and medical room. Responsible 	<p>Communication with parents</p> <p>Signage prepared</p> <p>Medical officer to allocate and</p>	<p>SLT</p> <p>SLT</p> <p>Site manager</p> <p>Phase leaders/AHTs to ensure compliance</p> <p>Monitoring throughout day by SLT</p> <p>Classteachers</p>	

		<ul style="list-style-type: none"> • Staff on duty to ensure they maintain social distance in the playground between themselves • Consideration of best way to hold Staff briefings and CPD/INSET - remotely online, in smaller groups, in large spaces etc, to allow staff to socially distance effectively • Record to be kept of all visitors to the school during the day e.g. specialist, therapists, SEND support, contractors (if absolutely necessary during school hours) • Visitors are by appointment only unless absolutely necessary • Visitors to wear masks in communal areas around school • If visitors do not have a mask, the meeting can be held outside <ul style="list-style-type: none"> • Breakfast club and After school activities • No breakfast club or after school activities to be offered for at least the first two weeks of Autumn term • Schools to review provision of Breakfast Club and After School Clubs based on their own situation. To only offer breakfast and ASC if systems can be put in place that are safe and do not mix larger bubbles unnecessarily • Create bubbles for Breakfast and ASC – bubbles for year groups, phases etc. to reduce contamination • No ad hoc booking of breakfast club or ASC if this would mean mixing groups unnecessarily • Maintain social distancing as much as possible within the clubs and keep clear records of who has attended on which day 	<p>System set up in office</p> <p>Contact with parents to see ASC/BC requirements</p> <p>Reviewing staffing numbers manage clubs</p>	<p>SBM/ Office Manager</p> <p>HT review</p>	
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
<p>PREVENTION 2,6,7 Individual children with complex needs and those with behaviour issues not</p>	<p>Staff and children experiencing increased anxiety and potential for infection to</p>	<p>Complex needs</p> <ul style="list-style-type: none"> • Risk assessments to be completed on children with EHCP/or with identified needs if there are concerns re transmission of virus • Regular cleaning of specific physical aids to be completed or supervised by support TA 	<p>TAs have access to cleaning materials</p>	<p>SENCo/ Inclusion Manager</p>	

		<ul style="list-style-type: none"> Where a child's behaviour puts others at risk of infection (spitting, refusal to follow hygiene or bubble rules etc), consideration will be given to preventing this child from attending school, including if a child requires to be 'handled safely' (approach style) and therefore risks infecting staff through close contact Where a child needs to go home, but is not necessarily excluded, home learning to be offered whilst they are not in school Ensure process is in place for return to school as quickly as possible (1/2 days only) See addendum to Behaviour Policy 	Remote Learning Policy to be followed	Inclusion Manager SLT HT/Phase leader/teacher	
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
RESPONSE 8,9,10 Lack of proper response to an infection could result in wider spread	Staff, pupils, parents	<p>School knows Test and Trace procedures as follows: Staff and parents/carers informed that they will need to be ready to:</p> <ul style="list-style-type: none"> Book a Test – https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested or https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ or ring NHS 119 if no internet access. For children under 5 ring 111. Provide details of anyone they have been in close contact with if they were to test positive or if asked by NHS test and trace Self-isolate if they have been in close contact with someone who has developed symptoms or had positive test See attachment at end of Risk Assessment for guidance 	HT to remain updated as to changes in Test and Trace Procedures	HT /SLT	On-going
		<p>School to have some home testing kits to give directly to parent/staff if appropriate</p>	To chase up if not delivered to school	CFOO	Sept
		<p>Staff /parents to inform school immediately they know their result. If negative – stop isolating and relatives can stop isolating If positive – follow the stay at home guidance - and continue to self-isolate for at least 10 days. Can return to school with cough/loss of smell and taste since these last longer than the infection. Family members continue to self-isolate for 14 days</p>	Staff to be kept informed as to procedures	HT/SLT	On-going

