



BREDE PRIMARY SCHOOL COVID-19 RISK ASSESSMENT FORM

Workplace	Brede Primary School	Likelihood (L)	X	Severity (S)
Department		Almost Impossible	1	Insignificant (minor injury, no time off)
Risk Assessor	N.Cummins	Unlikely	2	Minor (injury and up to 7 days off)
Room/Area	Entire Site	Possible	3	Moderate (injury causing more than 7 days off)
Activity/Task	Covid-19 Risk Assessment for schools reopening March 8th 2021	Likely	4	Major (death or serious injury)
Date	5/1/2021	Almost Certain	5	Catastrophic (multiple deaths)
Benefit of activity		Low = 1-8	Medium = 9-14	High = 15-25

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 Schools coronavirus (COVID-19) operational guidance	All members of school community	1a. Pupils: School attendance will be mandatory for all pupils from 8 March. 1b. Staff: • Brede will continue to assess the health and safety risks to staff and meet their equality	4	3	12	1a. Pupils: Communicate with parents of clinically vulnerable pupils to inform them: The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until at least 31 March	3	3	9

			<p>duties as per their local procedures.</p> <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 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. The DfE recommend that schools make use of the <u>Deal for schools: hiring supply teachers and agency workers</u> 			<p>2021. They are advised not to attend school while shielding advice applies nationally. All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated.</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. Ensure these pupils have the support they need to ensure they are able to access remote learning <p>1b. Staff:</p> <p>Conduct individual staff risk assessments for COVID-19 in line with the latest guidance. <i>Guidance on completing an</i></p>		
--	--	--	---	--	--	---	--	--

			<ul style="list-style-type: none"> • Volunteers may be used to support the work of the school, as would usually be the case. • Leaders should give 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 • Schools are being strongly encouraged by the DfE to continue to host ITT trainees. 			<p><i>individual risk assessment and templates are available on the web shop.</i></p> <p>(Clinically Extremely Vulnerable) 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 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. Guidance on shielding and protecting people who are clinically</p>		
--	--	--	---	--	--	--	--	--

							<p>extremely vulnerable from COVID-19</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/ • 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) Movement around the School site: See method Statement for full details</p> <p>(ii) General classroom activities: Following DfE guidance</p> <p>(iii) Playground activities: See Method statement for full details of staggered breaks, bubbles and toys/equipment allocated to each bubble.</p> <p>(v) Educational Visits</p> <p>DFE advises against educational visits at this time. The government are currently reviewing the possibility of outdoor education so this may change. All overseas visits are prohibited as are residential visits until Easter 2021 when a review will be carried out.</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>Schools may also continue</p>	4	3	12	<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.</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>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 	3	3	9
----	---	-------------------------------------	--	---	---	----	---	---	---	---

		<p>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 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.</i></p>		<p>the impact of Covid-19 on BAME groups</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 • Separate bubble toilet arrangements in line with guidance for each group • Ongoing vigilance, monitoring and support for any emerging pastoral, anxiety and/or mental health issues. Information about the <u>extra mental health support for pupils and teachers</u> 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 actions within the DfE guidance for full opening of schools – <u>see Section 1 Prevention point 5</u> 	
--	--	---	--	---	--

			<p><i>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>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 		<ul style="list-style-type: none"> • PE Lessons can continue in consistent groups. • Maintain a review of timetables to identify activities that can take place outdoors and reduce movement around the school buildings • For sports lessons, ensure pupils are in consistent groups, that sports equipment is thoroughly cleaned between each use by different individual groups. Prioritise outdoor sports and use large indoor spaces where this is not possible. Maximise natural ventilation flows. • 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
--	--	--	--	--	--

			<p>areas). Children in primary school do not need to wear a face covering.</p> <ul style="list-style-type: none"> • 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>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 				<p>followed. Competitions against other schools, such as fixtures, are prohibited.</p> <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 swimming, and changing rooms, 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 • 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. • Review risks assessments associated with wraparound provision and extra-curricular activity as well as 		
--	--	--	--	--	--	--	---	--	--

