

<h2>Risk Assessment</h2>

Location / Site	
RUSKINGTON WINCHELSEA PRIMARY SCHOOL	
Activity / Procedure	
RETURN OF ALL CHILDREN TO SCHOOL IN SEPTEMBER 2020	
Assessment date	
13/07/2020 – to be reviewed regularly	

Identify people at risk	
Staff	YES
Children	YES
Visitors incl. parents	YES
Contractors	YES

This assessment has been written following all advised control measures from Government Guidance and DfE directives.

The government has set out its intent and plan for all children to return to school full time from the start of September. It is based on a twin strategy of ‘limiting contact between pupils’ and ‘implementing hygiene measures’. Schools are told that ‘all elements of the system of controls are essential’ but ‘the way schools implement some of the requirements will differ based on their individual circumstances’.

The DfE has stated ‘if schools follow the guidance they can be confident they are managing risk effectively’.

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Issues of social distancing within the school setting resulting in transmission of the virus			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. Work in established class groups (‘bubbles’) with their own specified staff at all times. The government has recognised that social distancing is difficult for primary children to maintain and ‘that it is acceptable for them not to distance within their group’. However, children should be encouraged to be mindful of social distancing wherever possible 2. Arrange furniture to allow for children where possible to face forwards but children can sit next to each other. The government has recognised that in the primary school setting children 			

- are not expected to remain one metre apart in their own bubble but should avoid direct contact where possible.
3. Teachers and TAs should try to remain 2 metres away from the children at the front of the room whenever possible. The government recognises that this is not always possible particularly when working with younger children but in particular staff should avoid close face-to-face contact and minimise time spent within one metre of anyone.
 4. Children keep to their desks when in the room whenever possible and use the same desk when returning the next day
 5. Social distancing discussed and made explicit with the children – (include instructions how to work safely in classrooms, use of toilets, moving around the school, staying separated in outside areas etc)
 6. Instructions revisited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance if necessary
 7. Children isolated if cannot adhere to charter and spoken to re the need for appropriate behaviour if they are placing themselves or others at risk
 8. Lessons planned for individual work (not pairings or group work)
 9. Feedback – using interactive whiteboard and staff distancing not close interaction
 10. Teachers and TAs that are assigned to these children stay with these children throughout every day
 11. Children stay in allocated areas and outside spaces during the day and do not mix with other groups
 12. Bags, coats and lunchboxes can be stored in lockers but staff need to work together to organise timings to avoid congestion at key times such as start and end of day and breaks. Children should not access lockers unattended. Non-essential items should not be brought to school.
 13. Peripatetic music teachers, sports staff, Health and Wellbeing mentor, enhancement provision and PPA cover will all be able to teach across different groups of children but will need to minimise contact and should not mix children from different classes as much as possible. Staff external to school will need to provide their own risk assessments to satisfy school of their procedures.
 14. No school gatherings to take place such as assemblies, Christmas plays etc
 15. School needs to remain compliant with safeguarding processes and therefore fire drills will need to take place as usual (only once per term). However designated line up areas will be amended for social distancing and children will only remain on the playground for the shortest time possible e.g roll call or feedback to staff. Drill practice will be carried out individually in preparation for this by individual class groups.
 16. No extra-curricular clubs to take place as this would involve mixed year group bubbles and the movement of staff between allocated class bubbles.
 17. School trips for separate bubbles are permitted to take place as long as the usual risk assessments are completed which should now include reference to managing the risk of Covid 19 transmission. Overnight stays or residential elements are not yet acceptable.
 18. Parents' evenings/ workshops will not be able to take place in the usual format. Use of virtual technology may be explored as well as telephone/ email consultations.
 19. Staff will not congregate in the staffroom but should only use it minimally for preparing food or drinks.
 20. Staff should try to maintain social distancing in the timings of use of toilet facilities
 21. No breakfast club will be provided but parents will be able to drop off their children at 8.30 for them to access class groups early in order to support their working hours.
 22. After school care may continue to be offered through the link with First Steps. This provision will need to be sought by parents directly with First Steps and will adhere to their own risk assessment
 23. Staff meetings/ training will take place only when necessary in the hall and information will

