

MODEL RISK ASSESSMENT FORM

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| Workplace | West Rise Junior School | Likelihood (L) | X | Severity (S) |
| Department | n/a | Almost Impossible | 1 | Insignificant (minor injury, no time off) |
| Risk Assessor | Helen Pentecost | Unlikely | 2 | Minor (injury and up to 7 days off) |
| Room/Area | Whole School | Possible | 3 | Moderate (injury causing more than 7 days off) |
| Activity/Task | School open during the Covid-19 pandemic | Likely | 4 | Major (death or serious injury) |
| Date | 19/04/2021 | Almost Certain | 5 | Catastrophic (multiple deaths) |
| Benefit of activity | To reduce the risk of transmitting and contracting Covid-19 as much as possible | Low = 1-8 | Medium = 9-14 | High = 15-25 |

This model document was updated on **26th March 2021**.

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 | | |
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| 1. | <p>Potential transmission to clinically vulnerable staff and pupils</p> <p>Guidance is available in the Schools coronavirus (COVID-19) operational guidance</p> | All members of school community | <p>1a. Pupils:</p> <p>School attendance will be mandatory for all pupils from 8 March.</p> <p>1b. Staff:</p> | | | | <p>1a. Pupils:</p> <p>Communicate with parents of clinically vulnerable pupils to inform them:</p> <p>Shielding advice is being paused nationally from 31 March. From 1</p> | | | |

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| | | | <ul style="list-style-type: none"> • The school will continue to assess the health and safety risks to staff and meet their equality duties as per their local procedures. • 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 • Review systems to support the well-being of staff who may be anxious. Information about the <u>extra mental health support for pupils and teachers</u> is available. <u>A Wellbeing for Education Return programme is available for schools.</u> • Supply teachers and other temporary or peripatetic teachers Schools coronavirus (COVID-19) operational guidance (can move between schools, but leaders should consider how to minimise the numbers of visitors to site where possible. <p>Where possible we will only use supply teachers for long term</p> | | | <p>April, all CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal.</p> <p>As normal, you should not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. This is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.</p> <p>Pupils who are under the care of a specialist health professional:</p> <ul style="list-style-type: none"> • Ensure any pupils who cannot attend have the support they need to | | |
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| | | | <p>placements, thus ensuring this is the only school they work in. Any supply teacher that does not fit this criteria must wear a face covering in communal areas of the school and follow our policy of using hand sanitiser when entering and exiting the classroom. In the classroom they must maintain a 2 metre distance from the children and staff.</p> <ul style="list-style-type: none"> • The DfE recommend that schools make use of the <u>Deal for schools: hiring supply teachers and agency workers</u> • Volunteers may be used to support the work of the school, as would usually be the case. • 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 <p>No use of volunteers at present</p> <ul style="list-style-type: none"> • Schools are being strongly encouraged by the DfE to continue to host ITT trainees. | | | <p>ensure they are able to access remote learning</p> <p>1b. Staff:</p> <p>Conduct individual staff risk assessments for COVID-19 in line with the latest guidance. <i>Guidance on completing an individual risk assessment and templates are available on the web shop.</i></p> <p>CEV staff are advised not to attend the workplace until at least 31 March 2021. Employers should talk to their staff about how they will be supported, including to work from home. CEV individuals should continue to shield even after they have been vaccinated.</p> <p>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</p> | | |
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| | | | | | | | <p>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. <u>Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</u></p> <ul style="list-style-type: none"> • 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. • Consider staff who may otherwise be at increased risk from COVID-19. PHE's <u>COVID-19: review of disparities in risks and outcomes report</u>. Headteachers should consult with BAME staff to review and revise deployment if appropriate. BAMEed's resources may be helpful in this process. They can be found here: https://www.bameednetwork.com/ | | | |
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| | | | | | | | <ul style="list-style-type: none"> • People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace • Where it is appropriate to do so, appropriate PPE should be worn | | | |
| 2. | Risk of ongoing contamination from pupils and staff | 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 here</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) <i>Movement around the School site,</i></p> <p>(ii) <i>General classroom activities,</i></p> <p>(iii) <i>Playground activities,</i></p> <p>(iv) <i>Play equipment</i></p> <p>(v) <i>Educational Visits</i></p> <p>Year group bubbles in operation.</p> <p>Year groups given own outside spaces.</p> <p>Cover kept, where possible, to one person providing it for only one year group.</p> <p>In line with current coronavirus (COVID-19) restrictions, the DfE</p> | | | | <p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff and pupils we are moving to a home testing model (for pupils, following the first 3 onsite tests). Home test kits will be available for all staff 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.</p> <p>Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.</p> <p>Staff test on a Monday and Thursday and report result directly to NHS and to our Covid Coordinator who keeps a record.</p> | | | |

