

## BECKLEY RISK ASSESSMENT FORM – February 2021

<b>Workplace</b>	Beckley CE Primary School	<b>Likelihood (L)</b>	<b>X</b>	<b>Severity (S)</b>
<b>Department</b>	Education	Almost Impossible	1	Insignificant (minor injury, no time off)
<b>Risk Assessor</b>	Simon Thurston - Headteacher	Unlikely	2	Minor (injury and up to 7 days off)
<b>Room/Area</b>	School Site	Possible	3	Moderate (injury causing more than 7 days off)
<b>Activity/Task</b>	<b>School opening during the Covid-19 pandemic</b>	Likely	4	Major (death or serious injury)
<b>Date</b>	5.2.2021	Almost Certain	5	Catastrophic (multiple deaths)
<b>Benefit of activity</b>	<b>Reducing the risks linked to the COVID-19 virus in school</b>	Low = 1-8	Medium = 9-14	High = 15-25

**This model document was updated on 4 November 2020.**

**It is being kept under review as updated guidance is published by the Government and reviews of the impact of COVID-19 by Public Health England.**

*Schools should share the results of their risk assessment with their workforce (including local union representatives). If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).*

**The DfE latest documents and guidance webpage is being updated regularly**

What are the significant, foreseeable, hazards? <i>(the dangers that can cause harm)</i>	Who is at Risk?	Current control measures <i>(What is already in place/done)</i>	Risk Rating			What additional control measures can be put in place to reduce the risk further?	Revised Risk Rating		
			L	S	R		L	S	R
<p>1. <b>Potential transmission to clinically vulnerable staff and pupils</b></p> <p>Guidance is available in the <u>DfE Guidance for full opening – schools</u></p> <p>And</p>	All members of school community	<p><b>1a. Pupils:</b></p> <p>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. Schools should not limit attendance of these groups.</p>				<p><b>1a. Pupils:</b></p> <p><b>Communicate with parents of clinically vulnerable pupils to inform them:</b></p> <p>Shielding advice is currently in place across the country, and so all children still deemed clinically</p>			

<p><a href="#"><u>Education and childcare settings: New National Restrictions from 5 November 2020</u></a></p>		<p>It should remain a priority for primary educational providers and local authorities to support vulnerable children to attend full-time on-site provision where it is appropriate for them to do so.</p> <p>If vulnerable pupils do not attend school, work with the LA and the social worker (where applicable) to explore the reason for absence with the parent/carer <b>Discussion between parents, school and LA for one family have been held</b></p> <p><b>1b. Staff:</b></p> <ul style="list-style-type: none"> <li>• The school will continue to assess the health and safety risks to staff and meet their equality duties as per their local procedures.</li> <li>• Governors and leaders should pay regard to the work-life balance and wellbeing of all staff including the headteacher. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process <b>Regular discussion with staff about their well-being</b></li> <li>• Review systems to support the well-being of staff who may be anxious. Information about the</li> </ul>			<p>extremely vulnerable are advised not to attend school.</p> <p><b>Pupils who are under the care of a specialist health professional:</b></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 Pediatrics and Child Health.</li> <li>• Ensure these pupils have the support they need to ensure they are able to access remote learning</li> </ul> <p><b>1b. Staff:</b></p> <p><b>Conduct individual staff risk assessments for COVID-19 in line with the latest guidance.</b>  <i>Guidance on completing an individual risk assessment and templates are available on the web shop.</i></p> <ul style="list-style-type: none"> <li>• <b>Clinically Extremely Vulnerable (CEV)</b> employees should work from home during the period of national restrictions, and schools should consider what arrangements could be made for the teacher to</li> </ul>		
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			<p><a href="#">extra mental health support for pupils and teachers</a> is available. <a href="#">The government has just launched the Wellbeing for Education Return programme.</a></p> <ul style="list-style-type: none"> <li>• Supply teachers and other temporary or peripatetic teachers (p5 of <a href="#">Restricting attendance during the national lockdown: schools</a>) can move between schools, but leaders should consider how to minimise the numbers of visitors to site where possible.</li> <li>• <a href="#">The DfE recommend that schools make use of the Deal for schools: hiring supply teachers and agency workers</a></li> <li>• Volunteers may be used to support the work of the school, as would usually be the case.</li> <li>• Leaders should give careful consideration to any use of volunteers. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2m from pupils and staff where possible</li> </ul>				<p>deliver lessons virtually from home, where possible, with support staff supporting children in the classroom</p> <p><a href="#">Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a></p> <ul style="list-style-type: none"> <li>• Clinically vulnerable staff 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. <b>Hours of work for caretaker have been adapted to avoid contact with people in school</b></li> <li>• <b>Consider staff who may otherwise be at increased risk from COVID-19.</b> PHE's <a href="#">COVID-19: review of disparities in risks and outcomes report.</a></li> <li>• <b>People who live with those who are clinically extremely vulnerable or clinically vulnerable</b> can attend the workplace</li> </ul>		
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							Where it is appropriate to do so, appropriate PPE should be worn			
			<b>Risk Rating L = 3 S = 4 R = 12</b>				<b>Risk Rating L = 2 S = 4 R = 8</b>			
2.	<b>Risk of ongoing contamination from pupils and staff</b>	All members of the school community	<p>Follow the DfE's guidance for leaders and staff in schools on use of the NHS COVID-19 app. See the guidance <a href="#">here</a></p> <p><i>The following control measures should be considered in addition to those outlined in the East Sussex Model Risk Assessments for:</i></p> <p>(i) Movement around the School site,  (ii) General classroom activities,  (iii) Playground activities,  (iv) Play equipment  (v) Educational Visits</p> <p><i>DfE advises against educational visits at this time.</i></p> <p><i>All overseas visits are prohibited as are residential visits until Easter 2021 when a review will be carried out.</i></p> <p>vi) 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.</p>				<ul style="list-style-type: none"> <li>Lateral flow testing is not mandatory for staff and they do not need to provide proof of a negative test result to attend school or college in person, although participation in testing is strongly encouraged. All staff are completing the rapid self-tests, twice weekly and the school has a record of their results</li> <li>Primary schools participating in the rapid asymptomatic testing programme should follow the <a href="#">Rapid asymptomatic coronavirus (COVID-19) testing for staff in primary schools, school-based nurseries and maintained nursery schools guidance.</a></li> </ul>			

