



Covid-19: Operational Risk Assessment.

**Reviewed to reflect The Government's
Movement to Plan B –
4th January 2022**



Covid19 Operational Risk Assessment – Re-opening of Primary Schools (major revision 4)

1. Introduction:

On 2nd July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published. This was revised on 22nd February 2021. On the 19th July 2021 the Government removed the requirement for some mitigations within schools, these were further ratified on 17th August 2021 amended guidance: [Actions-for-schools: Covid19 -operational-guidance 17th August 21.](#)

Further changes were introduced as a result of Plan B coming in to force in December 2021. New guidance issued by the Department for Education on 2nd January 2022.

These changes are fully reflected in this guidance and risk assessment.

In preparing and reviewing this guidance the school has had regard to advice from both the Health and Safety Executive and Government. It has noted that the Government has made explicit within the guidance those actions that are statutory, those actions that MUST be undertaken (Public Health Advice) and those that are advisory (for consideration) if it is reasonably practicable to do so.

The risk assessment must be considered alongside the Outbreak Management- Contingency Plan to ensure the school is able to respond rapidly to any outbreak requiring implementation of more robust mitigations to break the chain of transmission, ensuring that the school community are safe and pupils have minimal disruption to face to face high quality teaching within school.

It is made clear by the Government that Departmental advice *“does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations”*. Consequently, Health and Safety Legislation continues to take precedence in law.

What is the risk? Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk, is the potential transmission of Covid19 between members of the school community and consequently the wider community balanced with the risk of disrupting the education of pupils and the inherent loss of learning and the potential impact their emotional mental health, life outcomes and wider impact on families.

The Government is clear that the context of the pandemic has changed as a direct consequence of Covid-19 vaccine take-up, thereby reducing the impact on the NHS and loss of life. This risk assessment therefore reflects the fact that whilst the virus remains in general circulation the risk of harm, particularly to children and adults who have been vaccinated, is significantly lower now than in the Spring/early Summer of 2020.

Step 4 of the Government’s Roadmap: moved away from stringent restrictions on everyone’s day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk.

“To do this, the Government will:

1. **Reinforce the country’s vaccine wall of defence** through booster jabs and driving take up.
2. **Enable the public to make informed decisions** through guidance, rather than laws”

“

Source: [Covid-19-response-summer-2021-roadmap](#)

Who is responsible? The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the headteacher and SLT. Reference: <https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>



2. Overview of Actions required for safe methods of working:

- Put in place sensible approaches to minimise the risk of Covid19 transmission to staff, pupils and visitors whilst in school.
- Communicate the risks and required safe methods of working to all site users including parent/carers
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.
- Exercise vigilance and ongoing monitoring, underpinned by accurate recording to ensure that an outbreak is identified promptly and the outbreak plan is triggered.

2.1 Key message:

Good health and safety is about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. Good leadership is about getting the balance right on managing risk rationally, it is not about trying to eliminate it altogether.

2.2 What leaders need to do:

- Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.
- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.
- Consult and work with recognised TU safety representatives/employee representatives and safety committees.
- Consult and engage employees in the development of the risk assessment and ongoing review
- Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
- Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.

See: <https://www.hse.gov.uk/services/education/sensible-leadership/leadership-test.pdf>

3. What we know:

The World Health Organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with Covid19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eyes, nose or mouth. It is understood that people can be infectious before their illness starts. Therefore, to minimise the risk of transmission, settings must put into place effective infection protection and control. Vaccination, meticulous hand and respiratory hygiene practice, regular testing and self-isolation when required all serve to reduce risk significantly.

The balance of risk is now overwhelmingly in favour of children remaining in school and accessing a broad curriculum offer, including enrichment activities alongside their peers. For the vast majority of children, it is deemed that the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19). For young people and adults age 16 and over, the strongest mitigation is two doses of an authorised Covid-19 vaccination.

“As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for 2 doses by mid-September” Source: [Actions-for-schools: Covid19-operational-guidance 17th August 21](#)



The hierarchy of controls: if properly implemented will substantially reduce the risk of transmission of infection.