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| | | | <p>continue to advise against undertaking all educational visits. In line with the roadmap, should step 2 commence as planned, schools can resume educational day visits no earlier than 12 April. Any day visits must be conducted in line with relevant COVID-19 secure guidelines and regulations. This includes systems of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. Schools should undertake full and thorough risk assessments in relation to all educational visits.</p> <p>Should step 3 of the roadmap commence as planned, schools may undertake domestic residential visits no earlier than 17 May. They will need to adhere to the covid regulations for residential visits (not yet released by the DfE and PHE)</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> <p>From 29 March, all parents will also be able to access provision for one of these additional purposes:</p> | | | <p>Use the ESCC model risk assessment for Asymptomatic COVID-19 testing at home (school staff) which is available on the health and safety webshop pages.</p> <p>2a – Pupils</p> <ul style="list-style-type: none"> • 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 in Schools coronavirus (COVID-19) operational guidance and Safe working in education, childcare and childrens social care • Work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies relevant to the school community PHE review of the impact of Covid-19 on BAME groups | | |
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| | | | <ul style="list-style-type: none"> • where the provision is taking place outdoors - all children may access outdoor provision regardless of circumstances • their children are eligible for free school meals and are attending provision as part of the holiday activities and food programme <p>As part of step 2 (no earlier than 12 April) of the roadmap, all parents may access wraparound and extra-curricular provision, without any restrictions on the reasons for which they may attend.</p> <p>Breakfast club running in year group bubbles – no food provided to enable this to happen</p> <p>After school clubs provided by outside providers and school staff. Outside only. Clubs will be cancelled if there is adverse weather. Clubs running in year groups only. Risk assessments completed for safety and include Covid-19 cleaning protocols.</p> <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,</p> | | | <ul style="list-style-type: none"> • Communication re hygiene measures recommended after school and pupils need clean clothes each day. Schools are encouraged to maintain their usual uniform policies • 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 requirement if the site does not allow for it <p>All people are sanitising their hands before going to the toilet and then when arriving back in the classroom (in addition to washing their hands whilst in the toilet)</p> <ul style="list-style-type: none"> • Ongoing vigilance, monitoring and support for any emerging pastoral, anxiety and/or mental health issues. Information about the extra mental health support for pupils and teachers is available. Consider additional support for pupils, parents and staff impacted by latest PHE reports on impact upon different groups | | |
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| | | | <p>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 <u>guidance for those who run community activities, holiday clubs, after-school clubs etc</u> 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> <p><i>If the provision is taking place indoors and it is not possible to group children in the same bubble as they are in during the school day, providers should try to keep them in consistent groups of no more than 15 children and at least one staff member. From 29 March, when all outdoor sports and supervised activities for children will be able to open without restrictions on attendance, activities</i></p> | | <p>Wellbeing staff member available to work with children in school as and when needed.</p> <p>2b – Staff</p> <ul style="list-style-type: none"> Organise appropriately sized groups and encourage social distancing in line with the detailed schools coronavirus (COVID-19) operational guidance <p>Year group bubbles in operation with specific outside space allocated for each year group.</p> <ul style="list-style-type: none"> Maintain a review of timetables to identify activities that can take place outdoors and reduce movement around the school buildings PE lessons can continue in consistent groups For sports lessons, ensure pupils are in consistent groups, that sports equipment is thoroughly cleaned between each use by different individual groups. <p>Some sports restricted to one year group only</p> | | |
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| | | | <p>taking place outdoors can happen in groups of any number. This is because the transmission risk is lower outside.</p> <p><i>Early Years are not required to keep children in small consistent groups.</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>Face Coverings</p> <ul style="list-style-type: none"> • Follow the Schools coronavirus (COVID-19) operational guidance and Face coverings in education guidance • In primary schools, the DfE recommends that face coverings should be worn by staff 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. <p>Parents/carers asked to wear face coverings when on school grounds. Any staff member needing to speak to a parent/carer also wears one</p> | | | | <p>Others are not and so thorough cleaning between use of equipment will take place</p> <ul style="list-style-type: none"> • 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. • The <i>'recreational team sport framework'</i> must be followed. • From 29 March, outdoor competition between different schools can take place. • Indoor competition between different schools should not take place until wider indoor grassroots sport for under 18s is permitted. This will be no earlier than 12 April and we will confirm in due course. | | | |
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| | | | <p>Staff and children are permitted to wear face coverings if they so wish</p> <p>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.</p> <p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> • cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability • speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate <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"> • 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 | | | | <ul style="list-style-type: none"> • 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. • There are specifics about <u>swimming, and changing rooms</u>, hand sanitising and PPE • Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day <p>Staffroom not used for sitting in. Staff encouraged to limit their need to use the staffroom as much as possible. Staff encouraged to sit in areas outside classrooms and to adhere to social distancing at all times.</p> <ul style="list-style-type: none"> • plan how shared staff spaces are set up and used to help staff to distance from each other. • Consider creating 2m zone in front of prep area in staff room. One member of staff at any one time in this area. | | | |
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| | | | <p>of face coverings in certain circumstances.</p> <ul style="list-style-type: none">● <i>Schools should have a small contingency supply available</i>● <i>Schools should have a process for managing face coverings in school that is clearly communicated.</i>● <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> <p>2a – Pupils</p> <ul style="list-style-type: none">● The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals.● Review the NHS <u>guidance on hand cleaning</u> Staff MUST ensure that pupils engage in regular handwashing for 20 seconds with soap and water (or use sanitiser) at the following times:● arrival to school | | | <ul style="list-style-type: none">● Review risks assessments associated with wraparound provision and extra-curricular activity as well as non-overnight educational visits. <p>Risk assessments in place for after school clubs and breakfast club.</p> <ul style="list-style-type: none">● Ongoing leadership support for any emerging anxiety and/or wellbeing issues● Review the school’s first aid risk assessment and follow <u>HSE Guidance</u>. <p>2c – Buildings & resources</p> <ul style="list-style-type: none">● Classrooms and other learning environments organised to maintain space between seats and desks where possible.● Systems in place to reduce congestion in corridors and access via external doors where possible e.g. one-way systems. <p>Most groups use the fire exits to enter and exit their classrooms</p> <p>- Upper and lower school enter and exit the site via different gates. Most classes enter the school building via fire exits to reduce</p> | | |
