



# COVID19: Risk assessment for full re-opening of school

<b>School:</b> Rye College and Community Primary School		
<b>Assessment conducted by:</b> Barry Blakelock	<b>Job title:</b> Executive Head	<b>Covered by this assessment:</b> Young people, families, colleagues, visitors, buildings and resources
<b>Date of assessment:</b> 16 <sup>th</sup> October 2020	<b>Date of next review:</b> 30 <sup>th</sup> October 2020	<b>Review cycle:</b> In line with UK GOV updates then every 2 weeks after re-opening

Related documents
<p><b>OPERATIONAL IMPLEMENTATION: Academy Action Plan</b></p> <p>Business Continuity Plan, COSHH Policy, Health and Safety Procedures, First Aid Policy, Supporting Pupils with Medical Conditions Policy, Administering Medication Policy, Fire and Evacuation Policy, Behaviour Management Policy, Child Protection Policy, eSafety Policy, Employee Code of Conduct, Security Policy, Shadow Leadership Structure</p>

Risk rating		Likelihood of occurrence		
		Probable (3)	Possible (2)	Remote (1)
Likely impact	<b>Major (3)</b> Causes major physical injury, harm or ill-health.	Very High (9)	High (6)	Medium (3)
	<b>Severe (2)</b> Causes physical injury or illness requiring first aid.	High (6)	Medium (4)	Low (2)
	<b>Minor (1)</b> Causes physical or emotional discomfort.	Medium (3)	Low (2)	Very Low (1)

**This risk assessment was updated on 30<sup>th</sup> October 2020. It is reviewed as guidance is updated by [UK Government](#).**

**All colleagues have a duty to be familiar with the latest relevant guidance from [Department for Education](#) as referenced in this document.**



## **COVID19 Response Protocol**

*If school is notified of a positive COVID19 test result for a colleague or a pupil, you must contact the DfE Helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case. You will be put through to a team of advisers who will inform you what action is needed based on the latest public health advice. If, following triage, further expert advice is required the adviser will escalate your call to the PHE local health protection team.*

### **Suspected cases:**

- If anyone (staff or pupil) becomes unwell with any of the following:
  - i. A new continuous cough;
  - ii. A high temperature; or,
  - iii. A loss or change in their sense of smell or taste (anosmia) they will be sent home.
- The school expects that they will self-isolate for at least 10 days, [book a test](#) and engage with the NHS Test and Trace process in line with current guidance.

### **Confirmed cases:**

- Having been notified of a positive COVID-19 test result for a member of staff or a pupil, the school will contact Public Health England (PHE) on the DfE helpline as soon as practicably possible and take actions following the guidance of the PHE Health Protection Team.
- The school will alert the local authority to a confirmed case by e-mailing [COVID19.SchoolsInformation@eastsussex.gov.uk](mailto:COVID19.SchoolsInformation@eastsussex.gov.uk).

### **Infection control:**

- Check the temperature of any individual who feels unwell or shows any symptoms;
- Isolate the individual immediately to a room behind a closed door. If appropriate arrange adult supervision in line with guidelines. Ideally open a window for ventilation. Separate bathroom facilities should be used if necessary which should then be cleaned and disinfected before use by anyone else;
- Revise plans and PPE supplies in the light of experience or any updated guidance;
- Send home individuals with symptoms of coronavirus and households advised to follow [PHE: Guidance for households with possible coronavirus infection](#);
- Arrange for deep clean of medical room and other facilities as necessary before they are used again.
  
- **Individuals must contact the school as soon as possible if they believe they or their child or household member has been exposed to coronavirus.**
- **Confidentiality is always followed – withhold the names of colleagues, young people or volunteers with confirmed or suspected cases of coronavirus.**