			<p>of face coverings in certain circumstances.</p> <ul style="list-style-type: none"> • Schools should have a small contingency supply available • Schools should have a process for managing face coverings in school that is clearly communicated. • 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 <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 				<p>non-overnight educational visits.</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 HSE Guidance. • Limits for numbers of staff in staffroom and offices. Staff to maintain social distancing during lunch and break times. • Notices indicating maximum numbers per room. <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. • System 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. • Halls, dining areas and internal and external sports facilities used for lunch and 		
--	--	--	--	--	--	--	--	--	--

			<p>(or use sanitiser) at the following times:</p> <ul style="list-style-type: none"> • arrival to school • returning from breaktime • before & after eating • when they change rooms <ul style="list-style-type: none"> • 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. • 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. <ul style="list-style-type: none"> • 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>exercise in line with latest guidance</p> <ul style="list-style-type: none"> • 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 want it, including FSM or universal infant free school meals. <p>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 <u>Schools coronavirus (COVID-19) operational guidance</u> 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 <u>Air conditioning and ventilation during the coronavirus pandemic and Chartered Institute of Building Services Engineers' guidance on emerging from lockdown</u> • Sufficient and proportionate handwashing supplies and cleaning materials are available. Where a sink is not nearby, hand sanitiser at classrooms and other 			
--	--	--	--	--	--	--	---	--	--	--

			<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 returning to school after being isolated for some time • Ensure appropriate support is made available for pupils with SEND by deploying support staff and accommodating visiting specialists in line with the DfE <u>Guidance for full opening – schools</u> and the EEF guidance on <u>making the best use of teaching assistants</u> • 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 appropriately sized groups whilst encouraging social distancing in line with the detailed actions within the 			<p>learning environments available.</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. • Resources that are shared between classes or bubbles, such as sports, arts, and science equipment must be cleaned frequently. When sharing equipment between different bubbles, you should either: <ul style="list-style-type: none"> • clean it before it is moved between bubbles • allow them to be left unused for a period of 48 hours (72 hours for plastics) • 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. • For individual and frequently used equipment, it is recommended that staff and pupils have their own 		
--	--	--	---	--	--	--	--	--

			<p>schools coronavirus (COVID-19) operational guidance</p> <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. • 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. • Review the NHS guidance on hand cleaning – see section for pupils above 		<p>equipment that is not shared</p> <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. • 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
--	--	--	---	--	---

			<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> • 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. • 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 households with possible coronavirus infection</u>) • Maintain staff and visitor signing-in arrangements to ensure social distancing and hygiene e.g. 		<p>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><u>https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</u></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. • PHE endorsed ‘systems of control’ now build upon the 	
--	--	--	---	--	--	--

			<p>where someone physically signs in with the same pen or using a tablet in Reception areas. Hands-free signing is now possible upon entry for staff. Visitors have access to hand sanitiser, to be used before and after touching the iPad.</p>			<p>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</p> <ul style="list-style-type: none"> ● Government recommends sharing risk assessments online through the school's website as good practice. ● Keep risk assessments under regular review in line with government guidance ● Provide regular updates for governors. See Guidance for full opening – 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 where possible. Stagger use of staff rooms and offices. ● 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. ● 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 	3	3	9	<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 ● Reconsider e-safety policies and procedures in light of lessons learned during home learning 	2	2	4
----	---	-------------------------------------	--	---	---	---	---	---	---	---

4.	<p>Risk of transmission between parents and pupils during school drop-off and collection times</p>	<p>All members of the school community</p>	<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 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 • Pupils to be allowed in one at a time and escorted to their designated room, sanitising their hands on their way in. • Hubs to leave at allocated times, sanitising hands on the way out of their class. 	2	3	6
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 <u>DfE Guidance for full opening</u> – Section 2 details a</p>	<p>Pupils</p>	<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 	4	3	12	<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 	3	3	9