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| | | | <ul style="list-style-type: none"> • returning from breaktime • before & after eating • when they change rooms • Younger children supervised when washing hands and supervision also ensured where necessary when hand sanitiser is being used given risks around ingestion. Skin friendly skin cleaning wipes can be used as an alternative. <p>Pupils sanitise their hands as above and whenever they enter or leave the classroom</p> <ul style="list-style-type: none"> • Older pupils should be supported to maintain distance and understand not to touch staff and their peers where possible. <i>(this will not be possible for younger children and those with complex needs)</i>. Contact between groups should be avoided. • Leaders MUST ensure that school has enough tissues and bins available to support pupils and staff to follow the catch it, kill it bin it approach. Reinforce routines of using a tissue to cough or sneeze and bins for tissue waste. • Remind children regularly not to touch their face with their | | | <p>corridor use. Only Year 4 enter through the playground doors and through the hall.</p> <ul style="list-style-type: none"> - Children have their own resources. Any shared resources are cleaned after use. - Each year group has their own playground and field area for outside - Each child has their own skipping rope and ball for playtimes. <ul style="list-style-type: none"> • Unnecessary furniture moved out of classrooms to make more space • Consider creating 2m teaching zones (where appropriate) at the front of the classroom. Only when it is necessary to use a supply teacher • Halls, dining areas and internal and external sports facilities used for lunch and exercise in line with latest guidance <p>Pupils eating in classrooms. Tables cleaned before and after eating. Pupils hands washed/sanitised before and after eating.</p> <p>Kitchens comply with the <u>guidance for food businesses on coronavirus (COVID-19)</u>. They should be able to provide food to all pupils who</p> | | |
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| | | | <p>hands. When they do so encourage them to wash hands immediately.</p> <ul style="list-style-type: none"> • Coordinate pastoral support for pupils (parents/carers and staff) who feel anxious • Ensure appropriate support is made available for pupils with SEND by deploying support staff and accommodating visiting specialists in line with the DfE schools coronavirus (COVID-19)operational guidance and the EEF guidance on making the best use of teaching assistants • Leaders have already produced individual risk assessments for pupils with EHC plans attending school, these may need amending. • Groups should be kept apart, meaning that schools should avoid gatherings such as assemblies or collective worship with more than one group. <p>2b – Staff</p> <ul style="list-style-type: none"> • Plan to provide for whole class groups whilst encouraging social distancing in line with the detailed actions within the schools coronavirus (COVID-19) operational guidance | | | <p>want it, including FSM or universal infant free school meals.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 Schools coronavirus (COVID-19) operational guidance should be used as appropriate to avoid build-up of viral load.</p> <ul style="list-style-type: none"> • Follow the specific HSE guidance on Air conditioning and ventilation during the coronavirus pandemic and Chartered Institute of Building Services Engineers’ guidance on emerging from lockdown • Ensure sufficient and proportionate handwashing supplies and cleaning materials are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments • Thorough cleaning of rooms and equipment at the end of each day and between use by different groups | | | |
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| | | | <ul style="list-style-type: none"> • 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. <p>Staff that lead whole classes are kept within one bubble where possible. Staff that work 1:1/in small groups, keep a distance and/or use desk screens.</p> <ul style="list-style-type: none"> • 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. • Reinforcing learning and practice of good hygiene habits through games, songs and repetition • Assemblies, breaktime and lunchtimes and movement around the school are staggered so groups do not come into contact | | | <p>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:</p> <ul style="list-style-type: none"> • clean it before it is moved between bubbles • allow them to be left unused for a period of 48 hours (72 hours for plastics) <ul style="list-style-type: none"> • 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. <p>Parents and pupils reminded of this</p> <ul style="list-style-type: none"> • For individual and frequently used equipment, it is recommended that staff and pupils have their own equipment that is not shared <p>Children have their own pencil case full of equipment/resources.</p> <ul style="list-style-type: none"> • Pupils and teachers can take books and other shared resources home, although unnecessary | | | |
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| | | | <ul style="list-style-type: none"> Review the NHS <u>guidance on hand cleaning</u> – see section for pupils above <p>2c – Buildings and resources</p> <ul style="list-style-type: none"> 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 <u>Legionella risks during the coronavirus outbreak</u>. Classrooms and other areas deep cleaned. Engage children in education resources such as <u>e-bug</u> and <u>PHE schools resources</u> <ul style="list-style-type: none"> Health and Safety, and safeguarding policies and practices kept up to date in line with current DfE guidance. 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: <u>guidance for</u> | | | | <p>sharing should be avoided, especially where this does not contribute to pupil education and development.</p> <p>School reading books – all books being returned from home are quarantined until 72 hours have passed.</p> <ul style="list-style-type: none"> 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. 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. 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 | | |
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| | | | <p><u>households with possible coronavirus infection)</u></p> <ul style="list-style-type: none"> • 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 | | | | <p>speaking or singing. If possible, do not share microphones.</p> <ul style="list-style-type: none"> • Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. <p>https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</p> <ul style="list-style-type: none"> • There's government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through <u>The Key for School Leaders</u>. The Key also provides feature comparison and case studies on how schools are making the most of these platforms. <p>We are using Google Classroom. All teachers have had training and during Term 2 pupils were shown how to use it and many have since used it successfully during the January lockdown.</p> | | | |
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| | | | | | | <ul style="list-style-type: none"> ● 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. schools coronavirus (COVID-19) operational guidance ● Government recommends sharing risk assessments online through the school's website as good practice. ● Keep risk assessments under regular review in line with government ● Provide regular updates for governors. ● 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. <p>Who would step in if needed:</p> <p>Many staff are EFAW trained and 3 staff are 3 day first aid trained, we are unlikely to have any issues.</p> <p>Headteacher – assistant head</p> <p>SENCo – Headteacher</p> <p>DSL – DDSL</p> | | | |
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| | | | | | | | <ul style="list-style-type: none"> • Offices are adapted to enable social distancing for teaching, admin and support staff where possible. <p>Minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day</p> <p>Stagger use of offices.</p> <ul style="list-style-type: none"> • Consider travel and parking arrangements for staff in line with social distancing guidelines | | | |
| 3. | <p>Site Safety risks</p> <ul style="list-style-type: none"> • Fire procedures • Lockdown • Movement for lunch / transitions • Toilets • Security including risk of theft • Data breaches | All members of the school community | <ul style="list-style-type: none"> • SLT lead identified • Continue taking the <u>attendance register</u> and following up any absences in line with statutory guidance. • School to follow risk assessments for premises and accessing outside equipment and areas. • Ensure pupils, parents and staff are aware that DfE guidance states that different groups/bubbles don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. | | | | <ul style="list-style-type: none"> • Any incidences are logged, and the risk assessment is evaluated, and changes made as a result of lessons learned. • Arrange emergency drills as normal (following social distancing as appropriate). Adjustments should be made to the fire drill to allow for social distancing as appropriate. • Reconsider e-safety policies and procedures in light of lessons learned during home learning | | | |

