COVID-19: Operational risk assessment for school reopening – 5th January 2021

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education as follows:

Department for Education guidance:

Coronavirus: Education and Childcare guidance including:

Critical workers and vulnerable children who can attend school during the National Lockdown (5th January 2021)

Guidance for full opening: schools (30th December 2020)

Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (14th December 2020)

School attendance: guidance for schools (14th December 2020)

Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak (31st December 2020)

Face Coverings in Education (27th November 2020)

Coronavirus (COVID-19): home test kits for schools and FE providers (14th December 2020)

COVID-19: cleaning in non-healthcare settings outside the home (16th October 2020)

Providing school meals during the coronavirus (COVID-19) outbreak (16th November 2020)

COVID-19: guidance on supporting children and young people's mental health and wellbeing (4th August 2020)

SEND Risk assessment

Safeguarding and remote education during coronavirus (COVID-19) (16th October 2020)

Teaching remotely:

[Teaching during Coronavirus](#) (3rd December 2020)

[Examples of teaching practice during coronavirus (COVID-19)](#) (12th June 2020)

[How schools can plan for tier 2 local restrictions](#) (1st January 2021)

Parents and carers:

[Coronavirus (COVID-19): support for parents and carers to keep children safe online](#) (25th June 2020)

[Supporting your children's education during coronavirus](#) (COVID-19) (16th July 2020)

Other resources

[Public Health England Coronavirus resources](#)

[eBug resources](#) (resources to use with children)

OFSTED interim plans [Education plans from September 2020](#) (3rd December 2020)

Public Health England System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection'

Prevention:

1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school

2) where recommended, the use of face coverings in school

3) clean hands thoroughly more often than usual

4) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

6) minimise contact between individuals and maintain social distancing wherever possible

7) where necessary, wear appropriate personal protective equipment (PPE)

8) Always keep occupied spaces well ventilated

Numbers 1 to 5 and number 8 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection:

9) engage with the NHS Test and Trace process

10) manage confirmed cases of coronavirus (COVID-19) amongst the school community

11) contain any outbreak by following local health protection team advice

Numbers 9 to 11 must be followed in every case where they are relevant.

Assessment conducted by:	Jenny Stewart	Job title:	Headteacher, Shaldon Primary School	Covered by this assessment	Whole school teaching and staff areas January 2021
Date of assessment:	5.01.2021	Review interval:	Monthly	Date of next review:	05.02.2021

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Maximum Impact

		1	2	3	4	5	Risk score	Risk level
	1	1	2	3	4	5	1 – 4	**LOW**
	2	2	4	6	8	10	5 – 8	**MEDIUM**
Likelihood	**3**	3	6	9	12	15	9 – 15	**HIGH**
	4	4	8	12	16	20	16 – 25	**EXTREME**
	5	5	10	15	20	25		

Interpretation of Scores	
0 to 4	**Low** - These are currently at an acceptable level of risk, but monitoring should continue to ensure that they do not grow into a more serious threat, line management MUST be aware of these risks and ensure monitoring takes place.
5 to 8	**Medium** - These risks are moderate, and countermeasures should be implemented within a reasonable period, service area managers **MUST** be made aware of the risk and will be responsible for monitoring the action plan.
9 to 14	**High** - Countermeasures to control or eliminate these risks should be implemented as soon as reasonably practicable, service area and Assistant Director level senior managers **MUST** be made aware of the risk and will be responsible for monitoring the action plan.
15 to 25	**Extreme** - these risks require immediate control measures to be implemented or the cause of the risk should be ceased immediately, Service Directors and the SLT **MUST** be made aware of this risk and shall monitor progress and/or take over responsibility for actions.

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	Likelihood
1	Rare - probability of occurrence is <5%
2	Unlikely - probability is >5% to <15%
3	Possible - probability >15% to <50%
4	Likely - probability >50% to <90%
5	Almost certain - probability >90%
	Severity
1	**Insignificant** - A minor problem can be managed by adherence to normal business processes, no external scrutiny from a health and safety regulator. **Safety -** a hazard and/or near miss is identified with little potential to cause an incident. **Health -** no impact on any employee or other persons health.
2	**Minor** - An incident such as an accident, near miss or hazard report, a verbal concern by an enforcing officer concerning a risk e.g. failing to control a specific low impact hazard. **Safety** - a non-lost time accident and/or near miss or a hazard with the potential to cause a minor accident. **Health** - minor acute impact on a single employee with no possibility of any long-term effect.
3	**Moderate** - An accident involving up to 3 employees or member of the public requiring medical attention, letter from a regulatory authority requiring actions and identifying the possibility of sanctions. **Safety** - Lost time accident to up to 3 employees or a member of public requiring medical attention and possibly reportable under RIDDOR, a non-lost time accident and/or near miss or a hazard with the potential to cause a serious accident or a dangerous occurrence requiring notification under RIDDOR. **Health** - absenteeism due to a health issue and an increased possibility of a claim for damages with the possibility of a long term effect, e.g. DSE associated musculoskeletal issue.
4	**Major** - A notifiable major injury involving one or more employees or serious injury to member of the public. Issue of an Improvement and/or Prohibition notice from an Enforcing Authority. **Safety** - Lost time major notifiable accident involving one or more employees or a serious injury to one or more members of the public reportable under RIDDOR, a non-lost time accident and/or near miss or a hazard that causes extensive damage with the potential to have caused major injuries. **Health** - long term absenteeism due to a health issues and claims from one or more employees for damages due to long term impacts of condition.
5	**Extreme** - An accident/incident resulting in the fatality of one or more employees or a member of the public. **Safety** - Fatality of one or more employee and/or member of the public with associated investigation by HSE and criminal action and/or near miss or a hazard that causes extensive damage resulting in a complete loss of essential services to a geographical area or an essential service provision or the potential to have caused multiple fatalities again resulting in a regulatory body undertaking an investigation. **Health** - significant long term absenteeism due to reportable diseases being identified and numerous civil claims from employees for damages due to long term impacts of condition.