			<p>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. This includes for February half term for 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.</p> <p><i>Refer to the relevant <a href="#">guidance for those who run community activities, holiday clubs, after-school clubs etc</a> as much of this will be useful in planning extra-curricular provision.</i></p> <p><i>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.</i></p> <p><i>Where possible it is recommended that activities take place outside, where this is not possible inside spaces should be kept ventilated.</i></p>							
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			<p><i>Providers are advised to keep children in small groups with the same children each time whenever possible. 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'.</i></p> <p><i>Early Years are not required to keep children in small consistent groups.</i></p> <p><i>Records of attendance including staff and school name if from different schools should be held for a minimum of 21 days</i></p> <p>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><b>Face Coverings</b></p> <ul style="list-style-type: none"> <li>• Follow the <u>Restricting attendance during the national lockdown: schools</u> and <u>Face coverings in education</u> guidance</li> <li>• In primary schools where social distancing is not possible in</li> </ul>						
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			<p>indoor areas outside of classrooms between members of staff or visitors (for example, in staffrooms), head teachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. But children in primary school do not need to wear a face covering.</p> <p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <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 provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> <ul style="list-style-type: none"> <li>• When restrictions are in place, schools and colleges will need to communicate quickly and clearly to staff, parents, pupils and learners that the new arrangements require the use</li> </ul>				<p><b>2a – Pupils</b></p> <ul style="list-style-type: none"> <li>• Ensure any staff or pupils who wear face coverings on the way to school are following the processes for removal, storage/disposal of the mask and that they must hand wash on arrival in line with the guidance on <u>Restricting attendance during the national lockdown: schools and Safe working in education, childcare and childrens social care</u></li> <li>• Communication re hygiene measures recommended after school and pupils need clean clothes each day. (Relax uniform rules to allow provision of clean clothes each day) <b>Pupils in non-uniform for change of clothes each day</b></li> <li>• Toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly. Different groups being allocated their own toilet blocks could be considered but this is not a</li> </ul>			
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			<p>of face coverings in certain circumstances.</p> <ul style="list-style-type: none"> <li>• <i>Schools should have a small contingency supply available</i></li> <li>• <i>Schools should have a process for managing face coverings in school that is clearly communicated. Some staff wear face coverings, some of the time when in school – this is at their own discretion</i></li> <li>• <i>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</i></li> </ul> <p><b>2a – Pupils</b></p> <ul style="list-style-type: none"> <li>• <i>There should be no limit to numbers of these pupils who may attend and schools should not limit attendance of these groups. All pupils</i></li> <li>• <i>Create and staff your teaching groups in line with guidance, keeping group sizes small where possible</i></li> <li>• <i>Review the NHS <a href="#">guidance on hand cleaning</a> Staff <b>MUST</b> ensure that pupils engage in regular handwashing for 20</i></li> </ul>				<p>requirement if the site does not allow for it <b>Pupil toilets re-assigned for each class bubble</b></p> <ul style="list-style-type: none"> <li>• Ongoing vigilance, monitoring and support for any emerging pastoral, anxiety and/or mental health issues. Information about the <a href="#">extra mental health support for pupils and teachers</a> is available. Consider additional support for pupils, parents and staff impacted by latest PHE reports on impact upon different groups <b>Welfare calls made by staff weekly for identified pupils/families</b></li> </ul>			
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			<p>hands. When they do so encourage them to wash hands immediately.</p> <ul style="list-style-type: none"> <li>• Coordinate pastoral support for pupils (parents/carers and staff) who feel anxious</li> <li>• Ensure appropriate support is made available for pupils with SEND by deploying support staff and accommodating visiting specialists in line with the DfE <a href="#">Restricting attendance during the national lockdown: schools</a> P34 and the EEF guidance on <a href="#">making the best use of teaching assistants</a></li> <li>• Leaders have already produced individual risk assessments for pupils 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. <b>Collective worship held through TEAMS meetings with classes</b></li> </ul> <p><b>2b – Staff</b></p> <ul style="list-style-type: none"> <li>• Plan to provide for appropriately sized groups whilst encouraging social distancing in line with the detailed actions within the</li> </ul>				<p>groups. Prioritise outdoor sports and use large indoor spaces where this is not possible. Maximise natural ventilation flows. The <a href="#">'recreational team sport framework'</a> must be followed. Competitions against other schools, such as fixtures, are prohibited. <b>Inter-school competitions are now organised virtually</b></p> <ul style="list-style-type: none"> <li>• Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. However, outdoor activities and sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows.</li> <li>• Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</li> </ul>			
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			<p><a href="#">Restricting attendance during the national lockdown: schools guidance</a></p> <ul style="list-style-type: none"> <li>• When staff or children cannot maintain distancing, particularly with younger children in primary schools, plan to keep pupils in the smaller groups.</li> <li>• All teachers and other staff can operate across different groups. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and pupils where possible. <b>Staff movement between groups is very restricted</b></li> <li>• DFE recommends all pupils have access to a quality arts education in line with <a href="#">Restricting attendance during the national lockdown: schools guidance</a> p 42 <b>Art 1 x weekly for all pupils</b></li> <li>• Ensure staff are aware of DFE guidance that social distancing guidance is to avoid close face to face contact and minimise time spent within 1m of anyone.</li> </ul>				<ul style="list-style-type: none"> <li>• There are specifics about <a href="#">swimming</a>, and <a href="#">changing rooms</a>, hand sanitising and PPE</li> <li>• Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day <b>All staff are able to have a 30 min lunch break, and a coffee break during the day</b></li> <li>• Limits for numbers of staff in staffroom and offices. Staff to maintain social distancing during lunch and break times.</li> <li>• Consider using notices indicating maximum numbers or the removal of additional chairs in staff room.</li> <li>• Review risks assessments associated with wraparound provision and extra-curricular activity as well as non-overnight educational visits.</li> <li>• Ongoing leadership support for any emerging anxiety and/or wellbeing issues <b>Staff rotas factor in the demands of home life and staff wellbeing</b></li> </ul>			
