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Policies and Procedures

COVID-19

Version and Date		Action/Notes
V1	March 2020	For lockdown and Key worker children and vulnerable children
V2	May 2020	For school reopening June 2020
V3	August 2020	For school reopening September
V4	January 2021	For start of Spring Term January 2021
V5	March 2021	For reopening of Schools March 2021
V6	September 2021	For new academic year 2021-22
V7	September 2021	For new academic year 2021-22 UPDATED
Review Date		Review frequency: Update with latest UK government advice

Information about COVID-19

A coronavirus is a type of virus. As a group, coronaviruses are common across the world. COVID-19 is caused by SARS-CoV-2, a new strain of coronavirus that emerged in China in 2019.

The incubation period of COVID-19 is normally between 2 and 14 days. This means that if a person remains well 14 days after contact with someone with confirmed coronavirus, it is unlikely that they have been infected.

The most common symptoms of COVID-19 infection are:

- Cough
- Difficulty in breathing
- Fever
- Loss of taste/smell

Other non-specific symptoms might include shortness of breath, fatigue, loss of appetite, myalgia (sore muscles), sore throat, headache, nasal congestion, diarrhoea, nausea and vomiting.

Most people with COVID-19 have a mild illness, but about 15% experience more severe illness requiring hospital treatment. Older people, those with weakened immune systems, and those with long-term conditions like diabetes, cancer and chronic lung disease are more at risk of severe illness. Severe illness is very rare in children.

If you are worried about your symptoms or those of a child or colleague, please call NHS 111. Do not go directly to your GP or other healthcare environment

See further information on the Public Health England Blog and the NHS UK website.

How COVID-19 is spread

From what we know about other coronaviruses, the spread of COVID-19 is most likely to happen when there is close contact (within 2 metres) with an infected person. It is likely that the risk increases the longer someone has close contact with an infected person.

Droplets produced when an infected person coughs or sneezes (termed respiratory secretions) containing the virus are likely to be the most important means of transmission. Aerosol produced by the respiration could be as well another way.

There are 2 routes by which people could become infected:

- Droplets and aerosol may be directly transferred into the mouths or noses of people who are nearby (within 2 metres) or could be inhaled into the lungs
- it is also possible that someone may become infected by touching a surface or object that has been contaminated with respiratory secretions and then touching their own mouth, nose, or eyes (such as touching a doorknob or shaking hands then touching their own face).

There are now many variants of COVID-19 which are of concerns, the delta variant being the most prevalent in the UK in the summer 2021

Preventing the spread of infection

The best way to prevent infection is to avoid being exposed to the virus.

There are general principles to help prevent the spread of respiratory viruses, including:

Minimising the risk of contact with infected cases:

- people who feel unwell should stay at home and should not attend work or any education or childcare setting
- avoid close contact with people who are unwell
- maintaining physical distancing
- minimising contact between groups or 'bubbles'

Minimising the risk of virus transmission

- Effective ventilation of classrooms and shared spaces
- washing hands often with soap and water, or $\geq 60\%$ alcohol sanitiser if handwashing facilities are not available. This is particularly important after taking public transport or touching frequently touched 'public' surfaces.
- pupils, students, staff and visitors should wash their hands:
 - before leaving home
 - on arrival at school
 - after using the toilet
 - after staff breaks
 - after coming in from the garden
 - after coming in from break times
 - after participating in group physical activities such as PE lessons
 - before food preparation
 - before eating any food, including snacks
 - before leaving school
- covering your cough or sneeze with a tissue, then throwing the tissue in a bin - "" (see also <https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf>)
- avoid touching eyes, nose, and mouth with unwashed hands

- Europa School UK will use PPE for intimate bodily contact such as in First aid, and for supervision staff at mealtimes.
- The school has a face covering policy for use by site users.
- Users of face covering will be reminded to wash/sanitise hands before putting on a mask and removing the mask. Users of reusable masks are asked to bring in a plastic zip-lock bag with their name on for safe storage. Special bins will be available for disposal on one time use masks. (see guidance video on use of face mask https://www.youtube.com/watch?v=9Tv2BVN_WTk)
- clean and disinfect frequently touched objects and surfaces – this will be done at lunchtime and after school

Ventilation

All staff are aware of the importance of keeping indoor spaces well ventilated.

- external windows will be opened as much as possible.
- children will be encouraged to remain outside during break-times and discouraged from congregating indoors in congested areas.
- between lessons rooms will be additionally ventilated by opening windows and doors.

Cleaning Routines:

Daily cleaning routines and high standards of good hygiene are currently in place.

- There will be an additional cleaning of hard surfaces in the canteen between sittings.
- All bins will be emptied daily.
- All toilet areas will be cleaned during the school day and after school
- All classrooms are provided with a hygiene pack including cleaning product and pacers, sanitiser, screen and computer cleaner, extra face masks, gloves, tissues)

Hand Washing Routines:

To ensure the staff, children, parents and visitors are washing their hands in line with the current guidelines the following will be put in place:

- Parents will be reminded to reinforce good hand hygiene with their children
- On arrival at school, all adults will wash their hands
- Staff should wash their own hands before supporting a child to wash theirs.
- During the day children and staff will wash their hands after going to the toilet, before meals or snacks, and when arriving back from recreation/exercise.
- Staff will use the Hand Washing Song for KS1 students to encourage the children to wash their hands with soap and water, and for at least twenty seconds.

