



# COVID19: Risk assessment for management during pandemic

<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> 5 <sup>th</sup> January 2021	<b>Date of next review:</b> 8 <sup>th</sup> January 2021	<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 5<sup>th</sup> January 2021. 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 young person, 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 (colleague or young person) 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 colleague or a young person, 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.
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- **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>• <b>Colleagues, families, volunteers and visitors</b> have access to <b>Academy Action Plan</b>.</li> <li>• <b>Colleagues, families, volunteers and visitors</b> 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>• <b>Colleagues</b> 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>• <b>Leaders</b> 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>• <b>Colleagues</b> receive regular training on updated policies, procedures and protocols including induction on return to school. COVID19 standing item on weekly staff and leader meetings.</li> <li>• <b>Personnel Officer</b> arranges 'structured conversations' for colleagues to actively engage with the risk assessment.</li> <li>• <b>Leaders</b> should revisit and update their risk assessments building on the learning so far in line with the legal requirement.</li> <li>• <b>Leaders</b> 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>8/JAN</p>	<ul style="list-style-type: none"> <li>• <b>Senior leaders</b> 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: Education and childcare settings: New National Restrictions from 5 November 2020</a></li> <li>○ <a href="#">DFE: Guidance for full opening of schools</a></li> <li>○ <a href="#">DFE: Implementing Protective Measures</a></li> </ul> </li> <li>• <b>Senior leaders</b> 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>• <b>Heads</b> maintain on-going dialogue with trust and local authority engaging with updates and message boards etc.</li> <li>• <b>Families</b> refer to guidance [<a href="#">GOV: What parents need to know in the Autumn Term</a>].</li> <li>• <b>Leaders</b> ensure website, display screens, email signatures reflect current campaign [<a href="#">PHE Resources</a>].</li> <li>• Leaders must fully work through PHE endorsed 'systems of control' and adopt measures to <u>the fullest extent possible</u>.</li> </ul> <p><b>Infection Control protocols</b></p> <ul style="list-style-type: none"> <li>○ <b>Colleagues, families, volunteers and visitors</b> are made aware of the <b>Infection Control protocols</b> in the <b>Academy Action Plan</b>.</li> <li>○ <i>Individuals must contact the school <u>as soon as possible</u> if they <u>believe they or their child or household member has been exposed to coronavirus</u>.</i></li> <li>○ <b>Young people</b> 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>○ <i>Confidentiality is always followed – withhold the names of colleagues, young people or volunteers with confirmed or suspected cases of coronavirus.</i></li> </ul>	<p>M</p>



<p>(2) Potential transmission to clinically vulnerable colleagues and young people.</p> <p>All members of the school community</p>	<b>VH</b>	<p><b>Young people (A)</b></p> <ul style="list-style-type: none"> <li>Where a critical worker parent or carer notifies a school that their child requires full-time on-site provision, the school should make this available.</li> <li>It should remain a priority for schools and local authorities to support vulnerable children to attend full-time on-site provision where it is appropriate for them to do so.</li> </ul>	KMA DDO	8/JAN	<p>Communicate with parents of clinically vulnerable young people to inform them:</p> <ul style="list-style-type: none"> <li>Shielding advice is currently in place across the country, and so all children still deemed clinically extremely vulnerable are advised not to attend school.</li> </ul> <p>Young people who are under the care of a specialist health professional:</p> <ul style="list-style-type: none"> <li>Request parents discuss their child's care needs with their health professional to ensure appropriate risk controls. Further advice is available from the Royal College of Paediatrics and Child Health.</li> <li>Ensure these young people have the support they need to ensure they can access remote learning.</li> </ul>	<b>M</b>
