



**Coventry School Partnership:  
Covid19 Operational Risk Assessment – National Lockdown January 2021  
(Version 3)**

## 1. Introduction:

Coventry's Partnership of schools have agreed a collaborative and consistent approach to secure the ongoing safety of pupils, staff and the community throughout the Pandemic.

In reviewing this guidance in the context of the National Lockdown announced on 4<sup>th</sup> January 2021, the Local Authority has had regard to advice from both the Health and Safety Executive and Government. It has noted that the Government has made clear that their 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"*. [Health and safety: responsibilities and duties for schools](#) Consequently, Health and Safety Legislation continues to take precedence.

### This risk assessment guidance:

- Sets out the current context and statutory health and safety obligations
- Reflects the principles set out in Coventry schools Covid-19 Re-set and Recovery Plan in March 2020, which have not changed
- Sets the context for reviewing a risk assessment to "break the chain of transmission" of the disease within the school context, taking into account the Government's guidance issued on
- Provides an exemplar risk assessment that can be adopted and adapted to any educational setting
- Incorporates hyperlinks to sources of helpful information and resource

**What is the risk?** Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. Whilst it is reported that the impact of the virus has not changed since March 2020, increased social contacts and the new variant have combined to significantly increase transmission rates. Improved access to testing, including lateral flow tests has identified asymptomatic cases (no symptoms) within the community, that if not isolated early present a further transmission risk, which needs to be controlled as far as is practicably possible.

The National Lockdown aims to mitigate the risk of spiralling transmission rates (reduce the R) by minimising social contact across the Country, not in individual organisations. The Government's rationale for schools remaining partially open (special schools and Alternative Provision are expected to remain fully open) is to provide face to face teaching to vulnerable children and the children of critical workers. For vulnerable children the decision is a balanced risk judgement based on safeguarding, mental health and academic progress. Research from the Lockdown in March 2020, identified that vulnerable children including those with SEND were disproportionately impacted by not being in school. Provision for the children of critical workers is intended to ensure that services can continue to operate, including education, health and social care. For details see: [Actions for schools during the coronavirus outbreak](#) and [Children of critical workers and vulnerable children who can access schools or educational settings](#) . It is noted that the children of critical workers guidance was revised on the 8<sup>th</sup> January 2021 to **"clarify that parents and carers who are critical workers should keep their children at home if they can"**.

This risk assessment therefore continues to focus on actions that are **reasonably practicable** to implement, that will reduce the risk of transmission of Covid19 within the school community

**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. For maintained schools the employer is Coventry City Council, for Academies it is the Academy Trust.

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 head teacher and school management team. 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 and proportional 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 building users and monitor compliance
- 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 and that they understand their personal responsibility for their safety and the safety of others.
- 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.

### 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. It is a legal requirement that employers must consult with the health and safety **representative** selected by a recognised trade union or, if there isn't one, a representative chosen by staff
- 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. Locally agreed Principles:

Coventry schools Covid-19 re-set and recovery Plan' May 2020 set out agreed principles to secure the wider reopening of schools. The following five principles remain relevant during the current lockdown period.

- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the Coventry school system
- The absolute focus on encouraging all eligible vulnerable children to return to school will be maintained alongside provision for children of critical workers
- Adherence to social distancing will be maintained as far as practicably possible in all classroom and school environments
- School organisational planning will minimise the number of pupils that each staff member has contact With

## 4. 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. It is now evident that infection can be asymptomatic (no symptoms) thereby presenting a higher risk of unintentional transmission. Therefore, to minimise the risk of transmission, settings must put in place effective infection protection and control. Ensuring appropriate social distancing in school, meticulous hand hygiene practice all serve to reduce risk significantly.

**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 to confirm or negate a diagnosis should be promoted.
- Clinically extremely vulnerable individuals will receive a letter from the NHS or a medical specialist and are **advised** to shield and not to work outside the home.
- Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in guidance). Clinically vulnerable staff can continue to attend school where it is not possible to work from home, but must maintain good prevention practice in the workplace and home settings.

#### 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.
- Socialising 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
- Maximise natural ventilation and access to the external learning environment, whilst maintaining a comfortable working temperature within school see: [air conditioning and ventilation during the coronavirus outbreak](#)

## **Social Distancing:-**

- Secure social distancing whenever practicably possible, through footfall management and planned supervised movement throughout the school building
- Regulate entry so that the premises do not become overcrowded at any point and no 'pinch points' are experienced at ingress or egress
- Where it is possible to remain 2 metres apart, use floor markings/signage to mark the distance and facilitate compliance, particularly in corridors, hand cleaning areas, toilets and internal and external communal break areas
- Ensure the environment (such as classroom layout) and timetables are conducive with social distancing – remove all clutter and non-essential resources
- Minimise social contact by forming small fixed groups of staff and children and avoiding movement between or blending of groups whenever possible
- Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side.
- Social distancing is not required in an emergency situation, e.g. medical emergency, fire evacuation etc. PPE should be used in a medical emergency if time permits (a first aid supply of PPE is provided to all schools to secure an individual emergency situation, for example a sudden illness that may be Covid19 symptomatic of a child or staff member in school)

## **Lateral Flow Testing:-**

- Take active steps to identify asymptomatic cases within the school community, through the promotions of regular (at least weekly) community or on-site lateral flow testing for all staff and pupils year 7 and above, adhering to the [Mass asymptomatic testing: schools and colleges](#) safe operating procedures if based in school.