Area of risk, those affected	Risk before	Control measures	Lead	Last review	Additional considerations	Risk after
<p>(1) Lack of awareness of policies, procedures and protocols.</p> <p>All members of the school community</p>	<p>VH</p>	<ul style="list-style-type: none"> <li>• Colleagues, families, volunteers and visitors have access to <b>Academy Action Plan</b>.</li> <li>• Colleagues, families, volunteers and visitors are aware of all relevant policies and procedures including, but not limited to, the following:               <ul style="list-style-type: none"> <li>○ <b>Business Continuity Plan, COSHH Policy, Health and Safety Procedures, Security Policy; First Aid Policy, Supporting Pupils with Medical Conditions Policy, Administering Medication Policy, Behaviour Management Policy, Trust Employee Handbook.</b></li> </ul> </li> <li>• Colleagues have regard to all relevant guidance and legislation including, but not limited to, the following:               <ul style="list-style-type: none"> <li>○ <a href="#">Reporting Injuries, Diseases, Dangerous Occurrences Regulations (RIDDOR) 2013</a></li> <li>○ <a href="#">Health Protection (Notification) Regulations 2010</a></li> <li>○ <a href="#">Public Health England (PHE) (2017) 'Health protection in schools'</a></li> <li>○ <a href="#">DfE and PHE (2020) 'COVID19: guidance for educational settings'</a></li> </ul> </li> <li>• Leaders keep up-to-date with advice issued by, but not limited to, the following:               <ul style="list-style-type: none"> <li>○ <a href="#">Department for Education</a></li> <li>○ <a href="#">National Health Service</a></li> <li>○ <a href="#">Department of Health and Social Care</a></li> <li>○ <a href="#">Public Health England</a></li> <li>○ The school's local <a href="#">Health Protection Team (HPT)</a></li> </ul> </li> <li>• Colleagues receive regular training on updated policies, procedures and protocols including induction on return to school. COVID19 standing item on weekly staff and SLT meetings.</li> <li>• Personnel Officer arranges 'structured conversations' for colleagues to actively engage with the risk assessment.</li> <li>• Leaders should revisit and update their risk assessments building on the learning so far in line with the legal requirement.</li> <li>• Leaders should review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of COVID19 to enable a return to full capacity in the autumn term.</li> </ul>	<p>BBL</p>	<p>2/OCT</p>	<ul style="list-style-type: none"> <li>• Senior leaders are up-to-date with the most recent planning guidance and information on controlling the rate of transmission:               <ul style="list-style-type: none"> <li>○ <a href="#">DFE: Guidance for full opening of schools</a></li> <li>○ <a href="#">DFE: Implementing Protective Measures</a></li> </ul> </li> <li>• Senior leaders are up-to-date with the most recent planning guidance and information from the trust and local authority. Trust guidance takes priority for operational matters; local authority guidance takes priority for public health matters.</li> <li>• Heads maintain on-going dialogue with trust and local authority engaging with updates and message boards etc.</li> <li>• Families refer to guidance [<a href="#">GOV: What parents need to know until August 2020</a>].</li> <li>• Leaders ensure website, display screens, email signatures reflect current campaign [<a href="#">PHE Resources</a>].</li> <li>• Leaders must work through PHE endorsed 'systems of control' and adopt measures to the <u>fullest extent possible</u>.</li> </ul> <p><b>Infection Control protocols</b></p> <ul style="list-style-type: none"> <li>○ Colleagues, families, volunteers and visitors are made aware of the <b>Infection Control protocols</b> in the <b>Academy Action Plan</b>.</li> <li>○ Individuals must contact the school <u>as soon as possible if they believe they or their child or household member has been exposed to coronavirus</u>.</li> <li>○ Young people returning to school are made aware of the <b>Infection Control protocols</b> through planned pastoral sessions (e.g. circle time or tutor time) and know <u>to tell an adult</u> if they begin to feel unwell.</li> <li>○ Confidentiality is always followed – withhold the names of colleagues, young people or volunteers with confirmed or suspected cases of coronavirus.</li> </ul>	<p>M</p>



<p>(2) <b>Potential contamination arising from colleagues and young people working onsite during preparation for reopening.</b></p> <p><i>Colleagues and the limited number of young people currently attending school (including those receiving exam results).</i></p>	<b>H</b>	<ul style="list-style-type: none"> <li>• <b>Leaders</b> continue to review <b>Phased Return Risk Assessment</b> up until 1 September 2020.</li> <li>• <b>Senior leaders</b> and <b>Designated Safeguarding Leaders</b> adapt their roles to on-going updates to guidance during partial opening in the summer term and summer holiday.</li> <li>• <b>Senior leaders</b> update <b>Health &amp; Safety Procedures</b> and <b>Child Protection Policy</b> and practices in light of lockdown period when school was open to limited numbers. <b>General information on how to make a workplace COVID-secure and risk assessments is provided by the <a href="#">HSE guidance on working safely</a>.</b></li> <li>• <b>Colleagues</b> including <b>senior leaders, office teams</b> and <b>premise team</b>, tell young people, families, volunteers and visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus [<a href="#">PHE: Households with possible coronavirus infection</a>].</li> <li>• <b>Leaders</b> keep to opening times and encourage colleagues to go home on time to reduce risk.</li> <li>• <b>Premises team</b> cleans site as required [<a href="#">PHE: Cleaning of non-healthcare settings</a>].</li> <li>• <b>Business manager</b> reviews new signing-in arrangements to ensure social distancing and hygiene <i>e.g. where someone physically signs in with the same pen or using a tablet in Reception areas.</i></li> <li>• <b>Premises manager</b> reviews Health &amp; Safety compliance checks as required [<a href="#">DFE: Managing school premises during the coronavirus outbreak</a>].