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| | | | <p>All children asked to sanitise their hands before and after visiting the toilet (in addition to washing hands in the toilet)</p> <ul style="list-style-type: none"> • Share updated fire evacuation information with all staff during daily briefing. • Share updated fire evacuation information with children • Follow revised lunch and break rotas to ensure safe movement around school • Children to seek permission to use toilets to ensure staff know where children are at all times • High expectations of how children move around school upheld by all members of staff | | | | | | |
| 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 and Movement around the school site.</i></p> <ul style="list-style-type: none"> • Where children are accompanied to school, only one parent to drop-off or collect. Parents to maintain 2 metre social distancing rule • Allocated drop off and collection times in place and parents/carers informed of | | | <ul style="list-style-type: none"> • Review and revise drop off and pick up protocols as necessary to minimise social contact <p>Upper school use rear gates, lower school use front gates. Soft start means children are arriving between 8:30 and 8:45. 2 members of staff supervise each gate in the mornings – one on each gate is a member of SMT</p> <p>Parents reminded that only one parent/carer to drop off/pick up.</p> | | | |

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| | | | <p>procedures including the protocols for minimising adult to adult contact (for example, which entrance to use)</p> <ul style="list-style-type: none"> • 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). • SLT supervise the drop off and collection of pupils and any issues are addressed. | | | <p>Parents asked to wear face coverings on school grounds</p> <p>Parents reminded via Ping messages and signage up, to socially distance</p> <p>Years 4 & 6 leave at 3:10, Years 3 & 5 leave 3:20 – to ensure only one year group is leaving at a time from each gate</p> | | | |
| 5. | <p>Risks of possible transmission to pupils who travel to school by dedicated school transport (including statutory provision) or wider public transport</p> <p>The schools coronavirus (COVID-19) operational guidance details the framework for transporting pupils to and from schools</p> | Pupils | <p>Dedicated school transport (including statutory provision)</p> <ul style="list-style-type: none"> • 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. • 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. <u>mainstream-</u> | | | <p>Dedicated school transport (including statutory provision)</p> <ul style="list-style-type: none"> • Review and take reasonable actions to ensure: <ul style="list-style-type: none"> ○ pupils are grouped together on transport in the bubbles that are adopted within school ○ hand sanitiser is used upon boarding and/or disembarking ○ appropriate additional cleaning of vehicles ○ queuing and boarding where possible is organised ○ distancing within vehicles wherever possible | | | |

