



# 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> 25 <sup>th</sup> March 2021	<b>Date of next review:</b> 1 <sup>st</sup> April 2021 (DFE Update)	<b>Review cycle:</b> In line with UK GOV updates then every 2 weeks after re-opening

## Related documents

### OPERATIONAL IMPLEMENTATION: Academy Action Plan

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

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 12<sup>th</sup> March 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 follow the [SE Health Protection Team Flowchart \(eastsussex.gov.uk\)](https://www.eastsussex.gov.uk/health-protection-team-flowchart).

If you need advice or support you can access the DfE helpline on 0800 046 8687.

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).

### **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.

### **Who is a contact?**

- Direct close contacts: face-to-face (e.g. being coughed on or spoken to contact) for any length of time OR within < 1 metre for > 1 minute;
- Proximity contacts: < 2 metres for > 15minutes;
- Travel contacts: shared a small vehicle.

### **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 COVID19 and households advised to follow [PHE: Guidance for households with possible coronavirus infection](#);
- Arrange for enhanced 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 COVID19.**
- **Confidentiality is always followed – withhold the names of colleagues, young people or volunteers with confirmed or suspected cases of COVID19.**



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 <a href="#">Academy Action Plan</a>.</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><a href="#">Business Continuity Plan</a>, <a href="#">COSHH Policy</a>, <a href="#">Health and Safety Procedures</a>, <a href="#">First Aid Policy</a>, <a href="#">Supporting Pupils with Medical Conditions Policy</a>, <a href="#">Administering Medication Policy</a>, <a href="#">Behaviour Management Policy</a>, <a href="#">Trust Employee Handbook</a>.</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><a href="#">East Sussex Health Protection Team (HPT)</a></li> </ul> </li> <li>Colleagues receive regular training on updated policies, procedures and protocols. COVID19 standing item on weekly staff and leader meetings.</li> <li>Personnel Officer arranges 'structured conversations' and individual risk assessments for colleagues to actively engage with the whole-school 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 revised controls considering the implications of COVID19.</li> </ul>	<p>BBL</p>	<p>25/MAR</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: Restricting attendance during the national lockdown: schools (until 8<sup>th</sup> March)</a></li> <li><a href="#">DFE: Schools coronavirus (COVID19) operational guidance (applies from 8<sup>th</sup> March)</a></li> <li><a href="#">DFE: Appendix A: health and safety risk assessment</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="#">[DFE: What parents need to know about early years providers, schools and colleges]</a>.</li> <li>Leaders ensure website, display screens, email signatures reflect current campaign <a href="#">[PHE Campaign Resource Centre]</a>.</li> <li>Leaders must fully work through PHE endorsed 'systems of control' and adopt measures to <u>the fullest extent possible</u>.</li> <li>Keep risk assessments under regular review in line with government guidance. Government recommends sharing risk assessments online through the school's website as good practice.</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> </ul> <p><b>Infection control protocols</b></p> <ul style="list-style-type: none"> <li>All members of the school community are made aware of the infection control protocols in the <a href="#">Academy Action Plan</a>.</li> <li>Individuals must contact the school as soon as they believe they, their child or household member has been exposed to COVID19.</li> <li>Young people returning to school are made aware of the infection control protocols 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 – colleagues withhold the names of individuals with confirmed or suspected cases of COVID19.</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> <p>Guidance is available in the <a href="#">DFE: Schools coronavirus (COVID19) operational guidance</a></p>	<b>VH</b>	<p><b>Young people (A)</b></p> <ul style="list-style-type: none"> <li>• School attendance will be mandatory for all young people from 8 March.</li> <li>• Young people <b>MUST NOT</b> attend if they are shielding, self-isolating, displaying symptoms or have tested positive for coronavirus.</li> </ul>	KMA DDO	25/MAR	<p>Communicate with parents of clinically vulnerable young people:</p> <ul style="list-style-type: none"> <li>• The advice for young people who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until at least 31<sup>st</sup> March 2021. They are advised not to attend school while shielding advice applies nationally.</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>
	<b>VH</b>	<p><b>Colleagues (B)</b></p> <ul style="list-style-type: none"> <li>• Leaders will continue to assess the health and safety risks to colleagues and meet their equality duties as per their local procedures.</li> <li>• Leaders 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. Colleagues are consulted on the risk assessment and action plan through on-going sharing and staff representatives.</li> <li>• Leaders 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>• Supply teachers and other temporary or peripatetic teachers can move between schools, but leaders should consider how to minimise the numbers of visitors to site where possible. [<a href="#">DFE: Schools coronavirus (COVID19) operational guidance (applies from 8<sup>th</sup> March)</a>]</li> <li>• Volunteers may be used to support the work of the school, as would usually be the case.</li> <li>• Leaders 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 <b>ITT trainees</b>. Risk assessments should be conducted as they are for colleagues.</li> </ul>	BBL DDO KMA JCU	25/MAR	<p>Conduct individual colleague risk assessments for COVID19 in line with the latest guidance.</p> <ul style="list-style-type: none"> <li>• CEV colleagues are advised not to attend the workplace until at least 31 March 2021. Schools should talk to colleagues about how they will be supported, including to work from home.</li> <li>• CEV individuals should continue to shield even after they have been vaccinated.</li> <li>• Schools consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. Conduct an assessment to help identify any additional action that needs to be taken to mitigate risks. Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, should be part of the general workplace risk assessment. Take appropriate sensible action to reduce, remove or control the risks.</li> <li>• <a href="#">GOV: Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID19</a>.</li> <li>• Clinically Vulnerable employees can continue to attend school where it is not possible to work from home. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</li> <li>• Consider colleagues who may otherwise be at increased risk from COVID19. [<a href="#">PHE: COVID19 Review of disparities in risks and outcomes report</a>]. Headteachers should consult with BAME colleagues to review</li> </ul>	<b>M</b>



