

All Government restrictions have been lifted.
The centre will continue to

- Remain in limited bubbles
 - Wash hands
 - Clean
 - Open windows and doors
- Hands, face, space, fresh air



St Pauls Nursery School and Children Centre Risk Assessment for Schools April 2022

Date of change	Change detail
18 th October 2021	NS to collect from room via the gate by POD and past baby room
April 2022	Bubbles are now limited. Face masks removed from communal areas

Assessment: April 2022

Risk Assessment for Schools April 2022

Assessed by: Safety Health & Wellbeing Team

Section: Schools

Review dates: as dictated by issuing of new Government guidance

To address the possibility of being infected with or transmitting Covid-19 during all of a school's activity. The virus that causes Covid-19 is transmitted through close contact with an infected person. When someone with Covid 19 breathes, speaks, coughs or sneezes they release particles containing the virus. People can also become infected by touching surfaces that have been contaminated by the virus and touching their face without cleaning their hands. In childcare settings is to follow steps on – Hands, face, space fresh air

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/step-4-update-what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges#symptoms-testing>

All schools should have completed Bristol City Council CHaSMS. All changes and risk assessments should be Equality Impact Assessed and proper consideration should be given for protected characteristics.

All pupils and their parents/carers will need to be informed and reassured of the measures in place to control the possibility of infection with or transmission of Covid-19. The changes implemented should be Equality Impact Assessed and proper consideration given for protected characteristics.

IMPORTANT: If you or someone in your home has a symptoms of Covid-19 (a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell), STAY AT HOME and get tested (where possible). If someone in your household is confirmed with covid, please use lateral flow tests before going to work

SECTION 1- Identifying Hazards and Existing Precautions

What is the Task/Activity or Workplace Environment You Are Assessing?	What Hazards Are Present or May Be Generated?	Who is affected or exposed to hazards?	What is the Potential Severity of Harm (Risk Rating Matrix Table 1)?	What Precautions are Already in Place to Either Eliminate or Reduce The Risk of an Accident Happening (Existing Controls)?	What is the Likelihood of harm occurring? (Risk Rating Matrix Table 1)?	What is The Risk Rating (See Note Below & Risk Rating Matrix Table 2)
Travel to and from schools	1. Potential for infection with Covid-19 by being in close proximity to an infected person who projects virus. 2. Infecting others, as above	Staff, pupils, visitors	major	Encourage staff/parents and children to walk, cycle or use their cars. Adequate car parking facilities available for staff with additional car parking available at Cabot Primary. If staff have a parking permit, then ensure that they use where possible to reduce the number of staff in the car park If required to use public transport, then staff must wear a face covering to protect others and to adhere to the social distancing instigated by the bus company Staff will continue to regularly sanitise hands and wear face	possible	medium

				coverings if they feel it is appropriate. Staff are encouraged to sanitise hands before entering and leaving all buildings.		
Poor hygiene	As 1 and 2 above	Staff, pupils, visitors	major	Existing good practices to be continued Ensure that handtowels, soap are replenished every morning to fill the dispenser fully along with supplies of PPE, D10 and disinfectant wipes. Door handles and toilets/toilet handles to be cleaned every 2 hours as a minimum and hourly where possible - and recorded. This needs to be completed by room staff. Staff to ensure the use of PPE when cleaning. Children will be supported in ensuring that they wash their hands thoroughly. PPE (gloves and apron) is worn by staff who need to support a child in toileting and when changing nappies Provide suitable and sufficient lined bins for hand towels with regular removal and disposal and tissues available close to hand around the buildings.	possible	medium
Access to and egress from buildings	As 1 and 2 above	Staff, pupils, visitors	major	<ul style="list-style-type: none"> All children accessing rooms via the front entrance 2-3's parents only have direct access until 9am and then phone room Wraparound collected from the POD at 4 and 5.30 Wash/sanitise hands on arrival and departure Use screens to protect reception staff Payments to schools should be taken by contactless methods wherever possible	possible	medium
Playgrounds/ outside areas	As 1 and 2 above	Staff, pupils, visitors	major	External space to be fenced off to maintain the room bubbles. External equipment to be checked on a daily basis by staff and termly equipment checks to continue to be made Ensure that children/staff do not move between the bubble areas In the event of a child having a soiling accident, the water should be disposed of and the tray cleaned using hose pipe and D10	possible	medium
Dining areas	As 1 and 2 above	Staff, pupils, visitors	major	Children to eat in designated areas within the room to maintain bubble. Catering staff to deliver trolley of food and crockery to the room	possible	medium