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be place on the staffroom board or delivered through Teams where possible.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Issues of social distancing using toilets and possible poor hygiene resulting in direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Staff mindful of children leaving allocated spaces for access to the toilets and only one boy and one girl allowed to go to the toilet at a time 2. Allocated toilets for different groups of children – Diamond, Y1, Y2/Y3 and Y4/5/6 3. Staggered playtimes and lunchtimes implemented to reduce numbers of children accessing toilet facilities at the same time. Similarly this will reduce staff use of toilet facilities 4. Hand sanitiser used after toilet use on return to classrooms as well as washing hands 5. Extra soap etc ordered to ensure we do not run out 6. Posters and signs displayed in toilet areas reminding children of good hygiene 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Issues of social distancing for drop off and collection of pupils resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Allocated gates for parents and children to arrive and leave from : <ul style="list-style-type: none"> • Year 5 and 6 arrive at 8.45am and leave at 3.30pm (Year 5 through main gate Year 6 through field gates to enter/leave school by classroom fire doors) • Year 3 and 4 at 9am and leave at 3.15pm (Year 3 through main gate Year 4 through field gates to enter/leave school by classroom fire doors) • Year 1 and 2 at 9.15am and leave at 3pm (Year 2 through main gate Year 1 through field gates to enter/leave school by classroom fire doors) • Reception and Nursery arrive at 9.30am through field gates and leave at 2.45pm through the front access of Diamond classroom) • Parents should say their goodbyes quickly to children at the gate in the morning but will be invited to access the playground at the end of the day (remaining mindful of social 			

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- distancing from each other) for safe handing over of children.
- Parents are asked to leave school grounds quickly and the car parking areas to facilitate smooth transition for the following groups.
 - Parents are encouraged to leave cars at home or park elsewhere, walk or use bikes to limit the congestion beyond the school gates.
 - Children from families where there are children in more than one year group should attend at the times allocated to the oldest child.
 - Parents needing breakfast club facilities should bring their children at 8.30am who will then access their own class bubbles. There will be no dedicated Breakfast club and no food/drink provided and therefore no payments. This will need to be pre-booked through the office.
2. Instructions communicated to parents re social distancing between families when on school grounds. These instructions will include no contact with staff and no entry to the school building. Only one parent should collect from school grounds and where possible should not bring younger pre-school children with them
 3. Signage for parents and children displayed in a number of locations including playground notice board
 4. DHT and HT to be on duty to supervise (office staff to take over if DHT or HT are unavailable)

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	<u>MEDIUM</u>	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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Issues of social distancing during playtimes resulting in direct transmission of the virus

Existing level of risk		Consider current level of risk	
<u>HIGH</u>	MEDIUM	LOW	NEGLIGIBLE

<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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1. Staggered playtimes and allocated play areas. The hard surface will be divided into three distinct areas over playtimes so that each class group can maintain a separate area – Years 4-6 10.10-10.25 and Years 1-3 10.35-10.50 in the morning and Years 1-3 2.00-2.10 and Years 4-6 2.20-2.30 in the afternoon. There will need to be strong time keeping from staff so that there is no risk of group congestion. Diamond class will use their own play areas.
2. Staggered outside use at lunchtimes – Years 1-3 use playground spaces as breaktimes from 12-12.30 before eating whilst Years 4-6 eat inside (hot dinners served in class groups from external workspaces to children in classes, packed lunches in classrooms). This is then reversed from 12.30-1pm. External classroom space for Year 1-3 can be used for the last ten minutes of the lunch hour if they have finished eating.
3. Reduced use of playtime equipment. If used this equipment should be thoroughly cleaned or left for 48 hours/72 hours between bubbles.
4. Games discussed which encourage social distancing – football passing, skipping, hop scotch
5. Staff supervision throughout – actively encouraging safe practice

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	<u>MEDIUM</u>	LOW	NEGLIGIBLE

