

School reopening risk assessment: Southampton City Council.

Name of school: Hardmoor Early Years Centre

Name of person filling out this assessment: Emma Bator

Date of completion: 06/08/2020

Review date:

Date of review by governing body: September 2020

Legend

EHT: Executive Head Teacher

HoC: Head of Centre

When assessing risk, leaders and governors must use professional judgement and seek further advice as appropriate. We recommend that settings use the following formulae to identify risks and to formulate appropriate countermeasures.

Impact x Likelihood = Risk

Impact	Score	Health and safety effect
Critical/ Catastrophic	5	Multiple deaths of employees, service users, members of the public, etc.
Major	4	Death of an employee, service user, member of the public, etc.
Moderate	3	Serious injury (acute, chronic or life-changing) to employee, service user or member of the public requiring medical intervention.
Minor	2	Minor injury such as a bump or bruise that may require First Aid treatment and the person returns to work.
Insignificant/ Negligible	1	A day to day issue/problem but negligible harm would result.

Likelihood	Score	Expected frequency
Almost Certain	5	Reasonable to expect that the event WILL undoubtedly happen/recur, possibly frequently and is probable in the current year
Probable / Likely	4	Event is MORE THAN LIKELY to occur, will probably happen/recur, but is not a persisting issue. Will possibly happen in the current year and be likely in the longer term
Possible	3	LITTLE LIKELIHOOD of event occurring. Not likely in the current year, but reasonably likely in the medium/long term.
Unlikely	2	Event NOT EXPECTED. Do not expect it to happen/recur. Extremely unlikely to happen in the current year, but possible in the longer term.
Very Unlikely /Rare	1	EXCEPTIONAL event. This will probably never happen/recur. A barely feasible event.

Overall risk rating: Impact x Likelihood = Risk						
Likelihood	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	13	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		Impact				

Level of Risk	Overall Rating	How the risk should be managed
HIGH RISK	15-25	Immediate Management Action
MEDIUM RISK	9-12	Plan for Change
LOW RISK	1-8	Continue to Manage

When completing this document please be mindful of the following guidance from the department for education:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks>

<https://www.hse.gov.uk/coronavirus/working-safely/index.htm>

The following principles will apply to this phase of full opening by settings:

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

7) engage with the NHS Test and Trace process

8) manage confirmed cases of coronavirus (COVID-19) amongst the school community

9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

The following template is advisory only. It takes into account the latest government guidance as of July 2020 and includes the suggestions made by the DfE. However, schools will need to adapt and amend this to fully identify and reduce the risks to pupils and staff presented by Covid-19. The sections that are populated below include only Covid-19 associated risks. Leaders may wish to incorporate additional elements of their risk assessment process to include guidance on managing the site, remote teaching/working and some specific elements of safeguarding. It is for you to decide how this document will work best for your setting

What are the hazards?	Who might be harmed and how?	Overarching control measures	Specific control measures to allow for safe school reopening?	Who is responsible for enacting these measures?	When will they be completed by?	Impact score with controls	Likelihood score with controls	Risk score
Pupils enter the school with COVID-19 symptoms	Pupils, staff and visitors. Risk of CV19 infection.	1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or	Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms , or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it. 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 must be sent home and advised to follow ‘stay at home: guidance for households with possible	EHT, HOC< Duty Managers	ongoing	4	2	8

		<p>who have someone in their household who does, do not attend school</p>	<p>or confirmed coronavirus (COVID-19) infection, which sets out that they must self-isolate for at least 7 days and should arrange to have a 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.</p> <p>If a child is awaiting collection, they should be moved, if 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. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</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.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <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 and Trace.</p> <p>Everyone must 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 must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p>					
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			<p>Cleaning will be carried out as soon as possible, with the isolation room being out of use until it has been cleaned and the bases being cleaned at the earliest opportunity. Items known to have been touched by the person with symptoms will be removed for cleaning, It is not necessary to evacuate the base for immediate cleaning.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19)</p>					
Poor hygiene increases the likelihood of infection	Pupils, staff and visitors. Risk of CV19 infection.	2. Clean hands thoroughly more often than usual	<p>Ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them 	Teachers & Practitioners	ongoing	3	2	6
Poor respiratory hygiene increases the likelihood of infection	Pupils, staff and visitors. Risk of CV19 infection.	3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	<p>Ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the</p>	Site Manager Teachers /	3	2	6	

			<p>staff working with them, and is not a reason to deny these pupils face to face education.</p> <p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.</p> <p>Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</p>	Practitioners				
Poor cleaning routines and implementation means that the virus is present on surfaces in the school.	Pupils, staff and visitors. Risk of CV19 infection.	4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	<p>Continue cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <p>more frequent cleaning of rooms / shared areas that are used by different groups</p> <p>frequently touched surfaces being cleaned more often than normal</p> <p>different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p> <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p>	Site Manager Cleaning staff	ongoing	2	3	6
Pupils are in contact with too many other pupils throughout the school, exposing the entire school population to CV19.		5. Minimise contact between individuals and maintain social distancing wherever possible	<p>Organising groups of children: Wherever possible children will be grouped in class bubbles with their own allocated inside and outside space for their continuous provision. They will enter and leave via allocated doors.</p> <p>Children may move around the centre where required to ensure operational needs are met</p> <p>Badgers & Foxes will have breakfast and lunch in the hall. The use of</p>	HoC, Child care co-ordinator Site Manager Teachers / Practitioners admin team	3	2	6	