				<p>door for staff to collect. After service, kitchen staff to collect from outside the room using disposable gloves</p> <p>Tables and table cloths to be cleaned prior to and after lunch/tea</p> <p>Ensure that children wash hands thoroughly prior to and after eating. Children who need to be supported with hand washing to wear PPE as required</p> <p>If children have used cups for snack time or during the day, they must be washed in hot detergent water or in a dishwasher on a hot wash</p> <p>If parents bring in milk for their baby, the container must be sanitised and the staff member to wash hands before and after use of the container.</p> <p>Staff Room</p> <p>Staff must clean surfaces and equipment used as they finish. Time needed for staff to use staff rooms may be longer</p>		
Classrooms/ Resources	As 1 and 2 above	Staff, pupils, visitors	major	Surfaces to be cleaned on regular basis during the day	possible	medium
External providers, visitors and contractors	As 1 and 2 above	Staff, pupils, visitors	major	<p>Contract caterer to provide the food and contract cleaner to clean at the end of the day once the children have left the building</p> <p>Contractors are called in only when necessary. Works to be completed where possible outside of core hours except in an emergency.</p> <p>Contract cleaners and caterers have provided documentation to support their control measures and is monitored by SBM</p>	Possible	medium
Deliveries	As 1 and 2 above	staff		<p>https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19</p> <p>All deliveries to be delivered to the side of the reception desk distributed. Weekly fruit to be delivered to the reception area</p> <p>Food deliveries to the kitchen to be made directly to the kitchen via the car park. No access through the building.</p>	possible	medium
Cleaning	As 1 and 2 above	Staff, pupils, visitors	major	<p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <p>Contract cleaners to clean every room every evening.</p> <p>Staff to regular wipe down surfaces using disposable cloths using D10 or alcohol wipes</p> <p>Bin liners should be used in all bins & emptied regularly</p>	possible	medium
Use of Changing facilities, showers and toilets	As 1 and 2 above	Staff, pupils, visitors	major	<p>Shower is now accessible and is cleaned on a daily basis.</p> <p>External door to be removed to enable viewing of people in the toilets. .</p>	possible	medium

Discovery of (or by) a person with Covid-19 symptoms	As 1 and 2 above	Staff, pupils, visitors	major	Isolation of the person to either a space with ventilation (if an adult) or to a quiet corner 2m away from all other children until the child is collected. Staff to wear PPE if with a child PPE to be used to clean the areas where the infected person has been – see Appendix B Follow checklist – Appendix E	possible	medium
Emergency evacuations	As 1 and 2 above	Staff, pupils, visitors	major	Schools' specific evacuation plan Evacuation plan to be maintained. Barrier on path (evac route) can be moved and netting fence can be removed easily in the event of an emergency	possible	medium
Altered teaching protocols/ curriculum	Stress	Teaching staff, pupils	major	Existing DfE guidelines BCC EAP Focus on transition, prime areas and emotional wellbeing	possible	medium
Working with pupils who are experiencing stress or trauma	Secondary and vicarious trauma:	All staff	major	BCC EAP Family support workers/CAMhS Staff should be reminded of the availability of Bristol City Council Employee Assistance Programme. 24/7, free, confidential, access for staff to a trained counsellor on 0800 111 6387. Government guidance on extra support: https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers	possible	medium
NOTE: If the risk rating is either High, Very High, Medium or Low proceed to section 2. If the risk rating is No Significant Risk no further action is required.						

