

RISK ASSESSMENT FORM

Workplace	Western Road Community Primary School	Likelihood (L)	X	Severity (S)
Department	Whole school site	Almost Impossible	1	Insignificant (minor injury, no time off)
Risk Assessor	Irèna Wooler	Unlikely	2	Minor (injury and up to 7 days off)
Room/Area	Whole school site	Possible	3	Moderate (injury causing more than 7 days off)
Activity/Task	School opening during the Covid-19 pandemic	Likely	4	Major (death or serious injury)
Date	10.01.2020	Almost Certain	5	Catastrophic (multiple deaths)
Benefit of activity	School remaining open to keyworker and vulnerable children during lockdown 3.0	Low = 1-8	Medium = 9-14	High = 15-25

This ESCC document was updated on 8th January 2021 and by IW 10.01.2021.

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? (the dangers that can cause harm)	Who is at Risk?	Current control measures (What is already in place/done)	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
1. Potential transmission to clinically vulnerable staff and pupils Guidance is available in the Restricting attendance during	All members of school community	1a. Pupils: 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.	3	3	9	1a. Pupils: Communicate with parents of clinically vulnerable pupils to inform them: Shielding advice is currently in place across the country, and so all	1	1	1

the national lockdown: schools guidance	<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>	3	3	9	<p>children still deemed clinically extremely vulnerable are advised not to attend school.</p> <p>Pupils who are under the care of a specialist health professional:</p> <ul style="list-style-type: none"> 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. 			
	<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</p> <p>1b. Staff:</p> <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. 	1	1	1	<ul style="list-style-type: none"> Ensure these pupils have the support they need to ensure they are able to access remote learning 	1	1	1
	<ul style="list-style-type: none"> 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 	2	3	6	<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>	1	1	1
<ul style="list-style-type: none"> Review systems to support the well-being of staff who may be anxious. Information about the extra mental health support for pupils and teachers is available. The government has 	3	3	3	<ul style="list-style-type: none"> Clinically Extremely Vulnerable (CEV) employees should work from home during the period of national restrictions, and schools should consider what 	N A	N A	N A	

			be conducted as they are for staff				<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 	3	3	9
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>DFE advises against educational visits at this time.</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</p>	N	N	N	<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 on Restricting attendance during the national lockdown: schools 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 	3	3	9
				A	A	A		N	N	N
								A	A	A

		<p>school to help support the children of critical workers.</p> <p><i>Refer to the relevant guidance for those who run community activities, holiday clubs, after-school clubs etc 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>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>				<ul style="list-style-type: none"> • 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) • 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 • 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 <p>2b – Staff</p> <ul style="list-style-type: none"> • Organise appropriately sized groups and encourage social distancing in line with the detailed 	1	1	1
							3	3	9
							3	3	9
							3	3	9

			<p><i>coverings in school that is clearly communicated.</i></p> <ul style="list-style-type: none"> • <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> 	3	3	9	<p>break of a reasonable length during the day</p> <ul style="list-style-type: none"> • Limits for numbers of staff in staffroom and offices. Staff to maintain social distancing during lunch and break times. • Consider using notices indicating maximum numbers or the removal of additional chairs in staff room. • Consider creating 2m zone in front of prep area in staff room. One member of staff at any one time in this area. • Review risks assessments associated with wraparound provision and extra-curricular activity as well as non-overnight educational visits. • Ongoing leadership support for any emerging anxiety and/or wellbeing issues • <i>In settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where</i> 	3	3	9	1	1	1	3	3	9	N	N	N	A	A	A
			<p>2a – Pupils</p> <ul style="list-style-type: none"> • <i>There should be no limit to numbers of these pupils who may attend and schools should not limit attendance of these groups.</i> • Create and staff your teaching groups in line with guidance, keeping group sizes small where possible • Review the NHS guidance on hand cleaning Staff MUST ensure that pupils engage in regular handwashing for 20 seconds with soap and water (or use sanitiser) at the following times: <ul style="list-style-type: none"> • arrival to school • returning from breaktime • before & after eating • when they change rooms • Younger children supervised when washing hands and 	3	3	9																
				3	3	9																
				3	3	9																
				3	3	9																