<p>Guidance is available in the <a href="#">DFE: Guidance for full opening</a> and <a href="#">DFE: Education and childcare settings: New National Restrictions from 5 November 2020</a></p>	<b>VH</b>	<p><b>Colleagues (B)</b></p> <ul style="list-style-type: none"> <li><b>Leaders</b> will continue to assess the health and safety risks to colleagues and meet their equality duties as per their local procedures.</li> <li><b>Leaders</b> should pay regard to the work-life balance and well-being of all colleagues including the headteacher. Schools should ensure they have explained to all colleagues the measures they are proposing putting in place and involve all colleagues in that process.</li> <li>Review systems to support the well-being of colleagues who may be anxious. Information about the <a href="#">extra mental health support for pupils and teachers</a> is available. The government has just launched the <a href="#">Wellbeing for Education Return</a> programme.</li> <li><b>Supply teachers and other temporary or peripatetic teachers</b> (Section 2 of the Guidance for full opening: schools 4 November 2020) can move between schools, but leaders should consider how to minimise the numbers of visitors to site where possible.</li> <li><b>Leaders</b> should 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>Schools are being strongly encouraged by the DfE to continue to host ITT trainees. Section 2 of the Guidance for full opening: schools 4 November 2020 - Risk assessments should be conducted as they are for colleagues.</li> </ul>	BBL DDO KMA JCU	8/JAN	<p>Conduct individual colleague risk assessments for COVID19 in line with the latest guidance.</p> <ul style="list-style-type: none"> <li><b>Clinically Extremely Vulnerable (CEV) employees should work from home during the period of national restrictions, and schools should consider what arrangements could be made for the teacher to deliver lessons virtually from home, where possible, with assistants supporting children in the classroom.</b> <a href="#">GOV: Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID19.</a></li> <li>Consider colleagues who may otherwise be at increased risk from COVID-19. PHE's <a href="#">COVID19: review of disparities in risks and outcomes report</a>. Headteachers should consult with BAME colleagues to review and revise deployment if appropriate. BAMEed's resources may be helpful in this process. <a href="http://www.bameednetwork.com/resources">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> </ul> <p><b>Policy, procedures and protocols:</b></p> <ul style="list-style-type: none"> <li>Employee risk assessment template</li> </ul>	<b>M</b>



<p>(3) Risk of ongoing contamination from young people and colleagues.</p> <p>All members of the school community</p>	<p>VH</p>	<ul style="list-style-type: none"> <li>• <b>Colleagues</b> follow DFE guidance for leaders and colleagues in schools on use of NHS COVID19 App [<a href="#">DFE: Use of NHS COVID-19 app in schools and further education colleges</a>].</li> <li>• The following control measures should be considered in addition to those outlined in the Risk Assessments for:             <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: DFE states schools can resume non-overnight domestic educational visits in line with any local restrictions imposed. All day visits should ensure a thorough risk assessment is in place. As part of the risk assessment consult the health and safety guidance on educational visits [<a href="#">DFE: Health and Safety on Educational Visits</a>].</li> <li>○ Wraparound provision and extra-curricular activity: Review local provision in line with national restrictions in place from 5th November then continue to follow government guidance once national restrictions are lifted. Refer to the relevant <a href="#">guidance for those who run community activities, holiday clubs, after-school clubs</a> etc as much of this will be useful in planning extra-curricular provision. Providers should ensure they have a risk assessment in place outlining the protective measures in place for the activity. The venue should have a risk assessment for the environment. These measures should be accessible to parent/carers.</li> <li>○ Extracurricular provision, breakfast clubs and after school clubs can operate inside and outside in all restriction tiers. Where possible it is recommended that activities take place outside, where this is not possible inside spaces should be kept ventilated. Providers are advised to keep children in small groups of no more than 15 children+ staff, with the same children each time whenever possible. Multiple groups of 15 young people can use the same shared space if necessary, with distancing between the groups. 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’.</li> </ul> </li> </ul> <p>Early Years are not required to keep children in small consistent groups. Records of attendance including staff and school name if from different schools should be held for a minimum of 21 days. There is no requirement for anyone to wear a face covering during clubs, measures should be put in place if masks need to be removed on arrival.</p>	<p>BBL DDO KMA</p>	<p>8/JAN</p>	<p><a href="#">DFE: Education and childcare settings: New National Restrictions from 5 November 2020</a></p> <ul style="list-style-type: none"> <li>• <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.