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
1. Establishing a systematic process of partial opening, including social distancing					
1.1 Net capacity					
Available capacity of the school is reduced when social distancing guidelines are applied	10 High - (impact 2, likelihood 5)	• Agree number of pupils who can attend the premises on any given day to enable compliance with social distancing rules and available space. • Agree arrangements for priority groups and each year group, including a part-time offer if required.	Y		2 Low impact 2, likelihood 1
1.2 Organisation of teaching spaces					
Classroom sizes will not allow adequate social distancing	25 Extreme Impact 5, likelihood 5	• Classroom size and numbers reviewed. • Class sizes and timetables/staffing amended allowing for reduced numbers in line with trust guidance (i.e. a maximum of 15 pupils per group/ bubble) • Classrooms re-modelled, with chairs and desks in place to allow for social distancing. • Spare chairs removed from desks so they cannot be used. • Clear signage displayed in classrooms promoting social distancing. • Bubbles stay together with their teacher/adult and do not mix with other pupils. • Lessons and other activities to take place outdoors where possible.	Y	• Bubbles no more than 15, including where there is part-time attendance • Rooms measured and furniture spaced • Container used for needed furnishings and objects • Utilizing all outdoor areas • Outdoor exits for drop off and pick up, internal one way system. Sanitiser at exits and entrances	5 medium Impact 5, likelihood 1
Large spaces need to be used as classrooms	25 Extreme Impact 5, likelihood 5	• Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching. • Large gatherings prohibited. No whole school assemblies, events etc. • Design layout and arrangements in place to enable social distancing. • Use of operational spaces will include the continuance of social distancing measures but cross movement of Teaching groups will be minimised. •	Y		5 medium Impact 5, likelihood 1
1.3 Availability of staff and class sizes					
The number of staff who are available is lower than that required to teach classes in	12 high	• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.	Y	• Bubble to go back to Home Learning if staff member ill	9 High

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
school and operate effective home learning	Impact 3, likelihood 4	• ACE COVID 19 Working Safely policy staff risk assessment tool is used for this purpose. • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Full use is made of testing to inform staff deployment. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Carefully planning the year groups for whom provision is offered (using the DfE priority list) based on staff availability. Follow government guidance on creating and staffing your temporary teaching groups: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#creating-and-staffing-your-temporary-teaching-groups		• Staff risk assessments- updated with JS verbally and then followed up electronically	Impact 3, likelihood 3
1.4 Prioritising provision					
The continued prioritisation of vulnerable pupils and the children of critical workers will create 'artificial groups' within schools when they reopen	12 high Impact 3, likelihood 4	• Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school e.g. children who are vulnerable but are not taking up invitation to return to school. • Pastoral and SEND support is deployed wherever possible to support prioritised pupils. • Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.	Y	• JS and ZE to continue using RAG rating sheet to prioritise children for welfare checks and regular calls. • Teachers make additional contact with 'academically vulnerable' children • All children receive contact from teacher or TA at least weekly – either by phone or through Class Dojo or Live lessons.	6 medium Impact 3 Likelihood 2
1.5 The school day					

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
The start and end of the school day create risks of breaching social distancing guidelines	25 Extreme Impact 5, likelihood 5	• Start and departure times are staggered. Use alternative drop off locations where possible. • The number of entrances and exits to be used is maximised. • Different entrances/exits are used for different groups. • Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. • Parents to wear masks at school drop off and pick up.	Y	• Different drop off points via playground and EYFS gate • Three bubbles access school via different doors. • Sanitiser available at entry points. • School work with families who are exempt, or refuse to wear masks to make individual arrangements for drop off/pick up.	15 Extreme Impact 5 Likelihood 3
1.6 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	25 Extreme Impact 5, likelihood 5	• Always keep 'bubbles' together where possible – in same small groups of maximum 15 pupils and not mixed on subsequent days. Each cohort should retain the same teacher / TA. No mixing of groups e.g. for sports or where there is part-time provision. • Circulation plans have been reviewed and revised. • One-way systems are in place where possible. • Corridors are divided where feasible. • Appropriate signage is in place to clarify circulation routes. • Pinch points and bottle necks are identified and managed accordingly. • Movement of pupils around school is minimised as much as possible. • Pupils are regularly briefed regarding observing social distancing guidance. • Appropriate duty rota and levels of supervision are in place.	Y	• Circulation plans reviewed January 5th and weekly from then on. • Zones on playground to ensure no mixing of bubbles • Rota for cleaning communal areas throughout the day and protocols/signage to reinforce hygiene measures • New posters and signage placed around communal corridors and star well, prompting children to 'stop and check'	10 high Impact 5 Likelihood 2
1.7 Curriculum organisation					
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened	15 High Impact 3, likelihood 5	• Gaps in learning are assessed and addressed in teachers' planning. • Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. • Plans for intervention are in place for those pupils who have fallen behind in their learning. • Technology is used for bespoke work with targeted pupils.	Y	• Where possible in terms of equity we want the same curriculum as at home. But most needy will mean more catch up interventions • Most needy children in school will also have access to additional catch up support.	6 Medium Impact 3, Likelihood 2