</li> </ul>	<p>BBL DDO KMA SHI KGO</p>	<p>2/OCT</p>	<ul style="list-style-type: none"> <li>• <b>Leaders</b> revisit and update risk assessments for September building on the learning and practices already developed in school.</li> <li>• <b>Leaders</b> continue routine updates to the staffing health audit as situations may change. Update Shadow Leadership Structure considering the impact on statutory roles e.g. Headteacher, SENCO, DSL, first-aiders, paediatric first aiders.</li> <li>• <b>Premises manager</b> adapts offices to enable social distancing for returning teachers, assistants and associates where possible. Stagger use of staff rooms and offices.</li> <li>• <b>Leaders</b> consider any office roles that could be undertaken from home reducing the number of colleagues in offices.</li> <li>• <b>Leaders</b> and <b>premises manager</b> consider social distancing for colleagues as required [<a href="#">CAB: Social distancing</a>].</li> <li>• Government recommends sharing risk assessments online through the school's website as good practice.</li> <li>• <b>Policy, procedures and protocols:</b> <ul style="list-style-type: none"> <li>○ Health &amp; Safety Procedures.</li> </ul> </li> </ul>	<b>M</b>
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<p>(3) Potential transmission to clinically vulnerable colleagues and young people when school reopens.</p> <p><i>All members of the school community</i></p>	H	<p><b>Young people (a)</b></p> <ul style="list-style-type: none"> <li>• <b>Leaders</b> communicate to families that circumstances have changed and it is now vital for all children to return to school in September to minimise as far as possible the longer-term impact of the pandemic on children’s education, wellbeing and wider development.</li> <li>• <b>Pastoral team</b> communicates with families of clinically vulnerable and shielding young people to inform them: <ul style="list-style-type: none"> <li>○ Young people who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. <a href="#">[PHE: Shielding and protecting people who are clinically extremely vulnerable]</a>;</li> <li>○ Reassure parents and young people by communicating the additional risk assessments and control measures that are being taken from September;</li> <li>○ Confirm that if rates of the disease should rise in the local area, clinically vulnerable children (or family members) from this area only, may be advised to shield by PHE whilst rates remain high and therefore their child may then be temporarily absent.</li> </ul> </li> </ul>	KMA DDO	2/OCT	<ul style="list-style-type: none"> <li>• Young people who are under the care of a specialist health professional: <ul style="list-style-type: none"> <li>○ <b>Pastoral team</b> requests parents discuss their child’s care needs with their health professional before returning to school in September. Further advice is available from the Royal College of Paediatrics and Child Health. <a href="#">[RCPCH: Shielding advice for Children and Young People]</a></li> <li>○ <b>Curriculum leaders</b> arrange provision for any young person who is unable to attend school because they are complying with clinical or public health advice to be able to access to remote education from September.</li> </ul> </li> </ul>	M
	H	<p><b>Colleagues (b)</b></p> <ul style="list-style-type: none"> <li>• <b>Senior leaders</b> understand employer health and safety and equalities duties under Section 2 of the new Guidance for full opening: schools - consider how to meet equalities duties in the usual way and follow guidance <a href="#">[DFE: Guidance for full opening of school – Section 2]</a>.</li> <li>• <b>Senior leaders</b> pay regard to the work-life balance and wellbeing of all colleagues including the headteacher. Senior leaders explain to colleagues the measures they are proposing putting in place and involve all colleagues in that process.</li> <li>• <b>Senior leaders</b> review systems to support the well-being of colleagues who may be anxious about returning. Information about <a href="#">extra mental health support for pupils and teachers</a> is available.</li> <li>• <b>Leaders</b> consider how to minimise the numbers of visitors to site whilst allowing supply teachers and peripatetic teachers to move between schools.</li> <li>• <b>Leaders</b> consider any use of volunteers. Mixing of volunteers across groups should be kept to a minimum and they should remain 2m from young people and colleagues where possible.</li> <li>• <b>Leaders</b> facilitate deployment of ITT trainees, conducting risk assessments as required.</li> <li>• <b>Personnel officer</b> conducts individual employee risk assessments in line with the latest guidance. Following the reduction in the prevalence of the virus and relaxation of shielding measures from 1<sup>st</sup> August, the DFE is expecting most colleagues to attend school.</li> </ul>	BBL DDO KMA JCU	2/OCT	<ul style="list-style-type: none"> <li>• Clinically vulnerable or pregnant colleagues should follow guidance <a href="#">[GOV: Staying alert and safe social distancing (clinically vulnerable and pregnant women)]</a>.</li> <li>• Colleagues who are clinically extremely vulnerable are advised they can now return to work from 1<sup>st</sup> August provided they can maintain social distancing <a href="#">[PHE: Shielding and protecting people who are clinically extremely vulnerable]</a>. Leaders should be flexible in how these colleagues are deployed, enabling them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</li> <li>• Consider colleagues who may otherwise be at increased risk <a href="#">[PHE: Review of disparities in risks and outcomes report]</a>. Headteachers should consult with BAME colleagues to review and revise deployment if appropriate. <a href="#">[www.bameednetwork.com/resources]</a></li> <li>• People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> <li>• <b>Policy, procedures and protocols:</b> <ul style="list-style-type: none"> <li>○ Employee risk assessment template</li> </ul> </li> </ul>	M