<p>new framework for transporting pupils to and from schools</p>		<p>school or college transport. However, distancing should still be put in place within vehicles wherever possible.</p> <ul style="list-style-type: none"> • 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 DfE Guidance for full opening – Section 2 <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 			<p>the bubbles that are adopted within school</p> <ul style="list-style-type: none"> ○ 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 <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#transport</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> <ul style="list-style-type: none"> • 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. See updated transport guidance
--	--	---	--	--	---

			<p>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></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 walking buses for local children. • Refer any families using public transport to the <u>safer travel guidance for passengers.</u> 							
6.	Risk of ongoing contamination from people (staff, parents/carers, visitors, contractors and/or deliveries) coming into school	All members of the school community	<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 • 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. 	4	3	12	<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 	3	3	9

			<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. ● 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. 				<p>recommended as it is an unreliable method for identifying coronavirus (COVID-19).</p> <ul style="list-style-type: none"> ● 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 contractors is kept by the school ● Revised 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. ● Deliveries to be left in foyer and only moved once items have been wiped down or left for the appropriate amount of time as recommended by PHE. 			
--	--	--	---	--	--	--	---	--	--	--

7.	<p>Risk that contamination exists within the school environment due to ineffective hygiene measures.</p>	<p>All members of the school community</p>	<ul style="list-style-type: none"> • Site staff follow <u>DfE Planning Guidance for full reopening – Section 2 School Operations</u> and are aware of the <u>COVID-19: cleaning of non-healthcare settings guidance</u> which should be followed when there is a suspected or confirmed case • With all children back 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 twice a day. • Inspect daily to ensure good/effective hygiene levels 	4	3	12	<ul style="list-style-type: none"> • 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 bubbles or rotated to allow it to be left unused and out of reach 48 hours (72 hours for plastics). • Outdoor play equipment is cleaned daily. • Cleaning schedule in place with Nviro to ensure effective hygiene standards and comply with latest guidance. 	3	3	9
----	---	--	--	---	---	----	--	---	---	---

							<ul style="list-style-type: none"> Adventure trail play equipment and picnic benches not to be used by the nursery to reduce cross contamination and infection spreading between children. Outdoor play equipment used on a rota system between hubs and is washed down each day. 			
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 <i>contact details on the first page of this document</i>)</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 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 	4	3	12	<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> <ul style="list-style-type: none"> The PCR test kits sent to schools can be used in the exceptional 	3	3	9

			<p><u>with possible coronavirus infection guidance</u></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 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. • 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 				<p>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.</p> <ul style="list-style-type: none"> • These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. 		
--	--	--	--	--	--	--	--	--	--

			<ul style="list-style-type: none">• 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.• 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							
--	--	--	--	--	--	--	--	--	--	--

			<p>will provide a template letter to inform parents and staff.</p> <ul style="list-style-type: none"> 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 3 (or more) bubbles within your school/setting contain at least one confirmed case 							
9.	Contingency planning for a potential local outbreak	All pupils and staff	<ul style="list-style-type: none"> Ensure that contingency plans are in place, being reviewed and updated 	3	3	9	<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 	2	3	6

							to help control transmission. See LA model Contingency Plan (available via the Message Board).			
10	Break times and Lunch time procedures.	All pupils and staff	<ul style="list-style-type: none"> • Each pupil 'hub' will have an allocated area in the playground, to ensure hubs do not mix. (Class 1 hub, Class 2+3 hub, Class 4+5 hub) • During bad weather breaks hubs will stay in classrooms. • No sharing of food/drinks. • School issued sanitiser used only • Social distancing will be maintained by staff during play where possible. • Any play equipment used will be disinfected after use. • Pupil hand washing will be supervised before they eat and before returning to their classroom. • Lunch breaks to be staggered to prevent all pupils being out at the same time. 	3	3	9	<p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship etc. with more than one group.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid sharing rooms, creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Planned out shared staff spaces are set up and used to help staff to distance from each other. Use of</p>	2	3	6