These include:

Exclusion:-

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges. Covid19 tests for symptomatic household member/s must confirm the outcome of the Covid-19 test if taken as soon as the results are known.
- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions should be supported in undertaking a Vulnerable Employee Risk Assessment (VERA) and reasonable adjustments made if necessary, which may include additional protections within the school environment or if possible working from home supporting the delivery of the curriculum for children unable to attend school as a consequence of self-isolation or outbreak disruption. [Guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19](#)
- Pregnant staff of any gestation will be supported by separate risk assessment which adheres to government and LA guidance.

Hygiene:-

- A stringent cleaning regime should be in place [COVID-19: cleaning in non-healthcare settings](#). At the highest level this could follow the advice set out in: [Covid-19-decontamination-in-non-healthcare-settings](#)
- Frequent cleaning and disinfecting of objects and surfaces that are touched regularly (touch points), should be undertaken using standard cleaning products or antiseptic wipes, both of which kill the virus. This may require settings to enhance cleaning capacity. It should be recognised that cleaners and caretakers provide the frontline in protecting everyone in school, but health and safety is everyone's responsibility so cleaning tasks may be undertaken by any member of staff as appropriate.
- Hygiene routines including regular hand-cleaning regimes - washing hands thoroughly for 20 seconds with running water and soap, drying them thoroughly or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Identify specific situations when additional handwashing is required
- Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with follow up handwashing and cleaning/wiping of any contaminated area followed by safe disposal of waste
- Maximising natural ventilation and access to the external learning environment remain strong control methods

Social Distancing:-

- Whilst social distancing is no longer required within school, there may be circumstances (e.g. An outbreak or a change in Government guidance) where it is sensible to regulate movement at the school gate and school corridors to avoid crowded areas and queuing, where this is practicably possible and will not disrupt learning. This might include managed arrivals and departures; the continuation of designated entry points to the school; encouraging parents and older pupils not to assemble at the school gates but instead consider maintaining current disciplines including wearing a face covering, in crowded situation

Lateral Flow Testing:-

Take active steps to identify asymptomatic cases within the school community, though the continued promotion of regular (twice weekly) lateral flow testing for all staff.

4. Summary:

These underlying principles are the key focus for organising all aspects of the school day and need to be built into the operational routine. The risk assessment has been continuously reviewed to reflect the changes in risk and necessary controls from September 2020 when all pupils return to school on a full-time basis; the Lockdown of January 2021; the full reopening of schools from 8th March 2021 and movement to Step 4 of the journey, which enables significant relaxation of necessary mitigations.



The primary controls at Step 4 within a school setting are:

- The promotion of testing and vaccination (required)
- The continuation of stringent hand and respiratory hygiene (required)
- The continuation of stringent cleaning regimes (required)
- Good ventilation – improvement of fresh air flow (required)
- Avoiding unnecessary close contacts with external groups e.g. parent gatherings (considered best practice) review with PHE and LA guidance

In addition to infection control, the risk assessment template and supporting resources extends to support additional health and safety considerations related to the consequences of Covid19 specifically:

- Maintaining communications with parents, staff, visitors to site
- Supporting the mental health and well-being of everyone in school
- Ongoing implementation of the recovery curriculum
- Maintaining a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of self-isolation, as instructed by Track and Trace or remote learning as a temporary measure directed by Public Health in the event of an outbreak.

5. Overview of Statutory Requirements - What you must do in law:

Prevention:

- 1) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 2) Keep occupied spaces well ventilated.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by continuing to promote the ‘catch it, bin it, kill it’ approach.
- 5) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 6) Ensure face coverings and PPE are used in recommended circumstances.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

Response to any infection

- 10) Promote and engage with the NHS Test and Trace process if contacted
- 11) Contain any outbreak by following local health protection team advice as set out in the school outbreak plan