					<p>and revise deployment if appropriate. <a href="#">BAMeed's resources</a> may be helpful.</p> <ul style="list-style-type: none"><li>• People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li><li>• Where it is appropriate to do so, appropriate PPE should be worn.</li></ul>	
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<p>(3) Risk of ongoing contamination from young people and colleagues.</p> <p>All members of the school community</p>	<p>VH</p>	<p><b>General</b></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 COVID19 app in schools</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 and equipment;</li> <li>○ Educational visits;</li> <li>○ Wraparound provision and extra-curricular activity.</li> </ul> </li> <li>• DFE advises against educational visits at this time. <b>The government are currently reviewing the possibility of outdoor education so this may change.</b> All overseas visits are prohibited as are residential visits until Easter 2021 when a review will be carried out.</li> <li>• Schools should continue to offer wraparound provision, such as breakfast and after-school clubs, for those children eligible to attend school to help support the children of critical workers. <b>Schools may also continue to open up or hire out their premises for use by external wraparound childcare providers, such as after-school or holiday clubs, that offer provision to children of critical workers and/ or vulnerable children. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance.</b></li> <li>• 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.</li> <li>• Providers 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 families.</li> <li>• Where possible it is recommended that activities take place outside, where this is not possible inside spaces should be kept ventilated.</li> <li>• Providers are advised to keep children in small groups with the same children each time whenever possible.</li> <li>• Providers should work with parents or schools to ensure, as far as possible, children are kept in a group with other children from the same bubble they are in during the 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> <li>• Early Years are not required to keep children in small consistent groups.</li> </ul>	<p>BBL DDO KMA</p>	<p>25/MAR</p>	<ul style="list-style-type: none"> <li>• <b>Rapid flow testing:</b> Lateral Flow Devices (LFD) will support the return to face-to-face education by helping to identify people who are infectious but do not have any COVID19 symptoms. For secondary school colleagues and students, we are moving to a home testing model (for students, following the first 3 onsite tests). Home test kits will be available for all colleagues on return. Once pupils have been tested 3 times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but strongly encouraged.</li> <li>• Secondary schools should offer students testing at an on-site ATS from 8 March. Testing and return of students can be phased during the first week to manage the number of students passing through the test site at any one time. You should offer 3 tests, 3 to 5 days apart.</li> <li>• You have the flexibility to consider how best to deliver testing on a phased basis from 8 March, depending on your circumstances and local arrangements, but you should prioritise vulnerable children and children of critical workers, and year groups 10 to 13.</li> <li>• Students should return to face-to-face education following their first negative test result.</li> <li>• Individuals with a positive LFD test result will need to self-isolate in line with the guidance for households with possible COVID19 infection.</li> <li>• For the home testing, supply students and colleagues in secondary schools with LFD test kits to self-swab and test themselves twice a week at home.</li> <li>• Colleagues in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for colleagues in primary schools and nurseries.</li> <li>• <b>Face Coverings:</b> Follow relevant guidance [<a href="#">DFE: Schools coronavirus (COVID19) operational guidance (applies from 8<sup>th</sup> March)</a>] and [<a href="#">DFE: Face coverings in education</a>].</li> <li>• In primary schools, the DFE recommends that face coverings should be worn by colleagues and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering. Individuals (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>• In secondary schools, face coverings should be worn by adults and students when moving around the premises, outside of classrooms, such</li> </ul>	<p>M</p>
