

## MODEL RISK ASSESSMENT FORM

|                            |                                       |                       |                      |  |
|----------------------------|---------------------------------------|-----------------------|----------------------|--|
| <b>Workplace</b>           | Dallington CE Primary School          | <b>Likelihood (L)</b> | <b>X</b>             | <b>Severity (S)</b>                            |
| <b>Department</b>          | Whole School                          | Almost Impossible     | 1                    | Insignificant (minor injury, no time off)      |
| <b>Risk Assessor</b>       | Paul Cox                              | Unlikely              | 2                    | Minor (injury and up to 7 days off)            |
| <b>Room/Area</b>           | Whole School                          | Possible              | 3                    | Moderate (injury causing more than 7 days off) |
| <b>Activity/Task</b>       | Managing Covid-19 in a school setting | Likely                | 4                    | Major (death or serious injury)                |
| <b>Date</b>                | 8th January 2022                      | Almost Certain        | 5                    | Catastrophic (multiple deaths)                 |
| <b>Benefit of activity</b> | <b>To ensure safe practices</b>       | <b>Low = 1-8</b>      | <b>Medium = 9-14</b> | <b>High = 15-25</b>                            |

This model document was updated on 4 January 2022.

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?<br>(the dangers that can cause harm) |  | Who is at Risk?                 | Control measures  | 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.   | <p><b>Potential transmission to clinically vulnerable staff and pupils</b></p> <p>Guidance is available in the <a href="#">Actions for schools during the Coronavirus Outbreak</a></p> | All members of school community | <p>Ensure that there is an understanding that:</p> <p>The UK Clinical Review Panel has recommended that no children and young people under the age of 18 should be considered CEV and under-18s should be removed from the Shielded Patient List. The chief executive of the UK Health Security Agency and head of NHS Test and Trace has written to parents of these children to inform them.</p>  | 1           | 2 | 2 | <p>Unless they are CEV, encourage parents/carers and staff to follow the <a href="#">guidance that applies to everyone</a>.</p> | 1  | 2 | 2 |
|  |  |                                 | <p>Children and young people previously considered CEV should attend school and should follow the same COVID-19 guidance as the rest of the population. However, if advised to isolate or reduce their social contact by their specialist, due to the nature of their medical condition or treatment, rather than because of the pandemic, they should continue to follow the advice of their specialist.</p> <p>Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found</p> | 1           | 3 | 3 |   | <p>While members of these groups are no longer required to shield, the school should appreciate arrangements being made for them to reduce their face-to-face contact during periods of high viral prevalence.</p> | 1 | 3 |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) |  | Who is at Risk?                     | Control measures   | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further? | Revised Risk Rating |   |   |
|--|--|-------------------------------------|--|-------------|---|---|--|---------------------|---|---|
|  |  |                                     |  | L           | S | R |  | L                   | S | R |
|  |  |                                     | <p>in the <a href="#">guidance on protecting people who are CEV from COVID-19</a>.</p> <p>Conduct an Individual Risk Assessment to help identify any additional action that needs to be taken to mitigate risks for any CEV members of staff</p> <p>Work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies relevant to the school community <a href="#">PHE review of the impact of Covid-19 on BAME groups</a></p> <p>The school will continue to assess the health and safety risks to staff and meet their equality duties as per their local procedures.</p> <p>Governors and leaders should pay regard to the wellbeing of all staff including the headteacher.</p> <p>Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> | 1           | 2 | 2 | <a href="#">Health and safety advice for schools</a>                             |                     |   |   |
|  |  |                                     |  | 1           | 3 | 3 |  |                     |   |   |
|  |  |                                     |  | 1           | 3 | 3 |  |                     |   |   |
|  |  |                                     |  | 1           | 3 | 3 |  |                     |   |   |