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
				• Online intervention schedule starting Monday 11th January • Children grouped into very small interventions, according to need.	
1.8 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines	25 Extreme Impact 5, likelihood 5	• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Numbers of people reduced at one time on a rota to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below. • Staff and pupil hygiene measures to be operated in line with Government guidelines and will be confirmed daily and enforced by continuing monitoring. • Each premise area will have access to cleaning materials and in the case of the staff room, staff will be responsible for ensuring the area is sanitised after use.	Y	• Communal teas/ utensils- separate so everyone has their own mug and tea making facilities • Ensure use of dishwasher to thoroughly clean shared crockery and utensils. • PDMs and leadership meetings are virtual where possible • Administrators to work in separate offices • Admin team on timetable for use of office so that max 1 person in office at any one time	20 Extreme Impact 5 Likelihood 4
1.9 Managing the school lifecycle					
Limited progress with the school's spring term calendar and workplan because of COVID-19 measures	10 High Impact 2, Likelihood 5	• School calendar for the spring term rationalised.	Y	• School leadership will continue to plan for events for the whole school to take place virtually e.g. collective worship and special events.	4 Low Impact 2 Likelihood 2
1.10 Governance and policy					
Governors are not fully informed or involved in making key decisions	9 High Impact 3 Likelihood 3	• Online meetings are held regularly with local governors and directors • The trust board and CEO/ DoE are involved in key decisions on reopening. • Governors are briefed regularly on the latest government guidance and its implications for the school.	Y	• Increased communication with HOS and via Trust board • • Phone calls made to update CoG • Weekly email updates	3 Low Impact 3 Likelihood 1

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
1.11 Policy review					
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	25 Extreme Impact 5 Likelihood 5	• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents and governors have been briefed accordingly. • Plan and carry out fire drill once partial closure is in operation.	Y	• To be amended and on website: • Priority: Fire, health and safety, behaviour, Medical • Attendance, initial communication to parents re: attendance	5 Medium Impact 5 Likelihood 1
1.12 Communication strategy					

Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	25 Extreme
	
	Impact 5
	Likelihood 5
		• Communications strategies for the following groups are in place:
		  • Staff
		  • Pupils
		  • Parents
		  • Governors/Trustees
		  • Local authority
		  • Regional Schools Commissioner
		  • Professional associations
		  • Other partners
			Y	• Staff briefings on 5th January – selection of children, preparation of packs, staff and pupil rotas, initial plans for remote learning
				• Phone calls and letter to parents on 5th January to allocate places and explain arrangements for partial closure.
				• Email to governors and trustees on the 5th January
				• Staff briefing 4th and 5th January for arrangements of remote learning from 6th January
				• Letter to parents 5.01.2021 – how we will communication and expectations of engagement.
				• Emails received daily from LA during first week of term
					5 Medium
					
					Impact 5
					Likelihood 1

1.13 Staff induction and CPD					

Staff are not trained in new procedures, leading to risks to health	25 Extreme
	
	Impact 5
	Likelihood 5
		• A CPD programme is in operation for all staff prior to reopening, and includes:
		  • Infection control
		  • Fire safety and evacuation procedures
			Y	• Infection control meetings with staff on Monday 4th January . Notes written up and circulated to staff.	5 Medium
					
					Impact 5
					Likelihood 1

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
		• Constructive behaviour management • Safeguarding • Risk management Compliance with Covid 19 enhanced hygiene and social distancing procedures will be monitored to ensure best practice is maintained.		• Fire safety procedures briefing for SLT Friday 8th January with drill planned for wc 11.01.2021 • Arrangements for safeguarding children discuss with staff on 6th January and centralised shared log of contact made available • Continued use of CPOMs • COVID set up as a classification on CPOMS for all safeguarding incidents related to isolation or distancing	
New staff are not aware of policies and procedures prior to starting at the school when it reopens	25 Extreme Impact 5 Likelihood 5	• An induction programme is in place for all new staff – either online or in-school – prior to them starting. • The revised staff handbook is issued to all new staff prior to them starting.	Y	SCITT students working remotely and teaching live lessons, as supported by A and TB	5 Medium Impact 5 Likelihood 1
1.14 Free school meals					
Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school	12 High Impact 3 Likelihood 4	• A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive food vouchers when not in school.	Y	• School meals continue to be available for children in school. • Letter to parents 7.01.2021 regarding arrangements for food parcels. • Distribution of initial food parcels on 8.01.2021 • Home deliveries in place for parents who do not have own transport, to ,minimse transmission through use of public transport	3 Low Impact 3 Likelihood 1
1.15 Risk assessments					

