

Hailsham Community College Coronavirus Risk Assessment

Written using Government Guidance published on 2nd July 2020; updated as new guidance issued. Last guidance update 7th January 2021

[Guidance for Full Opening: schools](#)

Updates are highlighted in yellow.

Likelihood (L)	X	Severity (S)
Almost Impossible	1	Insignificant (minor injury, no time off)
Unlikely	2	Minor (injury and up to 7 days off)
Possible	3	Moderate (injury causing more than 7 days off)
Likely	4	Major (death or serious injury)
Almost Certain	5	Catastrophic (multiple deaths)

Low = 1-8	Medium = 9-14	High = 15-25
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Issue/Risk	Who is at Risk?	Risk rating 1 (low) - 5 (high) Likelihood x Severity	Control Measures	Revised risk rating 1 (low) - 5 (high) Likelihood x Severity	Person Responsible
Potential contamination arising from the staff and pupils working onsite during the preparation for the full reopening of school General risk due to increased numbers on	Staff Learners	4 x 4=16	<ul style="list-style-type: none"> Maintain and monitor the current partial reopening risk assessment until full reopening Follow adapted health, safety and safeguarding guidance. Tell staff, pupils, parents/carers and any visitors to the college not to enter if they are displaying any symptoms of coronavirus, using the guidance COVID-19: guidance for 	2 x 4 = 8	SLT/DOLS

pupils, staff and visitors on site			<p>households with possible coronavirus infection</p> <ul style="list-style-type: none"> • Do not admit any visitors to the college unless it is absolutely necessary in order to safeguard students. • Staff and students who are clinically extremely vulnerable are advised to work from home and not come into college. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past. Staff should talk to their employers about how they will be supported, including being able to work from home. • Appropriate arrangements need to be made for CEV students to enable them to continue their education at home • All other staff should work from home if at all possible. If it is not possible to work from home, staff can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable. Appropriate control measures should be followed. • Follow published procedures for dealing with a suspected or confirmed case of coronavirus • Adhere to college opening times to reduce time spent on site • Ensure that all senior staff are familiar with the DfE full return opening guidance. • Guidance for full opening – schools • 		
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			<ul style="list-style-type: none"> • All educational visits are suspended until further notice • Residential visits, both domestic and overseas, are suspended until further notice • Students to be kept in small groups of no more than 15 with distancing between the groups if they need to share a space • After School Care Providers should work with parents, schools or settings to ensure that, as far as possible, children are kept in a group with other children from the same bubble they are in during the school day. Where it is not possible to keep children in the same bubbles as they are in during the school day, you should seek to keep children in consistent groups and frequently review these groups to minimise the amount of 'mixing' 		
<p>Social Contact: risk of transmission from pupils and staff who have been in contact with the virus or are showing symptoms</p>	<p>Staff Learners Visitors</p>	<p>3 x 4 = 12</p>	<ul style="list-style-type: none"> • Follow latest government guidance with regards to critical workers and vulnerable learners • Follow government guidance for any member of the college community that displays symptoms of coronavirus. • Isolate person showing symptoms • COVID-19: guidance for households with possible coronavirus infection guidance • Remind of social distance throughout the college by way of signage, tape on the floors and verbal reminders • Organise classrooms and social spaces (dining hall) to enable appropriate social distancing. 	<p>2 x 4 = 8</p>	<p>All staff/SW</p>