|  |  |                                     |  | 1           | 2 | 2 |  |                     |   |   |
| 2.   | <b>Risk of ongoing contamination from pupils and staff</b> | All members of the school community | Office workers who can work from home should do so from <b>Monday 13 December</b> . Anyone who cannot work from home should continue to go into work – for example, to access equipment necessary for their role or where their role must be completed in-person.  |             |   |   |  |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk? | Control measures  | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further? | Revised Risk Rating |   |   |
|--|-----------------|---|-------------|---|---|--|---------------------|---|---|
|  |                 |   | L           | S | R |  | L                   | S | R |
|  |                 | <p>Teaching and learning should not be moved online as a result of the work from home guidance.</p> <p>It is no longer necessary to keep pupils in consistent groups or 'bubbles'. Assemblies can resume and there is no longer a need to make alternative arrangements to avoid mixing at lunch. Music and PE lessons can continue as normal. However, schools should ensure that control measures are in place and well communicated:</p> <p><b>Hand hygiene:</b><br/>Frequent and thorough hand cleaning is regular practice. The school ensures that pupils clean their hands regularly with soap and water or hand sanitiser.</p> <p>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.</p> <p><b>Respiratory hygiene:</b><br/>The 'catch it, bin it, kill it' approach continues to be adhered to in school.</p> <p><b>Cleaning:</b><br/>Areas and equipment are cleaned regularly with a particular focus on frequently touched surfaces</p> | 1           | 2 | 2 |  |                     |   |   |
|  |                 |   | 1           | 2 | 2 |  |                     |   |   |
|  |                 |   | 1           | 2 | 2 |  |                     |   |   |
|  |                 |   | 1           | 2 | 2 |  |                     |   |   |
|  |                 |   | 1           | 2 | 2 |  |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk? | Control measures   | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further?  | Revised Risk Rating |   |   |
|--|-----------------|--|-------------|---|---|---|---------------------|---|---|
|  |                 |  | L           | S | R |   | L                   | S | R |
|  |                 | <p>The school follows the government guidance on <a href="#">cleaning of non-healthcare settings</a>.</p> <p><b>Ventilation:</b></p> <p>The school will be well ventilated with windows and doors opened to create air flow.</p> <p>CO2 monitors have been provided to all state-funded education settings from September, so staff can quickly identify where ventilation needs to be improved.</p> <p>Any poorly ventilated spaces will be identified in the risk assessment and steps taken to improve fresh air flow in these areas, giving particular consideration to when holding events where visitors such as parents are on site.</p> <p>Two KS2 classes can have poor ventilation – this is purely down to the numbers in the classes. All available doors and windows open.</p> <p>Adjust any mechanical ventilation systems to increase the ventilation rate where possible and check to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</p> <p>In the very few cases where an area of poor ventilation (sustained CO2 readings above 1500ppm) has been identified and this cannot be</p> | 1           | 2 | 2 | <p>The government has said that 7,000 air cleaning units will be provided to early years settings, schools and colleges, in an attempt to improve ventilation in teaching spaces. Schools will have to prove they are eligible for the units. All state schools can apply for these units if they meet the criteria. The eligibility criteria and how to apply can be found here.</p> |                     |   |   |
|  |                 |  | 1           | 2 | 2 |   |                     |   |   |
|  |                 |  | 1           | 2 | 2 |   |                     |   |   |
|  |                 |  | 1           | 3 | 3 |   |                     |   |   |
|  |                 |  | 1           | 2 | 2 |   |                     |   |   |
|  |                 |  | 1           | 2 | 2 |   |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk? | Control measures  | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further? | Revised Risk Rating |   |   |
|--|-----------------|---|-------------|---|---|--|---------------------|---|---|
|  |                 |   | L           | S | R |  | L                   | S | R |