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| | | | <p>transport.cts@eastsussex.gov.uk</p> <ul style="list-style-type: none"> • Ensure relevant parents/carers and pupils are aware of recommendations on transport to and from school (including avoiding peak times). <p>Wider public transport</p> <ul style="list-style-type: none"> • 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 staff need to use public transport, they should follow the <u>safer travel guidance</u> • Leaders to liaise with partners to consider staggered start times to enable more journeys to take place outside of peak hours where feasible • Consider using 'walking buses' or working with their local authority to promote safe cycling routes. • Refer any families using public transport to the <u>safer travel guidance for passengers</u>. | | | <ul style="list-style-type: none"> ○ the use of face coverings for children over the age of 11, where appropriate. <p><u>Actions for schools during the coronavirus outbreak</u></p> <p>https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020</p> <p>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></p> | | | |
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| 6. | <p>Risk of ongoing contamination from people (staff, parents/carers, visitors, contractors and/or deliveries) coming into school</p> | <p>All members of the school community</p> | <p>Face coverings:</p> <ul style="list-style-type: none"> • <i>(refer to the government guidance on face coverings included in section 2 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.)</i> • Ensure contractors, school meal providers, milk providers and fruit providers can fulfil all risk assessment requirements • Contractors aware of any changes to school day – e.g. staggered lunchtimes and the local control measures in place. • 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. | | <ul style="list-style-type: none"> • 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. • 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). • Isolate and send children and staff home immediately if they display symptoms <i>(See section 7 below)</i> • Review effectiveness of revised site management systems – e.g. corridor use and hand washing routines etc to ensure appropriate social distancing for any visitors. • A copy of the COVID-19 specific risk assessment for catering and cleaning |
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| | | | <ul style="list-style-type: none"> • Ensure that the school engages with local immunisation services and programmes as normal • 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 • Strict handwashing procedures in place as soon as pupils/staff/visitors/contractors arrive in school • Ensure reception layout is compliant with social distancing guidance e.g. screens, barriers etc. <p>Ensure the DfE guidance for Health and Safety https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools is followed.</p> | | | <p>contractors is kept by the school</p> <ul style="list-style-type: none"> • 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. | | | |
| 7. | Risk that contamination exists within the school environment due to ineffective hygiene measures. | All members of the school community | <ul style="list-style-type: none"> • Site staff follow schools coronavirus (COVID-19) operational guidance and are aware of the COVID-19: cleaning of non-healthcare settings guidance which should be followed when there is a suspected or confirmed case • With all children in school, all frequently touched surfaces, | | | <ul style="list-style-type: none"> • 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. • Equipment such as books and games, are regularly | | | |