6. Resources and references:

<p>file:///C:/Users/collier.m/Downloads/Schools_guidance_Jan_22.pdf</p> <p>Covid-19-response-summer-2021-roadmap</p> <p>Health-and-safety-advice-responsibilities-and-duties-for-schools</p> <p>Actions-for-schools: Covid19 -operational-guidance 17th August 21</p> <p>Air conditioning and ventilation during the coronavirus outbreak</p> <p>COVID-19: cleaning of non-healthcare settings</p> <p>COVID-19: cleaning in non-healthcare settings</p> <p>Keeping-children-safe-in-education--2021</p> <p>Safe-working-in-education-childcare-and-childrens-social-care</p> <p>Self-isolation-and-treatment/when-to-self-isolate-and-what-to-do</p> <p>Guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>Travel and quarantine for pupils</p>	<p>Coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries</p> <p>Covid-19-home-test-kits-for-schools-and-fe-providers</p> <p>Coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges</p> <p>Covid-19 vaccination-drop-in-clinics/</p> <p>Covid-19-vaccination sites</p> <p>Advice-for-pregnant-employees</p> <p>Free-school-meals-guidance</p> <p>Health and safety risk checklist for classrooms</p> <p>E-bug posters</p> <p>HSE working-safely/talking-to-your-workers</p> <p>Get-help-with-remote-education.education.gov.uk</p> <p>Protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak</p>
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COVID-19: Operational risk assessment for school reopening

Assessment conducted by:	Maureen Collier	Job title:	Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	January 2022	Review interval:	Under continuous review -, an infection outbreak will trigger additional mitigations	Date of next review:	25 th January 2022 and continuous review thereafter*

* Government guidance confirms a review of necessary controls for schools will take place in January 2022

Risk rating High (H), Medium (M), Low (L)	Likelihood of occurrence		
	High (very likely)	Medium (possible)	Low (remote)

Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
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1. Sustaining necessary controls to ensure the general safety of the building

1.1 Establishing if the building is safe following summer closure:

Health and safety risk assessments	L	<ul style="list-style-type: none"> ▪ Health and safety audit conducted by nominated staff and Governor ▪ Classroom audits undertaken using the HSE Health and safety risk checklist for classrooms ▪ Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering: <ul style="list-style-type: none"> ▪ Different areas of the school ▪ Procedures for when pupils and staff enter and leave school 	Y	Health and Safety walk with Caretaker and H &S Governor	L
	L	<ul style="list-style-type: none"> ▪ All statutory compliance is up to date. ▪ Where water systems have not been maintained, chlorination, flushing and certification by a specialist contractor has been arranged. 	Y		L



1.2 First Aid/Designated Safeguarding Leads

<p>The lack of availability of designated First Aiders and Designated Safeguarding Leads may put children’s safety at risk</p>	<p>L</p>	<p>If the DSL is not on site because of operational challenges, the following cover arrangements are in place:</p> <ul style="list-style-type: none"> ▪ a trained DSL (or deputy DSL) from the school will be available via phone or TEAMS, e.g. working from home ▪ access to a trained DSL from a partner school, will be available via phone or TEAMS 	<p>Y</p>	<p>SLT are up-to-date with DSL training</p>	<p>L</p>
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2. Maximising Good ventilation in all occupied spaces

<p>Securing good ventilation of occupied spaces</p>	<p>L</p>	<p>To balance the need for increased ventilation whilst maintaining a comfortable temperature, the following measures should be used as appropriate (as advised by the Health and Safety Executive (HSE) see guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice):</p> <ul style="list-style-type: none"> ▪ opening high level windows in preference to low level to reduce draughts. Windows should be opened just enough to provide constant background ventilation and opened more fully during breaks (for example, between classes, during break and lunch, when a room is unused to purge the air in the space). ▪ Opening internal doors can also assist with creating a constant flow of air ▪ Opening external doors may be considered (as long as they are not fire doors and only where safe to do so) ▪ Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces ▪ Any poorly ventilated spaces will be identified, and effective steps taken to improve fresh air flow in these areas, this is particularly important for events bringing together groups of visitors for an event, e.g. school play. If this cannot be achieved the area will not be considered as fit for purpose and will not be used. 	<p>Y</p>		<p>L</p>
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2.2 Availability of staff					
<p>The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ▪ Staff members who are clinically extremely vulnerable will resume normal work, but will be supported if they choose to take extra precautions to protect themselves by following the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. ▪ Pregnant staff of any gestation will be supported by separate risk assessment which adheres to government and LA guidance. ▪ Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if are symptomatic. This list of symptoms has not changed since the beginning of the pandemic in March 2020, the new Omicron strain has the following symptoms listed: fatigue, scratchy throat, runny nose, headache and sneezing. This list is not exhaustive and is subject to change. ▪ All staff are aware of the testing procedure and know that they are required to report their illness and follow required testing procedures ▪ Full use is made of those staff who are self-isolating or shielding but who are well enough to contribute to school activities or tasks e.g. to teach lessons online. ▪ Flexible and responsive use of teaching assistants is in place to supervise classes under the direction of a teacher if required ▪ An appropriate hierarchy of deputisation is in place should a senior leader be unavailable. 	<p>Y</p>		<p>L</p>