			<p>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> <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 hands. When they do so encourage them to wash hands immediately. • 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 	3	3	9	<p>social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.</p> <ul style="list-style-type: none"> • Review the school's first aid risk assessment and follow HSE Guidance. <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. • Furniture arranged to allow for seating pupils side by side and facing forwards where possible. • Unnecessary furniture moved out of classrooms to make more space • Consider creating 2m teaching zones (where appropriate) at the front of the classroom. • Halls, dining areas and internal and external sports 	1	1	1	3	3	9	3	3	9	1	1	1	1	1	1	1	2	3	6	3	3	9
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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. 	3	3	9	<p>materials are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p> <ul style="list-style-type: none"> • Thorough cleaning of rooms and equipment at the end of each day and between use by different groups 			
			<ul style="list-style-type: none"> • DFE recommends all pupils have access to a quality arts education in line with Restricting attendance during the national lockdown: schools guidance p 42 	1	1	1	<ul style="list-style-type: none"> • 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 	3	3	9
			<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. 	3	3	9	<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. 	3	3	9
			<ul style="list-style-type: none"> • Reinforcing learning and practice of good hygiene habits through games, songs and repetition 	2	3	6				
			<ul style="list-style-type: none"> • Assemblies, breaktime and lunchtimes and movement around the school are staggered so groups do not come into contact 	3	3	9	<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 	3	3	9
			<ul style="list-style-type: none"> • Offer remote education for the majority of pupils with teachers providing appropriate work and 	2	3	6				

			<p>support to pupils with the completion:</p> <p>Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</p> <ul style="list-style-type: none"> • Key Stage 2: 4 hours a day • Key Stages 3 and 4: 5 hours a day 				<ul style="list-style-type: none"> • Review the NHS guidance on hand cleaning – see section for pupils above 	1	1	1		<ul style="list-style-type: none"> • Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. 	3	3	9
			<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 Legionella risks during the coronavirus outbreak. 	3	3	9					<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. Page 42 of Restricting attendance during the national lockdown: schools 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. 	3	3	9	
			<ul style="list-style-type: none"> • Classrooms and other areas deep cleaned. 	3	3	9									
			<ul style="list-style-type: none"> • Engage children in education resources such as e-bug and PHE schools resources 	2	3	6									
			<ul style="list-style-type: none"> • SLT and DSL roles adapted to the ongoing revisions to guidance 	2	3	6					<ul style="list-style-type: none"> • Schools should keep any background or accompanying music to levels which do not encourage teachers or 	3	3	9	

			<p>during partial opening of the school in the summer term</p> <ul style="list-style-type: none"> 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 Annex A Restricting attendance during the national lockdown: schools 	3	3	9	<p>other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones.</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 The Key for School Leaders. The Key also provides feature comparison and case studies on how schools are making the most of these platforms. 	3	3	9
			<ul style="list-style-type: none"> 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: guidance for households with possible coronavirus infection) 	3	3	9				
			<ul style="list-style-type: none"> Stick to school opening times and encourage staff to go home immediately to reduce risk. 	2	3	6				
			<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 	3	3	9				

						<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. Restricting attendance during the national lockdown: schools p8 ● Ensure HT, senior leaders and DSLs are appropriately up to date with the DfE Restricting attendance during the national lockdown: schools 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. See Restricting attendance during the national lockdown: schools ● 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. ● Offices are adapted to enable social distancing for teaching, admin and support staff 	3	3	9
							2	3	6
							1	1	1
							1	1	1
							1	1	1
							2	3	6
							3	3	9

						<p>where possible. Stagger use of staff rooms and offices.</p> <ul style="list-style-type: none"> Consider any office roles that could be undertaken from home reducing the number of staff in offices Consider travel and parking arrangements for staff in line with social distancing guidelines <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"> a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video) <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-ordinating safeguarding on site.</p>	1	1	1
							3	3	9
							1	1	1
							1	1	1

3.	Site Safety risks <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 	1	1	1	<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 revised fire evacuation drills / lockdown drills regularly see Restricting attendance during the national lockdown: schools • Reconsider e-safety policies and procedures in light of lessons learned during home learning 	3	3	9
			<ul style="list-style-type: none"> • Continue taking the attendance register and following up any absences in line with statutory guidance. 	1	1	1				
			<ul style="list-style-type: none"> • School to follow risk assessments for premises and accessing outside equipment and areas. 	1	1	1				
			<ul style="list-style-type: none"> • 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. 	3	3	9				
			<ul style="list-style-type: none"> • Share updated fire evacuation information with all staff during daily briefing. 	3	3	9				
			<ul style="list-style-type: none"> • Share updated fire evacuation information with children 	3	3	9				
			<ul style="list-style-type: none"> • Share lockdown procedures with all staff 	3	3	9				
			<ul style="list-style-type: none"> • Follow revised lunch and break rotas to ensure safe movement around school 	3	3	9				
			<ul style="list-style-type: none"> • Children to seek permission to use toilets to ensure staff know where children are at all times 	3	3	9				