			<ul style="list-style-type: none"> • Maintain distance between people whilst inside and reducing the amount of face to face contact time. • Staff should especially ensure that distance and ventilation is maintained in shared office spaces. Office spaces now have signage stipulating maximum occupancy – this must be adhered to at all times. • It is advised that staff in secondary schools maintain distance from their students by staying at the front of the class. • Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. • Face coverings should be worn in all areas of the college where social distancing cannot be maintained, including classrooms. This does not apply where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. • In primary schools it is recommended that face coverings should be worn by staff and adult visitors in situations where social distancing cannot be maintained, for example moving around in corridors and communal areas. Children in primary school do not need to wear a face covering. • Transparent face coverings, which may assist communication with someone who relies on 		
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			<p>lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p> <ul style="list-style-type: none"> • Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately. • Stagger break and lunch times to reduce risk of passing on the virus. • As far as possible, operate learner groups in 'bubbles' to minimise contact with other staff/learners. • Clear communication with all stakeholders as to the arrangements being put in place. • Primary Guidance details where learners or staff with suspected symptoms will be cared for. • In out-of-school arrangements or wraparound care, face coverings should be used where it is a requirement of the indoor setting and where the teaching, training or activity is taking place in an area in which children aged 11 and over or staff are likely to come into contact with other members of the public (complying with 		
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			<p>relevant coronavirus (COVID-19) sector guidance).</p> <ul style="list-style-type: none"> • Some individuals are exempt from wearing face coverings and we expect adults and pupils to be sensitive to those needs. • Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college. • In addition, face coverings should be worn by adults and children aged 11 and above when moving around the premises, outside of classrooms or activity rooms, such as in corridors and communal areas where social distancing cannot easily be maintained. 		
<p>Personal Hygiene risk of contact with unwell individuals or direct contact with airborne droplets from carriers</p>	<p>Staff Learners Visitors</p>	<p>4 x 4 = 16</p>	<ul style="list-style-type: none"> • Promote frequent hand washing to staff and learners by way of signage/posters and verbal reminders where necessary. • Supervise learners during regular handwashing/sanitising to encourage thorough washing for 20 seconds at the following times: <ul style="list-style-type: none"> ○ Arrival to school ○ Before and after break ○ Before and after lunch • Advise avoiding touching face with unwashed hands. • Reinforce routine of coughing or sneezing into elbow if tissue not available. • Promote 'catch, kill and bin'. Tissues and lidded bins in every room. • Ensure continuous provision of liquid or foam soap and hot running water. 	<p>2 x 4 = 8</p>	<p>All staff/SW</p>

			<ul style="list-style-type: none"> • Ensure plentiful supply of sanitising gel with minimum 60% alcohol content. 		
<p>Safeguarding</p> <p>Risk that safeguarding policy and addendum to safeguarding policy is not followed</p> <p>Risk of lack of supervision during break and lunchtimes.</p> <p>Risk of lack of supervision during lesson change</p> <p>Risk that students who cannot attend college due to isolation or being clinically extremely vulnerable and fall behind with their education</p>	Staff Learners	3 x 4 = 12	<ul style="list-style-type: none"> • Compulsory safeguarding training to all staff annually • Update safeguarding training during weekly briefing where applicable • Procedures to ensure that a DSL is always on duty and available • Clear procedures for raising and reporting safeguarding concerns • Published duty rota for break and lunch duties • Corridor supervision arrangements for lesson change • Ensure regular liaison with students that cannot attend college. • Provision of laptop from the govt laptop scheme. • Communicate the expectation around regular attendance. • Identify pupils who are reluctant to attend due to anxiety or are at risk of disengagement. • Work closely with professionals to support school attendance. • 	2 x 4 = 8	SLT/CF
<p>PPE</p> <p>Risk of ineffective use of PPE</p>	Staff	3 x 4 = 12	<ul style="list-style-type: none"> • The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> ○ children, young people and learners whose care routinely already involves the 	2 x 4 = 8	SLT/SW

			<p>use of PPE due to their intimate care needs should continue to receive their care in the same way.</p> <ul style="list-style-type: none"> ○ if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn 		
<p>Classroom arrangements Risk that appropriate distancing cannot be maintained due to crowded classrooms</p>	Staff Learners	4 x 4 = 16	<ul style="list-style-type: none"> ● rooms to be arranged as follows: <ul style="list-style-type: none"> ○ Non-essential furniture items to be removed and stored. ○ Signage in rooms reminding of distancing and personal hygiene. ○ Where possible arrange teachers' desk 2m from learners' desks ○ Classrooms to be arranged forward facing where possible. ○ student desks should be arranged as far apart as possible. ● Accurate seating plans MUST be kept for all lessons on classcharts. ● Provision of antiviral spray and cloths in the classrooms where possible to enable regular 	3 x 4 = 12	SLT/Site Team