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		<ul style="list-style-type: none"><li>• Records of attendance including colleagues and school name if from different schools should be held for a minimum of 21 days.</li><li>• 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.</li></ul>			<p>as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by students when outdoors on the premises.</p> <ul style="list-style-type: none"><li>• In addition, face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</li><li>• Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn.</li><li>• Some individuals are exempt from wearing face coverings. This applies to those who:<ul style="list-style-type: none"><li>○ cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability;</li><li>○ speak to or help someone who relies on lip reading, clear sound or facial expression to communicate.</li></ul></li><li>• The same exemptions will apply in education settings, and we would expect teachers and other colleagues to be sensitive to those needs.</li><li>• When restrictions are in place, schools and colleges will need to communicate quickly and clearly to colleagues, parents, young people and learners that the new arrangements require the use of face coverings in certain circumstances.</li><li>• Schools should have a small contingency supply available.</li><li>• Schools should have a process for managing face coverings in school that is clearly communicated.</li><li>• Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use.</li><li>• Colleagues are to reiterate the safe storage of face masks when not being worn.</li></ul>	
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	<p><b>VH</b></p> <p><b>Young people (A)</b></p> <ul style="list-style-type: none"> <li>• The overarching principle to apply is reducing the number of contacts between young people and colleagues. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals.</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>Younger children</b> are supervised when washing hands or using sanitiser given risks around ingestion. Skin friendly cleaning wipes can be used as an alternative.</li> <li>• <b>Older children</b> 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 [<a href="#">DFE: Schools coronavirus (COVID19) operational guidance (applies from 8<sup>th</sup> March)</a>]. Make use of EEF guidance on <a href="#">making the best use of teaching assistants</a>.</li> <li>• <b>Inclusion leader</b> updates relevant individual risk assessments for young people with EHC plans attending school, these may need amending.</li> <li>• Groups should be kept apart, meaning that schools should avoid gatherings such as assemblies or collective worship with more than one group.</li> </ul>	<p>DDO KMA JCA LNI KGO</p>	<p>25/MAR</p>	<ul style="list-style-type: none"> <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: Schools coronavirus (COVID19) operational guidance (applies from 8<sup>th</sup> March)</a>] and [<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. <b>Leaders are encouraged to maintain their usual uniform policies.</b></li> <li>• <b>Premises manager</b> will ensure toilets are cleaned regularly and young people encouraged to clean their hands thoroughly. <b>Different groups being allocated their own toilet blocks to be considered but this is not a requirement if the site does not allow for it.</b></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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	<p style="text-align: center;"><b>VH</b></p> <p><b>Colleagues (B)</b></p> <ul style="list-style-type: none"> <li>• <b>Leaders</b> plan for <b>whole class groups</b> whilst encouraging social distancing in line with the guidance [<a href="#">DFE: Schools coronavirus (COVID19) operational guidance (applies from 8<sup>th</sup> March)</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 groups.</li> <li>• All colleagues can operate across different groups. Where colleagues need to move between groups, they should try and keep their distance from young people and adults as much as they can, ideally 2 metres from other adults and young people where possible.</li> <li>• <b>Leaders</b> communicate that social distancing is to avoid close face-to-face contact and minimise time spent within 1 metre of anyone.</li> <li>• <b>Colleagues</b> re-enforce practice of good hygiene habits through games, songs and repetition.</li> <li>• <b>Assemblies</b>, breaktime and lunchtimes and movement around the school are staggered so groups do not come into contact.</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>	<p>DDO KMA JCA LNI</p>	<p>25/MAR</p> <ul style="list-style-type: none"> <li>• Maintain a review of timetables to identify activities that can take place outdoors and reduce movement around school.</li> <li>• <b>PE and Sport can continue in consistent groups.</b></li> <li>• For sports lessons, ensure young people 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>• There are specifics about <a href="#">swimming</a>, <a href="#">contact sports</a>, <a href="#">changing rooms</a>, hand sanitising and PPE.</li> <li>• <b>Use of staffrooms should be minimised, although colleagues must still have a break of a reasonable length during the day.</b></li> <li>• <b>Plan how shared staff spaces are set up and used to help colleagues to distance from each other. Limit numbers in staffroom and offices.</b></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 wraparound provision and extra-curricular activity as well as non-overnight educational visits.</li> <li>• On-going leadership support for any emerging anxiety or well-being issues.</li> <li>• Review the school’s first aid risk assessment and follow guidance [<a href="#">HSE: First-aid during the coronavirus pandemic</a>].</li> </ul>	<p style="text-align: center;"><b>M</b></p>