Section 2 - ACTION PLAN - additional precautions

What is the Hazard You Need to Control?	What additional precautions do you need to either eliminate the risks or to reduce the risk to: at least the MEDIUM RISK RATING or ideally the LOW RISK RATING.	Who is Responsible For Implementing These Controls?	When Are These Controls to be Implemented (Date)?	When Were These Controls Implemented (Date)?
Transmission of or infection with Covid-19 due to poor hygiene	<p>Maintenance of good hygiene is essential: Providing additional handwashing facilities will aid this.. This will be completed during the day by room staff using disposable cloths and D10 and alcohol wipes. Handwashing to be actively encouraged regularly during the day but also before and after eating, after going to the toilet.</p> <p>Washing/sanitising hands hourly Use soap and water for at least 20 seconds using hand washing technique to be adopted as directed by NHS guidance. Use alcohol-based hand sanitiser if soap and water is not available or when entering the building or room.</p> <p>Avoid touching hands to face but if necessary clean before and afterwards</p> <p>Cover your cough or sneeze with a tissue then throw it in the bin – then wash your hands with soap and water. Have extra tissues available. If tissues cannot be reached in time cough into the crook of your arm.</p> <p>Provide suitable and sufficient rubbish bins for hand towels with regular removal and disposal.</p> <p>Sufficient supply of soap, hand sanitiser, paper towels and wipes will be available and topped up at the beginning of the day and ensure that stocks in cupboards are also topped up so that caretakers do not enter the bubble.</p>	All staff and visitors	All control measures are in place as school has been open during	Sep 21
Transmission of or infection with Covid-19 due to poor arrangements in dining Hall/ canteen congestion	<p>Food and drink should only be consumed in dedicated facilities.</p> <p>All staff room areas will have soap, hot water and hand sanitiser. Hands should be washed by all staff prior to and after eating. Hand sanitiser is available at the entrance of each room or area where people eat and should be used by all people when entering and leaving the area.</p> <p>Catering that is provided is duty meals which will need to be eaten in the room that the member of staff is allocated to</p> <p>Drinking water is available from each designated staff room and enhanced cleaning measures of the tap mechanism introduced.</p> <p>Tables and chairs should be cleaned between each use.</p> <p>All rubbish and waste should be put straight in the bin by the user and not left for someone else to clear up.</p>	All staff	All control measures are in place as school has been open during	Sep 21

<p>Transmission of or infection with Covid-19 due to classroom congestion</p>	<p>All persons are to wash their hands upon entering classrooms.</p> <p>Strict hygiene rules to be implemented, all staff to be asked to do the following:</p> <ul style="list-style-type: none"> • Wash hands on entry. • Use alcohol-based hand sanitiser. • All hand contact surfaces to be cleaned throughout the day. <p>Only use cleaning products supplied by the school – D10 and alcohol wipes.</p>	<p>All staff</p>	<p>All control measures are in place as school has been open during</p>	<p>Sep 21</p>
<p>Transmission of or infection with Covid-19 during discovery of (or by) a person with Covid-19 symptoms</p>	<p>If a person displays symptoms - A high temperature, persistent cough or any symptoms like a cold, they should:</p> <ul style="list-style-type: none"> • Notify the Headteacher/member of SLT immediately. • Avoid touching anything. • Go home immediately (Children accompanied by their parent, etc). • All other persons are to maintain a 2m distance from affected individual. • If they need to cough or sneeze this should be into a tissue which is then put into a bin, or if they do not have tissues, cough and sneeze into the crook of their elbow. • If the person is a child PPE should be worn by the adult supporting them as they await collection. A fluid-resistant surgical face mask, apron and gloves should be worn by the supervising adult as a distance of 2 metres cannot be maintained. • Once child has left site, the supporting adult should dispose of PPE in clinical waste bag provided and then wash hands for 20 seconds and also face as appropriate • Ensure that all areas where the child has been to be cleaned down, ensuring clean PPE is used. • Staff that haven't been double vaccinated will need to self-isolate for 10 days • If a positive test is reported the areas occupied and equipment used by the affected person are to be isolated thoroughly cleaned using Sani-tiser. Appropriate PPE to be used when applying to the room and surfaces. The infected "bubble" will close for self-isolation for 14 days and parents and staff asked to let the nursery know if anyone has symptoms. Glen cleaning to be employed to clean all infected classrooms and workspaces 	<p>All staff</p>	<p>All control measures are in place as school has been open during</p>	<p>Sep 21</p>