2.2 Testing and managing symptoms					
Staff and pupils do not conform to Government guidance on testing for schools, which encourages the risk of infection transmission leading to an outbreak	M	<p>Asymptomatic Testing</p> <ul style="list-style-type: none">▪ LFTs will continue to be issued to staff to continue to enable twice weekly testing.▪ The rationale for testing will be shared and reinforced with parents and the wider school community.▪ A log of all pupils in the school who have tested positive for COVID-19 including dates for onset of symptoms (if relevant) and test dates will be maintained, subject to the school being informed. This will be used to review transmission rates, support the identification of an outbreak and to provide any necessary information to the NHS Test and Trace service if it is required.▪ Parents will be informed of a positive PCR test in school as appropriate and advised to follow current guidance (Close contacts to take LFT's every day for 7 days)▪ All pupils travelling to England must adhere to travel legislation	M		M



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<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Ensure that pupils, staff and other adults do not come into school if they have any COVID-19 symptoms ▪ Children and staff who are unwell will be advised that they should not attend school/setting. Any child or staff member with one or more of the COVID-19 symptoms (new continuous cough, high temperature, loss/change in taste/smell), irrespective of how mild, will be asked to isolate and book a PCR test: https://www.gov.uk/get-coronavirus-test ▪ If a parent of a pupil with Covid symptoms insists their child attends school, the school will exercise its reasonable judgement to refuse the pupil entrance on the grounds that it is necessary to protect other pupils and staff from possible infection ▪ Consideration will be given to the range of less common symptoms of COVID-19: which are: headache, sore throat, fatigue, muscle aches, blocked/runny nose, diarrhoea and vomiting, in determining if there is an outbreak of infection at the point outbreak plan triggers are met. ▪ Engage with the NHS Test and Trace process ▪ Contain any outbreak by following local public health protection advice contact: Public Health England health protection team ▪ Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. ▪ Robust collection and monitoring of absence data, including tracking return to school dates, is in place. ▪ Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning. ▪ A record of any COVID-19 cases are recorded in school to assist outbreak management. Cases are reported to the LA through the Covid-inbox to support local area intelligence on virus spread and potential outbreaks. 	<p>Y</p>	<p>In the event of a pupil becoming unwell they will be taken to the designated COVID Isolation Room, which is well ventilated, where they will be supervised by an adult (only where absolutely necessary in the same room) until they are collected. PPE will be available in the designated room (gloves, masks, face shield, apron). The room will then be cleaned using disinfectant spray.</p>	<p>L</p>
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<p>Staff, pupils and parents are not aware of the school's procedures (including self-isolation and testing) should anyone display symptoms of COVID-19</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. ▪ This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding ▪ Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners 	<p>Y</p>	<p>School community informed through email, Newsletters, website etc.</p>	<p>L</p>
<p>Lateral Flow Tests are not used routinely by the school community resulting in a continuing unknown number of asymptomatic staff in school</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ The positive benefits of wide take-up of regular LFT to the health and safety of everyone within both the school and wider community is understood and promoted ▪ All staff understand their entitlement to access regular lateral flow community or school-based testing; are informed of the advantages and positive impact it has on identifying asymptomatic cases and are encouraged and enabled to participate in regular LFT screening ▪ The school have secure processes in place to receive delivery of LFT tests and secure safe storage and distribution for staff usage ▪ The school has read and understood the national Operating Procedure in securing internal LFT systems and procedures that are understood by all participating staff ▪ Staff understand that they must report a positive LFT result to the Headteacher, immediately self-isolate, book a PCR and report the result 	<p>Y</p>	<ul style="list-style-type: none"> ▪ Kits are dispensed from the School Office 	<p>L</p>
<p>Staff and Parents are unaware of NHS Track and Trace</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ The school makes staff and parents aware that is not responsible for Test and Trace contacting. This will be taken over by the NHS Test and Trace service. ▪ The school makes staff and parents aware that the NHS Test and Trace service will inform them if they or their child have been in close contact with a positive case of coronavirus and will advise them to take a PCR test. 	<p>Y</p>		<p>L</p>