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			<ul style="list-style-type: none"> <li>● Reinforcing learning and practice of good hygiene habits through games, songs and repetition <b>NHS posters on display around the site</b></li> <li>● Assemblies, breaktime and lunchtimes and movement around the school are staggered so groups do not come into contact <b>Rotas in place and used</b></li> <li>● Offer remote education for the majority of pupils with teachers providing appropriate work and support to pupils with the completion: Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day <b>All pupils have a max of 3 hours work set every day, with a limit of about 50% screen-based learning</b></li> </ul> <ul style="list-style-type: none"> <li>● Review the NHS <a href="#">guidance on hand cleaning</a> – see section for pupils above</li> </ul> <p><b>2c – Buildings and resources</b></p>			<ul style="list-style-type: none"> <li>● Review the school’s first aid risk assessment and follow <a href="#">HSE Guidance</a>.</li> </ul> <p><b>2c – Buildings &amp; resources</b></p> <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 pupils side by side and facing forwards where possible.</li> <li>● Unnecessary furniture moved out of classrooms to make more space <b>Tables and chairs for the number of pupils in classes</b></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="#">guidance for food</a></li> </ul>		
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			<ul style="list-style-type: none"> <li>• Ensure all the usual building checks are undertaken to make the school safe. In the event that buildings have been closed or had reduced occupancy; water system stagnation can occur due to lack of use. Follow advice and actions detailed in <a href="#">Legionella risks during the coronavirus outbreak</a>. All checks still made, according to the regular schedules</li> <li>• Classrooms and other areas deep cleaned.</li> <li>• Engage children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></li> </ul> <p>• SLT and DSL roles adapted to the ongoing revisions to guidance during partial opening of the school in the summer term</p> <ul style="list-style-type: none"> <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 <b>Annex A Restricting attendance during the national lockdown: schools Latest H&amp;S and Safeguarding policies from ESCC adopted by FGB in September 2020</b></li> </ul>				<p><a href="#">businesses on coronavirus (COVID-19)</a>. They should be able to provide food to all pupils who want it, including FSM or universal infant free school meals.</p> <ul style="list-style-type: none"> <li>• To balance the need for increased ventilation while maintaining a comfortable temperature, the measures outlined in ‘Keeping occupied spaces well ventilated’ in Part 8 of the <a href="#">Restricting attendance during the national lockdown: schools</a> should be used as appropriate to avoid build-up of viral load.</li> <li>• Follow the specific HSE guidance on <a href="#">Air conditioning and ventilation during the coronavirus pandemic</a></li> <li>• <b>Where mechanical ventilation systems exist they should be maintained in accordance with the manufacturers’ recommendations.</b></li> <li>• Ensure sufficient and proportionate handwashing supplies and cleaning materials are available. Where a sink is not nearby,</li> </ul>		
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			<ul style="list-style-type: none"> <li>• Tell pupils, 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: <a href="#">guidance for households with possible coronavirus infection</a>)</li> <li>• Stick to school opening times and encourage staff to go home immediately to reduce risk.</li> <li>• Maintain staff 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> <p>Staff in/out board used in school entrance</p>				<p>provide hand sanitiser in classrooms and other learning environments</p> <ul style="list-style-type: none"> <li>• Thorough cleaning of rooms and equipment at the end of each day and between use by different groups</li> <li>• Consider rotating shared equipment to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles</li> <li>• Pupils 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 individual and frequently used equipment, it is recommended that staff and pupils have their own equipment that is not shared <b>All pupils have an individual learning pack</b></li> <li>• Pupils and teachers can take books and other shared resources home, although unnecessary</li> </ul>			
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								<p>sharing should be avoided, especially where this does not contribute to pupil education and development. <b>Only water bottles and lunch boxes brought in each day</b></p> <ul style="list-style-type: none"><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. Page 42 of <u><a href="#">Restricting attendance during the national lockdown: schools</a></u> outlines that pupils 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. <b>Music lessons adapted to each classroom</b></li><li>• Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.</li></ul> <p><u><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</a></u></p>			
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						<ul style="list-style-type: none"> <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. <a href="#">Restricting attendance during the national lockdown: schools</a> p8</li> <li>● Ensure HT, senior leaders and DSLs are appropriately up to date with the DfE <a href="#">Restricting attendance during the national lockdown: schools</a> 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 <b>Updated with each new model RA update from ESCC</b></li> <li>● Provide regular updates for governors. See <a href="#">Restricting attendance during the national lockdown: schools</a> <b>Bi-weekly TEAMS meetings with Govs</b></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>			
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						<ul style="list-style-type: none"> <li>• Offices are adapted to enable social distancing for teaching, admin and support staff where possible. Stagger use of staff rooms and offices.</li> <li>• Consider any office roles that could be undertaken from home reducing the number of staff in offices <b>Bursar and School secretary work partly from home</b></li> <li>• Consider travel and parking arrangements for staff in line with social distancing guidelines</li> </ul> <p>It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this. In such cases, there are two options to consider:</p> <ul style="list-style-type: none"> <li>• a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home</li> <li>• sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video)</li> </ul> <p>Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-</p>			
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							ordinating safeguarding on site. DSL/Dept. DSL always on site				
			<b>Risk Rating L = 2 S = 4 R = 8</b>			<b>Risk Rating L = 2 S = 4 R = 8</b>					
3.	<b>Site Safety risks</b> <ul style="list-style-type: none"> <li>• Fire procedures</li> <li>• Lockdown</li> <li>• Movement for lunch / transitions</li> <li>• Toilets</li> <li>• Security including risk of theft</li> <li>• Data breaches</li> </ul>	All members of the school community	<ul style="list-style-type: none"> <li>• SLT lead identified</li> <li>• Continue taking the <a href="#">attendance register</a> and following up any absences in line with statutory guidance.</li> <li>• School to follow risk assessments for premises and accessing outside equipment and areas.</li> <li>• Share updated fire evacuation information with all staff during daily briefing.</li> <li>• Share updated fire evacuation information with children</li> <li>• Share lockdown procedures with all staff</li> <li>• Follow revised lunch and break rotas to ensure safe movement around school</li> <li>• Children to seek permission to use toilets to ensure staff know where children are at all times</li> <li>• High expectations of how children move around school upheld by all members of staff</li> </ul>				<ul style="list-style-type: none"> <li>• Any incidences are logged, and the risk assessment is evaluated, and changes made as a result of lessons learned.</li> <li>• Arrange revised fire evacuation drills / lockdown drills regularly see <a href="#">Restricting attendance during the national lockdown: schools</a></li> </ul> <p>Fire Safety Risk Assessment carried out. Evacuation routes have been adapted appropriately and a whole school fire drill undertaken in Term 1</p> <ul style="list-style-type: none"> <li>• Reconsider e-safety policies and procedures in light of lessons learned during home learning Policies updated to incorporate remote-learning details</li> </ul>				
			<b>Risk Rating L = 2 S = 4 R = 8</b>			<b>Risk Rating L = 2 S = 3 R = 6</b>					