|  |                 | <p>resolved through opening windows and doors or minor repair works, it may be appropriate to consider the use of an air cleaning unit as an additional mitigation whilst further remedial work is undertaken to improve ventilation</p> <p>We were not eligible for an air filter from the Government (DEC 21) Purchased our own</p> <p>The <a href="#">Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic</a> and <a href="#">CIBSE COVID-19 HYPERLINK "https://www.cibse.org/coronavirus-covid-19"advice</a> provides more information.</p> <p>Contingency plans are in place outlining how the school would operate if there were an outbreak within school or local area.</p> <p>The school will call the dedicated advice service who will escalate the issue to the local health protection team, where necessary and advise if any additional action is required, such as implementing elements of your contingency plan.</p> <p>Communicate to parents that pupils should not come into school if they have symptoms or have had a positive test result.</p> <p>Anyone who develops COVID-19 symptoms, will be sent home and told to follow public health advice.</p> | 1           | 3 | 3 |  |                     |   |   |
|  |                 |   | 1           | 2 | 2 |  |                     |   |   |
|  |                 |   | 1           | 2 | 2 |  |                     |   |   |
|  |                 |   | 1           | 2 | 2 |  |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk? | Control measures   | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further? | Revised Risk Rating |   |   |
|--|-----------------|--|-------------|---|---|--|---------------------|---|---|
|  |                 |  | L           | S | R |  | L                   | S | R |
|  |                 | <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible.</p> <p>Appropriate PPE should also be used if close contact is necessary.</p> <p>Further information on this can be found in the <u>use of PPE in HYPERLINK</u> "<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a>" education, childcare and children's social care settings guidance.</p> <p><b>Testing</b></p> <p>Close contacts in schools are now identified by NHS Test and Trace and education settings are not expected to undertake contact tracing.</p> <p>From <b>Tuesday 14 December</b>, a new national approach to daily testing for contacts of COVID-19 was introduced (including until the end of this term). All adults who are fully vaccinated and children aged 5 to 18 years and 6 months, identified as a contact of someone with COVID-19 – whether Omicron or not – should take a lateral flow device (LFD) test every day for 7 days instead of self-isolating and, unless they have a positive test result or develop symptoms at any</p> | 1           | 2 | 2 |  |                     |   |   |
|  |                 |  | 1           | 3 | 3 |  |                     |   |   |
|  |                 |  | 1           | 2 | 2 |  |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk? | Control measures  | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further?   | Revised Risk Rating |   |   |
|--|-----------------|---|-------------|---|---|--|---------------------|---|---|
|  |                 |   | L           | S | R |  | L                   | S | R |
|  |                 | <p>time, they should continue to attend school as normal.</p> <p>Once notified by NHS Test and Trace as a close contact, all eligible staff, pupils and students should take an LFD each day for 7 days and report the results through the <a href="#">Online Reporting System</a> and to their setting. If they test negative, they can continue to attend their education setting. Outside of the education setting, they should continue to follow the advice set out in the <a href="#">Sunday 12 December press release</a>. This approach should also be adopted over the winter break and on return in January.</p> <p>If they test positive, they should self-isolate and <a href="#">order a PCR test</a> to confirm the result. If the PCR is positive, they must self-isolate for 7 days. If the PCR test is negative, they no longer need to self-isolate but should continue to carry out the remainder of the daily tests, and only need to isolate if it is positive. <b>In the case of a positive PCR test, individuals may now take rapid lateral flow tests on day six and day seven of their self-isolation period. If those test results are negative, they no longer have to complete 10 full days of self-isolation.</b></p> <p>Further actions for educational settings may be advised by a local Incident Management Team</p> | 1           | 2 | 2 | <p>The government recommends that schools do not go on any international visits before the start of the autumn term. From the start of the new school term, you can go on international visits that have previously been deferred or postponed and organise new international visits for the future.</p> <p>Bubbles in wraparound provision are not required but the measures around cleaning, hand washing, and ventilation should be in place.</p> | 1                   | 2 | 2 |



| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk? | Control measures  | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further? | Revised Risk Rating |   |   |
|--|-----------------|---|-------------|---|---|--|---------------------|---|---|
|  |                 |   | L           | S | R |  | L                   | S | R |
|  |                 | <p>(IMT) investigating a suspected or confirmed case of COVID-19.</p> <p>Secondary schools should retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.</p> <p>The DfE have recently asked all secondary schools to provide an on-site test for pupils on return in January to boost participation and help reduce transmission after a period of mixing over the holidays.</p> <p>For those in settings closing over Christmas, all staff and students should test over the holidays in line with national guidance. This means that they should test if they will be in a high-risk situation that day and before visiting people who are at higher risk of severe illness if they get COVID-19.</p> <p>Communicate to parents that staff and pupils with a positive LFD test result should self-isolate in line with the <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>. They will also need to <a href="#">get a free PCR test to check if they have COVID-19</a>.</p> <p>Whilst awaiting the PCR result, the individual should continue to self-isolate. Additional</p> |             |   |   |  |                     |   |   |
|  |                 |   | 1           | 2 | 2 |  |                     |   |   |
|  |                 |   | 1           | 2 | 2 |  |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk? | Control measures   | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further? | Revised Risk Rating |   |   |
|--|-----------------|--|-------------|---|---|--|---------------------|---|---|
|  |                 |  | L           | S | R |  | L                   | S | R |
|  |                 | <p>information on <a href="#">PCR test kits for schools and further education providers</a> is available.</p> <p>The school will maintain its capacity to deliver high-quality remote education for the next academic year, <a href="#">for pupils who are of compulsory school age and pupils who are below compulsory school age but who would usually be taught in a class with compulsory school aged children (most commonly in a reception class)</a>. Including for pupils who are abroad and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school. Schools should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education. Full expectations for remote education, support and resources can be found on this link: <a href="https://get-help-with-remote-education.education.gov.uk/">https://get-help-with-remote-education.education.gov.uk/</a></p> <p>The school will consider combining class groups to ensure pupils remain in school during periods of high teacher absence due to Covid. The Department for Education has also told schools</p> | 1           | 2 | 2 |  |                     |   |   |
|  |                 |  | 1           | 2 | 2 |  |                     |   |   |
|  |                 |  | 1           | 2 | 2 |  |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk? | Control measures  | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further? | Revised Risk Rating |   |   |
|--|-----------------|---|-------------|---|---|--|---------------------|---|---|
|  |                 |   | L           | S | R |  | L                   | S | R |
|  |                 | <p>that, where there is a need for remote education, live streaming lessons is the "preferred method".</p> <p>Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. The school will access useful links and sources of support on <a href="#">promoting and supporting mental health and wellbeing in schools</a>.</p> <p>Educational visits can resume with risk assessments in place which include systems of controls at the destination. Check the provider has assessed the risk and implemented appropriate control measures. <a href="#">Any attendance restrictions should be reflected in the visits risk assessment and setting leaders should consider carefully if the educational visit is still appropriate and safe. Only students who are attending the setting should go on an educational visit. Education settings should consult the health and safety guidance on educational visits when considering visits.</a></p> <p>You MUST ensure there is adequate financial protection in place in the event of a COVID-19 cancellation. You MUST consult with your insurers to find out if there are any COVID-19 exceptions.</p> | 1           | 2 | 2 |  |                     |   |   |
|  |                 |   | 1           | 2 | 2 |  |                     |   |   |
|  |                 |   | 1           | 2 | 2 |  |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk? | Control measures  | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further? | Revised Risk Rating |   |   |
|--|-----------------|---|-------------|---|---|--|---------------------|---|---|
|  |                 |   | L           | S | R |  | L                   | S | R |
|  |                 | <p>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><b>Face Coverings</b></p> <p>Schools should have a small contingency supply of face masks available. <i>Children of primary school age and early years children should not be advised to wear face coverings.</i></p> <p>Schools should have a process for managing face coverings in school that is clearly communicated.</p> <p><i>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2021) and above are educated, it is recommended that face coverings should be worn by pupils, staff and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas. This is a temporary measure. In those schools where pupils in year 7 and above are educated, face coverings should be worn in classrooms. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. This is a</i></p> | 1           | 2 | 2 |  |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk? | Control measures   | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further? | Revised Risk Rating |   |   |
|--|-----------------|--|-------------|---|---|--|---------------------|---|---|
|  |                 |  | L           | S | R |  | L                   | S | R |