<p><b>(4) Increased risk of introducing contamination from young people and colleagues returning to school in greater numbers in September.</b></p> <p><i>All members of the school community</i></p>	<p>All colleagues follow the DfE's guidance for leaders and staff in schools on use of the NHS COVID-19 App [<a href="#">DFE: Use of the NHS COVID-19 app in schools and further education colleges</a>].</p> <p>The following control measures should be considered in addition to those outlined in the Risk Assessments for:</p> <ul style="list-style-type: none"> <li>• Movement around the School site;</li> <li>• General classroom activities;</li> <li>• Playground activities;</li> <li>• Play equipment;</li> <li>• Educational Visits;</li> </ul> <p>DfE states that schools can resume non-overnight domestic educational visits. As part of the risk assessment consult the health and safety guidance on educational visits. Further documents are available on ESCC CZone <a href="#">HERE</a> and <a href="#">HERE</a>.</p> <ul style="list-style-type: none"> <li>• Wraparound provision and extra-curricular activity</li> </ul> <p>Schools should work to resume and breakfast and after-, where possible from the start of the autumn term school provision and work closely with providers. Refer to the relevant guidance [<a href="#">DFE: Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak</a>] as much of this will be useful in planning extra-curricular provision.</p> <p>Providers are advised to keep children in small groups of no more than 15 children, with the same children each time whenever possible. Multiple groups of 15 pupils can use the same shared space if necessary, with distancing between the groups.</p> <p>Providers should work with parents, schools or settings to ensure that, as far as possible, children are kept in a group with other children from the same bubble they are in during the school day. Where it is not possible to keep children in the same bubbles as they are in during the school day, you should seek to keep children in consistent groups and frequently review these groups to minimise the amount of 'mixing'.</p> <p>Context: In the DfE guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p>		<p><b>Face Coverings:</b> Follow the government guidance [<a href="#">DFE: Face coverings in education</a>] on face coverings and communicate the school's procedures to staff, pupils, parents, visitors, etc. At present face coverings are not mandatory in school and worn only by individual preference or because of risk assessment. In the event of a new local restriction being imposed, schools need to communicate the new arrangements quickly and clearly.</p>	
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	<p><b>Young people (a)</b></p> <ul style="list-style-type: none"> <li>• <b>Leaders</b> staff timetable and teaching groups in line with guidance.</li> <li>• Latest guidance informs us that the decrease in prevalence of COVID19 and the resumption of the full range of curriculum subjects, schools may need to change the emphasis of bubbles within their system controls and increase the size of these groups.</li> <li>• <b>Leaders</b> ensure parents are aware all young people in all year groups are expected to return in September and the usual expectations for attendance will apply from September. Parents must also appreciate what limited equipment they are expected to bring in to school.</li> <li>• <b>Colleagues MUST</b> ensure young people engage in regular hand washing for 20 seconds with soap and water (or use sanitiser) at the following times as a minimum: <a href="#">[NHS: Guidance on hand washing]</a>.</li> <li>• Arrival to school;</li> <li>• Returning from break time;</li> <li>• Before and after eating;</li> <li>• When they change rooms.</li> <li>• <b>Leaders</b> review Behaviour Management Policy <a href="#">[DFE: Guidance for full opening]</a>. Older children should be supported to maintain distance and understand not to touch adults and their peers where possible. This will not be possible for younger children and those with complex needs. Contact between groups should be avoided.</li> <li>• <b>Premises manager MUST</b> ensure school has enough tissues and bins available to support young people and colleagues to follow ‘catch it, kill it, bin it’. <b>Colleagues</b> reinforce routines of using a tissue to cough or sneeze and bins for tissue waste.</li> <li>• <b>Colleagues</b> remind children regularly not to touch their face with their hands. When they do so encourage them to wash hands immediately.</li> <li>• <b>Inclusion leader</b> co-ordinates support for young people (and their families) who feel anxious about returning to school after being isolated for some time.</li> <li>• <b>Inclusion leader</b> ensures appropriate support is made available for young people with SEND by deploying assistants and accommodating visiting specialists in line with guidance. <b>Make use of EEF guidance on <a href="#">making the best use of teaching assistants</a>.</b></li> <li>• <b>Inclusion leader</b> updates individual risk assessments for young people with EHC plans attending school; <a href="#">these may need updating for full return</a>.</li> </ul>	<p>DDO KMA JCA LNI KGO</p>	<p>2/OCT</p>	<ul style="list-style-type: none"> <li>• Clear communication with young people, parents and wider community about the full return to school procedures and new arrangements. Think about new school rules needed <a href="#">[DFE: Guidance for full opening – schools]</a>.</li> <li>• <b>Leaders</b> ensure any colleagues or young people who wear face coverings on the way to school are following the processes for their removal, storage or disposal and ensure hand wash on arrival in line with the guidance <a href="#">[DFE: Safe working in education, childcare and children’s social care]</a>.</li> <li>• <b>Leaders</b> work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies relevant to the school community <a href="#">[PHE: Review of the impact on BAME groups]</a>.</li> <li>• <b>Leaders</b> communicate hygiene measures including expectation that young people are in clean clothes each day.</li> <li>• Toilet arrangements in line with guidance for each group.</li> <li>• On-going vigilance, monitoring and support for any emerging anxiety or mental health issues. Information about the <a href="#">extra mental health support for pupils and teachers</a> is available. Consider additional support for young people, parents and colleagues disproportionately impacted <a href="#">[PHE: Review of disparities in risks and outcomes report]</a>.</li> </ul>	<p><b>M</b></p>
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	VH	<p><b>Colleagues (b)</b></p> <ul style="list-style-type: none"> <li>• <b>Leaders</b> plan for appropriately sized groups whilst encouraging social distancing in line with the guidance [<a href="#">DFE: Guidance for full opening (Section 1-5)</a>].</li> <li>• When colleagues or children cannot maintain distancing, particularly with younger children in primary schools, plan to keep young people in the smaller, class-sized groups.</li> <li>• <b>Inclusion leader</b> plans to support young people with SEND with any specific help and preparation they may need to adapt for the changes to routine from September.</li> <li>• <b>Leaders</b> ensure colleagues understand from September they can now operate across different classes and year groups to facilitate the delivery of the timetable. If moving between classes and year groups they should keep their distance from other adults and young people as much as possible (2m from colleagues).</li> <li>• <b>Leaders</b> communicate that social distancing is to avoid close face-to-face contact and minimise time spent within 1m of anyone.</li> <li>• <b>Curriculum leaders</b> understand DFE recommends all pupils have access to a quality arts education in line with guidance from DSMS under Section 3 of guidance for full opening.</li> <li>• <b>Colleagues</b> re-enforce practice of good hygiene habits through games, songs and repetition.</li> <li>• <b>Leaders</b> plan for staggered break times and lunchtimes. Also plans for staggering movement times around the school so groups do not come into contact.</li> <li>• <b>Leaders</b> consider how to offer immediate remote education where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home.</li> <li>• <b>Colleagues</b> “minimise mixing and maximise distancing” in line with guidance above.</li> <li>• <b>Colleagues</b> re-visit current guidance on hand washing: [<a href="#">NHS: Guidance on hand washing</a>].</li> </ul>	DDO KMA JCA LNI	2/OCT	<ul style="list-style-type: none"> <li>• Refresh timetable to review activities that can take place outdoors and reduce movement around the school buildings including double-periods, multi-disciplinary classrooms and access to specialist spaces.</li> <li>• For sports lessons, ensure pupils are in consistent groups, that sports equipment is thoroughly cleaned between each use by different individual groups. Prioritise outdoor sports and use large indoor spaces where this is not possible. Maximise natural ventilation flows.</li> <li>• Key information from the guidance is on ESCC CZone and can be found <a href="#">HERE</a>. There are specifics about swimming, contact sports, changing rooms, hand sanitising and PPE.</li> <li>• Review risks assessments associated with the resumption of wraparound provision and extra-curricular activity as well as non-overnight educational visits.</li> <li>• Limit numbers in staffroom and offices. Colleagues to maintain social distancing during lunch and break times.</li> <li>• On-going leadership support for any emerging anxiety or well-being issues.</li> </ul>	M