4.	Risk of transmission between parents and pupils during school drop-off and collection times	All members of the school community	<p><i>The following control measures should be considered in addition to those outlined in the East Sussex Model Risk Assessment for Access and Egress.</i></p> <ul style="list-style-type: none"> <li>• Where children are accompanied to school, only one parent to drop-off or collect. Parents 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) COVID-19 Drop-off /pick-up procedures have become well-established and are fully complied with</li> <li>• 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>• SLT supervise the drop off and collection of pupils and any issues are addressed. HT or senior staff supervise drop-off/pick-up every day</li> </ul>		<ul style="list-style-type: none"> <li>• Review and revise drop off and pick up protocols as necessary to minimise social contact Jan 21 – pupils dropped off/collected via main entrance, due to reduced number of pupils in school. Timings remain the same</li> </ul>	
			Risk Rating L = 2 S = 3 R = 6	Risk Rating L = 2 S = 2 R = 4		

5.	<p><b>Risks of possible transmission to pupils who travel to school by dedicated school transport (including statutory provision) or wider public transport</b></p> <p>The <u>DfE Guidance for full opening – Section 2</u> details a new framework for transporting pupils to and from schools</p>	Pupils	<p><b>Wider public transport</b></p> <ul style="list-style-type: none"> <li>• Communicate to parents that public transport capacity is likely to continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</li> <li>• Leaders 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 encourage parents, staff and pupils to walk or cycle to school. Consider using ‘walking buses’ or working with their local authority to promote safe cycling routes.</li> <li>• Refer any families using public transport to the <u>safer travel guidance for passengers</u>.</li> </ul>		<ul style="list-style-type: none"> <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. <u>See updated transport guidance</u></li> </ul> <p style="color: red; text-align: center;"><b>Currently, we do not have any pupils using public transport</b></p>	
			<b>Risk Rating L = 1 S = 4 R = 4</b>	<b>Risk Rating L = 1 S = 3 R = 3</b>		
6.	<p><b>Risk of ongoing contamination from people (staff, parents/carers, visitors, contractors and/or deliveries) coming into school</b></p>	All members of the school community	<ul style="list-style-type: none"> <li>• Ensure contractors, school meal providers, milk providers and fruit providers can fulfil all risk assessment requirements <b>All contractors and visitors follow school procedures</b></li> <li>• Contractors aware of any changes to school day – e.g. staggered lunchtimes and the</li> </ul>		<ul style="list-style-type: none"> <li>• <b>As DfE guidance advises limiting the number of visitors, we recommend schools consider a flexible approach to interviews, with alternative options to face to face interviews offered where possible.</b></li> </ul>	