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating

Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.	25 Extreme
	
	Impact 5
	Likelihood 5
		• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:
		  • Different areas of the school
		  • Use of facilities and equipment
		  • When pupils enter and leave school
		  • During movement around school
		  • During break and lunch times
		  • Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used
		• Consultation with employees and trades union Safety Reps on risk assessments.
		• Risk assessment published on school intranet and website.
		• Nominated employees tasked to monitoring protection measures.
		• Employees encourage to report any non compliance.
		• The effectiveness of prevention measures will be monitored by school leaders.
		• This risk assessment will be reviewed if the risk level changes and/or in light of updated guidance and after the first weeks operational experience.
		• Encourage feedback from parents via message boards or parent mail systems
			Y	• CP email to all trade unions for their views
				• Allocate parts of this risk assessment to staff to encourage and develop accountability across the school
				• Weekly SLT meeting: this Risk Assessment forms the key reference document:
				• Date and record changes to the risk assessment
				• Use of this document as monitoring and on-going amendment
					5 Medium
					
					Impact 5
					Likelihood 1

1.16 School transport					
Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times	4 Low Impact 3 Likelihood 1	• The details of how pupils will travel to and from school are known prior to opening. • Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school. Liaise with School Transport Team where further consider needs to be given to taxi and escort services. • Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport. • Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied. • Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles	Y	• NA at Shaldon • No children travel on public transport. • Most children arrive on foot or by car.	4 Low Impact 3 Likelihood 1

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
		• *Effective liaison with bus companies is used as a basis for planning staggered start and departure times.*			
1.17 Wraparound care					
Children mix with groups of other children and staff from outside their groups within Breakfast Club and After school club provision.	25 Extreme Impact 5 Likelihood 5	• Children who require wraparound care provision such as breakfast clubs and after school clubs have been identified. • Staff have been allocated for running this provision. • Children who attend an extended school provision operate in the same bubble throughout the school day. • The same arrangements for staff training, cleaning and hygiene is in place in the clubs. • Communicate arrangements for wraparound care to parents.	Y	• Wrap-around care will continue to be available to key worker children, but no others. Only key NHS staff have access to wrap around care 8-5, in order to safeguard staff who run these clubs • At 5.01.2021, group sizes are very small so increased risk is negligible. • Daily review of bubble sizes and demand for wrap around care	10 High Impact 5 Likelihood 2
1.18 Access to the site					
Visitors access the site and mix with staff/ and or children and heighten the risk	20 Extreme Impact 5 Likelihood 4	• Inform parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. • Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required. • Create a procedure and script for receptionists to use when dealing with visitors. • Place notices at school entrance points to advise that only essential visitors should enter the premises. • Ensure that deliveries are handled safely.	Y	• All supplies signed for outside • phone calls and email priority mode of communication • Food parcels, books and other learning resources collected from front of building • Admin window- outside facing plastic safety guard in place for admin staff • No parents in school • Lobby used for collection of items only • Visitors wear facemasks if they have to access the site.	10 High Impact 5 Likelihood 2

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2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	25 Extreme Impact 5 Likelihood 5	• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. • Working hours for cleaning staff are increased. Implement regular cleaning. • Use regular detergents AND bleach/disinfectant for cleaning. • Review COSHH assessments and implement additional controls required where there has been any change in products. • Cleaners should wear the appropriate PPE (see guidance below) usually gloves and aprons. See https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings • Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe	Y	• Increasing cleaning regimes- discussion with Norse and received NORSE RA • Each bubble own cleaning kit • If suspected case need gloves and goggles as well as aprons • COSHH register- update • NORSE to provide equipment and cleaning schedules and risk assessment for their staff • All necessary supplies in school	15 Extreme Impact 5 Likelihood 3
Contaminated surfaces spread virus.	25 Extreme Impact 5 Likelihood 5	• Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. • Remove items such as play dough, sand and soft furnishings and toys from early years setting to reduce contact surfaces. Follow government cleaning guidance if a someone becomes ill with suspected COVID-19 at the setting https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe • Staff to ensure that surfaces and sanitised frequently throughout the day.	Y	• Reading mobile lending library exchange system: • Hands to be sanitized prior to selection of books • books to be quarantined for 48 hours on return. • Each bubble should sanitize regularly touched surfaces e.g. handles, switches, tables, chairs throughout the day	10 High Impact 5 Likelihood 2
Play equipment is used by multiple groups	25 Extreme Impact 5 Likelihood 5	• Equipment is appropriately cleaned between groups of children, and after final use, and only one group of 15 maximum at a time. • Sports equipment is sanitized between uses.	Y	• Tape off lay equipment, communal equipment not to be used • All outdoor equipment cleaned down after use • Sets of play equipment designated to each bubble and cleaned daily	10 High Impact 5 Likelihood 2