</li> <li>• When an area moves to the local restriction tier 2 or tier 3, schools and colleges will need to communicate quickly and clearly to colleagues, parents, pupils and learners that the new arrangements require the use of face coverings in certain circumstances.</li> <li>• With tier 2 local restrictions, for primary schools teaching Year 6 and below, there is no change to the existing position. It is not mandatory for colleagues and visitors to wear face coverings.</li> <li>• In situations where, social distancing between adults in settings is not possible (e.g. when moving around corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both colleagues and visitors.</li> <li>• With tier 2 local restrictions, for secondary schools teaching Year 7 and above, face coverings should be worn by adults (colleagues and visitors) and young people when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</li> <li>• Changes will be quickly communicated through college email, electronic parental mail, staff briefings and meetings.</li> <li>• <b>In settings where pupils in Year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings where headteachers have discretion with regard to colleagues.</b></li> </ul>	<p>M</p>
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	VH	<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>• <b>Colleagues</b> MUST 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>.             <ul style="list-style-type: none"> <li>○ Arrival to school;</li> <li>○ Returning from break time;</li> <li>○ Before and after eating;</li> <li>○ When they change rooms.</li> </ul> </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</b> MUST ensure school has enough tissues and bins available to support young people and colleagues to follow ‘catch it, kill it, bin it’. Colleagues 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. Make use of EEF guidance on <a href="#">making the best use of teaching assistants</a>.</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>	DDO KMA JCA LNI KGO	8/JAN	<ul style="list-style-type: none"> <li>• Leaders 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>• Leaders 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>• Leaders 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>	H
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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 since 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 young people 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>Assemblies, breaktime and lunchtimes and movement around the school are staggered so groups do not come into contact.</b></li> <li>• <b>Leaders</b> consider how to offer immediate remote education where a class, group or small number of young people need to self-isolate, or there is a local lockdown requiring young people to remain at home.</li> <li>• <b>Leaders offer remote education for the majority of young people with teachers providing appropriate work and support to pupils with completion.</b></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	8/JAN	<p><b>Organise appropriately sized groups and encourage social distancing in line with the detailed actions within the DFE guidance for full opening of schools –</b></p> <ul style="list-style-type: none"> <li>• Organise appropriately sized groups and encourage social distancing in line with the detailed actions within the DFE guidance for full opening of schools [<a href="#">DFE: Guidance for full opening (Section 1 Prevention Point 5)</a>].</li> <li>• Maintain a review of timetables to identify activities that can take place outdoors and reduce movement around the school.</li> <li>• <b>PE and Sport should not take place until 18<sup>th</sup> January.</b></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. The [<a href="#">DFE: Return to recreational team sport framework</a>] must be followed. Competitions against other schools, such as fixtures, are prohibited.</li> <li>• <b>Key information from the guidance is on ESCC CZone and can be found <a href="#">HERE</a>.</b></li> <li>• There are specifics about <a href="#">swimming</a>, <a href="#">contact sports</a>, <a href="#">changing rooms</a>, hand sanitising and PPE.</li> <li>• Consider using notices indicating maximum numbers or the removal of additional chairs in staffroom.</li> <li>• Consider creating 2m zone in front of prep area in staffroom. One colleague at any one time in this area.</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>	H