<p>Stress</p>	<p>It should be recognised that all staff will be experiencing a higher than normal level of stress. Measures to control this should be considered according to the needs and the working practices of each school.</p> <p>Teaching staff must be involved in the creation of processes and schemes of work which will enable children to return safely and to continue their learning. These must be realistic and holistic. Expectations will need to be different and a period of review of new practice (pedagogy) must be undertaken giving staff the opportunity to adapt and evaluate before formal assessment of their performance or assessments of children's attainment begins. It should be noted that many routine activities will take more time to complete.</p> <p>Nursery school staff will closely monitor the wellbeing of their pupils as they manage change and offer supports. Safeguarding concerns should be considered and referred where appropriate.</p> <p>Nursery schools will closely monitor the wellbeing of their staff, including leadership, particularly regarding anxiety, bereavement or stress and giving proper supports.</p> <p>Staff should be reminded of the availability of Bristol City Council Employee Assistance Programme. 24/7, free, confidential, access for staff to a trained counsellor on 0800 111 6387.</p> <p>Other support available</p> <ul style="list-style-type: none"> • Leadership led mindfulness • Education Support wellbeing support • Education Broker wellbeing support • You tube mindfulness • Regular updates from Headteacher • Regular supervision 	<p>All staff</p>	<p>All control measures are in place as school has been open during</p>	<p>Sep 21</p>
<p>Secondary and Vicarious Trauma</p>	<p>Make relevant managers/staff aware of risks. Conduct training. Emphasise BCC EAP.</p>	<p>All staff</p>	<p>All control measures are in place as school has been open during</p>	<p>Sep 21</p>

RISK RATING MATRIX
 (Notes To Aid Completion Of The Risk Assessment Format)
 Table 1

Potential Severity of Harm	Meaning	Likelihood of Harm	Meaning
Fatal/Major Injury	Death, major injuries or ill health causing long-term disability/absence from work. Injuries or ill health causing short-term disability/absence from work (over three days) Injuries or ill health causing no significant long-term effects and no significant absence from work	High Likelihood	Occurs repeatedly / event only to be expected
Serious Injury		Possible	Moderate chance/could occur sometimes
Minor Injury		Improbable	So unlikely that probability is close to zero

Table 2

Risk Rating - Degree of Injury by Likelihood/Probability			
	High Likelihood	Possible	Improbable
Fatal/Major Injury	Very High Risk	High Risk	Medium Risk
Serious Injury	High Risk	Medium Risk	Low Risk
Minor Injury	Medium Risk	Low Risk	No Significant Risk

Appendix A

Adapted 'Settling in' Policy for Baby Room September 2021

Rationale:

The 'settling in' process for children at St Pauls Nursery is personalised as much as possible, the child's well-being is at the heart of all decisions made, these decisions are mutually agreed by both family and setting. The purpose of this policy is to:

- Support a shared vision and clear expectations of the settling in process.
- Begin to establish an open, trusting and supportive relationship between family and setting.
- Support the emotional wellbeing of both family and child during the settling period.

Expectations:

Typically 'settling in' sessions start two weeks prior to your child starting.

The Baby Room lead will be in contact to introduce themselves to you and arrange these sessions.

This will also give you a contact within the setting if you have any further queries or questions.

What you can do at home to prepare:

- Talk about nursery together and look at some of the videos and pictures on the website, YouTube channel and Facebook page
- Get personal items ready for the first day - special bag, family photograph, comforter, clothes
- Your family photograph will be displayed in the baby room, so that your little one can look at you when you are not there. This also helps them to develop a sense of belonging and interact with us about home life.
- Take a walk past the setting and talk about what you can see or hear.

During the settling-in period we will want to find out about:

- Your child's likes and dislikes, the way they express themselves
- Your child's family and special people
- Their usual routine
- Whether they have attended childcare before, are attending any other childcare settings, or are used to being left with other people
- Things that fascinate them, their favourite activities, toys or books
- Whether the child has any additional needs, disabilities or developmental concerns that needs to be taken into account
- Who, apart from the parents, may be picking the child up from the setting

What settling will look like?

You will be welcomed into the baby room bubble for the first two weeks to help settle in your little one gently. We ask you to attend every day with your child, coming in for a few hours every day. These will be arranged over the phone with the room leader.

Welcoming in to the baby room bubble.

The first visit lasts an hour and a half and we will talk about you and your child's routines, needs, likes and dislikes etc. This helps us to build up a picture of how we can work together to make settling in smooth. You can find out about the general routine of the nursery, how we use outside spaces, meals, and provision. Please ask about anything that is on your mind.

During this time, you can get a feel for the room and meet the team. You and your child can begin to familiarise yourselves with the environment and the people who will become important to you both.