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Resources are shared increasing spread of virus	25 Extreme Impact 5 Likelihood 5	• Prevent the sharing of stationery and other equipment where possible – children provided with their own learning packs from Y1 – Y6. • Suitable procedures in place for managing access to items of 'heavy use' such a photocopier to reduce social distancing. • Enhanced cleaning regimes.	Y	• Children will have their own pencil case, pack, zipped, provided by the school. Must stay in school • Reading books accessed online	10 High Impact 5 Likelihood 2
An increased risk in EYFS settings	25 Extreme Impact 5 Likelihood 5	• *Updated Guidance for EYFS (2 July 2020) to be followed.*https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures *removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.*		•	15 Extreme Impact 5 Likelihood 3
2.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	25 Extreme Impact 5 Likelihood 5	• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Members of staff are identified for this purpose.	Y	• Monitoring of soap, hand towels • Separate hand bins, nasal wipes etc. • Kept separate as clinical waste • Separate bin for coughs and sneezes go in separate bin • Allocated staff member – C. O'C liaises with suppliers to ensure cleaning equipment/PPE/sanitiser is in school	15 Extreme Impact 5 Likelihood 3
Pupils and staff forget to wash their hands regularly and frequently	25 Extreme Impact 5 Likelihood 5	• 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. • Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. • Plan in regular access to facilities throughout the day. • Children and staff to wash their hands on arrival.	Y	• Daily checklist posters kept in classrooms. Staff to tick off daily – includes handwashing and table wiping/handles sprayed	15 Extreme Impact 5 Likelihood 3

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Waste is left around in an unhygienic manner	25 Extreme Impact 5 Likelihood 5	• Ensure bins for tissues are emptied throughout the day. • Follow guidance on disposal of waste (such as used fluid resistant masks) https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-ppe-and-face-coverings-be-disposed-of • Cleaning staff will have sufficient training and PPE for the procedure.	Y	• Lidded bins in all rooms	10 High Impact 5 Likelihood 2
2.3 Clothing/fabric					
Not wearing clean clothes each day may increase the risk of the virus spreading	20 Extreme Impact 5 Likelihood 4	• Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. • Expectations and guidance are communicated to parents.	Y	• Uniform optional: must be clean everyday • Communicated to parents via instructional letter – 5.01.2021	15 High Impact 5 Likelihood 3
The use of fabric chairs may increase the risk of the virus spreading	15 High Impact 5 Likelihood 3	• Take fabric chairs out of use where possible. • Where that is not possible then ensure chairs are limited to single person use.	Y	• Staffroom- Own chairs marked out as appropriate	10 High Impact 5 Likelihood 2
2.4 Testing and managing symptoms					
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	25 Extreme Impact 5 Likelihood 5	• 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 the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. • Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays 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. • A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. • RIDDOR Reporting procedure are followed for absences suspected to have been due to Covid 19. • Public health reporting procedures to be complied with concerning the operations of Track and Trace.	Y	• Staff and parent guidance shared regularly. Revisited on 4.01.2021 and 05.01.2021 with both staff and via a letter to parents.	15 Extreme Impact 5 Likelihood 3

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	25 Extreme Impact 5 Likelihood 5	• Families and members of staff should make use of widely available testing – either book online or call 119 • The circumstances and arrangements for testing and self-isolation are explained to staff as part of the induction and training process. • 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. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Staff to sign a declaration that they have been trained and are aware of procedures.	Y	• Weekly emails to parents • Safeguarding updates standing agenda item for KS meetings and whole staff meetings, weekly – includes protocols around cleaning and hygiene	5 Medium Impact 5 Likelihood 1
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	25 Extreme Impact 5 Likelihood 5	***Dealing with suspected and confirmed case/ cases and outbreak.*** *ALWAYS contact the local Health Protection Team if one of the following: 1) The symptomatic person has been admitted to Hospital 2) The Possible case REFUSES testing 3) There are a cluster of possible cases/unexpected increase in absenteeism 4) The Possible case has DEFINITE link to a confirmed case 5) ALL confirmed cases.* ***Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means**):* • *direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)* • *proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual* • *travelling in a small vehicle, like a car, with an infected person* https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc *If a child or staff member in your education setting becomes symptomatic, you should advise them to access testing through the normal channels.* *However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider*	Y	• Staff induction, communication to parents	10 High Impact 5 Likelihood 2

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		using one of the school provided home test kits to improve the chances that the individual will get tested. See the <u>DfE guidance on test kits for schools</u>. *If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162 or email* <u>swhpt@phe.gov.uk</u>. *If the matter is not urgent you can also email* <u>ask.swhpt@phe.gov.uk</u>. *For* ***ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS*** *inform the local authority by emailing* <u>educate.schoolspriorityalerts-mailbox@devon.gov.uk</u> *Devon County Council's Local Outbreak Management Plan (LOMP) is available here:* <u>https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/</u>. *If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the* ***Schools Emergency Plan*** *to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:* <u>Educational settings Action cards</u> <u>PHE SW HPT: Flowchart for childcare and Educational settings V 4</u> • *Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the* <u>Actions for Schools Guidance Section 5</u>			
2.5 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	15 High Impact 5 Likelihood 3	• A trained first aided and DSL should be on the rota in school at all times. • Collaborative arrangements for sharing staff with other schools in the locality have been agreed. • A programme for training additional staff is in place. • First aider to wear PPE as they will be working across the bubbles.	Y	•	5 Medium Impact 5 Likelihood 1
2.6 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	15 High Impact 5 Likelihood 3	• As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • School newsfeed and Class Dojo used to communicated Covid 19 information regularly.	Y	• Twice weekly email updates sent to parents through email and Dojo • One way system in place for dropping/collecting • Separate entry/exit points for each bubble	5 Medium Impact 5 Likelihood 1