		<p>hear from them, they should follow up at least daily to check outcome so that further decisions can be made.</p> <p>If more than one person is tested positive within 14 days, Head to contact Public Health as above and any decision re closure of more bubbles will be taken jointly with Public Health.</p>			
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Staff well-being is adversely affected	Staff	<ul style="list-style-type: none"> • New Risk assessment from 3rd September shared with all staff • Clarity on expectations particularly in terms of bubbles and details on social distancing • Two INSET days at start of term to give staff opportunity to walk the school, plan and seek clarification on anything • To ensure sharing of information with staff as to decisions being made, particularly if someone tests positive • Staff adhere to the Social Distancing expectations – all staff to model • Staff to be made aware that H+S is everyone’s responsibility at all times • Staff know who to raise any H+S issues with if they cannot resolve them themselves • Publicise Education Support 08000 562 561 helpline counselling service • Team leaders to manage well-being checks across teams each week • Provide areas where adults from the same big bubble can have lunch break together whilst ensuring they still maintain social distancing at all times. • Offer ‘places to talk’ if available • Offer staff who are anxious the opportunity to come into school prior to 3rd September to do a walkabout to see the systems in place 		CEO Headteacher	Controls in place

What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Pupil well-being is adversely affected	Pupils	<p>To ensure opportunities are in place during Autumn 1 for discussions in the classroom around the impact of the pandemic on them and their families, e.g using 'Transitioning back to schools and settings as lockdown lifts 50+ practical ideas for primary schools' (on Enfield Thrives Together website)</p> <p>To ensure teachers and TAs identify children who are finding the transition back to school hard and raise with Inclusion Manager/SENCo.</p> <p>To provide opportunities for exercise outdoors</p> <p>To focus on behaviour for learning within the classroom</p>	Teachers know how to support children and sign-post for further support within school	Inclusion Manager	
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Staff ratios are low due to absence	Staff and pupils	<p>Schools will continue to follow Government guidelines regarding staff attendance. From September, all staff can return to school. However, should the situation change, any new advice will be followed.</p> <ul style="list-style-type: none"> • Those who are clinically extremely vulnerable and who may still need to be strict about social distancing, must discuss their situation with the Headteacher before 3rd September. • Where possible, the school will try to be flexible in allocating roles but this may not always be possible. • At times, staff may need to self-isolate and/or take tests which will mean absence from school. This will be managed in the same way as schools would usually manage, e.g. by re-allocating roles, using supply staff etc. <p>If the necessary ratios cannot be maintained due to staff absence, consider other actions such as:</p> <ul style="list-style-type: none"> ❖ ECHP pupil requiring additional support, to be asked to stay at home for a temporary period of time if their supporting adult is absent 	Continue to monitor action identified as the situation changes	CEO Headteachers SLT	Controls in place

		<ul style="list-style-type: none"> ❖ Contact other Trust Headteachers to ask if other staff would volunteer to be redeployed ❖ Reduce number of classes by keeping some children at home for a period of time until staff return from absence 			
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Children will miss out on learning if part or all of the school needs to close due to an outbreak in the school or in the community	Pupils	<p>Remote Education Support</p> <p>The school will ensure initial systems for home learning are in place from September 7th.</p> <p>Trust to develop a Remote Education Plan with schools by mid-September which will be updated regularly</p> <p>If partial closure is required to reduce number of children in school, Trust to consider a two week timetable with half class in one week and other the next. Home learning to support those at home.</p> <p>School to allocate senior leader to lead on home learning across school and drive parental engagement in learning</p> <p>School to work with children whilst in school to prepare them for home learning</p> <p>Teachers to identify resources that children have to work with at home and plan to fill gaps as necessary</p> <p>Purchasing of new workbooks/IT equipment/platforms to ensure access to learning at home</p> <p>Teachers to know expectations for home learning</p> <p>Support staff to know expectations for home learning</p> <p>Pupils to know expectations for home learning</p> <p>Schools to contact parents regularly during closure to support home learning</p> <p>Improving Blended Learning and ensuring a smooth transition between home and school learning, is key target on School Improvement Plan 2020/21</p>	<p>To implement Remote Learning Policy for school</p> <p>Training for staff on remote learning</p> <p>Training for parents on remote learning</p> <p>Agree remote learning platform if required</p> <p>Funding allocated to purchase books/devices as required</p>	HT/SLT	