			<p>local control measures in place.</p> <ul style="list-style-type: none"> <li>• Minimise any visitors to the school and clear messages shared about social distancing procedures for adults. Ensure record are kept of all visitors; names, dates, and contact details.</li> <li>• Ensure that the school engages with local immunisation services and programmes as normal</li> <li>• Parents and carers bringing or collecting pupils during the day phone ahead and arrange to drop/collect safely and not enter the site if possible</li> <li>• Strict handwashing procedures in place as soon as pupils/staff/visitors/contractors arrive in school</li> <li>• Ensure the DfE guidance for Health and Safety <a href="https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools">https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools</a> is adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>• For any staff member or pupil who feels unwell, check for <u>recognised symptoms of COVID-19</u>. Public Health England advise routinely taking the temperature of pupils is not recommended as it is an unreliable method for identifying coronavirus (COVID-19).</li> <li>• Isolate and send children and staff home immediately if they display symptoms <i>(See section 7 below)</i></li> <li>• A copy of the COVID-19 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. <b>Visitor sign-in procedures adapted to include using hand sanitiser, and cleaning of pen used for signing into the visitor book</b></li> </ul>
			<p><b>Risk Rating L = 3 S = 4 R = 12</b></p>	<p><b>Risk Rating L = 2 S = 4 R = 8</b></p>