The second visit is an hour long and during this time you will spend up to 10 minutes out of the room. This enables your child's key person to begin to build a relationship with your child. We ask you to always say goodbye when you leave them, so that they can begin to develop a sense of trust. It is common for children to get upset at this time and this is okay. Their key person will comfort them, reassure them that you are coming back and acknowledge their feelings.

We will ask you to remain on the premises for the first week and there is a room nearby where you can make yourself comfortable. You will gradually leave your child for longer periods of time each visit. These visits will be arranged at different times of the day, to introduce outdoor times, snack times sleep times and meal times. We try to accommodate these timings to suit you as much as possible, however please understand that we also need to ensure that the needs of the other babies are met. You may leave the nursery on the second week, when your child's visits are longer.

On the last visit, your key person will meet you at the gate and support you both to say goodbye there. At the end of the visit, the key person will bring your child out with their belongings to reunite you and to tell you how their day has been.

Some notes about settling

- From about 9 months, babies begin to develop an understanding that they are separate from you and are more likely to be upset when parting from you. Do not worry, this is a normal part of their development and this is why building a trusting relationship is so important.
- If your baby is used to being left with friends and family members, this may help them to settle in more easily.
- It is important for us to know if they are attending another setting or child-minder so that we can communicate with them about their development.
- Big changes in children's lives such as moving house, time in hospital, longer holidays might affect how settled they are feeling.
- By tuning in to your baby, we learn how they like to be responded to (comforted, played with, go to sleep, wake up and who they would like to change their nappy). Some children relish rough and tumble play, whereas others prefer more gentle interactions.
- Health: When your baby is under the weather they are understandably less settled, and we offer them comfort and cuddles and opportunity to rest more.

We strive for a respectful, open and supportive partnership with our families, and ask parents/carers to always share any worries or concerns they may have about their child or our provision with the key person or member of the senior leadership team.

Settling instructions EY2

Considered Risks for Settling in 2 week process

Considered Risk	Steps put in place
Room	<ul style="list-style-type: none">- Time slots in first week for one parent, one child- Using the separate den room as settling space to limit risk to other children.- Current children are not allowed to go into the den space.

	<ul style="list-style-type: none"> - Room to be wiped down after each visit, following current risk assessment. - Focus on encouraging use of outside space to limit risks.
Practitioners	<ul style="list-style-type: none"> - Two practitioners are allocated to support settling and will be the only two allowed into the den space over the two weeks. - Practitioners will social distance from each other and the parent. - Practitioners to follow current risk assessment.
Parents	<ul style="list-style-type: none"> - One consistent parent allowed in room with their child at any time unless with baby, to support settle. - Parent to wear a mask (if possible) and to social distance from practitioners. - (Week 1) Parent to stay on wipe clean sofa for ease of cleaning. - (Week 2) Parents to wait on designated seats, social distanced, four parents maximum. - Parents to have toilet risk assessment explained to them.

Appendix B

AMENDED INDUCTION POLICY FOR VISITING NURSERY TRANSITIONS DURING COVID-19

TO SUPPORT

Rationale

We believe that in order for children to be resilient and have a good sense of well-being that we need to provide smooth transitions from home into the centre. Developing strong links between home and the centre are crucial in ensuring that we empower the parents/ carers as the primary educator and ensure that we plan meaningful learning experiences for every child.

The visit is an equitable experience where the power and ownership is shared.

It is a time to listen and has the child at the heart of it, ensuring their voice is heard. It is a unique opportunity for the key person to learn about and value the family culture and personal histories. It is a space for relationships and secure attachments to be formed and assumptions to be reduced.

During Covid-19 we are adapting to different ways of being at St. Paul's Nursery School and Children's Centre.

Some of our 'Induction Practices' have had to change in response to Covid-19 and subsequent Government Guidance.

