

WILLINGDON COMMUNITY RISK ASSESSMENT FORM

Workplace	WILLINGDON COMMUNITY SCHOOL	Likelihood (L)	X	Severity (S)
Department	EDUCATION - SECONDARY	Almost Impossible	1	Insignificant (minor injury, no time off)
Risk Assessor	EMILY MAY/ANDY WEBB	Unlikely	2	Minor (injury and up to 7 days off)
Room/Area	WHOLE SCHOOL ENVIRONMENT	Possible	3	Moderate (injury causing more than 7 days off)
Activity/Task	Managing Covid-19 in a school setting	Likely	4	Major (death or serious injury)
Date	06.01.2022	Almost Certain	5	Catastrophic (multiple deaths)
Benefit of activity	EDUCATION FOR 11 TO 16 SECONDARY SETTING	Low = 1-8	Medium = 9-14	High = 15-25

This model document was updated by the DfE to schools on **4 January 2022**. (Latest changes highlighted in yellow)

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 students (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?	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>Potential transmission to clinically vulnerable staff and Students</p> <p>Guidance is available in the Actions for schools during the Coronavirus Outbreak</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>	2	3	6				
			<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 in the guidance on protecting people who are CEV from COVID-19.</p>	2	3	6				

What are the significant, foreseeable, hazards? (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>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> <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 PHE review of the impact of Covid-19 on BAME groups</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. For further information for school see Health and safety advice for schools</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>	2	4	8				
			2	4	8				

What are the significant, foreseeable, hazards? (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		
2.	Risk of ongoing contamination from students and staff	All members of the school community	<p>It is no longer necessary to keep students 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 the following control measures are in place and well communicated:</p> <p>Hand hygiene: Frequent and thorough hand cleaning is regular practice. The school ensures that students 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>Respiratory hygiene: The 'catch it, bin it, kill it' approach continues to be adhered to in school.</p> <p>Cleaning: Areas and equipment are cleaned regularly with a particular focus on frequently touched surfaces</p>	2	3	6						
				2	3	6						

What are the significant, foreseeable, hazards? (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 <u>cleaning of non-healthcare settings</u>.</p> <p>Ventilation:</p> <p>The school will be well ventilated with windows and doors opened to create air flow.</p> <p>CO2 monitors has been provided to all state-funded education settings during the Autumn Term, so staff can quickly identify where ventilation needs to be improved. Further information will be issued as monitors are rolled out and received in schools.</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>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 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</p>	2	3	6				
			2	3	6				

The government has said that 7,000 air cleaning units will be provided to early years settings.

What are the significant, foreseeable, hazards? (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>additional mitigation whilst further remedial work is undertaken to improve ventilation</p> <p>The <u>Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic</u> and <u>CIBSE COVID-19 HYPERLINK "https://www.cibse.org/coronavirus-covid-19"advice</u> 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 students 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> <p>If a student 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>	2	3	6	<p>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>			

What are the significant, foreseeable, hazards? (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>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> "https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care" education, childcare and children's social care settings guidance.</p> <p>Testing</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 Tuesday 14 December, a new national approach to daily testing for contacts of COVID-19 was introduced. 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 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, students and students should take an LFD each day for 7 days and</p>	2	3	6						
			2	4	8						

What are the significant, foreseeable, hazards? (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>report the results through the <u>Online Reporting System</u> 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 <u>Sunday 12 December press release</u>. 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 <u>order a PCR test</u> 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. 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.</p> <p>Further actions for educational settings may be advised by a local Incident Management Team (IMT), investigating a suspected or confirmed case of COVID-19.</p> <p>Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until</p>	2	4	8				

What are the significant, foreseeable, hazards? (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>further notice so they can offer testing to students who are unable to test themselves at home.</p> <p>The DfE have recently asked all secondary schools to provide the opportunity for an on-site test for students on return in January 2022 to boost participation and help reduce transmission after a period of mixing over the holidays.</p> <p>Communicate to parents that staff and students with a positive LFD test result, should self-isolate in line with the <u>stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>. They will also need to <u>get a free PCR test to check if they have COVID-19</u>.</p> <p>Whilst awaiting the PCR result, the individual should continue to self-isolate. Additional information on <u>PCR test kits for schools and further education providers</u> is available.</p> <p>The school will maintain its capacity to deliver high-quality remote education for the next academic year, for students who are of compulsory school age. Including for students who are abroad and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p>	2	3	6				
			2	3	6				