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		• Encourage parents to phone school and make telephone appointments if the wish to discuss their child or safety measures (avoid face to face meetings). • Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. • Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely. • Make it clear that only one parent should accompany children to school • Parents should wear a mask when dropping off and picking up their children.		• Posters on doors for ASC/BC/Office, removing need for parents to enter the building	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	15 High Impact 5 Likelihood 3	• Parents are regularly reminded of the need to notify school if they or one of their children have the virus. • Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.	Y	• Weekly newsbulletins sent out from office	10 High Impact 5 Likelihood 2
Parents demonstrate aggression due to anxiety and stress	9 High Impact 3 Likelihood 3	• Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimizing adult to adult contact (for example, which entrance to use) to reduce anxiety, keep parents up to date with regular communications.	Y	• A designated member of staff on each gate every morning and pick up. • Clear signage • Check ins with parents regularly to ensure understanding and compliance. • Parents receive check in call in addition to confirmation letter	6 Medium Impact 3 Likelihood 2
2.7 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	25 Extreme Impact 5 Likelihood 5	• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe • Adequate training / briefing on use and safe disposal • Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures • and above guidance on use in education settings. • Those staff required to wear PPE (e.g. SEND intimate care; supervising children with symptoms) 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.	Y	• PPE audit 7.01.2021. • Additional resources ordered wc 04.01.2021	5 Medium Impact 5 Likelihood 1

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		• Staff are reminded that wearing of gloves is not a substitute for good handwashing.			

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

3. Maximising social distancing measures					
3.1 Pupil behaviour					
Pupils' behaviour on return to school does not comply with social distancing guidance	25 Extreme Impact 5 Likelihood 5	• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured to support social distancing and are closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. • Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. • Individual risk assessments of children with previous poor behaviour • https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-i-care-for-children-who-regularly-spit	Y	• Appendix to Behaviour policy will be followed. • Challenging behaviour in bubbles will be risk assessed: if the behaviour is deemed to pose too high a risk the child may not be able to attend school. • Staff deployment plans in place as per risk assessments • Additional risk assessments for EHCP children whose behaviour poses a risk to staff – two EHCP children on reduced timetables with 1:1 support	10 High Impact 5 Likelihood 2
3.2 Classrooms and teaching spaces					
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	25 Extreme Impact 5 Likelihood 5	• Home base arrangements in place. • Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance (i.e. a maximum of pupils per room). • Children organised into 'bubbles' of no more than 15, including part time attendees • All furniture not in use has been removed from classrooms and teaching spaces. • Arrangements are reviewed regularly. • Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security, and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these	Y	• Bubble limits of 15 • All rooms used have access to external courtyards/play areas • Adequate ventilation in al classrooms – children advised to wear warm layers during winter months	5 Medium Impact 5 Likelihood 1

(adapted from Star Academy Trust and Local Authority Risk Assessments)

	(red)	should be switched off. Ventilation to chemical stores should remain operational			(yellow)
3.3 Movement in corridors					
Social distancing guidance is breached when pupils circulate in corridors	25 Extreme Impact 5 Likelihood 5	• Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • The movement of pupils around school is minimised as much as possible. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place.	Y	• Signage in place • Children have daily check ins and reminders of safety measures • Staff monitor children accessing toilets and ensuring no cross-over in corridors	5 Medium Impact 5 Likelihood 1
3.4 Break times					
Pupils may not observe social distancing at break times	25 Extreme Impact 5 Likelihood 5	• Break times are staggered. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas. • Supervision levels have been enhanced, especially with younger pupils, to support social distancing.	Y	• Staff induction clarity on what playtimes can look like	5 Medium Impact 5 Likelihood 1
3.5 Lunch times					
Pupils may not observe social distancing at lunch times	25 Extreme Impact 5 Likelihood 5	• Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • Consider eating outdoors or in classrooms initially. • Consider how food will be delivered or collected to avoid queues. • Floor markings are used to manage queues and enable social distancing. • Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. • Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). • Eating areas are cleaned after lunch.	Y	• Children eating in their class. • One MTA to deliver meals to the classroom to avoid unnecessary congestion in corridors.	5 Medium Impact 5 Likelihood 1
Kitchen facilities do not comply with latest guidance	15 High Impact 5 Likelihood 3	• Follow usual food safety and hygiene procedures and Government guidance for catering establishments https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery • Ensure Health & Safety policies are followed	Y	• If children bringing packed lunches- need disposable wrappings. Communicated to parents	5 Medium Impact 5 Likelihood 1

(adapted from Star Academy Trust and Local Authority Risk Assessments)

				The existing school kitchen grab and go is in line with guidance and is the safest approach	
3.6 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	25 Extreme Impact 5 Likelihood 5	• Limit the number of children or young people who use the toilet facilities at one time. • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to enable social distancing. • Pupils know that they can only use the toilet one at a time. • Flush the toilet with the lid down (where these are present) • Allow at least 2 minutes between use of cubicles to allow the particles in the air to settle. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • 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.	Y	• Set toilet times with procedure and routine built in as part of the learning • Children instructed to santitise hands before leaving classroom to use toilets, to minimise spread of infection in using corridors and door handles • Toilet cleaning maintained regularly	15 High Impact 5 Likelihood 3
3.7 Medical Rooms/ isolation space					
The configuration of medical rooms may compromise social distancing measures	20 Extreme Impact 5 Likelihood 4	• Social distancing provisions are in place for medical rooms. • 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.	Y	• Blue bench outside of group room/group room used as medical isolation zones • Children with symptoms to be taken to the external bench/group room where there is ample space to socially distance, and it is easy to clean afterwards.	5 Medium Impact 5 Likelihood 1
3.8 Reception area					