7.	<p><b>Risk that contamination exists within the school environment due to ineffective hygiene measures.</b></p>	<p>All members of the school community</p>	<ul style="list-style-type: none"> <li>• Site staff follow <a href="#">Restricting attendance during the national lockdown: schools</a> Section 4 – Operations and are aware of the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> which should be followed when there is a suspected or confirmed case <b>DfE Guidance for managing both ‘suspected’ and ‘confirmed’ cases are on display throughout the school</b></li> <li>• With some children in school, all frequently touched surfaces, equipment, toilets, door handles, and toilets used during the day will need to be cleaned thoroughly each day. <b>All surfaces wiped down 3 times daily. Door handles, taps etc all disinfected daily.</b></li> <li>• All handwashing sinks, soap dispensers, hand gel etc are checked 3 times a day to ensure stock levels are adequate <b>Good level of stock maintained so that supplies can be immediately replaced at any time</b></li> <li>• Inspect daily to ensure good/effective hygiene levels</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure frequent enhanced cleaning of surfaces that pupils are frequently touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters each day, using standard cleaning products. <b>All rooms supplied with cleaning products.</b></li> <li>• Equipment such as books and games, are regularly cleaned along with all touched surfaces. <b>Disinfectant spray used for instant cleaning throughout the day</b></li> <li>• Any books that go between home and school are quarantined for 72 hours <b>Remote-learning books dropped off at school every Friday – quarantined and marked at the end of the week for collection. Show and tell items and artefacts are not brought into school from home. Paperwork taken home from school (eg: letters) are kept to a minimum</b></li> <li>• Ensure resources shared between classes or bubbles, (e.g. sports, art and science equipment) is cleaned frequently. It <b>MUST</b></li> </ul>
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							<p>be meticulously cleaned between its use by different bubbles or rotated to allow it to be left unused and out of reach 48 hours (72 hours for plastics).</p> <ul style="list-style-type: none"> <li>Consider how outdoor play equipment is used ensuring more frequent cleaning. Review any use of shared equipment by wrap-around care providers. <b>All outdoor equipment is cleaned with disinfectant spray immediately after use</b></li> <li>Enhanced cleaning schedule in place to ensure effective hygiene standards and comply with latest guidance <b>Caretaker hours have been adjusted to allow for thorough cleaning, according to guidelines</b></li> </ul>			
			<b>Risk Rating L = 2 S = 4 R = 8</b>			<b>Risk Rating L = 2 S = 3 R = 6</b>				
8.	<b>Risk of transmission from pupils and staff who have been in contact with the virus and/or are showing signs of having the virus (a new, continuous cough or a high temperature)</b>	All members of the school community	<p>Schools MUST ensure they understand the NHS Test and Trace process and how to contact the local <u>Public Health England health protection team</u>. (see contact details on the first page of this document)</p> <ul style="list-style-type: none"> <li>Leaders to ensure staff and parents understand their responsibility should they be showing symptoms of COVID-</li> </ul>				<ul style="list-style-type: none"> <li>Arrange for deep clean of medical room and other facilities as necessary before they are used again. The updated <u>cleaning of non-healthcare settings guidance</u> describes the cleaning required, the appropriate disposal of materials, the cleaning of equipment and hard</li> </ul>			