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		<ul style="list-style-type: none"> ▪ The school continues to work with LA and PHE in the event of a school or local outbreak. ▪ Staff members and parents are informed that they will need to engage with the NHS Test and Trace programme if they are contacted, meaning they need to be ready and willing to: <ul style="list-style-type: none"> · Book a PCR test if they (or their child) display symptoms. · Provide details of anyone they (or their child) have been in close contact with if they were to test positive for coronavirus or are asked by NHS Test and Trace. · Take a test if they have been in close contact with someone who develops coronavirus symptoms or someone who tests positive. · Self-isolate if they display symptoms or produce a positive test. · Anyone in school who displays symptoms is encouraged to get a PCR test. ▪ Individuals are asked to inform the school immediately of test results. 			
Test and trace are unable to identify close contacts of a positive case in school	L	<ul style="list-style-type: none"> ▪ Information on a child or staff member's close contact details will be provided on request, subject to the school validating the authenticity of the contact and ensuring that there is no inadvertent risk of a data breach, or safeguarding risk by providing sensitive and personal information to a third party 	L		L
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	L	<ul style="list-style-type: none"> ▪ Parents are informed, via letter (sent by email), of how the school responds to confirmed cases of coronavirus. ▪ Where an individual in the school community tests positive for coronavirus, the school follows public health advice and the headteacher contacts the DfE's dedicated advice service immediately. ▪ The school works with the DfE's dedicated coronavirus advice service to carry out a rapid risk assessment and identify appropriate next steps. ▪ Household members of individuals who develop symptoms or test positive also begin self-isolating, if they are not fully 	Y	School community informed through email, Newsletters, website etc.	L



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		<p>vaccinated or under the age of 18 years and six months, starting from the day the individual's symptoms started, or the day of their positive test result if asymptomatic, and continue to self-isolate for the next full 10 days.</p> <ul style="list-style-type: none"> ▪ Household members of close contacts of positive or symptomatic individuals do not self-isolate unless they, or the close contact, develop symptoms or test positive. ▪ Where required, all parents and staff are informed of the confirmed case; however, the name of the individual is not shared. ▪ If the school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, the school continues to work with the DfE's dedicated coronavirus advice service. ▪ The individual who tested positive can stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to only have a residual cough or anosmia. 			
<p>Staff, pupils and parents are not aware or are not compliant with self-isolation requirements</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Consistent and repetitive reinforcement of the need for pupils and staff to stay home if they are unwell, reminding them that early onset symptoms can be complex ▪ If an individual tests negative (PCR Test), they feel well and no longer have coronavirus symptoms, they, and the members of their household, can stop self-isolating as long as: <ul style="list-style-type: none"> · They were not told to self-isolate for 10 days from the day after contact with the individual who tested positive by NHS Test and Trace. · They feel well. ▪ If an individual tests positive, they are required to self-isolate for at least 10 days from the onset of symptoms and then return to school only if they do not have symptoms other than a cough, or loss of or change in their sense of smell or taste. Other members of their household are required to continue self-isolating for the full 10-day period unless they are fully vaccinated adults or under the age of 18. 	<p>Y</p>		<p>L</p>



3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene					
3.1 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	L	This Risk Assessment will be shared with all staff prior to reopening	Y		L
3.2 Communication strategy					
A failure to comply and/or sustain Covid compliance at all levels of school life, leads to school transmission outbreaks	L	<ul style="list-style-type: none"> ▪ Strong distributed leadership across the school will model and challenge breaches in compliance through education, training and behavioural expectations ▪ Repetitive training and messaging will culturally embed safe practice and high expectations, reinforcing both the health consequences of transmission and the impact on learning ▪ Staff will feel confident in reporting issues/incidents that they believe to be unsafe and concerns will be listened to, investigated and where appropriate learning implemented ▪ Following a Covid-19 positive incident in school, staff will reflect on lessons learned as part of a drive for continuous improvement 	Y		L
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	L	<ul style="list-style-type: none"> ▪ Communications strategies for the following groups are in place: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents ▪ Governors ▪ Local authority ▪ Professional associations including Trade Unions ▪ Other partners including peripatetic staff and health professionals 	Y	Letters to parents Website Newsletter Regular updates to Governing Body	L