- Children's will be guided to the visuals on the wall to aid good handwashing skills
- Staff must wash their hands before preparing or serving food or wearing gloves.
- Staff will reinforce hand hygiene before and after putting on masks where these are required.

Hygiene Guidance

- Posters/messages on handwashing should be displayed in every classroom, lobby and toilet area
- Staff will continue to focus on hygiene education with all children
- extra washbasins had been added around the school as well as sanitiser stations and hygiene packs in each classroom.

COVID Mass Testing

Following UK Government guidelines regarding mass testing of secondary students and staff, Europa School UK set up an on-site testing facility using lateral flow testing. The facility will be used to test secondary students twice in the first two weeks at the start of academic year 2021-22. A detailed testing procedure and risk assessment to cover the mass testing is available on the school website.

The Secondary students are also provided with home test kits for subsequent bi-weekly weekly testing.

All site users are given home test kits.

Annex – Guidance for education & childcare settings on managing COVID-19 cases from autumn term 2021

[The Government's roadmap guidance on moving to Step 4](#) set out how restrictions have been eased across society, including in education and childcare settings. We need to continue to proceed with caution and find the right balance between protecting public health and living with Coronavirus (COVID-19) as more of the population is vaccinated.

Wherever additional measures are considered, the objective is to maximise the number of children and young people in face-to-face teaching and minimise control measures that disrupt education, balanced against the risks of COVID-19 transmission.

There is strong [evidence](#) that children and young people are much less susceptible to severe clinical disease than older people and that there are significant disadvantages to children and young people associated with missed education.

It is of course acknowledged that this evidence may change with the emergence of new variants of concern (VoCs). The Government will continue to advise baseline measures and provide thresholds at which help can be sought and extra measures may be introduced. Local spikes in COVID-19 will usually be best managed through a dynamic risk assessment approach. Attendance restrictions are unlikely to be a proportionate response to the level of risk that COVID-19 currently poses to children and young people, and public health authorities would only consider them as a last resort if all other risk mitigations proved insufficient to break chains of transmission.

In light of this, all education and childcare settings should revisit their contingency plans based on the advice below. There is no expectation that education and childcare settings should create new documents or reformat any existing plans to specific templates, but plans should be robust and up to date.

Baseline measures

The [Operational Guidance](#) sets out the measures that all education settings should have in place to manage transmission of COVID-19. This includes:

1. Students in secondary schools and colleges should be tested twice on site at an Asymptomatic Testing Site (ATS) on return in the autumn term. The tests should be 3-5 days apart.
2. Thereafter, staff and students in secondary schools and colleges, and staff in primary schools, should test themselves using LFD twice a week at home until the end of September, when this will be reviewed. All early years and wraparound childcare staff should also continue to test twice weekly as they have done throughout the summer. Twice weekly testing for staff and students in HE settings will

also continue until the end of September using either home test kits (LFD Collect) or an ATS. This is critical for identifying positive cases early and ensuring they isolate.

3. Those who test positive should isolate, take a confirmatory polymerase chain reaction (PCR) test, and continue to isolate if the result is positive. Schools and colleges will need to be prepared to implement high-quality blended learning arrangements so that any child who is well enough to learn from home can do so.

4. Under-18s, irrespective of their vaccination status, and double vaccinated adults will not need to self-isolate if they are a close contact of a positive case. They will be strongly advised to take a PCR test and, if positive, will need to isolate. 18- year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. Further guidance can be found here for close contacts of someone who has tested positive and lives in the same household, and here for those who do not live together.

5. All education and childcare settings should continue to ensure good hygiene for everyone, maintain appropriate cleaning regimes, keep occupied spaces well ventilated, and follow public health advice on testing and managing confirmed cases of COVID-19.

6. All settings should continue their strong messaging about signs and symptoms, isolation advice and testing, to support prompt isolation of suspected cases. Settings should also continue to encourage vaccination uptake for eligible students and staff.

When setting should consider extra action

For settings testing pupils, students and staff in asymptomatic test sites (ATS) after the summer holidays, this section only applies after the initial two ATS tests are complete. Cases identified in the test-on-return period should not trigger extra measures or escalation to the DfE helpline.

For most settings it will make sense to think about taking [extra action](#) if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting. The thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned. For most education and childcare settings, whichever of these thresholds is reached first:

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or 19
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

All settings should seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. They can do this by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements. Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents.

Close mixing

Identifying a group that is likely to have mixed closely will be different for each setting. Below are some examples.