<p>Increased risk of transmission during Music/Dance/Drama/ PE lessons</p>		<p>4 x 4 = 16</p>	<p>cleaning. Staff can be given a bottle of antiviral spray and paper towels to carry with them if they wish.</p> <ul style="list-style-type: none"> • Surfaces to be kept clear to enable effective cleaning. • Provision of hand sanitiser in the classrooms, where there are no handwashing facilities • Keep doors open where possible, being mindful of safeguarding and fire safety regulations. • Keep windows open for ventilation. Ensure that no safety catches are overridden. In cooler weather, windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space. The emphasis is on air exchange. Opening internal doors can also assist with creating a throughput of air. • Outdoor spaces used for teaching lessons when suitable. • Reduce, as much as possible, sharing of resources between learners. • Where science labs are used as general classrooms, ensure that staff have watched training video to ensure safe use. https://web.microsoftstream.com/video/1165c447-89f7-45d4-8d62-e2879472b01b • See primary school guidance for more specifics outlining available areas and spaces in the school. • Follow subject specific guidance and adapt subject risk assessments. 		
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			<ul style="list-style-type: none"> • Students spending large portions of the day sitting on stools in science labs should be encouraged to get up and move frequently. • Ensure, as far as possible that students are kept in consistent groups. • There may be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place. Singing, wind and brass instrument playing can be undertaken in line with the guidance, in particular the guidance available at working safely during coronavirus (COVID-19): performing arts • Publish adapted procedures for delivery of curriculum considering guidance from subject associations on COVID safe measures. • Enhanced cleaning of equipment between users • Strict social distancing in music/singing lessons. • Sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government are permitted. Schools must only provide team sports listed on the return to recreational team sport framework. • Competition between different schools should not take place, in line with the wider restrictions on grassroots sport. • Pupils should be kept in consistent groups and sports equipment thoroughly cleaned 		
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			<p>between each use by different individual groups.</p> <ul style="list-style-type: none"> Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. 		
<p>Dining arrangements Risk that appropriate distancing cannot be maintained</p>		4 x 4 = 16	<ul style="list-style-type: none"> Stagger break and lunchtimes Reminder to learners to wash hands before and after eating. Supply of sanitising gel available Dining tables to be arranged to enable social distancing. Outdoor dining facilities when weather permits. 'Zoned' play areas to separate bubbles. 	2 x 4 = 8	SLT/duty staff
<p>Access and egress to the site Risk of virus transmission on public transport. Risk of bottlenecks at entrances and ineffective social</p>	<p>Staff Learners Visitors Members of the public</p>	4 x 4 = 16	<ul style="list-style-type: none"> Encourage learners and parents to walk, cycle or scoot to college, avoiding public transport and driving if possible. Remind staff and learners over 11 to wear face coverings on public transport. Remind learners and staff that face coverings worn on the way to college are following the safe process for removal and storage/disposal 	3 x 4 = 12	SLT to communicate with parents/stake holders

<p>distancing at the beginning and end of the day</p>			<p>of coverings in line with guidance safe working in education, childcare and children's social care</p> <ul style="list-style-type: none"> • SLT on duty outside at beginning and end of the day to discourage learner and parent gatherings. • Visitors should only be allowed on site if they are essential to safeguard the students. • Ask visitors to wear face coverings whilst in college where appropriate and within current government guidance. • Inform visitors of the measures in place to keep learners and staff safe and ensure that they follow them. • Apply suitable precautions (handwashing/hand sanitiser/social distancing). • Communicate arrangements to stakeholders. • Publish a pre-arranged route of entry and provide clear signage and floor markings. • Markings on the floor indicating and encouraging social distancing. • Stagger movement around the site, where possible to minimise the likelihood of groups coming into contact. • Cleaning signing in system with sanitising wipes/antiviral cleaner and paper towels regularly. • Keep reception screens closed wherever possible. • Deliveries should be received contactless where possible. 		
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			<ul style="list-style-type: none"> • Only one parent/carer to drop child off • Discourage parents/carers from gathering in groups outside school. • See primary school guidance for more detail on entry and egress to primary site. 		
<p>Staffing Risk that there will be insufficient staff for safe supervision. Risk of virus transmission amongst staff.</p> <p>Clinically extremely vulnerable (CEV) and clinically vulnerable (CV) staff.</p>		3 x 4 = 12	<ul style="list-style-type: none"> • Ensure that there is a backup for staff absence. • If it is not essential that staff are in college, and appropriate precautions cannot be applied, then they should be enabled to work from home wherever possible if this fits with the business needs of the college. • Observe social distancing as per government guidelines, paying particular attention to gathering in office and social spaces. Observe effective hygiene. <ul style="list-style-type: none"> ○ Avoid sharing equipment. ○ Ensure that utensils are washed thoroughly between use and not shared. ○ Wipe down tables/desks with antiviral wipes/spray in between different groups of learners/users and at the end of each day. • Clinically extremely vulnerable (CEV) staff should not attend college, in line with shielding advice received from NHS or their clinician and should be enabled to work from home. CEV individuals have been prioritised for a vaccine in phase 1 but should continue to shield even after they have had their vaccination. • Those living with someone who is CEV can still attend work where home-working is not 	2 x 4 = 8	SLT