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<p>There is a lack of clarity and understanding in maintaining good hygiene</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting , good handwashing and ‘catch it bin it’ rules. ▪ All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day. 	<p>Y</p>		<p>L</p>
<p>Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Key messages in line with government guidance are reinforced on a regular basis via newsletter, email and the school’s website. ▪ Parents are enabled to understand that they should not send their child to school if they are ill, for whatever reason 	<p>Y</p>		<p>L</p>
<p>4 Management of congested areas</p>					
<p>4.1 Management of social distancing</p>					
<p>Groups of people gather (parents, visitors, deliveries) which risks breaching social distancing guidelines</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures ▪ Any visitors are provided with clear guidelines on behaviours whilst on premises ▪ General visitors, not providing a specialist teaching, intervention or health service to pupils are required to wear face coverings in all public areas unless they have a medical exception and arrangements can be put into place to mitigate any additional risk ▪ The Social Distancing Policy is shared with all relevant members of the school community and adhered to where required e.g. around a symptomatic individual. ▪ Staff and pupils are informed they no longer need to adhere to social distancing measures in school unless directed. ▪ Pupils are informed they no longer need to be separated into bubbles in school. 	<p>Y</p>		<p>L</p>



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		<ul style="list-style-type: none"> In the event of a school or local outbreak, the school adheres to the advice of a director of public health, which may include returning to social distancing measures, including pupil bubbles, temporarily. 			
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4.2 Management of arrival and departure

Pupils use public transport and thereby increase risk of infection and transmission	L	<ul style="list-style-type: none"> Public transport is defined as transport used by the general public. If children use a public bus to come to school they will have to wear a face covering if they are over the age of 11. Staff using public transport must ensure that they safely remove their face covering on arrival at school and store it safely and hygienically in a sealed plastic bag or container – staff are advised to carry a spare face covering. Parents and children will be discouraged for using public transport if there is another practical mode of getting to school including, walking, cycling (if safe) or family car. 	Y		L
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4.3 Management of social distancing and hygiene in the toilets					
<p>Poorly ventilated toilet areas become overcrowded and create an area of high transmission risk</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Pupils are encouraged to access the toilet during break and lunch times but to make sure that they wait outside until a cubicle becomes available. ▪ The toilets are cleaned frequently. ▪ Monitoring ensures a constant supply of soap and paper towels. ▪ Bins are emptied regularly. ▪ Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place 	<p>Y</p>		<p>L</p>
4.4 Safety arrangements for the use of medical rooms					
<p>The configuration of medical rooms may compromise social distancing measures</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. ▪ Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. ▪ Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff ▪ Any member of staff delivering intimate care to a pupil will always wear PPE and ensure that when finished this is disposed of in the Yellow Bin ▪ Used PPE is disposed of properly using bins provided around the school. Staff and pupils are told not to use recycling bins for the disposing of PPE. ▪ All PPE waste is put in a plastic rubbish bag which, once full, is tied and placed in a second tied bag and stored in a suitable and secure place, marked for storage for 72 hours. Following this period, it is put in the communal waste area. ▪ Any member of staff providing assistance to someone with symptoms and any pupils who have been in close contact with them must wash their hands thoroughly for at least 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell 	<p>Y</p>	<p>A room has been designated as the place to take pupils suspected of COVID 19 – there is adequate space for a child and an adult to socially distance.</p>	<p>L</p>



5. Securing and sustaining robust hygiene systems and procedures					
5.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	L	<ul style="list-style-type: none"> An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. The necessary areas of the school are deep cleaned with suitable cleaning agents and in line with the COSHH Policy. PPE is available to members of staff who require it to carry out cleaning safely. Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every teaching and washing space and this reflects increased demand in September when all pupils and staff return 	Y	<ul style="list-style-type: none"> Disinfectant spray available in classes to clean surfaces, tables, handles, sinks, toilet flush during the day 	L
5.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	L	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	Y		L
Pupils forget to wash their hands regularly and frequently	L	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Posters reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y		L