Getting to know you visits in the Nursery

- Home Visits are an essential part of our induction procedures that support children's emotional well-being , relationships, and personal and social development, helping build equitable relationships between parents, families and practitioners
- Currently, Home Visits are not happening in families homes to ensure safety of our community during the Covid Pandemic but parents/carers are invited to come into the Centre for 'Getting to know you' visits
- The child's keyperson will phone families and arrange these visits, which will take place in "dedicated spaces" in the child's Nursery Class or in the outside space as much as possible
- Parents/carers will be invited to come to the main entrance of the Nursery for their first 'Getting to Know You' session so they can meet the admin team, read the documentation and displays and have a full sense of the Nursery and Children's Centre
- Between now and the end of September 2020, each family will be offered THREE one hour sessions in a week for 'Getting to Know You' visits and "settling" opportunities for their children

- ‘Getting to know you’ visits are an essential opportunity for the family and keyperson to spend time together, get to know each other, complete essential information, share the routines, environment and experiences we plan for children at Nursery
- We will ask that the same parent/carer attend each three sessions
- We ask parents to bring in a family photo and something important and meaningful to their child to help build that connection and sense of belonging to the Nursery and new keyperson
- We will share ‘family team’ photographs and introductions with families, to help them get to know each classroom team
- As part of the getting to know parents and support families, we talk about experiences around Covid-19, the Lockdown, and the impact this might have had on children and families
- We continue to commit to high standards of safety for our community during the Covid Pandemic and request families to wear face masks as they come into the Centre and in the corridors (but not in the classrooms unless they want to) and ensure they wash hands on entry to the Centre and classroom

‘Staggered-entry’

- Once ‘Getting to Know You’ visits and settling-in sessions have been completed children will be invited to come to Nursery
- We ask parents and families to help children prepare for Nursery (watching our Videos on the Website ; walking passed the setting and talking about what you see and hear ; get personal items ready for the first day – special bag, family photo, clothes)
- To support children’s emotional well-being and confidence, children will be offered ‘staggered’ sessions in Nursery, increasing the amount of time they spend at the Nursery as they become more and more confident
- Typically, we will offer children 1 hour sessions on the first day, 2 hours on the second day and increase the amount of time each day if the child is confident to do so
- Currently, due to the essential health and safety procedures we have in place parents/carers will not be able to be in the Nursery classrooms during their ‘staggered entry’ sessions
- Parents will say goodbye to their children at the gate and we will ask parents to stay close by and within walking distance so that they can return to Nursery quickly if their child becomes distressed or upset
- We will ask parents to let the child know what is happening, i.e. “Today, I’m saying goodbye to you at the gate, and you will spend time playing with... your keyperson. I will be back in 1 hour to pick you up.”

- As each child is so different and will settle and become confident in their own way, the child’s keyperson will monitor the child’s “settling-in journey” and have ongoing conversations with the parent/carer to ensure we are giving each child the most opportunity to feel safe and secure as they settle-in to Nursery
- Staggered entry sessions will begin by the end of September and we aim to have all children settled by the end of Term 1

Children attending over Summer or Returning to Nursery

- Children attending over Summer or those children Returning to Nursery will experience a different settling-in process
- Although children attending over Summer or those children returning have already settled into Nursery and had opportunities to grow in confidence in their new environment and routines, we still aim to complete a “Getting to know you Visit”
- ‘Getting to Know You’ visits will take one hour and will offer opportunities to reconnect with the Nursery, meet or reconnect with the keyperson, update essential information,
- Some children returning to Nursery may not have been here since the March Lockdown and it may be beneficial for them to have some ‘staggered’ entry or reduced hours before feeling confident again
- The child’s keyperson will have a conversation with the parent and make a plan for each child that best suits that child’s return to Nursery (this is very much a shared conversation)

In conjunction with our Policy for Transition and Policy for Home Visiting to Support Induction and Covid Risk Assessment

How to help your child prepare for Nursery

- Watch videos on the St. Paul's Website or Youtube channel
- Get personal items ready to bring to Nursery, such as family photograph, important object, special bag, clothes
- Take a walk passed the Nursery and talk about what you can see and hear
 - . Look at photographs of practitioners we have sent you

Close contacts definition

A [close contact](#) is a person who has been close to someone who has tested positive for COVID-19. You can be a contact anytime from 2 days before the person who tested positive developed their symptoms, and up to 10 days after. This is when the virus can be passed to others.

A risk assessment may be undertaken to determine this, but a contact can be:

- anyone who lives in the same household as another person who has COVID-19 symptoms or has tested positive for COVID-19
- anyone who has had any of the following types of contact with someone who has tested positive for COVID-19:
 - face-to-face contact including being coughed on or having a face-to-face conversation within one metre
 - been within one metre for one minute or longer without face-to-face contact
 - been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)

A person may also be a close contact if they have travelled in the same vehicle or plane as a case.