	<ul style="list-style-type: none"> • Parents are informed of the expectations • Support anxious parents through inviting in with child to look around and other actions which are relevant to supporting child back to school • Ensure absence procedures are followed through from the start • Senior leader with responsibility for absence monitoring to be kept informed of absent children and particularly those whom the school would class as vulnerable <p>CHILD PROTECTION</p> <ul style="list-style-type: none"> • Child protection procedures - any concerns are reported in the same way through cause for concern forms • List of Safeguarding leads available in main office and staff room • If DSL is absent, ensure another trained safeguarding member of staff is allocated as deputy DSL • Current safeguarding procedures and checks should be maintained • Increase the number of trained first aid staff through online courses • All behaviours that are challenging should be managed using the school's behaviour policy • If behaviour makes the school unsafe (e.g. through not complying with social distancing/hygiene) the child could be deemed unsafe to come to school - see below • Safer handling policy remains in place <p>SAFEGUARDING DURING PARTIAL OR FULL CLOSURE:</p> <ul style="list-style-type: none"> • Ensure DSL/s are aware of which vulnerable children are not in school • Organise for phone calls to be made regularly to these vulnerable children • SENCo maintains list of which children with EHCPs are at home and those in school • SENCo to risk assess any EHCP child who is not at school to ensure that needs are being met at home and keeps in regular contact with them • Ensure a member of staff with medical training is on school site at all times • If rotas are required, ensure a DSL, member of SLT and First Aider is • If DSL cannot be on site, remote accessibility will suffice 	<p>attendance issues from start of term, if possible</p>	<p>Inclusion Manager /DSL</p> <p>Inclusion Manager/SLT/SENCo</p>	
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		<ul style="list-style-type: none"> Contact numbers for the MASH team are in the Child Protection Policy <p>Fire Safety:</p> <ul style="list-style-type: none"> Ensure exit instructions in each classroom are correct that that staff working within the classroom are aware of them To have practice fire drill shortly after opening to ensure all staff know the relevant muster points To ensure that fire exits and muster points reduce the mixing of larger bubbles as much as possible 	Regular fire drill practice to take place – first one within first 2 weeks		
What are the hazards?	Who might be harmed and how?	What are we doing to control the risk?	What further action is needed to control the risks?	Who needs to carry out the action?	When is the action completed
Trips outside of the school could add anxieties to staff, children and parents due to virus transmission	Pupils /Staff	<ul style="list-style-type: none"> No trips to be taken on public transport for the Autumn term. To be reviewed in the Spring term. Local walking trips possible in small group bubbles only Handwashing and hygiene procedures to be followed meticulously Coach trips out only in group bubbles 	Consider trips out based on government advice at the time	HT/SLT	

Update on reporting COVID-19 17th September 2020

Important information for nurseries, schools and colleges – new process for reporting positive confirmed cases of coronavirus (COVID-19) in your setting

DfE's [guidance for education and childcare settings](#) sets out the process for managing confirmed positive cases of coronavirus (COVID-19) when the individual is known to have been in a school, college or early years setting. We recognise that there have been some difficulties getting through to the local public health protection teams for advice on action to take on a positive case in the setting. As a result, from tomorrow (17 September), there will be a new dedicated advice service available to advise nurseries, schools and colleges who have been informed of a confirmed case(s) of coronavirus (COVID-19) in their setting (i.e. a pupil or staff member testing positive). We are updating our guidance to reflect this change.

This means that instead of calling your local health protection team when there is a confirmed case in your education setting, we will now be asking you to call the DfE's helpline and you will then be directed to the dedicated NHS advice team for nurseries, schools and colleges with confirmed cases.

From tomorrow, this new service can be reached by calling **DfE's existing helpline on 0800 046 8687** and selecting the option for reporting a positive case. The line will be open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays.

Please only select this option if you have a confirmed case of coronavirus (COVID-19) within your nursery, school or college.

You will be put through to a team of advisors who will inform you what action is needed based on the latest public health advice, and work through a risk assessment to identify close contacts.

This new process will free up capacity of the Public Health England's local health protection teams to deal with more complex cases, for example special schools and universities, or outbreaks where there is more than one confirmed case. Advisors will be responsible for escalating these cases as necessary following a triaging of your circumstances during the call.

The new advice service has been set up to advise the following education settings: early years settings including nurseries; schools including primary schools, infant or junior schools, middle schools, secondary schools, boarding schools, special schools; and further education providers.

The DfE helpline also remains available for all other queries about coronavirus (COVID-19) relating to your education and childcare setting on 0800 046 8687. Please listen carefully to the available options and select the one most appropriate to your setting's current situation.

Contact Tracing

Definition of a contact is a person:

- Direct close contacts – face to face contact with a case for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact.
- Proximity contacts – extended close contact (within 1-2 metres for more than 15 minutes).
- Traveling in a small vehicle with an infected person

*During incubation period -2 days before the person was symptomatic up to 7 days from onset of symptoms.

**LCRC will advise as to who will need to be sent home based on contact tracing. A template letter will be provided to schools by LCRC.