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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 enhanced-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>• 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 and in guidance.</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 COVID19 [<a href="#">PHE: Guidance for households with possible coronavirus infection</a>].</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	25/MAR	<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>• Unnecessary furniture removed from classrooms to make more space.</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</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>• To balance the need for increased ventilation while maintaining a comfortable temperature, the measures outlined in 'Keeping occupied spaces well ventilated' in Part 7 of the guidance [<a href="#">DFE: Schools coronavirus (COVID19) operational guidance (applies from 8<sup>th</sup> March)</a>]. 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> and <a href="#">Chartered Institute of Building Services Engineers' guidance on emerging from lockdown</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.</li> <li>• Resources that are shared between classes or bubbles, such as sports, arts, and science equipment must be cleaned frequently. When sharing equipment between different bubbles, you should either: <ul style="list-style-type: none"> <li>○ clean it before it is moved between bubbles;</li> <li>○ allow them to be left unused for a period of 48 hours (72 hours for plastics).</li> </ul> </li> <li>• <b>Young people</b> limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</li> <li>• For frequently used equipment, it is recommended that colleague and young people have their own equipment that is not shared.</li> </ul>	M
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				<ul style="list-style-type: none"><li>• Young people and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to education and development.</li><li>• There is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. Young people should continue to have access to a quality arts education. As well as careful social distancing, music lesson should take place in small groups outdoors or in large, well ventilated rooms.</li><li>• Schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones.</li><li>• <b>Young people</b> should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible [<a href="#">BEIS: working safely during coronavirus: performing arts</a>].</li><li>• PHE endorsed 'systems of control' now build upon the hierarchy of protective measures in use since the COVID19 pandemic. Schools must work through them, adopting measures to the fullest extent possible. [<a href="#">DFE: Schools coronavirus (COVID19) operational guidance (applies from 8<sup>th</sup> March)</a>].</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.</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 travel and parking arrangements for colleagues in line with social distancing guidelines.</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>	<p><b>H</b></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> continue taking the attendance register and following up any absences in line with statutory guidance [DFE: School Attendance].</li> <li>• <b>Colleagues</b> follow risk assessments for premises and accessing outside equipment and areas.</li> <li>• <b>Business manager</b> ensures young people, parents and colleagues are aware that different groups or bubbles don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and young people must be encouraged to clean their hands thoroughly after using the toilet.</li> <li>• <b>Leaders</b> share updated fire evacuation information with all colleagues during daily briefing.</li> <li>• <b>Teachers</b> share updated fire evacuation information with young people.</li> <li>• <b>Leaders</b> revise lunch and break rotas to ensure safe movement 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> <li>• <b>Colleagues</b> uphold high expectations of how young people move around school.</li> </ul>	<p>SHI KGO (JCA) (LNI)</p>	<p>25/MAR</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>• 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> <li>○ Online Safety Policy</li> </ul> </li> </ul>	<p><b>M</b></p>
<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>	<p><b>VH</b></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.</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>Colleagues</b> encourage all parents and carers to wear a face covering during pickup and drop-off.</li> <li>• <b>Leaders</b> communicate <b>Communication protocols</b> to families in <b>Action Plan</b>.</li> </ul>	<p>KMA DDO</p>	<p>25/MAR</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>○ <b>Access and egress risk assessment</b></li> <li>○ Action Plan</li> </ul> </li> </ul>	<p><b>M</b></p>