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<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Issues of social distancing when eating lunch resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
<u>HIGH</u>	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Farm Kitchen will provide hot meals in separate containers for each grouping to ensure that food remains hot until it is ready to be served. This will require three separate containers – Diamond. Year 1-3 and Years 4-6. Office staff will be responsible for communicating with Farm Kitchen and in-school midday supervisors to ensure that pupil numbers and registers are shared effectively 2. Children eat in their allocated spaces or outside in class groups. The hard surface will be divided into three distinct areas over lunchtimes so that each class group can maintain a separate area in the same way as outlined for playtimes. Diamond class will use their own play areas. 3. Staggered outside use at lunchtimes – Years 1-3 use playground spaces from 12-12.30 before eating whilst Years 4-6 eat inside (hot dinners served in class groups from external workspaces to children in classes, packed lunches in classrooms). This is then reversed from 12.30-1pm. External classroom space for Year 1-3 can be used for the last ten minutes of the lunch hour if they have finished eating (outside fire door area for Year 1, mobile classroom area for Year 2 and concrete area outside fire door for Year 3) 4. Midday supervisors will be allocated to specific year groups and will remain with these every day rather than rotating (Mandi and Julie with Diamond, Karen D and Daisy with Years 1-3 and Gina and Donna with Years 4-6). Midday supervisors will be responsible for organising crockery and cutlery and will serve meals in allocated group areas – within Diamond class, outside Year 1 for Years 1-3 and outside Year 6 for Years 4-6. Midday supervisors will serve the food directly to relevant children in classes rather than children collecting it themselves. 5. Midday supervisors will be responsible for organising the collection and disposal of waste food in each bubble setting 6. Class bubbles will be overseen by their allocated teacher and TA 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	<u>MEDIUM</u>	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Issues of social distancing in the corridors resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	<u>MEDIUM</u>	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Children stay in their allocated spaces, accessed outside from classroom external fire doors 2. One child going to toilet at one time. Agree instructions with children concerning going and 			

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returning to toilet 3. Messages to and from offices limited wherever possible (only between adults – children should remain in bubbles). Messages should be relayed by email where possible unless time sensitive. 4. Staff use space to maximise the distance between each other 5. Where possible, movement between internal spaces is limited and avoids corridor use and uses external routes 6. When moving groups around the school be mindful of other groups and maintain social distancing 7. Limit use of lining up wherever possible as this increases the time children spend in closer proximity to each other. Sometimes this is necessary e.g. for release of children to parents at the end of the day. 8. The government has stated that contact would need to be for 15 minutes in close proximity and therefore where children or adults only pass each other fleetingly the risk of virus spread is low (see government guidance on Track and Trace)			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	<u>LOW</u>	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Contact of shared resources resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
<u>HIGH</u>	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Children have their own sets of resources, books, pens/pencils etc and packs of stationary 2. Safe organisation of additional resources for individuals if needed for specific activities – maths cubes etc 3. Children within bubbles can share resources such as books and games but these items should be cleaned regularly as well as frequently touched surfaces. 4. Teachers should follow the principle that if items are left untouched for 48 hours (72 hours for plastics) then transmission of the virus is reduced. This does not require high levels of cleaning. 5. Resources/ toys cleaned each night and left to dry if needed the next day and not the same person using them the next day 6. Tables, door handles and other surfaces cleaned every night 7. Lessons planned so resources are individual and not shared – or on whiteboard 8. Resources on tables ready for lesson and not distributed within the lesson 9. Plastic wallets/bags used for individual resources 10. Children encouraged to wash hands / use hand sanitiser before and after each lesson 11. Computers not used, ipads distributed to class groups for individual use and screen wipes regularly used for cleaning 12. ICT suite remains out of use to children 13. Hall space can be used for activities such as PE but the use of any equipment must include the cleaning of resources at the end of a session. 14. Teachers should continue to tidy and Hoover their classrooms at the end of each day to enable deep cleaning to take place after school. 			

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15. Reading books can go home with children but principles of cleaning should be applied on their return. Homework tasks set should also be mindful of safe practice and only involve activities that contribute directly to pupils' education (rather than 'fun' tasks)
16. Teachers will need to take books home for marking but should follow good hygiene protocols in both school and home settings and in transit.
17. Teachers may need to make/ prepare resources for lessons at home and should follow good hygiene protocols in their preparation, storage and transit
18. In all cases where books or other resources are passed between home and school staff should follow hygiene protocols for cleaning or use the rules of 48/72 hours for items to be untouched to reduce the risk of transmission. This may mean some amendments to marking expectations in terms of how quickly

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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Emotional distress of the children