For early years, this could include:

- a childminder minding children, including their own
- childminders working together on the same site
- a nursery class
- a friendship group who often play together
- staff and children taking part in the same activity session together

For schools, this could include:

- a form group or subject class
- a friendship group mixing at breaktimes
- a sports team
- a group in an after-school activity

For wraparound childcare or out-of-school settings, this could include:

- staff and children taking part in the same class or activity session together

Actions to consider once a threshold is reached

At the point of reaching a threshold, education and childcare settings should review and reinforce the testing, hygiene and ventilation measures they already have in place. Settings should also consider:

- whether any activities could take place outdoors, including exercise, assemblies, or classes
- ways to improve ventilation indoors, where this would not significantly impact thermal comfort
- one-off enhanced cleaning focussing on touch points and any shared equipment

Settings may wish to seek additional public health advice if they are concerned about transmission in the setting, either by phoning the DfE helpline (0800 046 8687, option 1) or in line with other local arrangements.

A director of public health or an HPT may give settings advice reflecting the local situation. In areas where rates are high, this may include advice that local circumstances mean that the thresholds for extra action can be higher than set out above. They might advise the setting to take some of the other measures described in this document.

Additional action that could be advised by public health experts

If you have called the DfE helpline and a Director of Public Health (DsPH) or a Health Protection Team (HPT) subsequently judges that additional action should be taken because they have assessed that transmission is likely to be occurring in the setting, they may advise settings take extra measures such as:

1. Strengthened communications to encourage pupils / students to undertake twice weekly rapid asymptomatic home testing and reporting
2. Temporarily reinstating face coverings for pupils/students, staff and visitors in indoor and/or communal spaces in secondary schools, FE and HE settings, and for staff in primary, early years, out-of-school, and specialist settings. This should be for two weeks in the first instance, pending regular review
3. Reinstating on-site rapid LFD testing in secondary schools, colleges and universities for a two-week period to encourage uptake of twice weekly testing
4. Increased frequency of testing

They may also recommend the actions listed under [Other Measures](#) in the contingency framework, or other proportionate measures to support continuing face-to-face education.

In extreme cases, and as a last resort where all other risk mitigations have not broken chains of in-school transmission, a DPH may advise introducing short-term attendance restrictions in a setting, such as sending home a class or year group (as they could any workplace experiencing a serious infectious disease outbreak).

High-quality remote learning should be provided for all students well enough to learn from home. On-site provision should in all cases be retained for vulnerable children and young people and the children of critical workers.

Where they have advised settings to take extra measures, DsPH and HPTs will work closely with their Regional Partnership Teams and keep the situation under regular

review. They will inform settings when it is appropriate to stop additional measures, or if they should be extended.

Guidance on cleaning the school after a case of COVID-19 (suspected or confirmed)

All surfaces that a suspected or confirmed case of COVID-19 has come into contact with must be cleaned using disposable cloths and household detergents, according to current recommended workplace legislation and practice. This cleaning will be done by the school cleaners/site team.

These include:

- all surfaces and objects which are visibly contaminated with bodily fluids
- all surfaces with which the individual is known to have been in contact (e.g., the individual's desk, chair, or equipment they have used)
all potentially contaminated high-contact areas such as toilets, door handles, telephones

Public areas where a symptomatic individual has passed through and spent minimal time in (such as corridors) but which are not visibly contaminated with bodily fluids do not need to be specially cleaned and disinfected. If a person becomes ill in a shared space, these should be cleaned as detailed above.

Guidance to assist professionals

Guidance for educational settings

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Guidance for employers and business

www.acas.org.uk/coronavirus

Well-being and Behaviour expectations

The school has an important role to play in creating and supporting high expectations of behaviour and routines, which will need to be reinforced following the return to the school in March 2021

Early intervention to identify and provide effective support will be crucial. The school's role is summarised:

Prevention: creating a safe and calm environment where problems are less likely, and pupils can be helped and supported to re-learn routines and behaviour expectations and to recover resilience in managing a return to a class situation. The class teachers will renew the emphasis on good hygiene which was already well established before the lockdown as well as introducing pupils to new routines required for the purpose of responding to COVID-19.

Identification: recognising emerging issues early on and engaging with parents via remote communication on any routines which might need to be re-established at home.

Early support: helping children to adjust to the classroom environment with support from teaching assistants, DSL, SENCO team

Access to wider support: external agencies

Feelings of Loss/Bereavement

Some children may restart school scarred in some way by illness or loss in their close or wider families. Home school communication is vital in these situations to understand the context and to support each child individually. The school bereavement policy contains guidance and many links to support organisations.

Behaviour Policy

The school has a well-established behaviour policy in place which is based on restorative practice alongside sanctions as required.

Any behavioural concerns which are disruptive to the class will be dealt with sensitively in the current context of the difficulties which may be experienced in the reintegration to school. Supporting those who are experiencing mental health issues following the long first lockdown period is central in the school's strategies.

The school's daily notice will give information regarding the senior leader on duty each day so that any backup support can be obtained quickly including withdrawing the pupil from class with supervision.

Individual risk assessments will be written by the Senior Leadership Team with support from class teachers, to plan appropriate behaviour interventions for individual students when necessary.