|  |                 | <p>temporary measure. The school will not ordinarily expect teachers to wear a face covering in the classroom if they are at the front of the class, to support education delivery, although the school will be sensitive to the needs of individual teachers. Pupils should also wear a face covering when travelling on public transport and dedicated transport to and from school. It is not advised that pupils and staff wear face coverings in classrooms.</p> <p>In primary schools, it is recommended that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas. Health advice continues to be that children in primary schools and early years children should not be asked to wear face coverings. Face coverings do not need to be worn when outdoors.</p> <p>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> <p>Leaders <b>MUST</b> ensure that school has enough tissues and bins available to support pupils and staff to follow the 'catch it, kill it, bin it' approach.</p> | 1           | 2 | 2 |  |                     |   |   |
|  |                 |  | 1           | 2 | 2 |  |                     |   |   |
|  |                 |  | 1           | 2 | 2 |  |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk? | Control measures   | 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 |
|  |                 | Reinforce routines of using a tissue to cough or sneeze and bins for tissue waste.   | 1           | 2 | 2 |  |                     |   |   |
|  |                 | Ensure all the usual building checks are undertaken to make the school safe.   | 1           | 2 | 2 |  |                     |   |   |
|  |                 | Health and Safety, and safeguarding policies and practices kept up to date in line with current DfE guidance.  | 1           | 2 | 2 |  |                     |   |   |
|  |                 | Keep risk assessments under regular review in line with government guidance.   | 1           | 2 | 2 |  |                     |   |   |
|  |                 | <p>Ensure the contingency plan outlines extra action to take if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting. The thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned. For most education and childcare settings, whichever of these thresholds is reached first:</p> <ul style="list-style-type: none"> <li>• 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or</li> <li>• 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period</li> </ul> |             |   |   |  |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) |  | Who is at Risk?                     | Control measures   | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further? | Revised Risk Rating |   |   |
|--|--|-------------------------------------|--|-------------|---|---|--|---------------------|---|---|
|  |  |                                     |  | L           | S | R |  | L                   | S | R |
|  |  |                                     | <p>At the point of reaching a threshold (outlined at the top of the document), review and reinforce the testing, hygiene and ventilation measures already in place and consider:</p> <ul style="list-style-type: none"> <li>• whether any activities could take place outdoors, including exercise, assemblies, or classes</li> <li>• ways to improve ventilation indoors, where this would not significantly impact thermal comfort</li> <li>• one-off enhanced cleaning focussing on touch points and any shared equipment</li> </ul> <p>Secondary schools should be aware that this only applies after the initial two tests are complete. Cases identified in the test-on-return period should not trigger extra measures or escalation to the DfE helpline.</p> |             |   |   |  |                     |   |   |
| 3.   | <b>Site Safety risks</b> <ul style="list-style-type: none"> <li>• Fire procedures</li> <li>• Lockdown</li> <li>• Movement for lunch / transitions</li> <li>• Toilets</li> <li>• Security including risk of theft</li> <li>• Data breaches</li> </ul> | All members of the school community | <p>SLT lead identified</p> <p>Continue taking the <a href="#">attendance register</a> and following up any absences in line with statutory guidance.</p> <p>School to follow risk assessments for premises and accessing outside equipment and areas.</p> <p>Toilets to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</p>   | 1           | 2 | 2 |  |                     |   |   |
|  |  |                                     |  | 1           | 2 | 2 |  |                     |   |   |
|  |  |                                     |  | 1           | 2 | 2 |  |                     |   |   |
|  |  |                                     |  | 1           | 2 | 2 |  |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) |  | Who is at Risk?                     | Control measures  | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further?  | Revised Risk Rating |   |   |
|--|--|-------------------------------------|---|-------------|---|---|---|---------------------|---|---|
|  |  |                                     |   | L           | S | R |   | L                   | S | R |
|  |  |                                     | <p>Share any updated fire evacuation information with all staff during daily briefing and with children.</p> <p>High expectations of how children move around school upheld by all members of staff.</p> <p>Any incidents are logged, and the risk assessment is evaluated, and changes made as a result of lessons learned.</p> <p>Reconsider e-safety policies and procedures in light of lessons learned during home learning.</p> | 1           | 2 | 2 | Arrange emergency drills as normal upon the return to school to ensure pupils are familiar with any changes   | 1                   | 2 | 2 |
|  |  |                                     |   | 1           | 2 | 2 |   |                     |   |   |
|  |  |                                     |   | 1           | 2 | 2 |   |                     |   |   |
|  |  |                                     |   | 1           | 2 | 2 |   |                     |   |   |
| 4.   | <b>Risk of transmission between parents and pupils during school drop-off and collection times</b>   | All members of the school community | Any parents who have had a positive test or who are displaying symptoms of COVID-19 should not be attending the school.   | 1           | 2 | 2 | Schools might consider issuing their own guidelines for Covid-safe behaviour on the premises. Any such guidance should be written up in consultation and collaboration with parents and pupils. | 1                   | 2 | 2 |
| 5.   | <b>Risks of possible transmission to pupils who travel to school by dedicated school transport (including statutory provision) or wider public transport</b> | Pupils                              | Recommend to parents and carers that face masks are worn in enclosed and crowded spaces where pupils may come into contact with people they don't normally meet. This includes public transport and dedicated transport to school or college.   | 1           | 2 | 2 |   |                     |   |   |



| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) |   | Who is at Risk?                     | Control measures  | 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 |
|  | The <a href="#">Actions for schools during the Coronavirus Outbreak</a> details the framework for transporting pupils to and from schools |                                     | <p><b>Dedicated school transport (including statutory provision)</b></p> <p>Liaise with the transport hub and check that they are fully aware of the health and safety procedures. <a href="mailto:mainstream-transport.cts@eastsussex.gov.uk">mainstream-transport.cts@eastsussex.gov.uk</a></p>   |             |   |   |  |                     |   |   |
| 6.   | <b>Risk of ongoing contamination from people (staff, parents/carers, visitors, contractors and/or deliveries) coming into school</b>      | All members of the school community | <p>In secondary schools, face coverings should be worn by pupils, staff and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas. In schools where pupils in year 7 and above are educated, face coverings should be worn in classrooms. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. This will be a temporary measure.</p> | 1           | 2 | 2 | Volunteers and visitors are welcome to visit schools but should be made aware of the control measures.   | 1                   | 2 | 2 |
|  |   |                                     | <p>In primary schools, it is recommended that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas.</p>  | 1           | 2 | 2 | Before visitors attend performances or sporting events, the school will encourage them to self-assess for symptoms of coronavirus (COVID-19). These are: | 1                   | 2 | 2 |
|  |   |                                     | <p>Ensure contractors, school meal providers, milk providers and fruit providers can fulfil all risk assessment requirements.</p> <p>Communicate clearly that anyone displaying symptoms of COVID-19 should not attend school and arrange to take a PCR test as soon as possible.</p>   | 1           | 2 | 2 | <ul style="list-style-type: none"> <li>a high temperature</li> <li>a new, continuous cough</li> </ul>  |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) |   | Who is at Risk?                     | Control measures   | 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 |
|  |   |                                     | Make arrangements for strict handwashing/sanitising procedures in place as soon as pupils/staff/visitors/contractors arrive in school.   | 1           | 2 | 2 | • a loss of, or change to, your sense of smell or taste   |                     |   |   |
| 7.   | Risk that contamination exists within the school environment due to ineffective hygiene measures.   | All members of the school community | Regular cleaning should take place of equipment and areas.   | 1           | 2 | 2 |   |                     |   |   |
|  |   |                                     | Risk assessment to identify any areas where cleaning should be more frequent.  | 1           | 2 | 2 |   |                     |   |   |
|  |   |                                     | Enhanced cleaning schedule in place to ensure effective hygiene standards comply with latest guidance - <a href="#">cleaning of non-healthcare settings</a> .  | 1           | 2 | 2 |   |                     |   |   |
|  |   |                                     | All handwashing sinks, soap dispensers, hand gel etc. are checked 3 times a day to ensure stock levels are adequate.   | 1           | 2 | 2 |   |                     |   |   |
|  |   |                                     | School leaders to inspect daily to ensure good/effective hygiene levels.   | 1           | 2 | 2 |   |                     |   |   |
| 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 | 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. | 1           | 2 | 2 | Positive cases and symptoms<br>Communicate to parents that contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being | 1                   | 2 | 2 |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk? | Control measures   | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further?   | Revised Risk Rating |   |   |
|--|-----------------|--|-------------|---|---|--|---------------------|---|---|
|  |                 |  | L           | S | R |  | L                   | S | R |
|  |                 | <p>These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school.</p> <p>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 <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>,</p> <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible.</p> <p>Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the <a href="#">use of PPE in education, childcare and children's social care settings</a> guidance. Any rooms they use should be cleaned after they have left.</p> <p>The household (including any siblings) should follow the PHE <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>.</p> | 1           | 2 | 2 | <p>a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact.</p> <p>Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:</p> <ul style="list-style-type: none"> <li>• they are fully vaccinated</li> <li>• they are below the age of 18 years and 6 months</li> <li>• they have taken part in or are currently part of an approved COVID-19 vaccine trial</li> </ul> |                     |   |   |