Existing level of risk		Consider current level of risk	
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HIGH	MEDIUM	LOW	NEGLIGIBLE
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<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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1. Children to have familiar class teacher and TA that remains with them at all times in their class bubble
2. Staff to remain vigilant of needs of children and adapt expectations accordingly, providing the high level of pastoral care Winchelsea has embedded.
3. Individual provision provided as safely as possible (may include the use of PPE) where possible for children who are distressed
4. Adapted curriculum to be delivered to support children's well-being – slowly increasing the cognitive load as children become more settled into familiar routines. There will need to be a focus on PHSE especially in the first initial weeks as school returns fully and weekly planning should reflect this.
5. Recommendations are that physical activity supports mental health and well-being and therefore opportunities to include active learning in other curriculum subjects should be reflected in weekly planning.
6. Access to the Health and Wellbeing mentor within school two days a week for identified pupils with specific needs
7. Staff should be mindful of children's heightened anxiety on return to school, especially those who have not accessed school since March, and where necessary put in place appropriate support systems such as assistance for accessing school at the start of the day, as separation from parents is likely to be difficult.

Remaining level of risk		Consider level of risk following use of control measures	
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HIGH	MEDIUM	LOW	NEGLIGIBLE
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<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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Emotional distress of the staff – including anxiety			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Inclusion in risk assessment process – sharing of hazard identification and control measures 2. Staff meeting – virtually and physically safely distanced – to discuss concerns and share control measures 3. Sharing of support helplines available to staff 4. SLT members of staff available for staff to share concerns with 5. Risk assessments reviewed regularly to assess the ongoing delivery of provision 6. Non-contact time provided weekly for marking, planning and preparation 7. Extremely vulnerable staff (and those shielding) working from home (following clear government guidelines) 8. Awareness of staff health over time and adaptations to provision as necessary 9. Staff may choose to use their own PPE to feel more secure within the school setting. 10. Staff are provided with appropriate levels of sanitiser and other cleaning equipment within their own working spaces 11. Staff are kept informed of how to access testing if they have concerns about their own health or show symptoms of the virus. 12. All staff to provide support to each other and be mindful of each other’s mental health and wellbeing 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Ensure parents are informed of the expectations of behaviour in school in current circumstances. 2. Should restraint or close contact be needed this should only be the very last measure put in place. Parents will be called to collect their child immediately and will be asked to manage their child should physical contact be required. 3. PPE available in school for this purpose only 4. Extra gloves ordered 5. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way that places staff or other pupils at risk. In these exceptional times, parents will be informed that if their child’s behaviour places others at risk the school may have to pursue fixed term exclusions once other strategies have been exhausted 			

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Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus

Existing level of risk		Consider current level of risk	
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HIGH	MEDIUM	LOW	NEGLIGIBLE
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<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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1. Hand sanitiser available for all groups
2. Hand sanitiser ordered in large quantities
3. Extra soap dispensers/ towels/ tissues for all groups
4. Children wash hands or use hand sanitiser on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze
5. Adherence to use of ‘catch it, kill it, bin it’ to ensure the minimising of germs spreading
6. Washing hands reminders placed in all washing areas
7. Sanitiser available in outdoor locations, near entrances and exits, to provide additional opportunities for hand cleaning
8. Reminders how to wash hands properly – videos/ direct teaching
9. Children to wear clean school uniform each day
10. Children to take PE kit home regularly for washing after use

Remaining level of risk		Consider level of risk following use of control measures	
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HIGH	MEDIUM	LOW	NEGLIGIBLE
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<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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Risk of infection due to lack of cleaning resulting in indirect transmission of the virus

Existing level of risk		Consider current level of risk	
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HIGH	MEDIUM	LOW	NEGLIGIBLE
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<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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1. All surfaces, handles, toilets and shared equipment will be cleaned each day using Milton
2. Gloves and other appropriate clothing will be worn by all cleaning staff
3. Some resources will be rotated and left to de-contaminate for 48 hours or 72 hours to reduce the risk of indirect transmission
4. Soft furnishings and soft / cloth toys will be removed from use in classrooms
5. All staff need to be responsible for cleaning their own working spaces at the end of the day and vacating school by 4pm to allow deeper cleaning to be done ready for the following day.
6. Caretaker and cleaner to ensure cleaning is carried out thoroughly in all areas, especially toilets, overseen by Business Manager in line with Performance Management
7. More cleaning cloths and solutions to be ordered so cloths can be used once and boil cleaned every night.

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Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus

Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Control measures	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home if guidance recommends this
2. Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work at home or work in school adhering to strict 2 metre social distancing from colleagues and children.
3. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this risk assessments

These three statements are lifted straight from government guidance.