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| | | | <p>equipment, toilets, door handles, and toilets used during the day will need to be cleaned thoroughly each day.</p> <p>Frequently touched surfaces are cleaned throughout the day plus cleaned by cleaning team at the end of each day</p> <ul style="list-style-type: none"> • All handwashing sinks, soap dispensers, hand gel etc are checked once a day to ensure stock levels are adequate • Inspect daily to ensure good/effective hygiene levels | | | | <p>cleaned along with all touched surfaces.</p> <ul style="list-style-type: none"> • Any books that go between home and school are quarantined for 72 hours • Ensure resources shared between classes or bubbles, (e.g. sports, art and science equipment) is cleaned frequently. It MUST 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). • Consider how outdoor play equipment is used ensuring more frequent cleaning. Review any use of shared equipment by wrap-around care providers. <p>Each pupil has their own skipping rope and ball for playtimes.</p> <p>Breakfast club have resource boxes for each year group.</p> <p>Any equipment used in after school clubs is thoroughly cleaned at the end of the session.</p> <ul style="list-style-type: none"> • Enhanced cleaning schedule in place to ensure effective hygiene standards and comply with latest guidance | | | |
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| | | | | | | | All pupils and adults wash/sanitise their hands each time they leave the classroom and when they return | | | |
| 8. | 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) | 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"> • Leaders to ensure staff and parents understand their responsibility should they be showing symptoms of COVID-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 • 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 | | | | <ul style="list-style-type: none"> • See updated guidance about Test and Trace Support payments • Arrange for deep clean of medical room and other facilities as necessary before they are used again. The updated cleaning of non-healthcare settings 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. <p>Revise plans and PPE supplies in the light of experience or any updated guidance.</p> <ul style="list-style-type: none"> - Child is isolated in the meeting room or head teachers office (whichever is free). - Room is thoroughly cleaned once child leaves - Room/area in which child/adult has been in is thoroughly cleaned | | | |