			<ul style="list-style-type: none"> High expectations of how children move around school upheld by all members of staff 	3	3	9				
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 procedures including the protocols for minimising adult to adult contact (for example, which entrance to use) 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. 	3	3	9	<ul style="list-style-type: none"> Review and revise drop off and pick up protocols as necessary to minimise social contact 	3	3	9
5.	Risks of possible transmission to pupils who travel to school by dedicated school transport (including	Pupils	Dedicated school transport (including statutory provision)	N A	N A	N A	Dedicated school transport (including statutory provision)	N A	N A	N A

<p>statutory provision) or wider public transport</p> <p>The Restricting attendance during the national lockdown: schools guidance details the framework for transporting pupils to and from schools</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. mainstream-transport.cts@eastsussex.gov.uk • Ensure relevant parents/carers and pupils are aware of recommendations on transport to and from school (including avoiding peak times). See Restricting attendance during the national lockdown: schools <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 	3	3	9	<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 ○ the use of face coverings for children over the age of 11, where appropriate. <p>Actions for schools during the coronavirus outbreak</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</p>			
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			<p>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 safer travel guidance</p> <ul style="list-style-type: none"> 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 safer travel guidance for passengers. 	3	3	9	coverings exclude school transport services. See updated transport guidance			
6.	Risk of ongoing contamination from people (staff, parents/carers, visitors, contractors and/or deliveries) coming into school	All members of the school community	<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</i> 				<ul style="list-style-type: none"> For any staff member or pupil who feels unwell, check for recognised symptoms of COVID-19. 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 	3	3	9
								3	3	9

			<p><i>on face coverings will be communicated in the event of any changes to the restrictions.)</i></p> <ul style="list-style-type: none"> • 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. • 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 	3	3	9	<p>if they display symptoms (See section 7 below)</p> <ul style="list-style-type: none"> • 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 contractors is kept by the school • 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. 	3	3	9	1	1	1	3	3	9
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			<ul style="list-style-type: none"> • Ensure reception layout is compliant with social distancing guidance e.g. screens, barriers etc. 	3	3	9				
			<ul style="list-style-type: none"> • 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 adhered to. 	3	3	9				
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 Restricting attendance during the national lockdown: schools Section 4 – Operations 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 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. • All handwashing sinks, soap dispensers, hand gel etc are checked 3 times a day to ensure stock levels are adequate • Inspect daily to ensure good/effective hygiene levels 	3	3	9	<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 cleaned along with all touched surfaces. • 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 	3	3	9
				3	3	9	3	3	9	
				3	3	9	3	3	9	
				3	3	9	3	3	9	

							<p>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"> Consider how outdoor play equipment is used ensuring more frequent cleaning. Review any use of shared equipment by wrap-around care providers. Enhanced cleaning schedule in place to ensure effective hygiene standards and comply with latest guidance 	3	3	9
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 Public Health England health protection team. (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: book a test, provide details of who they have been in close contact with and to then self-isolate in line with current government guidance Revise plans and source suitable PPE supplies (e.g. non 	3	3	9	<ul style="list-style-type: none"> 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>	3	3	9

			<p>latex gloves preferable) to be used by:</p> <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 anyone becomes unwell with signs of COVID-19 they must be sent home and households advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance ● Isolate the pupil / member of staff 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. 	3	3	9	<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. 	3	3	9
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			<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 • 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 	3	3	9			
				1	1	1			
				3	3	9			

			<p>PHE local health protection team.</p> <ul style="list-style-type: none"> 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 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. 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 If school should have two or more confirmed cases within 14 days, or there is an overall rise in sickness absence where coronavirus (COVID-19) is suspected, it may indicate an outbreak. Leaders MUST 	3	3	9				
				3	3	9				
				1	1	1				
				3	3	9				

			continue to work with their local health protection team who will be able to advise if additional action is required. This may include recommending a larger number of pupil's self-isolate as a precautionary measure.							
9.	Contingency planning	All pupils and staff	<ul style="list-style-type: none"> Ensure that contingency plans are in place, being reviewed and updated 	2	3	6	<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). In addition the Restricting attendance during the national lockdown: schools guidance outlines the scope required and provides links to resources to support these plans.</p> <p>Temporary Continuity Direction</p>	3	3	9