			<p>19 to be ready and willing to: <u>book a test</u>, provide details of who they have been in close contact with and to then self-isolate in line with current government guidance</p> <ul style="list-style-type: none"> <li>• If anyone in the school 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 <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>, 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 coronavirus (COVID-19).</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>• Revise plans and source suitable PPE supplies (e.g. non latex gloves preferable) to be used by:</li> </ul>				<p>surfaces, and the personal protective equipment (PPE) that should be worn. <b>All staff have been issued with clear guidance about the procedures to follow if they need to deal with someone who has suspected symptoms on site, including the cleaning of the Care Suite afterwards</b></p> <p>Revise plans and PPE supplies in the light of experience or any updated guidance.</p>			
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			<ul style="list-style-type: none"> <li>○ the supervising member of staff if a 2m distance cannot be maintained during isolation of an unwell child onsite.</li> <li>○ staff caring for pupils with routine intimate care needs that involve the use of PPE</li> </ul> <p>The plan should identify any likelihood of behavioural, SEND and possible use of restraint issues etc that may apply</p> <ul style="list-style-type: none"> <li>● If a member of staff or pupil is displaying symptoms, isolate them 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>● Employers have a duty of care for all staff and should ensure that staff who are sent home displaying symptoms of COVID-19 are tested as soon as practicably possible. Headteachers should communicate to staff that if they are displaying symptoms</li> </ul>							
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			<p>they should be tested ‘as soon as practicably possible.’</p> <ul style="list-style-type: none"> <li>• For schools that purchase the HR Advisory Service, further information can be accessed here or through their designated HR Consultant <a href="https://www.cipd.co.uk/knowledge/culture/well-being/supporting-mental-health-workplace-return">https://www.cipd.co.uk/knowledge/culture/well-being/supporting-mental-health-workplace-return</a></li> <li>• If school is notified of a positive COVID19 test result for a member of staff or a pupil, we must contact the DfE Helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case. 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.</li> <li>• Schools need to take swift action when they become aware that someone who has attended has tested positive for Covid-19. Schools can contact the dedicated advice service introduced by Public Health</li> </ul>							
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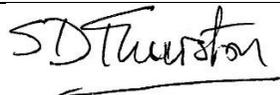
			<p>England (PHE) and delivered by the NHS Business Service Authority and can be reached calling the DFE Helpline on 0800 046 8687 and selecting option 1.</p> <ul style="list-style-type: none"> <li>• PHE will conduct a rapid risk assessment and advise the school on the actions to take including the definitive advice on who must be sent home. Should this be the case PHE will provide a template letter to inform parents and staff.</li> <li>• In line with government guidance school MUST not share the names or details of people with COVID-19 unless essential to protect others</li> </ul> <p><b>Call Surrey &amp; Sussex Health Protection Team (HPT) on 0344 225 3861 (0844 967 0069 out of hours) if:</b></p> <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 COVID-19 in a bubble of 30 people</li> <li>• 10% (or more) of staff are affected within 14 days – for example, if there are 6 or more confirmed cases of COVID-19 in a staff of 60</li> <li>• 3 (or more) bubbles within your school/setting contain at least one confirmed case</li> </ul>							
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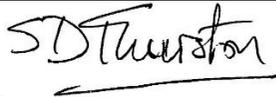
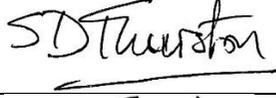
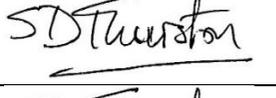
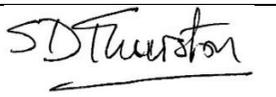
			<b>Risk Rating L = 2 S = 4 R = 8</b>				<b>Risk Rating L = 2 S = 4 R = 8</b>			
9.	<b>Contingency planning for a potential local outbreak</b>	All pupils and staff	<ul style="list-style-type: none"> <li>Ensure that contingency plans are in place, being reviewed and updated <b>Maintain same home learning procedures for individuals.</b></li> <li><b>Use of Microsoft Teams for remote-learning involving whole classes.</b></li> </ul>				<ul style="list-style-type: none"> <li>Leaders and governors 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. <b>The school has drawn up contingency plans for a partial and a full closure, using the ESCC model planning template. These have been approved by Governors</b></li> </ul>			
			<b>Risk Rating L = 2 S = 4 R = 8</b>				<b>Risk Rating L = 2 S = 4 R = 8</b>			