			<ul style="list-style-type: none"> Hot meals can be prepared and served as of re-opening in September. 				<p>staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>			
11	Nursery Access and guidelines.	All pupils and staff	<ul style="list-style-type: none"> Nursery parents should enter via car park gate and be let on site one at a time, walk directly to the Nursery through the playground and leave the same way. Nursery to carry out its own updated risk assessment and work with the school to ensure children's safety. Nursery to ask parents to maintain social distancing in the car park while waiting. No nursery children to use Adventure trail play equipment or school picnic benches to prevent cross contamination. Nursery children not to be out in the playground if school pupils are in the playground. The nursery will be provided with a rota showing times to help avoid overlap. 	3	3	9	<ul style="list-style-type: none"> In the event of a nursery child being collected during school opening hours; A nursery staff member will be required to escort the parent from the gate to the nursery and back out again BUT only if there are no school children in the playground at the time. If school children are in the playground, the nursery staff member should escort the child to the gate to meet the parent. The parent should not be let on site if school children are in the playground. Regular review of government guidelines to check for updates/changes that can be made to school guidelines. 	2	3	6
12	PE lessons.	All pupils and staff	PE lessons to take place on a rota between hubs, reduced group sizes and ensure social distancing is maintained by staff where possible.	4	3	12	<p>Review lesson plans if/when any issues arise.</p> <p>Where possible focus on sports/activities that do not require sharing of equipment or close contact between groups of pupils.</p>	3	3	9

			<p>Any sports equipment required will be allocated to each 'hub' and cleaned before and after use to prevent cross-contamination.</p> <p>Washing of hands before and after class.</p> <p>No contact sports will be played.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p>			<p>Additional risk assessment to be carried out by teaching staff using current risk assessments in place as a guide to add in further risks encountered due to Covid-19.</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. Competitions against other schools, such as fixtures, are prohibited. ● 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.			
13	D&T	All pupils and staff	<p>Where possible focus on activities that do not require sharing of equipment or close contact between groups of pupils.</p> <p>Classroom to be allocated equipment/materials. Tools and work areas to be cleaned thoroughly after use.</p>	4	3	12	Additional risk assessment to be carried out by teaching staff using current risk assessments in place as a guide to add in further risks encountered due to Covid-19.	3	3	9
14	Music, Dance and Drama	All pupils and staff	<ul style="list-style-type: none"> There may be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place. Singing, wind and brass instrument playing can be undertaken in line with the guidance, in particular the guidance available at working safely during coronavirus (COVID-19): performing arts and Department for Culture, Media and Sport (DCMS) <p>https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</p>	3	3	9	<p>Playing outdoors Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p>Playing indoors If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.</p> <p>Singing, wind and brass playing</p>	2	3	6

							<p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.</p> <p>Social distancing</p> <p>In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.</p> <p>Seating positions</p> <p>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</p> <p>Microphones</p> <p>Use microphones where possible or encourage singing quietly.</p>			
15	Breakfast Club and other After School Clubs	All pupils and staff	Clubs allowed to operate again	3	3	9				

			<p>Our Breakfast Club and after school club provider has been advised to keep children in small groups of no more than 15 children, with the same children each time whenever possible. Multiple groups of 15 pupils can use the same shared space if necessary, with distancing between the groups. Providers should work with parents, schools or settings to ensure that, as far as possible, children are kept in a group with other children from the same bubble they are in during the school day. Where it is not possible to keep children in the same bubbles as they are in during the school day, you should seek to keep children in consistent groups and frequently review these groups to minimise the amount of 'mixing'. They have also provided their own risk assessment.</p>						

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

Action	By Whom?	Deadline	Date Completed

Signature and review

Name of Manager:	N.Cummins	Signature of Manager:		Date:	04/03/2021
1st review undertaken on:		Signature of Manager:		Date:	
2nd review undertaken on:		Signature of Manager:		Date:	
3rd review undertaken on:		Signature of Manager:		Date:	