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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>]. In the event that 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>• Leaders and DSL roles adapted to the ongoing revisions to guidance during partial opening of the school in the summer term.</li> <li>• Health and Safety, and safeguarding policies and practices kept up to date in line with current DfE guidance. General information on how to make a workplace COVID-secure and risk assessments is provided by the HSE guidance on working safely.</li> <li>• Tell young people, parents/carers and any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection).</li> <li>• Stick to school opening times and encourage colleagues to go home immediately to reduce risk.</li> <li>• Maintain colleague and visitor signing-in 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> </ul>	SHI KGO	8/JAN	<ul style="list-style-type: none"> <li>• Classrooms and other learning environments organised to maintain space between seats and desks where possible.</li> <li>• Systems in place to reduce congestion in corridors and access via external doors where possible e.g. one-way systems.</li> <li>• Furniture arranged to allow for seating young people side by side and facing forwards where possible.</li> <li>• Consider creating 2m teaching zones (where appropriate) at the front of the classroom.</li> <li>• Halls, dining areas and internal and external sports facilities used for lunch and exercise in line with latest guidance.</li> <li>• Kitchens comply with the <a href="#">DEFRA: Guidance for food businesses on coronavirus (COVID-19)</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>• Balance the need for increased ventilation while maintaining a comfortable temperature, the measures outlined in ‘Keeping occupied spaces well ventilated’ [<a href="#">DFE: Guidance for full opening - Part 8</a>] protective measures should be used as appropriate to avoid build-up of viral load.</li> <li>• Follow the specific HSE guidance on <a href="#">HSE: Air conditioning and ventilation during the coronavirus pandemic</a>.</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>• <b>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 (COVID19): performing arts</a>].</b></li> <li>• PHE endorsed ‘systems of control’ now build upon the hierarchy of protective measures in use since the Covid-19 pandemic. Schools must work through them, adopting measures to the fullest extent possible.</li> </ul>	M
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				<ul style="list-style-type: none"><li>• Ensure leaders and DSLs are appropriately up to date with the DfE full return to school guidance.</li><li>• Government recommends sharing risk assessments online through the school's website as good practice.</li><li>• Keep risk assessments under regular review in line with government guidance.</li><li>• Continue routine updates to the school's staffing audit as situations may change. Consider the impact on statutory roles e.g. headteacher, SENCO, DSL, first aiders, paediatric first aider.</li><li>• Offices are adapted to enable social distancing for teachers, associates and assistants where possible. Stagger use of staffrooms and offices.</li><li>• Consider any office roles that could be undertaken from home reducing the number of colleagues in offices.</li><li>• Consider travel and parking arrangements for colleagues in line with social distancing guidelines.</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>	
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<p>(4) 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>	<b>H</b>	<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 always.</li> <li>• <b>Colleagues</b> challenge colleagues whose practice falls outside agreed practices.</li> </ul>	<p>SHI KGO (ICA) (LNI)</p>	<p>8/JAN</p>	<ul style="list-style-type: none"> <li>• Any incidences are logged, and the risk assessment is evaluated, and changes made because 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 considering 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>	<b>M</b>
<p>(5) Risk of transmission between parents and young people during arrival and departure times.</p> <p><i>All members of the school community</i></p>	<b>VH</b>	<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.</li> <li>• <b>Parents</b> to maintain 2 metre social distancing rule.</li> <li>• <b>Colleagues encourage all parents and carers to wear a face covering during pickup and drop-off.</b></li> <li>• Allocated drop off and collection times in place and parents/carers informed of procedures including the protocols for minimising adult to adult contact (for example, which entrance to use).</li> <li>• <b>Leaders</b> ensure parents and carers do not gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</li> <li>• <b>Leaders</b> supervise the drop off and collection of young people and any issues are addressed.</li> <li>• <b>Leaders</b> communicate <b>Communication protocols</b> to families in <b>Action Plan</b>.</li> </ul>	<p>KMA DDO</p>	<p>8/JAN</p>	<ul style="list-style-type: none"> <li>• Review and revise arrival and drop-off protocols as necessary to minimise social contact.</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>	<b>H</b>



<p>(6) 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>VH</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 liaise with the transport hub regarding transport arrangements. 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>8/JAN</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>H</b></p>