All actions taken in response to guideline updates and school reviews are recorded in the table below. These are reviewed and discussed with staff on a weekly basis, and a meeting every two weeks with Governors allows the Headteacher to ensure that they are fully updated with any revised plans.

**Recent ESCC updates on the template are written in ORANGE. Additional school-specific information is written in RED**

### Action Plan, Signature and review dates:

<b>Name of Manager:</b>	Simon Thurston - Headteacher	<b>Signature of Manager:</b>		<b>Date:</b>	1 <sup>st</sup> August 2020
<b>1<sup>st</sup> review undertaken on:</b>	19.8.2020 – new, clearer signage to pupil toilets and larger waste paper bins installed	<b>Signature of Manager:</b>		<b>Date:</b>	19 <sup>th</sup> August 2020

<b>2<sup>nd</sup> review undertaken on:</b>	11.9.2020 – adapt pick up areas for pupils waiting to be collected, so as to keep pupils from different bubbles more safely distanced	<b>Signature of Manager:</b>		<b>Date:</b>	11 <sup>th</sup> September 2020
<b>3<sup>rd</sup> review undertaken on:</b>	21.9.2020 – re-assess drop-off timings for pupils, in light of changing weather. Reduce length of staggered time windows, now that parents are more familiar with routines	<b>Signature of Manager:</b>		<b>Date:</b>	21 <sup>st</sup> September 2020
<b>4<sup>th</sup> review undertaken on:</b>	5.10.2020 – Review and update RA with new guidelines (in Purple) produced by ESCC on 24.9.2020	<b>Signature of Manager:</b>		<b>Date:</b>	5 <sup>th</sup> October 2020
<b>5<sup>th</sup> review undertaken on:</b>	10.11.2020 – Review and update RA with revised guidelines published by ESCC on 4.11.2020	<b>Signature of Manager:</b>		<b>Date:</b>	10 <sup>th</sup> November 2020
<b>6<sup>th</sup> review undertaken on:</b>	2.12.2020- Review and update RA with revised guidelines (in Green) published by ESCC on 1.12.2020	<b>Signature of Manager:</b>		<b>Date:</b>	2 <sup>nd</sup> December 2020
<b>7<sup>th</sup> review undertaken on:</b>	13.1.2021 – Review and update RA with revised guidelines (in Green) published by ESCC on 8.1.2021, that relate to school closure for most pupils except key worker and vulnerable pupils.	<b>Signature of Manager:</b>		<b>Date:</b>	13 <sup>th</sup> January 2021
<b>8<sup>th</sup> review undertaken on:</b>	5.2.2021 – Review and update with revised guidelines (in Orange) published by ESCC on 5.2.2021, that relate to rapid home-testing for school staff and the wearing of facemasks	<b>Signature of Manager:</b>		<b>Date:</b>	5 <sup>th</sup> February 2021
<b>9<sup>th</sup> review undertaken on:</b>		<b>Signature of Manager:</b>		<b>Date:</b>	