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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Risk of spreading virus due to contact with external visitors to the site

Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Control measures	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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1. Office staff should not have contact with parents as they will not be permitted to enter the building. Signage should be displayed by office staff with this information.
2. Office staff should reduce unnecessary contact with deliveries and other visitors by making arrangements with those expected to visit the site prior to reopening e.g. Farm Kitchen
3. Where possible deliveries should be left at the site gate and collected by office staff.
4. Anyone entering the building needs to wash or sanitise hands on entry and maintain social distancing at all times.
5. Visitors should provide contact details for track and trace purposes and these should be collected by office staff on visitors' arrival. Following regulations these will be kept for 21 days.
6. Where visitors have access the site they should be aware of the school's procedures in managing risk and office staff should make this explicit

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7. Visitors should not have contact with children (with the exception of educational provision such as music lessons and sports coaching)
8. Office staff are responsible for ensuring that the gates are open and closed for drop off and pick up times if HT and DT are not available.
9. There will be no external lettings using school facilities beyond school opening hours

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Maintaining education remotely should there be a further local or national lockdown			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Teachers to continue to provide work opportunities on Twitter every Monday by midday and through Mathletics and Spellodrome as they have throughout lockdown 2. Introduce the new programme of Accelerated Reader and MyOn to support children’s reading at home 3. Teachers to provide some opportunities for direct online teaching using Microsoft Teams or a similar platform at least once a week 4. School to provide information to parents about how this provision will operate and ensure that they have every opportunity to know how to engage and access the provision 5. Ensure parents are aware of their responsibility for accessing home learning to ensure that their children maintain the best possible education they can 6. Teachers to contact parents by phone once a week to maintain contact with pupils and monitor home learning progress as well as emotional health and well-being 7. School to offer support to parents who may have difficulty in either accessing or delivering home learning 8. School to provide provision in school for key workers’ children if required 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

OVERALL level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Headteacher’s comments		Insert comments relevant to findings as appropriate	
<p>Although this risk assessment is thorough and has identified a multitude of strategies to mitigate the risks identified, the scientific research and findings made available to the profession regarding the children’s responses to Covid-19 and their role in its transmission are not extensive and therefore I believe the risk levels still remain a moderate risk within the school environment.</p> <p>Despite the very detailed practices being put in place through this risk assessment this plan will be</p>			

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impossible to implement if the following circumstances arise:

1. The government implement a national lockdown due to a rise in the spread of the virus nationally which necessitates all schools to close
2. The government of local council implement a localised lockdown due to a rise in the spread of the virus locally which necessitates Winchelsea school to close
3. The school has a confirmed case within the school setting. In these circumstances the school will report to Public Health who will provide instruction of the next steps. This may lead to full or partial school closure.
4. A member of the school community is contacted through the Track and Trace systems in place which requires them and possibly other school staff to self-isolate. The school will report to Public Health who will provide instruction of the next steps. This may lead to full or partial closure.
5. Staff becoming unwell (not linked to the virus) and staffing levels cannot be maintained to fulfil the requirements of this risk assessment which may lead to partial closure of some class bubbles.

Should any of these five circumstances arise the provision highlighted in the final section in regard to home schooling will be the only part of the risk assessment that will be able to be adhered to.

Name of Headteacher	Signature of Headteacher	Date
Miss Helen Duckett	<i>Helen Duckett</i>	13.07.2020

<p>Comments from the Critical Incident team (Pegasus committee)</p>	<p>It has been agreed that this risk assessment will be reviewed by the Pegasus committee in consultation with staff initially in the first half term. Staff will be able to communicate through a form made available on Microsoft Teams to highlight any areas regarding practices in school that can be addressed or amended.</p> <p>Governors independent of the Pegasus committee will carry out monitoring visits to review procedures.</p> <p>Although this is a working document this risk assessment will remain in place as it stands until October half term at the earliest unless government directives change.</p>
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Members of Critical Incident Team (Pegasus committee)	Signature of members	Date
<p>Miss Alison Stewart (Deputy Head) Mr Matthew Evans (Chair of Governors) Mrs Ruth Rowlands (School Business Manager) Mr Steven Riley (Site Manager/ Caretaker)</p>		

Risk assessment reviews	To be reviewed on a regular basis
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