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		<ul style="list-style-type: none"> Pupils and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person 			
Equipment and resources	L	<ul style="list-style-type: none"> Classroom based resources including books and games can be shared within the designated group but must be cleaned regularly Resources shared between groups such as sports, art and science equipment must be cleaned between group usage 	Y		L
5.3 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	L	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured for general task use as identified in a task focused risk assessment or in the event of an outbreak requiring temporary enhanced controls Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. Face coverings are not ordinarily required in school Please note this may change in line with Outbreak Management Procedures. 	Y		L
In the event of an outbreak failure to fit, wear, store and dispose face coverings safely contributes to the transmission of infection	L	<ul style="list-style-type: none"> The use of clear pane face coverings may be appropriate in some instances. An emergency supply of face coverings for contingency purposes is available if required. 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 	Y		L



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		carrying out a risk assessment for the specific situation and should always be cleaned appropriately.			
6. Curriculum organisation and Attendance					
Children may need to re-socialise and familiarise with new routines	L	<ul style="list-style-type: none"> ▪ The priorities for all children especially those in Key Stage 1 and Early Years will be resocialisation into new style school routines e.g. assemblies and Masses which many of them will have never had the opportunity to attend. 	Y		L
Reception Class need to follow EYFS guidance for COVID prevention	M	<ul style="list-style-type: none"> ▪ A good supply of disposable tissues is available throughout the premises and ‘catch it, bin it, kill it’ is encouraged through signage and prompting. ▪ An enhanced cleaning schedule is put in place. ▪ Surfaces, toys, books, doors, sinks, toilets and light switches are cleaned more regularly, using disinfectant, in line with the COSHH Policy. ▪ Activities that involve malleable materials for messy play, e.g. sand, mud and water, are risk assessed. ▪ Frequently touched surfaces, equipment, tools and resources for messy play are thoroughly cleaned and dried before they are used by a different group. ▪ All items that are laundered are washed in line with government guidance (‘COVID-19: cleaning in non-healthcare settings outside the home’) and are not shared by pupils between washes. ▪ Clear procedures are put in place to ensure stringent cleaning processes are followed for food preparation areas, dining areas and table coverings. ▪ In line with PHE advice, supervised toothbrushing programmes are re-established using the dry brushing method. ▪ If a child attends more than one setting, the settings work together with parents to address any risks identified, allowing them to jointly deliver appropriate care. 	Y		L



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<p>Children may have fallen behind in their learning during the COVID Lockdowns and achievement gaps will have widened</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Gaps in learning are assessed and addressed in teachers' planning. ▪ Home learning is continuing and complements in-school learning, address any gaps identified to minimise inequality where possible ▪ Plans for intervention are in place for those pupils who have fallen behind in their learning. 	<p>Y</p>		<p>M</p>
<p>Ensuring full support for pupils with SEND (SEND Support and EHC Plans</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Small children and children with complex needs will continue to be helped to wash their hands properly ▪ Vulnerable children risk assessments will be completed for children with additional needs who are unable to regulate their behaviour. ▪ External specialists will continue with direct contact in schools for assessment, training, advice and support purposes observing the school's visitor policy and mirroring expectations on staffing behaviours in terms of hygiene and interaction. 	<p>Y</p>	<ul style="list-style-type: none"> • Support for SEND pupils reviewed regularly with SENDCo 	<p>L</p>
<p>Attendance drops below the national average 96%</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ The school informs parents and pupils that attendance is mandatory for all pupils. ▪ Parents are informed that the usual rules on school attendance apply – this means parents have a duty to ensure that their child attends regularly. ▪ The attendance register is taken as normal and absences are followed up, in line with the Attendance and Absence Policy. ▪ Where a pupil is unable to attend the site because they are complying with clinical and/or public health advice, they are offered access to remote education immediately. ▪ Any concerns from staff, parents and pupils about being on the school site are discussed between appropriate individuals. ▪ Pupils who are reluctant or anxious to attend school are identified and relevant staff members develop plans to reengage these pupils. ▪ The school uses the additional catch-up funding, as well as existing pastoral and support services, resources and funding, to 	<p>Y</p>		<p>L</p>