<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><a href="#">DFE: Schools coronavirus (COVID19) operational guidance</a> details the framework for transporting young people to and from schools</p>	<p>VH</p>	<p><b><u>Dedicated school transport (including statutory provision)</u></b></p> <ul style="list-style-type: none"> <li>Local authorities are not required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible.</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).</li> </ul> <p><b><u>Wider public transport</u></b></p> <ul style="list-style-type: none"> <li><b>Leaders</b> communicate to parents that children can continue to use public transport where necessary but encourage everyone to walk, cycle or scoot wherever possible and safe. This will help to reduce pressure on the public transport network and allow social distancing to be practised. Where children, young people and colleagues need to use public transport, they should follow the <a href="#">safer travel guidance for passengers</a>.</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>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> </ul>	<p>DDO KMA (LNI) (MTO)</p>	<p>25/MAR</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><a href="#">DFE: Actions for schools during the coronavirus outbreak - Transport</a></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="#">DFT: Safer transport guidance for operators</a>].</li> </ul>	<p>H</p>
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<p>(7) 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>VH</p>	<ul style="list-style-type: none"> <li>• <b>Face coverings:</b> Refer to the government guidance on face coverings included in Section 3 above and detail the local policy for the wearing of face coverings for adults coming onto the school site and how this will be communicated in this section of the risk assessment. Details should also be given as to how any updates to school policy on face coverings will be communicated in the event of any changes to the restrictions.</li> <li>• <b>Business manager</b> ensures contractors, school meal providers, milk providers and fruit providers can fulfil all risk assessment requirements. <i>Risk assessment updates managed from all contractors in advance of arrival on site.</i></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>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> <li>• <b>Office teams</b> ensures reception layout is compliant with social distancing guidance e.g. screens, barriers etc.</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>Business/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> </ul>	<p>SHI KGO</p>	<p>25/MAR</p>	<ul style="list-style-type: none"> <li>• <b>Face coverings:</b> Follow relevant guidance [<a href="#">DFE: Schools coronavirus (COVID19) operational guidance (applies from 8<sup>th</sup> March)</a>] and [<a href="#">DFE: Face coverings in education</a>].</li> <li>• In primary schools, face coverings should be worn by adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).</li> <li>• In secondary schools, face coverings should be worn by visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. In addition, face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</li> <li>• Some individuals are exempt from wearing face coverings. This applies to those who: <ul style="list-style-type: none"> <li>○ cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability;</li> <li>○ speak to or help someone who relies on lip reading, clear sound or facial expression to communicate.</li> </ul> </li> <li>• Expectations of visitors are communicated on arrival at reception. Any exemptions require permission from the Head of School.</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.</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> </ul>	<p>M</p>
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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><b>H</b></p>	<ul style="list-style-type: none"> <li>• <b>Premises team</b> follows <a href="#">[DFE: Schools coronavirus (COVID19) operational guidance (applies from 8<sup>th</sup> March)]</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>• With young people in school, all frequently touched surfaces, equipment, toilets, door handles, and toilets used will need to be cleaned thoroughly each day.</li> <li>• <b>Cleaning team ensures</b> all hand washing sinks, soap dispensers, sanitiser gels etc are checked each morning and additional stock is available from reception.</li> <li>• <b>Colleagues</b> notify the site team if top ups are required during the day.</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>Premises manager</b> undertakes spot checks.