<p>Pregnant workers</p> <p>BAME Colleagues Workload</p> <p>Other</p>			<p>possible and should ensure they maintain good prevention practice in the workplace and home settings.</p> <ul style="list-style-type: none"> • Clinically vulnerable (CV) staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. • Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home. • Pregnant women are considered clinically vulnerable (CV). They should be considered as part of the main risk assessment and a personal risk assessment should be carried out and regularly reviewed. • Pregnant women from 28 weeks gestation, or with an underlying health condition from the outset of the pregnancy should be treated at CEV • Please see separate risk assessment for BAME colleagues • Governors and SLT should pay regard to the work-life balance of all staff. Ensure that staff are consulted throughout this period and are aware of all measures put in place and the reason for this. • Limits for numbers of staff in staffroom and offices. Staff to maintain social distancing during lunch and break times. • Ongoing leadership support for any emerging anxiety and/or wellbeing issues 		
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			<ul style="list-style-type: none"> • Pregnant colleagues are in the clinically vulnerable category and should follow control measures above. 		
<p>Learners</p> <p>Risk of transmission of virus.</p> <p>Risk to:</p> <ul style="list-style-type: none"> • Emotional Wellbeing • Behaviour • SEND • BAME Learners • Extremely clinically vulnerable learners 	Learners	4 x 4 = 16	<ul style="list-style-type: none"> • Reinforce the 'catch it, kill it, bin it approach. • Remind children regularly not to touch their face with their hands. When they do so, encourage them to wash hands immediately. • Coordinate pastoral support for pupils (parents/carers and staff) who feel anxious returning to school after being isolated for some time • Revisit and amend behaviour policy in line with Guidance for full opening – schools • Ensure appropriate support is made available for pupils with SEND by deploying support staff and accommodating visiting specialists in line with the Guidance for full opening – schools • Ensure that individual risk assessments for pupils with EHC plans or potentially in need of one, attending school are amended to reflect guidelines. • A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they: <ul style="list-style-type: none"> ○ have symptoms or have had a positive test result ○ live with someone who has symptoms or has tested positive and are a household contact ○ are a close contact of someone who has coronavirus (COVID-19) 		

			<ul style="list-style-type: none"> • We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician. • The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. • They are advised not to attend school while shielding advice applies nationally. • All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated. • You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place. 		
Premises Safety Risks Risk of insufficient social distancing in corridors.		4 x 4 = 16	<ul style="list-style-type: none"> • Follow Managing school premises during the coronavirus outbreak • Follow revised lunch and break rotas to ensure safe movement around school. 	2 x 3 = 6	SW/SLT