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	VH	<p><b>Buildings and resources (c)</b></p> <ul style="list-style-type: none"> <li>• <b>Premises manager</b> ensures all building checks are undertaken to make the school safe [<a href="#">DFE: Managing school premises</a>]. If buildings have been closed or had reduced occupancy stagnation of water system can occur due to lack of use [<a href="#">HSE: Legionella risks during the coronavirus outbreak</a>].</li> <li>• <b>Premises manager</b> ensures classrooms and other areas are deep-cleaned prior to use.</li> <li>• <b>Premises manager</b> ensures protocols for enhanced cleaning are in place including cleaning of rooms and equipment at the end of each day and between uses by different groups.</li> <li>• <b>Teachers</b> engage children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a>.</li> <li>• <b>Business Manager</b> ensures kitchens are fully open from the start of the autumn term and comply with guidance [<a href="#">FSA: Food businesses</a>]. They should be able to provide food to all young people who want it, including FSM or universal infant free school meals.</li> <li>• The following control measures should be considered:             <ul style="list-style-type: none"> <li>○ Movement around the school site</li> <li>○ General classroom activities</li> <li>○ Playground activities</li> <li>○ Play equipment</li> </ul> </li> <li>• Face coverings: <b>Senior leaders</b> follow the government guidance on face coverings and communicate the school's procedures to colleagues, pupils, parents, visitors, etc. [<a href="#">DFE: Face coverings in education</a>]</li> <li>• The college does not require students to wear face coverings in communal areas however this will be kept under review. The primary does not require individuals to wear face coverings as they are only mixing in consistent groups; additionally, misuse may inadvertently increase the risk of transmission and there may be negative effects on communication and education. In the event of a new local restriction being imposed, we will communicate new arrangements quickly and clearly.</li> </ul>	SHI KGO	2/OCT	<ul style="list-style-type: none"> <li>• Organise classrooms and other learning environments maintaining space between seats and desks where possible. Arrange systems to reduce congestion in corridors and access via external doors where possible.</li> <li>• Arrange furniture to allow for seating young people side by side and facing forwards where possible.</li> <li>• Equipment that has previously been removed from classrooms, such as books and games, can be used and shared within a group/bubble. Plan with site staff to ensure they are regularly cleaned along with all touched surfaces.</li> <li>• Plan to use halls, dining areas and internal and external sports facilities for lunch and exercise in line with latest guidance.</li> <li>• Ensure good ventilation and where possible arrange for doors to be propped open to reduce door handle contact etc. <i>(Ensure fire safety - holding open of fire doors without out the use of approved hold open devices is not permitted.</i></li> <li>• Ensure sufficient and proportionate hand washing supplies and cleaning materials are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments.</li> <li>• Thorough cleaning of rooms and equipment at the end of each day and between use by different groups in line with full opening guidance.</li> <li>• There may be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place. Singing, wind and brass instrument playing can be undertaken in line with the guidance, in particular the guidance available at [<a href="#">BEIS: working safely during coronavirus (COVID-19): performing arts</a>]</li> <li>• <b>Policy, procedures and protocols:</b> <ul style="list-style-type: none"> <li>○ Enhanced cleaning checklist (KGO)</li> <li>○ Catering risk assessment</li> <li>○ Cleaning risk assessment</li> <li>○ Specialist spaces risk assessments</li> </ul> </li> </ul>	M
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<p>(5) Site safety risks (Fire procedures, Lockdown, Movement and transitions, toilets, security including risk of theft, data breaches)</p> <p><i>All members of the school community</i></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• <b>Business manager</b> is building safety lead. <b>Premises manager</b> is deputy lead.</li> <li>• <b>Senior leaders</b> ensure resumption of attendance receding using MIS and following up absences in line with statutory guidance [<a href="#">DFE: Attendance Codes</a>].</li> <li>• <b>Colleagues</b> follow newly adapted risk assessments for premises and accessing outside equipment and areas.</li> <li>• <b>Business manager</b> shares updated policies and updates colleagues during training.</li> <li>• <b>Teachers</b> updated young people of actions to take during fire evacuation.</li> <li>• <b>Leaders</b> revise lunch and break rotas to ensure safe movement around school.</li> <li>• <b>Colleagues</b> uphold high expectations of how young people move around school.</li> <li>• <b>Young people</b> seek permission to use toilets so colleagues know where they are at all times.</li> <li>• <b>Colleagues</b> challenge colleagues whose practice falls outside agreed practices.</li> </ul>	<p>SHI KGO (JCA) (LNI)</p>	<p>2/OCT</p>	<ul style="list-style-type: none"> <li>• Any incidences are logged, and the risk assessment is evaluated, and changes made as a result of lessons learned.</li> <li>• Review site safety in the light of windows and doors being open to aid good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</li> <li>• Arrange revised fire evacuation drills / lockdown drills regularly.</li> <li>• Reconsider e-safety policies and procedures in light of lessons learned during home learning</li> <li>• <b>Policy, procedures and protocols:</b> <ul style="list-style-type: none"> <li>○ Fire Safety (and Evacuation Plan)</li> <li>○ Lockdown procedures</li> <li>○ Duty rotas</li> <li>○ Security Policy</li> <li>○ Health &amp; Safety procedures</li> </ul> </li> </ul>	<p>M</p>
<p>(6) Risk of transmission between parents and young people during arrival and departure times.</p> <p><i>All members of the school community</i></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• <b>Leaders</b> communicate to families that if children need accompanying to school, only one family member to drop-off and pick-up. <b>Parents</b> to maintain 2 metre social distancing rule if entering any part of school site.</li> <li>• <b>Leaders</b> inform families of protocols for arrival, drop-off, pick-up and departure including minimising adult-to-adult contact e.g. entrance and exit gates, direction of travel.</li> <li>• <b>Leaders</b> arrange for enough supervision of decant, arrival and departure.</li> <li>• <b>Colleagues</b> ensure families do not gather at access or egress points, or enter the site (unless they have a pre-arranged appointment which should be conducted safely).</li> <li>• <b>Leaders</b> communicate <b>Communication protocols</b> to families in <b>Action Plan</b>.</li> </ul>	<p>KMA DDO</p>	<p>2/OCT</p>	<ul style="list-style-type: none"> <li>• Review and revise arrival and drop-off protocols as necessary to minimise social contact in line with any access and egress risk assessment.</li> <li>• <b>Policy, procedures and protocols:</b> <ul style="list-style-type: none"> <li>○ Communication protocols</li> <li>○ Access and egress risk assessment</li> <li>○ Action Plan</li> </ul> </li> </ul>	<p>M</p>