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	25 Extreme Impact 5 Likelihood 5	• Social distancing points are clearly set out, using floor markings, continuing outside where necessary. • Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). • Non-essential deliveries and visitors to school are minimised. • Arrangements are in place for segregation of visitors. • Staff take responsibility to remind visitors to follow the social distancing guidelines.	Y	• No external personnel enter the building • Marking identify the distance for parents queuing for reception.	5 Medium Impact 5 Likelihood 1
3.9 Arrival and departure from school					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	25 Extreme Impact 5 Likelihood 5	• Start and finish times are staggered. • The use of available entrances and exits is maximised. • Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. • Weekly messages to parents stress the need for social distancing at arrival and departure times.	Y	• 2 designated members of staff at gates every drop off and pick up • Member of staff at each classroom entrance.	15 High Impact 5 Likelihood 3
4. Continuing enhanced protection for children and staff with underlying health conditions					
4.1 Pupils with underlying health issues					
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	25 Extreme Impact 5 Likelihood 5	• Schools to request information from parents about whether their children falls within the vulnerable categories. • Parents should follow medical advice if their child is in this categoryhttps://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version • or if someone within their household is in this category https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 • Guidance is reinforced on a regular basis. • Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. • If children are from a BAME group, parents should seek medical advice before sending their child back into school. • The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.** • Schools have a regularly updated register of pupils with underlying health conditions.	Y	• Risk assessment of all pupils offered places • All medically vulnerable children are being kept at home, with welfare calls made by DSL staff	5 Medium Impact 5 Likelihood 1

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		• The school has undertaken as many information gathering measures as it can achieve under the Data Protection restrictions to reduce this risk.			
Children with special educational needs are not able to follow guidance safely	25 Extreme Impact 5 Likelihood 5	• Children with EHCP or SEND need, complete risk assessment before attendance (WP has a template) • Ensure the same adult is assigned to children needing one to one provision as some children will need additional support to follow measures. • Some children may be safer learning at home.	Y	• Highly monitored EHCP and vulnerable pupil transition run by SEND team	5 Medium Impact 5 Likelihood 1
4.2 Staff with underlying health issues					
Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	25 Extreme Impact 5 Likelihood 5	• A risk assessment should be undertaken for vulnerable groups, • Guidance on shielding and protecting extremely vulnerable persons and clinically vulnerable people should also be followed when considering staffing arrangements. • https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#shielded-and-clinically-vulnerable-adults • All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. • Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.** • If members of staff are from a BAME group, then they should seek medical advice before returning to school and this should be recorded on the staff risk assessment.	Y	• Risk assessments reviewed on 5.01.2021 and 06.01.2021 All staff to email completed risk assessments	10 High Impact 5 Likelihood 2

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		• If members of staff are over 60, this should be considered on the individual risk assessment and social distancing measures should be followed as strenuously as possible, and consideration be given to alternative roles and areas of work. • All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. • Current government guidance is being applied.			
Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic.	25 Extreme Impact 5 Likelihood 5	*The following section of the DfE guidance must be followed:* https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks ***Where this cannot be met, then the school must record why and what other control measures they will adopt.*** *During lockdown members of staff should work only within their allocated bubble.* **Focusing on control measures that reduce close contact, will reduce the number of staff and pupils required to self-isolate when there are cases within the school.** *Mitigating measures that will reduce the number of close contacts between individuals and therefore numbers required to self-isolate as the result of a positive case in the school:* • *Reducing bubble sizes,* • *reducing face to face meetings (move to video calling if appropriate),* • *reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc.* • *reducing or eliminating the movement around the school of pupils and teaching staff,* • *reducing or eliminating the movement across bubbles of pupils and teaching staff,* • *no car sharing between staff to school* • *keeping to the 2m distancing (for teachers especially) if at all possible*		• *There are at least 2 members of staff in each bubble so that members of staff can release each other at breaktimes and lunchtimes* • *Identified 'on call' adults to carefully adhere to social distancing guidance at all times, unless a PIPs hold is essential.* • Staff to wear masks in school unless directly teaching children or working within the additional security of their bubble.	15 High Impact 5 Likelihood 3

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		Other measures that will reduce the spread of the virus in the school – face coverings, thorough regular cleaning regimes throughout the day (of hands and of hard surfaces/ high use touch points), catch it bin it kill it messages.			

5. Enhancing mental health support for pupils and staff

5.1 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	16 Extreme Impact 4 Likelihood 4	• 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. • Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). • Resources/websites to support the mental health of pupils are provided.	Y		12 High Impact 4 Likelihood 3

5.2 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	16 Extreme Impact 4 Likelihood 4	• 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 and training have included content on wellbeing.. • Staff have been signposted to useful websites and resources. • Talk to staff about (or where not possible put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. • If appropriate, seek GP or occupational health advice	Y	• RT support staff supervision • SLT- teacher support network • WP- teachers supervision • Three members of staff with anxiety mostly working from home or in isolation at school.	12 High Impact 4 Likelihood 3
Working from home can adversely affect mental health	9 High Impact 3, Likelihood 3	• Staff working from home due to self-isolation have regular catch-ups with line managers. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans have been agreed with support provided where necessary. • Staff working from home may help provide remote learning for any pupils who need to stay at home.	Y	• Regular catch-ups via MSTeams, and via the phone. • Online PDMs • Invitations to whole school online events. • Regular contact with line manager.	6 Medium Impact 3 Likelihood 2