| What are the significant, foreseeable, hazards?<br><i>(the dangers that can cause harm)</i> | Who is at Risk? | Control measures   | 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 |
|   |                 | Headteachers should communicate to staff that if they are displaying symptoms they should be tested 'as soon as practicably possible.' | 1           | 2 | 2 | <ul style="list-style-type: none"> <li>they are not able to get vaccinated for medical reasons</li> </ul> <p>Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a <u>PCR test</u>. We would encourage all individuals to take a PCR test if advised to do so.</p> <p>Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. If in Year 7 or above they need to wear a face covering within the school and it is expected and recommended that these are worn when</p> |                     |   |   |



| What are the significant, foreseeable, hazards?<br><i>(the dangers that can cause harm)</i> | Who is at Risk? | Control measures | Risk Rating |   |   | What additional control measures can be put in place to reduce the risk further?  | Revised Risk Rating |   |   |
|---|-----------------|------------------|-------------|---|---|---|---------------------|---|---|
|   |                 |                  | L           | S | R |   | L                   | S | R |
|   |                 |                  |             |   |   | <p>travelling on public or dedicated transport.</p> <p>Seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents.</p> <p>Be clear about the thresholds for contacting PHE (listed above and at the top of the contingency plan)</p> |                     |   |   |

| What are the significant, foreseeable, hazards?<br>(the dangers that can cause harm) | Who is at Risk?      | Control measures  | 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 |
| 9. Contingency planning  | All pupils and staff | Contingency plans are in place and reviewed regularly. See LA model contingency plan (available via the Message Board). | 1           | 2 | 2 |  |                     |   |   |

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

| Action | By Whom? | Deadline | Date Completed |
|--------|----------|----------|----------------|
|        |          |          |                |
|        |          |          |                |
|        |          |          |                |
|        |          |          |                |

**Signature and review**

|   |          |                              |   |              |          |
|---|----------|------------------------------|---|--------------|----------|
| <b>Name of Manager:</b>                     | Paul Cox | <b>Signature of Manager:</b> |    | <b>Date:</b> | 1/1/2022 |
| <b>1<sup>st</sup> review undertaken on:</b> | Paul Cox | <b>Signature of Manager:</b> |  | <b>Date:</b> | 8/1/2022 |
| <b>2<sup>nd</sup> review undertaken on:</b> |          | <b>Signature of Manager:</b> |   | <b>Date:</b> |          |
| <b>3<sup>rd</sup> review undertaken on:</b> |          | <b>Signature of Manager:</b> |   | <b>Date:</b> |          |