<p>(7) Risks of possible transmission to young people who travel to school by dedicated school transport (including statutory provision) or wider public transport</p> <p><i>Young people</i></p>	<p><b>H</b></p>	<p><b><u>Dedicated school transport (including statutory provision)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Inclusion leader</b> ensures colleagues, young people and parents are aware that social distancing will not apply on dedicated transport from September.</li> <li>• <b>Inclusion leader</b> to contact the transport hub to confirm any new transport requirements from September. They will liaise directly with the transport companies on social distancing requirements and check that they are fully aware of the health and safety procedures [<a href="mailto:mainstream-transport.cts@eastsussex.gov.uk">mainstream-transport.cts@eastsussex.gov.uk</a>].</li> <li>• <b>Inclusion leader</b> ensures relevant families are aware of recommendations on transport to and from school (including avoiding peak times) [<a href="#">DFE: Guidance for full opening – Section 2</a>].</li> </ul> <p><b><u>Wider public transport</u></b></p> <ul style="list-style-type: none"> <li>• <b>Leaders</b> communicate to families that public transport capacity is likely to continue to be constrained in the autumn term. Its use by young people, particularly in peak times, should be kept to an absolute minimum.</li> <li>• <b>Leaders</b> to liaise with partners to consider staggered start times to enable more journeys to take place outside of peak hours where feasible.</li> <li>• Where possible, <b>leaders</b> encourage colleagues and families to walk or cycle to school. Consider using ‘walking buses’ or working with their local authority to promote safe cycling routes.</li> <li>• <b>Colleagues</b> refer any families using public transport to guidance [<a href="#">DFT: Safer travel guidance for passengers</a>].</li> <li>• <b>Leaders</b> ensure appropriate supervision of any buses on site.</li> </ul>	<p>DDO KMA (LNI) (MTO)</p>	<p>2/OCT</p>	<p><b><u>Dedicated school transport (including statutory provision)</u></b></p> <ul style="list-style-type: none"> <li>• Review and take reasonable actions to ensure: <ul style="list-style-type: none"> <li>○ Young people are grouped together on transport in the bubbles that are adopted within school;</li> <li>○ Hand sanitiser is used upon boarding and disembarking;</li> <li>○ Appropriate additional cleaning of vehicles;</li> <li>○ Queuing and boarding where possible is organised;</li> <li>○ Distancing within vehicles wherever possible;</li> <li>○ Use of face coverings for children over the age of 11, where appropriate.</li> </ul> </li> <li>• Children under the age of 11 are exempt from wearing face coverings on public transport, and the regulations relating to face coverings exclude school transport services [<a href="#">UK DFT: Safer transport guidance for operators</a>].</li> <li>• Reference guidance on transport [<a href="#">DFE: Transport to school and other places of education autumn 2020</a>].</li> <li>• Reference guidance on transport [<a href="#">DFE: Guidance for full opening – Section 2</a>].</li> </ul>	<p><b>M</b></p>
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<p>(8) Risk of on-going contamination from people (colleagues, families, visitors contractors or deliveries) coming into school.</p> <p>All members of the school community</p>	<p>H</p>	<ul style="list-style-type: none"> <li>• <b>Colleagues</b> follow UK Government – <a href="#">DFE: Implementing protective measures in education and childcare settings.</a></li> <li>• <b>Business manager</b> ensures school meal provider (Chartwells), other supply contractors (milk and fruit providers) and site contractors can fulfil all risk assessment requirements. Risk assessment updates managed from all contractors in advance of arrival on site.</li> <li>• <b>Premises team</b> provides on-site induction to all contractors including procedures for hand washing throughout the day (training centre as contractor base).</li> <li>• <b>Premises manager</b> reviews effectiveness of revised site management systems – e.g. one-way systems and hand washing routines etc. to ensure appropriate social distancing for any visitors.</li> <li>• <b>Office team</b> reviews layout of reception to maximise social distancing e.g. closed glass, limited access to building, one person in foyer at a time, 2m chalked markings outside etc.</li> <li>• <b>Office team</b> revises visitor arrangements to maximise social distancing and hygiene e.g. use of hands-free sign in, use of sanitiser whilst at the window.</li> <li>• Contractors informed of any changes to school day – e.g. staggered lunch times, break times.</li> <li>• <b>Office team</b> minimise visitors to the school site by pushing to email, telephone or virtual meetings in advance. Share clear messages about social distancing procedures for adults.</li> <li>• <b>Office team</b> ensures record are kept of all visitors; names, dates, and contact details.</li> <li>• <b>Office team</b> ensures the school engages with local immunisation services and programmes as normal.</li> <li>• <b>Parents and carers</b> bringing or collecting young people during the day phone ahead and arrange to drop-off and pick-up safely and not enter the site, if possible.</li> <li>• Strict hand washing procedures in place as soon as anyone enters the school building.</li> </ul>	<p>SHI KGO</p>	<p>2/OCT</p>	<ul style="list-style-type: none"> <li>• Follow UK Government <a href="#">DFE: Implementing protective measures in education and childcare settings</a> which currently states “wearing a face covering or face mask in schools or other education settings is not recommended... changing habits, cleaning and hygiene are effective measures in controlling the virus.”