</li> <li>• <b>Leaders</b> undertake and disseminate 'Infection Control' training.</li> </ul>	<p>(SHI) KGO</p>	<p>25/MAR</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>• 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>(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 COVID19 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>• If anyone becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <a href="#">[PHE: Guidance for households with possible coronavirus infection]</a> which sets out that they should self-isolate for that day and the following 10 full days and should arrange to have a test to see if they have COVID19.</li> <li>• Other members of their household (including any siblings) should self-isolate starting from the day the individual's symptoms started (or the day their test was taken if they did not have symptoms, whether this was an LFD or PCR test), and the next 10 full days.</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.</li> <li>• Isolate individuals 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>• Arrange for deep clean of medical room and other facilities as necessary before they are used again. The updated <a href="#">cleaning of non-healthcare settings</a> guidance describes the cleaning required, the appropriate disposal of materials, the cleaning of equipment and hard surfaces, and the personal protective equipment (PPE) that should be worn.</li> <li>• Revise plans and PPE supplies in the light of experience or any updated guidance.</li> <li>• <b>Leaders</b> ensure availability of first-aid trained colleagues and review training renewal schedule to secure sufficient practitioners in school.</li> </ul>	<p>DDO KMA SHI</p>	<p>25/MAR</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 COVID19 are tested as soon as practicably possible. <a href="#">[CIPD: Coronavirus: Mental health support for employees]</a></li> <li>• 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, leaders 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. Leaders 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.</li> <li>• Schools need to take swift action when they become aware that someone who has attended has tested positive for COVID19. Schools can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Service Authority reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1.</li> <li>• PHE may conduct a rapid risk assessment and advise the school on the actions to take including the definitive advice on who must be sent home.</li> <li>• In line with government guidance school MUST not share the names or details of people with COVID19 unless essential to protect others.</li> <li>• <b>Call Surrey &amp; Sussex Health Protection Team (HPT) on 0344 225 3861 (0844 967 0069 out of hours) if:</b> <ul style="list-style-type: none"> <li>○ 10% (or more) of a bubble is affected within 14 days – for example, if there are 3 or more confirmed cases of COVID19 in a bubble of 30 people;</li> <li>○ 10% (or more) of colleagues are affected within 14 days – for example, if there are 6 or more confirmed cases of COVID19 in a staff of 60;</li> <li>○ 3 (or more) bubbles within your school/setting contain at least one confirmed case.</li> </ul> </li> <li>• The PCR test kits sent to schools can be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their young people.</li> </ul>	<p>H</p>
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		<ul style="list-style-type: none"> <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>• 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.</li> </ul>			<ul style="list-style-type: none"> <li>• These kits can be given directly to colleagues or parents and carers collecting a child who has developed symptoms at school.</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> </ul>	
<p>(10) Contingency planning for a potential local outbreak</p> <p><i>All young people and colleagues</i></p>	H	<ul style="list-style-type: none"> <li>• <b>Leaders</b> ensure that contingency plans are in place, being reviewed and updated.</li> </ul>	BBL DDO KMA	25/MAR	<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: Remote Education Temporary Continuity Direction</a>.</li> </ul>	M
<p>(11) Sustainability risks: (Leadership, teachers, premises, cleaners, colleagues with specialist knowledge)</p> <p><i>All members of the school community</i></p>	H	<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 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>Leaders</b> ensure the school meets the legal duty of the temporary continuity order; and children are set remote education in a teacher's absence.</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>	BBL DDO KMA JCU	25/MAR	<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>	M