5.3 Bereavement support

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Pupils and staff are grieving because of loss of friends or family	12 High Impact 4 Likelihood 3	• The school has access to trained staff who can deliver bereavement counselling and support. • Support is requested from other organisations when necessary.	Y	• WP to advise and set up protocol	12 High Impact 4 Likelihood 3
6. Maintaining educational provision for children of key workers and vulnerable children					
6.1 Maintaining provision					
Educational provision must still be maintained for priority children when the school reopens	12 High Impact 3 Likelihood 4	• Current government guidance is being followed. • Liaison is continuing with parents who are key workers and the parents of vulnerable children to agree required provision. • The facility for full-time attendance is available where required (even if their peers are only attending part-time). • Arrangements are in place to ensure that this cohort is tracked and supported effectively. • Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day. • Arrangements are in place to supervise children of key workers and vulnerable children over any holiday periods in-line with current government guidance. • Remote learning will be maintained for children at home.	Y	• Teachers will report to Senior Leadership Team weekly on online learning engagement: action and support plans will be developed and barriers identified • Tracked weekly by SLT • Home Visits will be used to support families who are struggling with Home Learning as well as safeguarding • Daily attendance registers taken by teachers during live lessons. This is used to flag persistent absentees, who will be considered for a place in school if they continue to not engage in home learning	3 Low Impact 3 Likelihood 1
7. Operational issues					
7.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	25 Extreme Impact 5 Likelihood 5	• Fire procedures have been reviewed and revised where required, due to: • Reduced numbers of pupils/staff • Possible absence of fire marshals • Social distancing rules during evacuation and at muster points • Possible need for additional muster point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately.	Y	• Play areas are where the bubbles line up at fire drill • Social distancing to be practised with fire drill on week commencing 11.01.2021	5 Medium Impact 5 Likelihood 1

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Risk	Initial Rating	Control Measures	In Place	Further Action	Residual Rating
Fire evacuation drills - unable to apply social distancing effectively	25 Extreme Impact 5 Likelihood 5	• Plans for fire evacuation drills are in place which are in line with social distancing measures.	Y	• New markings laid out on playground. Drill practised on 17th Dec and will be revisited wc 11th Jan	5 Medium Impact 5 Likelihood 1
Fire marshals absent due to self-isolation	25 Extreme Impact 5 Likelihood 5	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. • Training and guidance to be provided for any additional Fire Marshalls required who have not undertaken the role previously.	Y	• See fire plan	5 Medium Impact 5 Likelihood 1
7.2 Managing premises					
All systems may not be operational	12 High Impact 4 Likelihood 3	• https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak • Government guidance is being implemented where appropriate. • All systems have been recommissioned.	Y	• Site manager has been in place during Lockdown	8 Medium Impact 4 Likelihood 2
Statutory compliance has not been completed due to the availability of contractors during lockdown	12 High Impact 4 Likelihood 3	• All statutory compliance is up to date. • Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed. • Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak	Y	•	8 Medium Impact 4 Likelihood 2
Ventilation	20 Extreme Impact 5 Likelihood 4	*Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:* • *opening high level windows in preference to low level to reduce draughts* • *increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)* • *providing flexibility to allow additional, suitable indoor clothing. For more information see* School uniform • *rearranging furniture where possible to avoid direct drafts*	Y	• Site manager to check and test ventilation systems • Chidlren to wear their own warm clothing.	15 High Impact 5 Likelihood 3

(adapted from Star Academy Trust and Local Authority Risk Assessments)

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- *mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)*
- *Opening internal doors can also assist with creating a throughput of air*
- *natural ventilation – if necessary external opening doors may also be used Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be done once the fire risk assessment has been reviewed and amended. Schools must ensure that systems are in place to close doors in the event of a fire alarm, during breaks if they cannot be monitored or at the end of the day. There is also the security risk of leaving external doors open and therefore there must be procedures in place to mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored.*
- *Ventilation to chemical stores should remain operational.*

It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more information on suitable workplace temperatures see HSE: <u>Guidance on temperature in the workplace</u>

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7.3 Contractors working on the school site

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(adapted from Star Academy Trust and Local Authority Risk Assessments)

Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	15 High Impact 5 Likelihood 3	• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. • Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). • Visitors must wear masks • Visitors must complete COVID for to certify that they do not have symptoms and will work with us through Trace and Trace.	Y	• Separate room made available for IT contractor	5 Medium Impact 5 Likelihood 1

8. Finance

8.1 Costs of the school's response to COVID-19

The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties	9 High Impact 3 Likelihood 3	• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. • Pupil and Staff safety will be paramount within any decision process and any financial consequences will be identified but will not override the principles of Health and Safety.	Y	•	9 Medium Impact 3 Likelihood 3

9. Governance

9.1 Oversight of the governing body

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	9 High Impact 3 Likelihood 3	• The Trust Board and local committees continues to meet regularly via online platforms. • 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	• • JS in regular contact with SG, SW and RP • Weekly phone calls between JS and SG	3 Low Impact 3 Likelihood 1
10. Additional site-specific issues and risks					
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
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