</li> <li>• The government is not recommending universal use of face masks in all schools. Schools that teach children in year 7 and above and which are not under specific lockdown restriction measures have discretion to require pupils, staff and visitors in areas outside the classroom where social distancing cannot be easily maintained.</li> <li>• For anyone who feels unwell, check their temperature and for <a href="#">NHS: Other recognised symptoms of coronavirus</a>. Public Health England does not support the routine taking of the temperatures for young people as it is an unreliable method.</li> <li>• Isolate and send children and colleagues home immediately if they display symptoms (<a href="#">Section 10</a>).</li> <li>• Review effectiveness of revised site management systems – e.g. corridor use and hand washing routines etc. to ensure appropriate social distancing for any visitors.</li> <li>• A copy of the COVID19 specific risk assessment for catering and cleaning contractors is kept by the school.</li> <li>• Revise visitor arrangements to ensure social distancing and hygiene e.g. where someone physically signs in with the same pen or using a tablet in Reception areas.</li> <li>• Ensure the guidance for Health and Safety is adhered to [<a href="#">DFE: Health and safety: responsibilities and duties for schools</a>]</li> <li>• <b>Policy, procedures and protocols:</b> <ul style="list-style-type: none"> <li>○ Communication Protocols</li> <li>○ Catering Risk Assessment</li> <li>○ Cleaning Checklist/Schedule</li> </ul> </li> </ul>	<p>M</p>
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<p>(9) Risk contamination exists within the school environment due to ineffective hygiene measures.</p> <p><i>All members of the school community</i></p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• <b>Premises team</b> follows <a href="#">DFE: Planning Guidance for full reopening – Section 2 (School Operations)</a> and are aware of <a href="#">PHE: Cleaning of non-healthcare settings</a> which should be followed after any suspected or confirmed case.</li> <li>• <b>Cleaning team</b> ensures all hand washing sinks, soap dispensers, sanitiser gels etc. are checked <u>3 times a day</u> to ensure stock levels are adequate. With all young people back in school, all frequently touched surfaces, equipment, toilets, door handles and toilets need to be thoroughly cleaned.</li> <li>• <b>Cleaning team</b> inspect buildings daily to ensure effective hygiene levels throughout.</li> <li>• <b>Premises team</b> conducts a thorough clean at the end of each day and enhanced when scheduled.</li> <li>• <b>Leaders</b> undertake spot checks.</li> <li>• <b>Leaders</b> undertake and disseminate ‘Infection Control’ training.</li> </ul>	<p>(SHI) KGO</p>	<p>2/OCT</p>	<ul style="list-style-type: none"> <li>• Ensure frequent enhanced cleaning of surfaces that young people are frequently touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters each day, using standard cleaning products.</li> <li>• Plan for safe return of equipment previously removed from classrooms, such as books and games, which can from September be used and shared within a group/bubble. Plan to ensure they are regularly cleaned along with all touched surfaces.</li> <li>• Ensure resources shared between classes or bubbles, (e.g. sports, art and science equipment) is cleaned frequently. It <b>MUST</b> be meticulously cleaned between uses by different bubbles or rotated to allow it to be left unused and out of reach 48 hours (72 hours for plastics).</li> <li>• Consider how outdoor play equipment is used ensuring more frequent cleaning. Review any use of shared equipment by wrap-around care providers.</li> <li>• Enhanced cleaning schedule in place to ensure effective hygiene standards and comply with latest guidance.</li> <li>• <b>Policy, procedures and protocols:</b> <ul style="list-style-type: none"> <li>○ Cleaning Risk Assessment</li> <li>○ Cleaning Checklist/Schedule</li> </ul> </li> </ul>	<p><b>M</b></p>
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<p>(10) Risk of transmission from young people and colleagues who have been in contact with the virus or show signs of having the virus (new, continuous cough, high temperature, loss of taste or smell).</p> <p>All members of the school community</p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• <b>Senior leaders</b> MUST ensure everyone understands the NHS Test and Trace process and how to contact the local <a href="#">Public Health England health protection team</a>.</li> <li>• <b>Leaders</b> ensure colleagues and families understand their responsibility should they show symptoms of coronavirus to be ready and willing to <a href="#">book a test</a>, provide details of who they have been in close contact with and to then self-isolate in line with current guidance.</li> <li>• <b>Premises manager</b> revises plans and source suitable PPE supplies to be used by:             <ul style="list-style-type: none"> <li>○ Supervising colleague if a 2m distance cannot be maintained during isolation of an unwell young person on site;</li> <li>○ Colleagues caring for young people with routine intimate care needs that involve the use of PPE.</li> <li>○ <a href="#">PHE: Personal Protective Equipment Hub</a>.</li> </ul> </li> <li>• <b>Inclusion leader</b> identifies any likelihood of behavioural, SEND and possible use of restraint issues etc. that may apply. Dynamic risk assessment should identify impact of isolation individual young people and likelihood of any behavioural or emotional consequences.</li> <li>• <b>First-aiders</b> follow guidance for donning and doffing PPE [<a href="#">PHE: Personal protective equipment use for non-aerosol generating procedures (NHS Video)</a>].</li> <li>• <b>Leaders</b> ensure availability of first-aid trained colleagues and review training renewal schedule to secure sufficient practitioners in school.