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<p>(7) <b>Risk of on-going contamination from people (colleagues, families, visitors, contractors or deliveries) coming into school.</b></p> <p><i>All members of the school community</i></p>	<h1 style="margin: 0;">VH</h1>	<ul style="list-style-type: none"> <li>• <b>Face coverings:</b> All adults coming onto site should wear face coverings (staff and visitors). Signs to communicate expectations.</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>• <b>Contractors</b> 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>Office teams</b> ensures reception layout is compliant with social distancing guidance e.g. screens, barriers etc.</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>8/JAN</p>	<ul style="list-style-type: none"> <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.</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>	<h1 style="margin: 0;">M</h1>
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<p>(8) Risk contamination exists within the school environment due to ineffective hygiene measures.</p> <p><i>All members of the school community</i></p>	<p>H</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>8/JAN</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>• Equipment such as books and games, are regularly cleaned along with all touched surfaces.</li> <li>• Any books that go between home and school are quarantined for 72 hours.</li> <li>• <b>Ensure resources shared between classes or bubbles, (e.g. sports, art and science equipment) is cleaned frequently.</b> It MUST 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>M</p>
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<p>(9) 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>VH</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 (e.g. non-latex gloves preferable) 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>○ Check the temperature of any individual who feels unwell or shows any symptoms;</li> <li>○ 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;</li> <li>○ Revise plans and PPE supplies in the light of experience or any updated guidance;</li> <li>○ Send home individuals with symptoms of coronavirus and households advised to follow <a href="#">PHE: Guidance for households with possible coronavirus infection</a>;</li> <li>○ Arrange for deep clean of medical room and other facilities as necessary before they are used again.</li> </ul> </li> </ul>	<p>DDO KMA SHI</p>	<p>8/JAN</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 colleague or a young person, 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 colleagues.</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 young people 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>H</p>
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<p>(10) Contingency planning for a potential local outbreak</p> <p>All young people and colleagues</p>	<p>H</p>	<ul style="list-style-type: none"> <li>• <b>Leaders ensure that contingency plans are in place, being reviewed and updated [<a href="#">DFE: Remote education support</a>].</b></li> <li>• <b>Colleagues provide remote education in line with Remote Education Policy and Statement.</b></li> <li>• When teaching pupils remotely, the DFE expects schools to:             <ul style="list-style-type: none"> <li>○ <i>Set assignments so young people have meaningful and ambitious work each day in a number of different subjects;</i></li> <li>○ <i>Set work of equivalent length to the core teaching young people would receive in school, and as a minimum:</i> <ul style="list-style-type: none"> <li>▪ <i>primary: 3 hours a day, on average, across the school cohort;</i></li> <li>▪ <i>secondary: 4 hours a day, with more for those working towards formal qualifications this year;</i></li> </ul> </li> <li>○ <i>Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos;</i></li> <li>○ <i>Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern;</i></li> <li>○ <i>Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate;</i></li> <li>○ <i>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.</i></li> </ul> </li> </ul>	<p>DDO KMA</p>	<p>8/JAN</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> <li>• <a href="#">DFE: Remote Education Temporary Continuity Direction</a>.</li> </ul>	<p>M</p>