<p>Risk that mechanical systems do not work due to lack of use.</p> <p>Risk of using specialist classrooms as general teaching rooms (E.g. science labs)</p>			<ul style="list-style-type: none"> • Follow one-way system around the site, where possible, adhering to no entry and out of bounds signage. • Wearing of face coverings in the corridors mandatory. • At primary site staff and children will follow markings on the floor which divide corridors in half but are wide enough to allow for safe passing. • Learners to seek permission to use toilets to ensure staff know where children are at all times. • Only one child from each class at primary allowed to use the toilets at a time. • Primary site will have assigned toilets for bubbles. • High expectations of how children move around school upheld by all members of staff • SLT on the gate at the start and end of each day. • Ensure regular checks and maintenance of mechanical systems including: <ul style="list-style-type: none"> ○ Hot water ○ Gas safety ○ Fire safety ○ Kitchen equipment ○ Cold water systems • Ensure good ventilation and where possible arrange for doors to be propped open to reduce door handle contact etc (Ensure fire safety & safeguarding – The holding open of fire doors without the use of approved hold open devices is not permitted.) 		
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			<ul style="list-style-type: none"> • Students spending large portions of the day sitting on stools in science labs should be encouraged to get up and move frequently. • Where science labs are used as general classrooms, ensure that staff have watched training video to ensure safe use. https://web.microsoftstream.com/video/1165c447-89f7-45d4-8d62-e2879472b01b • Keep windows open for ventilation. Ensure that no safety catches are overridden. In cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space. Opening internal doors can also assist with creating a throughput of air. • 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 • Clean premises using Government Guidance on Cleaning Non-Healthcare Settings • Thorough cleaning of rooms and equipment at the end of each day and between use by different groups • More frequent cleaning of heavily used areas and touchpoints throughout the day. • Surfaces to be kept clear as far as possible to enable efficient cleaning. • Amend emergency procedures where necessary and communicate to staff and learners. (fire/lockdown) 		
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			<ul style="list-style-type: none"> • Please see Primary Guidance for more site-specific adaptations. 		
<p>Risk to learning of partial lockdown</p> <p>Risk to continuity of service</p> <p>Risk to the management of workload for staff</p> <p>Risk to students that do not have home access to ICT</p>	Learners Staff		<ul style="list-style-type: none"> • Ensure that DOLS have a bank of resources on Firefly ready for partial lockdown • 'team' teach to large groups (2 or 3 classes) rather than one teacher trying to deliver lessons alone • Ensure that the teachers delivering teams lessons are always accompanied by a colleague • Ensure that paper copies of work are ready to go for students that do not have home access to ICT • Explore whether ICT provision for disadvantaged students is suitable for students without access to ICT • Ensure that remote learning is in line with Government/DfE Guidance 		
<p>Rapid Testing Programme</p> <p>Risk to staff and learners of asymptomatic mass testing.</p> <p>Contact between subjects increasing the risk of contamination</p> <p>Contact between subjects and test centre staff increasing the risk of contamination.</p>	Staff Learners		<ul style="list-style-type: none"> • Asymptomatic: All subjects are to be advised in advance not to attend if they have any symptoms of COVID 19 or live with someone who is showing symptoms of COVID 19 (including a fever and/or new persistent cough) or if they have returned within 14 days from a part of the world affected by the virus or have been in close contact with someone who is displaying symptoms. • Face masks: Prominent signage reminding attending subjects of the above to be displayed at the entrance to the building. • Face coverings/masks to be worn by subjects at all times whilst on the premises except for brief lowering at time of swabbing. 	3 x 4 = 12	SW

<p>Contact by test centre staff with contaminated sample</p> <p>Risk of primary staff incorrectly self-administering the test and causing themselves harm.</p> <p>Incorrect processing of the test</p> <p>Contact with contaminated waste products</p> <p>Incorrect result communication</p> <p>Damaged barcode</p> <p>Subject not receiving test results</p>			<ul style="list-style-type: none"> • Requirement to wear face covering/mask to be reminded to all subjects in advance at time of test booking. • Compliance with wearing of face covering/mask of all subjects to be visually checked on arrival by reception / security staff. • Compliance with wearing of face covering/mask of all subjects to be visually checked through building by queue managers and all other staff. • Hand hygiene: All subjects to use hand sanitiser provided on arrival & adherence to this enforced by reception staff. • Social distancing: Two metre social distancing to be maintained between subjects with measured floor markings in place to ensure compliance in addition to verbal reminders if necessary, from reception, queue management & sampling staff. • A one-way flow of subjects through the building is to be initiated and maintained at all times. Compliance with this is to be ensured by queue management staff. • Cleaning: Regular cleaning of the site including wipe down of all potential touchpoints in accordance with PHE guidance. • Limited clutter-chairs only on request; no physical handing of documents to subjects except barcodes and PCR test kits for first 200 subjects • Appropriate PPE suitable for the role to be carried out. 		
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			<ul style="list-style-type: none"> • Primary staff will have sufficient training directed by the DFE to administer the tests safely. • 2 identical barcodes are provided to subject at check in • The subject registers their details to a unique ID barcode before conducting the test • Barcodes are attached by trained staff at the sample collection bay • Barcodes are checked for congruence at the analysis station 1 and applied to Lateral Flow Device at this station • Rule based recall of subjects who have not received a result within 6 hrs of registration Subjects are called for a retest • The primary tests are all registered on distribution to staff. The log numbers are marked against a staff members name. • Primary Staff are shown how to register the result themselves online or by phone. • Primary Staff are required to inform primary school of test results and a register is kept of these results. • Staff who receive a positive result at home must not come into school and must self isolate and book a PCR test. • If the test is invalid then Staff must test again. If this is also invalid then they must self isolate and book a PCR test. 		
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Review Date	28/9/20	Reviewer	S Wilkinson – general update from LA model RA
Review Date	27/10/20	Reviewer	S Wilkinson – updated guidance around face coverings and ventilation
Review Date	5/11/20	Reviewer	S Wilkinson – Updated guidance reflecting new restrictions from 5/11/21
Review Date	23/11/20	Reviewer	S Wilkinson – updated following outbreak
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