What are the significant, foreseeable, hazards? (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 remote education provided should be equivalent in length to the core teaching students would receive in school. This will be provided using both Google Classroom and via Edulink. Schools should work collaboratively with families and put in place reasonable adjustments so that students 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: https://get-help-with-remote-education.education.gov.uk/</p> <p>The school will consider combining class groups to ensure students remain in school during periods of high teacher absence due to Covid. The Department for Education has also told schools that, where there is a need for remote education, live streaming lessons is the "preferred method".</p> <p>Some students 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 promoting and supporting mental health and wellbeing in schools.</p> <p>Educational visits can resume with risk assessments in place which include systems of</p>	2	3	6				
			2	3	6				

What are the significant, foreseeable, hazards? (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>controls at the destination. Check the provider has assessed the risk and implemented appropriate control measures. 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 latest health and safety guidance on educational visits when considering visits.</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> <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>Face Coverings</p> <p>Where students 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 students, staff and adult visitors when moving around the premises,</p>	2	4	8				
			2	4	8				

What are the significant, foreseeable, hazards? (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>outside of classrooms, such as in corridors and communal areas. This is a temporary measure.</p> <p>In those schools where students 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 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.</p> <p>Students should also wear a face covering when travelling on public transport and dedicated transport to and from school.</p> <p>Outside of any contingency measures, the wearing of face coverings remains optional to students and staff who wish to wear them.</p> <p>Schools should have a small contingency supply of face masks available.</p> <p>Schools should have a process for managing face coverings in school that is clearly communicated.</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to</p>	2	4	8				
			2	4	8				

What are the significant, foreseeable, hazards? (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>remove or put them on – and the safe storage of them in individual, sealable plastic bags between use.</p> <p>Leaders MUST ensure that school has enough tissues and bins available to support students 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.</p> <p>Ensure all the usual building checks are undertaken to make the school safe.</p> <p>Health and Safety, and safeguarding policies and practices kept up to date in line with current DfE guidance.</p> <p>Keep risk assessments under regular review in line with government guidance.</p> <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"> • 5 children, students, students or staff, who are likely to have mixed closely, test 	2	4	8				
			2	4	8				

What are the significant, foreseeable, hazards? (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>positive for COVID-19 within a 10-day period; or</p> <ul style="list-style-type: none"> 10% of children, students, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period <p>At the point of reaching a threshold (outlined in the bullet points above) review and reinforce the testing, hygiene and ventilation measures already in place and consider:</p> <ul style="list-style-type: none"> whether any activities could take place outdoors, including exercise, assemblies, or classes ways to improve ventilation indoors, where this would not significantly impact thermal comfort one-off enhanced cleaning focussing on touch points and any shared equipment 	2	4	8				
3.	Site Safety risks <ul style="list-style-type: none"> Fire procedures Lockdown Movement for lunch / transitions Toilets Security including risk of theft Data breaches 	All members of the school community	<p>SLT lead identified</p> <p>Continue taking the attendance register 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 students must be encouraged to clean their hands thoroughly after using the toilet.</p>	2	3	6				

What are the significant, foreseeable, hazards? (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>Arrange emergency drills as normal upon the return to school to ensure students are familiar with any changes</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>	2	3	6				
4.	Risk of transmission between parents and students during school drop-off and collection times	All members of the school community	<p>Any parents who have had a positive test or who are displaying symptoms of COVID-19 should not be attending the school.</p> <p>School, by way of signage, to continue to limit numbers coming into Reception area at any one time, and encouraging the continued use of face coverings when in school, to promote Covid-safe behaviour on the premises.</p>	2	4	8				
5.	Risks of possible transmission to students who travel to school by	Students	Recommend to parents and carers that face masks are worn in enclosed and crowded spaces where students may come into contact with people they don't normally meet. This includes							