</li> <li>• <a href="#">PHE: Managing cases and outbreaks in school and education settings</a> outlines the proposed approach of the Health Protection Team (HPT) in managing cases and informs the development of effective joint-working arrangements between PHE and Local Authorities.</li> <li>• <b>In an emergency, call 999 if anyone is seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</b></li> <li>• <b>Infection Control protocols (Overview)</b> <ul style="list-style-type: none"> <li>○ <i>Check the temperature of any individual who feels unwell or shows any symptoms;</i></li> <li>○ <i>Isolate the individual immediately to a room behind a closed door. If appropriate arrange adult supervision in line with guidelines. Ideally open a window for ventilation. Separate bathroom facilities should be used if necessary which should then be cleaned and disinfected before use by anyone else;</i></li> <li>○ <i>Revise plans and PPE supplies in the light of experience or any updated guidance;</i></li> <li>○ <i>Send home individuals with symptoms of coronavirus and households advised to follow <a href="#">PHE: Guidance for households with possible coronavirus infection</a>;</i></li> <li>○ <i>Arrange for deep clean of medical room and other facilities as necessary before they are used again.</i></li> </ul> </li> </ul>	<p>DDO KMA SHI</p>	<p>2/OCT</p>	<ul style="list-style-type: none"> <li>• Employers have a duty of care for all colleagues and should ensure colleagues sent home displaying symptoms of coronavirus are tested as soon as practicably possible. <b>Human resources</b> can facilitate testing. Heads should communicate to colleagues if they are displaying symptoms they should be tested ‘as soon as practicably possible.’</li> <li>• If school is notified of a positive COVID19 test result for a member of staff or a pupil, we must contact the DfE Helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case.</li> <li>• Schools need to take swift action when they become aware that someone who has attended has tested positive for COVID19.</li> <li>• PHE will conduct a rapid risk assessment and advise the school on the actions to take including the definitive advice on who must be sent home. Should this be the case PHE will provide a template letter to inform parents and staff.</li> <li>• In line with government guidance school MUST not share the names or details of people with COVID-19 unless essential to protect others.</li> <li>• If school should have two or more confirmed cases within 14 days, or there is an overall rise in sickness absence where coronavirus (COVID-19) is suspected, it may indicate an outbreak. Leaders MUST continue to work with their local health protection team who will be able to advise if additional action is required. This may include recommending a larger number of other pupils self-isolate as a precautionary measure.</li> <li>• <b>Policy, procedures and protocols:</b> <ul style="list-style-type: none"> <li>○ First-aid Policy</li> <li>○ Infection Control protocols</li> <li>○ Medical Room protocols</li> <li>○ Risk assessment for vulnerable individuals</li> </ul> </li> <li>• <b>First-aid Policy</b> reviewed with <b>Infection Control measures</b> and <b>Medical Room protocols</b>.</li> </ul>	<p><b>M</b></p>
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<p>(11) <b>Contingency planning for a potential local outbreak</b></p> <p><i>All young people and colleagues</i></p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• <b>Leaders</b> secure the model for contingency remote study. Colleagues have developed expertise and experience in supporting home learning across the curriculum.</li> <li>• For individuals or groups of self-isolating young people, remote education plans are in place. These should meet the same expectations as those for any young people who cannot yet attend school at all due to coronavirus [<a href="#">DFE: Remote education support</a>].</li> </ul>	<p>DDO KMA</p>	<p>2/OCT</p>	<ul style="list-style-type: none"> <li>• <b>Leaders</b> should devise contingency plans to cover a potential local outbreak. In such an event the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.</li> <li>• <a href="#">DFE: Full return to school guidance – section 5</a> outlines the scope required and provides links to resources to support these plans.</li> </ul>	<p><b>M</b></p>
<p>(12) <b>Sustainability risks: (Leadership, teachers, premises, cleaners, colleagues with specialist knowledge)</b></p> <p><i>All members of the school community</i></p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• <b>Leaders</b> review shadow leadership structures across school and adapt working practices accordingly. Include training with hand-over of any specialist knowledge.</li> <li>• <b>Leaders</b> review working arrangements as well as their own to minimise social mixing, (especially unnecessary mixing with other leaders/critical roles) including relocating offices.</li> <li>• <b>Leaders</b> audit critical roles and implement rotas or schedules to minimise social mixing in the workplace between identified colleagues.</li> <li>• <b>Colleagues</b> consult leaders before making any changes to agreed working practices.</li> <li>• <b>Business manager</b> sources back-up support for essential work such as cleaning.</li> <li>• <b>Colleagues</b> undertake shadow roles where necessary for continuance of service.</li> <li>• <b>Colleagues</b> regularly update the online health survey to inform personnel of any changes.</li> <li>• <b>Personnel officer</b> facilitates employer access to testing for all colleagues.</li> <li>• <b>Personnel officer</b> facilitates individual risk assessments.</li> <li>• <b>Leaders</b> review risk assessment to ensure effective analysis of risks and control measures.</li> </ul>	<p>BBL DDO KMA JCU</p>	<p>2/OCT</p>	<ul style="list-style-type: none"> <li>• Follow <a href="#">PHE: Getting tested</a>.</li> <li>• <b>Policy, procedures and protocols:</b> <ul style="list-style-type: none"> <li>○ Shadow leadership structure</li> </ul> </li> </ul>	<p><b>M</b></p>