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<p>(11) Additional measures during the temporary closure of schools (Tier 4)</p> <p>All members of the school community</p>	<p>VH</p>	<ul style="list-style-type: none"> <li>• During temporary school closure, it is critical the risk assessment, action plan and virus mitigations are maintained and not relaxed in anyway. Colleagues should be particularly stringent around handwashing, appropriate use of face coverings, and ‘minimising mixing – maximising distance’. All existing precautions should continue to be in place.</li> <li>• Dependant on take-up, <b>leaders</b> maintain consistent groupings, as far as possible, either by year group or key stage whilst minimising the number of colleagues onsite during the period of temporary school closure; limiting the number of children and colleagues in contact with each other to only those within each group. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</li> <li>• During the period of temporary school closure, <b>leaders</b> should preserve bubbles as far as possible. However, where larger groups are formed e.g. key stage bubbles rather than year group bubbles, or year group bubbles rather than class group bubbles, colleagues are encouraged to place a one metre distance between themselves and children where possible dependant on their age. <b>This is the principle of ‘minimising mixing – maximising distance’.</b></li> <li>• During temporary closure in <b>secondary</b>, face coverings should be worn by colleagues and children when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.</li> <li>• <b>Individuals</b> (colleagues or children typically over 11) who choose to wear a face covering for purposes of personal or collective reassurance is permitted to do so.</li> <li>• <b>Individuals</b> (colleagues or children) who are clinically extremely vulnerable are advised to work from home and where this is not possible, they should not go into school. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past, most recently in November 2020.</li> <li>• Additionally, <b>colleagues</b> in the third trimester of pregnancy, or with underlying health conditions at any gestation, are advised to work from home and where this is not possible, they should not go into school.</li> <li>• <b>Leaders</b> will pause any wrap-around provision or letting of space to external providers.</li> <li>• <b>Personnel Officer</b> continues the systematic review of individual risk assessments; <b>colleagues</b> should notify human resources of any change in personal health circumstances.</li> <li>• <b>Premises manager</b> ensures enhanced daily clean of those classrooms, offices and communal areas used during temporary closure in line with the action plan.</li> <li>• <b>Colleagues</b> should achieve a balance between comfortable working environment and adequate ventilation.</li> <li>• <b>Colleagues</b> should not undertake any close-contact activities (e.g. restraint, administering first aid, etc.), without appropriate PPE.</li> <li>• <b>Colleagues</b> should not take-home children’s books or other materials for marking during temporary school closure nor make any arrangements for face-to-face parents’ meetings, open days or other parental consultation meetings.</li> </ul>	<p>BBL DDO KMA KGO MRO</p>	<p>8/JAN</p>	<ul style="list-style-type: none"> <li>• There will be no use of communal areas during the period of temporary school closure; outdoor areas need to allocated to specific bubbles; potential communal areas such as sports halls, school halls, gyms, libraries should not be used.</li> <li>• Ideal group size is 15 with no more than 20 children being permitted before another bubble must be considered.</li> <li>• Ideally, adults should maintain 2 metre distance from each other, and from children. This is not always possible, particularly when working with younger children, but if adults can when circumstances allow it will help mitigate the risk. In particular, adults should avoid close face-to-face contact and minimise time spent within 1 metre of anyone.</li> <li>• <b>In primary, face coverings should be worn by colleagues when moving around the building</b> e.g. corridors, visits to the communal areas e.g. reprographics. Any movement around the building should be <u>essential only</u>. There should be no unnecessary congregation.</li> <li>• <b>In secondary, face coverings should be worn by colleagues and students when moving around the building</b> e.g. corridors, visits to the communal areas e.g. reprographics. There should be no unnecessary congregation. <b>Students in Year 7 and above should be requested to wear a face covering in class unless recorded as exempt.</b></li> <li>• If concerned, <b>colleagues</b> should talk to headteachers about how they will be supported, including to work from home where possible. Schools should continue to pay clinically extremely vulnerable or pregnant colleagues on their usual terms. <b>All other colleagues</b> in local restriction tier 4 can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable. Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.</li> </ul>	<p>H</p>
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<p>(12) Sustainability risks: (Leadership, teachers, premises, cleaners, colleagues with specialist knowledge)</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>8/JAN</p>	<ul style="list-style-type: none"> <li>• Follow <a href="#">PHE: Getting tested</a>.</li> <li>• Policy, procedures and protocols:             <ul style="list-style-type: none"> <li>○ Shadow leadership structure</li> </ul> </li> </ul>	<p><b>M</b></p>
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