What are the significant, foreseeable, hazards? (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>dedicated school transport (including statutory provision) or wider public transport</p> <p>The Actions for schools during the Coronavirus Outbreak details the framework for transporting students to and from schools</p>		<p>public transport and dedicated transport to school or college.</p> <p>Dedicated school transport (including statutory provision)</p> <p>Liaise with the transport hub and check that they are fully aware of the health and safety procedures. mainstream-transport.cts@eastsussex.gov.uk</p>	2	3	6				
6.	<p>Risk of ongoing contamination from people (staff, parents/carers, visitors, contractors and/or deliveries) coming into school</p>	All members of the school community	<p>In secondary schools, face coverings should be worn by students, 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> <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</p>	2	3	6				

What are the significant, foreseeable, hazards? (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>and arrange to take a PCR test as soon as possible.</p> <p>Make arrangements for strict handwashing/sanitising procedures in place as soon as students/staff/visitors/contractors arrive in school.</p> <p>Volunteers and visitors are welcome to visit schools but should be made aware of the control measures.</p> <p>Before visitors attend performances or sporting events, the school will encourage them to self-assess for symptoms of coronavirus (COVID-19). These are:</p> <ul style="list-style-type: none"> • a high temperature • a new, continuous cough • a loss of, or change to, your sense of smell or taste 	2	3	6				
7.	Risk that contamination exists within the school environment due to ineffective hygiene measures.	All members of the school community	<p>Regular cleaning should take place of equipment and areas.</p> <p>Risk assessment to identify any areas where cleaning should be more frequent.</p> <p>Enhanced cleaning schedule in place to ensure effective hygiene standards comply with latest guidance - cleaning of non-healthcare settings.</p>	2	3	6				

What are the significant, foreseeable, hazards? (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>All handwashing sinks, soap dispensers, hand gel etc. are checked 3 times a day to ensure stock levels are adequate.</p> <p>School leaders to inspect daily to ensure good/effective hygiene levels.</p>							
8.	Risk of transmission from students 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>Positive cases and symptoms</p> <p>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 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"> • they are fully vaccinated • they are below the age of 18 years and 6 months • they have taken part in or are currently part of an approved COVID-19 vaccine trial 	2	3	6				

What are the significant, foreseeable, hazards? (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
		<ul style="list-style-type: none"> they are not able to get vaccinated for medical reasons <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 it is expected and recommended that these are worn when travelling on public or dedicated transport.</p> <p>Seek public health advice if a student, 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 below and in Section 2 as part of the top of the contingency plan).</p>	2	3	6				
			2	4	8				

What are the significant, foreseeable, hazards? (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		
		<ul style="list-style-type: none"> • 5 children, students, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or • 10% of children, students, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period <p>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 students.</p> <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 guidance for households with possible or confirmed coronavirus (COVID-19) infection,</p>	2	4	8						
			2	4	8						

What are the significant, foreseeable, hazards? (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 student 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 use of PPE in education, childcare and children's social care settings guidance. Any rooms they use should be cleaned after they have left.</p> <p>The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p> <p>Headteachers should communicate to staff that if they are displaying symptoms they should be tested 'as soon as practicably possible.'</p>	2	4	8				
9.	Contingency planning	All students and staff	Contingency plans are in place and reviewed regularly. See LA model contingency plan (available via the Message Board).	2	3	6				

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

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

Update guidance upon Sept return – v1.0	AJW/EBE/CHA	03.09.21	03.09.21
Update guidance following Dec 14 th changes – v2	AJW/EBE/CHA	14.12.21	16.12.21
Update guidance following Jan 4 th changes – v3	AJW/EBE/CHA	04.01.22	06.01.22

Signature and review

Name of Manager:	EMILY MAY/ANDY WEBB	Signature of Manager:	SIGNATURE HELD IN SCHOOL	Date:	03.09.21
1st review undertaken on:	EMILY MAY/ANDY WEBB	Signature of Manager:	SIGNATURE HELD IN SCHOOL	Date:	16.12.21
2nd review undertaken on:	EMILY MAY/ANDY WEBB	Signature of Manager:	SIGNATURE HELD IN SCHOOL	Date:	06.01.22
3rd review undertaken on:		Signature of Manager:		Date:	