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		<p>put in place measures for those families who need additional support to secure pupils' regular attendance.</p> <ul style="list-style-type: none"> ▪ Staff and pupils who have returned to the UK from foreign countries within the last month complete the necessary quarantine period, as outlined in the government's guidance, before attending school. ▪ The school works with the LA to engage with families who are abroad to understand the pupils' circumstances and their plans to return. The school will encourage families to return where they are able to, emphasising the benefits of regular school attendance and reminding them that school attendance is mandatory. 			
6.1 Extra-curricular activity including school visits					
Pupils and or staff are exposed to infection whilst on a school visit	L	<p>A full and thorough risk assessment in relation to all educational visits will be undertaken to ensure that any public health advice, such as hygiene and ventilation requirements, is taken into account and mitigated where possible. Guidance https://www.gov.uk/government/publications/health-and-safety-on-educational-visits and the Outdoor Education Advisory Panel (OEAP) https://oeapng.info/ will be taken into account</p>	Y		L
Safe practice is not replicated in extra-curricular activity and Wrap-around care	L	<p>The school's risk assessment will be applied to all extra-curricular activity taking into account additional and specific for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children (https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak).</p>	Y		L



6.2 Provision of remote learning for self-isolation					
Arrangements for remote learning are insecure or unsustainable to ensure provision for pupils self-isolating	L	<ul style="list-style-type: none"> ▪ A two week block of learning is available for pupils to access if self-isolating. <p>To secure the statutory duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The following arrangements are in place and are subject to constant monitoring and review:</p> <ul style="list-style-type: none"> ▪ the remote learning offer is equivalent to the core teaching pupils would receive in school (delete as appropriate):- <ul style="list-style-type: none"> ▪ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children ▪ Key Stage 2: 4 hours a day ▪ Systems are in place for checking, daily, whether pupils are engaging with their work 	Y		L
Pupils are unable to access the online offer	L	<ul style="list-style-type: none"> ▪ Laptops are made available to pupils who do not have access to a device at home ▪ Parents are able to contact the Class Teacher via School admin email ▪ Class teachers or a member of SLT will contact families if pupils fail to engage with remote learning 	Y		L
7. Enhancing mental health support for pupils and staff					
7.1 Mental health concerns – pupils					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	M	<ul style="list-style-type: none"> ▪ There are sufficient numbers of trained staff available to support pupils with mental health issues. ▪ There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. ▪ Resources/websites to support the mental health of pupils are provided. 	Y	<ul style="list-style-type: none"> • Regular contact with parents and concerns followed up by SLT • Parents and carers encouraged to inform school of any concerns e.g. anxiety, bereavement 	L



7.2 Mental health concerns – staff					
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	L	<ul style="list-style-type: none"> ▪ Staff are encouraged to focus on their wellbeing. ▪ Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. ▪ Staff briefings include opportunities to raise wellbeing issues. ▪ Staff have been signposted to useful websites and resources. 	Y	LA Well-Being Toolkit	L

8 Governance and policy					
8.1 The role of Governors					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	L	<ul style="list-style-type: none"> ▪ The governing body continues to meet regularly. ▪ The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. ▪ The Headteacher’s report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school’s response to COVID-19. ▪ Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. ▪ Minutes of governing body meetings are reviewed to ensure that they accurately record governors’ oversight and holding leaders to account for areas of statutory responsibility. 	Y		L
Governors are not fully informed or involved in making key decisions	L	<p>Meetings are held regularly with governors. Governing bodies are involved in key decisions regarding COVID Governors are briefed regularly on the latest government guidance and its implications for the school.</p>	Y		L



8.2 Policy review					
<p>Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level ▪ High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups ▪ Remote education is integrated into the school's curriculum planning ▪ Printed resources are available for those that cannot access the internet physically or cognitively ▪ The curriculum is planned to ensure that knowledge and skills are built incrementally and clear explanations of content are delivered by a teacher in school though high quality curriculum resources and/or videos with face to face virtual contact as appropriate – ideally daily 	<p>Y</p>		<p>L</p>
<p>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. ▪ Behaviour policies recognise that adverse experiences of COVID lockdown and or lack of routine and regular attendance at school may lead to levels of disengagement, anxiety and behavioural responses setting reasonable and proportionate expectations of behaviour and make appropriate provision to support ▪ Staff, pupils, parents and governors have been briefed accordingly. ▪ Governors have approved revisions ▪ A review of the Child Protection and Safeguarding Policy to reflect government guidance on COVID-19 and KCSiE 2021 ▪ This is reflected as a coronavirus (COVID-19) addendum that summarises related changes ▪ All staff are aware of the revised policy. 	<p>Y</p>		<p>L</p>