		<p>packed lunches will be stopped and parents will have the option to purchase a hot lunch. Children will be kept in their class bubbles as much as practicably possible, including class specific tables for meals and dividing the hall /Badgers room so that children can play and eat in their bubble. The hall will be cleaned after each use.</p> <p>Hedgehogs and Foxes children will move across to Badgers from 4-6</p> <p>Rabbits children will remain in their rooms throughout the day.</p> <p>Outside spaces such as the woodland and allotment will only be used by one base at a time.</p> <p>Use of outside space will be optimised, including using outside routes when moving children from one base to another when possible.</p> <p>Soft room will remain closed.</p> <p>Access to the Centre: The car park will be closed between 8.30 – 4.30 during term time (parents will be able to use the carpark outside of these times.)</p> <p>Walking routes around the Centre will be used and all families / visitors will be reminded to adhere to social distancing (signs & markings on pavements in place)</p> <p>Each base will have a designated entry/ exit point to the centre.</p> <p>Badgers children will be dropped off / collected via the gate to the lower garden.</p> <p>Foxes children will be dropped off / collected via yellow door.</p> <p>Rabbits children will be dropped off / collected via white doors to parents room</p> <p>Hedgehogs children will be dropped off / collected via blue gate to hedgehogs garden.</p>					
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		<p>Ask parents arriving early to wait in either front garden or garden area outside hedgehogs and to maintain social distancing.</p> <p>Parents should not enter the building unless they have an appointment.</p> <p>Reception is open for 1 adult visitor at a time. (including parents) Visitors are asked to sanitise their hands on arrival and staff remind people as necessary to maintain social distancing.</p> <p>Any adults entering the Centre will be asked to wear a face covering.</p> <p>Starting nursery: Perspective parents wishing to visit the centre may be offered an outside tour to see the grounds in areas where children and staff are not present. This may include entering the base for their child's age group if this can be accommodated without children present and prior to the base being cleaned before its next use.</p> <p>Settling in sessions: working with young children, it is important to support their transition into nursery and enable a secure secondary attachment to develop between the child and their key person. All children will be invited to attend a visit with their key person accompanied by 1 parent / carer. Thereafter, a plan for individual support may be agreed based on the needs of the child. Adult visitors to be briefed re control measures prior to settling in visits, which are:</p> <ul style="list-style-type: none"> - All visitors wash their hands on arrival. - Social distancing between adults maintained throughout - Minimise shared environments, utilise the garden areas and outdoor walking routes as much as possible throughout the visit - Adult visitors to wear face covering whilst inside. (include explanation why staff do not wear face coverings) - Adult visitors to minimise handling toys and resources 					
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			<p>Signposting to be updated</p> <p>Measures for arriving and leaving at the centre:</p> <p>Numbers of children attending TTO in September are considered low enough to maintain social distancing within the site. Parents / Carers will be informed that they will need to maintain 2 meter social distancing. Painted lines on the pathways will be clearly marked to support this and duty manager to monitor during busy times (TTO drop off / collection.) <i>(Review after start of autumn term. Implement staggered drop off / collection if necessary.)</i></p> <p>Staff should use their own pens etc.</p> <p>Each class to use their own allocated resources. Resources to be cleaned frequently with records kept.</p> <p>Books brought back from home should be kept in a separate box for 72 hours before using again. A record must be kept of all books going home.</p> <p>Resources used between rooms- such as OWL toolkits, must be cleaned frequently and meticulously and always between bubbles.</p> <p>Outdoor play equipment must be cleaned more frequently and records kept.</p> <p>Staff breaks are staggered as much as possible. Continue with additional kitchen area /rest area for staff use (between Rabbits and Hedgehogs)</p> <p>Staff to bring own lunch / snacks, staff should not visit the shop during breaks.</p> <p style="text-align: center;">_____</p> <p>Points to consider and implement:</p> <p>All practitioners can operate across different bases in order to meet the</p>					
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		<p>operational needs of the centre. Efforts will be made to minimise this as much as possible. Where staff need to move between rooms, they must wash their hands thoroughly before starting to work in another room.</p> <p>Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can 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.</p> <p>Other considerations</p> <p>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p> <p>Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream</p>					
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			<p>school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that 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 should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>						
Unavoidable, direct contact leads to the spread of infection.		6. Where necessary, wear appropriate personal protective equipment (PPE)	<p>The majority of staff 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:</p> <p>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2 metres cannot be maintained</p> <p>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</p>	HoC Practitioner staff team	ongoing	2	2	4	

			<p>continue to be used</p> <p>Senior staff will understand and implement the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>					
Infections identified in school spread to the wider community.		7. Engage with the NHS Test and Trace process	<p>All leaders must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <p>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 children 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</p> <p>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 and Trace</p> <p>self-isolate if they live with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will</p>	EHT/HoC Duty managers	ongoing	5	2	10

			<p>significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <p>if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</p> <p>if someone tests 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 7 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. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p>					
Poor control measures lead to rapid infection across bubbles.		8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community	<p>We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). Leaders should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. 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</p>	EHT HOC duty managers	ongoing	5	1	5

			<p>contact means:</p> <p>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)</p> <p>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</p> <p>travelling in a small vehicle, like a car, with an infected person</p> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:</p> <p>if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</p> <p>if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with</p>					
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			<p>possible or confirmed coronavirus (COVID-19) infection'</p> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>					
Poor communication with local public health officers lead to uncontrolled outbreaks.		9. Contain any outbreak by following local health protection team advice	<p>If the school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>	EHT, HoC				