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| | | | <p>have a test to see if they have coronavirus (COVID-19).</p> <ul style="list-style-type: none"> • 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. • Revise plans and source suitable PPE supplies (e.g. non latex gloves preferable) to be used by: <ul style="list-style-type: none"> ○ the supervising member of staff if a 2m distance cannot be maintained during isolation of an unwell child onsite. ○ staff caring for pupils with routine intimate care needs that involve the use of PPE <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"> • 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 | | <p>immediately and all children in the class are to wash their hands.</p> <ul style="list-style-type: none"> • 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 pupils. • These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. | | |
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| | | | <p>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.</p> <ul style="list-style-type: none"> • 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 they should be tested 'as soon as practicably possible.' • For schools that purchase the HR Advisory Service, further information can be accessed here or through their designated HR Consultant https://www.cipd.co.uk/knowledge/culture/well-being/supporting-mental-health-workplace-return • Having been notified of a positive COVID-19 test result for someone who has attended your setting, if you would like support on the action to take, contact the DfE Helpline on 0800 046 8687 and select option 1. Then contact and | | | | | | | |
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| | | | <p>update the LA via the COVID19.SchoolsInformation@eastsussex.gov.uk inbox. You should report all confirmed, positive cases, using the online attendance form daily return.</p> <ul style="list-style-type: none"> • 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. • In line with government guidance school MUST not share the names or details of people with COVID-19 unless essential to protect others <p>Call Surrey & Sussex Health Protection Team (HPT) on 0344 225 3861 (0844 967 0069 out of hours) if:</p> <ul style="list-style-type: none"> • 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 • 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 | | | | | | | |
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| | | | <ul style="list-style-type: none"> 3 (or more) bubbles within your school/setting contain at least one confirmed case | | | | | | |
| 9. | Contingency planning | All pupils and staff | <ul style="list-style-type: none"> Ensure that contingency plans are in place, being reviewed and updated | | | | <ul style="list-style-type: none"> 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. <p>See LA model Contingency Plan (available via the Message Board).</p> <p><u>Temporary Continuity Direction</u></p> | | |

Action Plan (when will the above additional control measures be implemented and by whom?)

| Action | By Whom? | Deadline | Date Completed |
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Signature and review

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| Name of Manager: | Helen Pentecost | Signature of Manager: | H.Pentecost | Date: | 19/04/2021 |
| 1st review undertaken on: | | Signature of Manager: | | Date: | |
| 2nd review undertaken on: | | Signature of Manager: | | Date: | |
| 3rd review undertaken on: | | Signature of Manager: | | Date: | |