## **5. 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. A model Covid19 operational risk assessment has been developed for City-wide use, which is pre-populated with generic safe methods of working. If adopted, this will need to be adapted to each specific setting. 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:

- Securing provision for SEN – balancing the risk of allowing external visitors into school with the duty of best endeavours to provide
- Health and safety audit of the school building checklist – for use by class teachers (HSE) to ensure that the overall building is safe to use in terms of trips, falls, lighting, electricity hazards etc.
- Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL
- Communicating with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school
- Delivering remote learning at an equivalent level to school attendance

## 6. Key resources and references:

<p><a href="#">Actions for schools during the coronavirus outbreak</a></p> <p><a href="#">Children of critical workers and vulnerable children who can access schools or educational settings</a></p> <p><a href="#">Mass asymptomatic testing: schools and colleges</a></p> <p><a href="#">air conditioning and ventilation during the coronavirus outbreak</a></p> <p><a href="#">School attendance: guidance for schools</a></p> <p><a href="#">Disapplication notice: school attendance legislation changes</a></p> <p><a href="#">COVID-19: cleaning of non-healthcare settings keeping children safe in education</a></p> <p><a href="#">letters-to-clinically-extremely-vulnerable-people</a></p> <p><a href="#">Covid-19-advice-for-pregnant-employee</a></p>	<p><a href="#">COVID-19: cleaning in non-healthcare settings</a></p> <p><a href="#">Covid-19-decontamination-in-non-healthcare-settings staying at home and away from others (social distancing)</a></p> <p><a href="#">Health and safety risk checklist for classrooms</a></p> <p><a href="#">E-bug posters</a></p> <p><a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a></p> <p><a href="#">Coronavirus (COVID-19): implementing social distancing in education and childcare settings</a></p>
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updated 10.7.2020, updated 28.9.2020, 15.10.2020

# Covid 19: Operational Risk Assessment

Planned re-opening of Whitley Abbey Primary School, September 2020

Model  
 COVID-19:  
 Operational  
 risk  
 assessment

for school reopening

**Please note: this risk assessment should be undertaken in conjunction with the covering guidance which absorbs statutory requirements and Government guidance available as at 2<sup>nd</sup> July 2020. Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or change. Please add additional Activity (risks) as deemed necessary and delete any activity that does not apply to your school. The table is designed to enable you to re-order risks/priorities as required.**

Assessment conducted by:	Jules Hall	Job title:	Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	15 <sup>th</sup> January 2021	Review interval:	15.01.2021	Date of next review:	January 2021 <u>and continuous review thereafter</u>

**Risk matrix**

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

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Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
1. Establishing a gradual and safe approach for pupils and staff to return to school:					
1.1 Establishing if the building is safe following an extended closure <b>or significantly reduced use of building</b>					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.		<ul style="list-style-type: none"> <li>▪ Health and safety audit conducted by nominated staff and Governor</li> <li>▪ Classroom audits undertaken using the HSE <a href="#">Health and safety risk checklist for classrooms</a></li> <li>▪ 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"> <li>▪ Different areas of the school</li> <li>▪ Procedures for when pupils and staff enter and leave school</li> <li>▪ Planned movement around the school during lesson, break and lunch times</li> </ul> </li> <li>▪ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul>	Y	<p>During lockdown in January 2021 drop off between 8.40 – 8.50 and pick up of children 3.20 – 3.30</p> <p><a href="#">Separate entrance and exit to school site and one way system to continue.</a></p> <p><a href="#">Mapping out of the exterior spaces to provide separate play spaces for each year group bubble.</a></p> <p><a href="#">All aspects of the curriculum delivered within year group bubble or designated/planned outdoor space.</a></p> <p><a href="#">Any shared resources e.g. painting equipment to be thoroughly washed after use.</a></p> <p>January 2021 – year group bubbles during lockdown, children 2 m apart and bubbles not to exceed 15. Desirable number of children 10.</p> <ul style="list-style-type: none"> <li>• <a href="#">H&amp;S Audit carried out Sept 2018 by LA H&amp;S Ad</a></li> </ul>	L
Statutory compliance has not been completed due to the availability of contractors during lockdown		<ul style="list-style-type: none"> <li>▪ All statutory compliance is up to date.</li> <li>▪ Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>	Y	<ul style="list-style-type: none"> <li>• <a href="#">Contractors to visit site out of school hours where possible. Risk assessments to be provided where this is not possible.</a></li> <li>• <a href="#">Non-essential works to be postponed.</a></li> <li>• <a href="#">Hertel visiting site monthly as normal to carry out relevant water checks. SSO continuing with regular flushing activity in areas where facilities not being used for any period of time.</a></li> </ul>	L
1.2 First Aid/Designated Safeguarding Leads					

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<p>The lack of availability of designated First Aiders and Designated Safeguarding Leads may children’s safety at risk</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"> <li>a trained DSL (or deputy) from the school will be available via phone or online video, e.g. working from home</li> <li>access to a trained DSL from a partner school, will be available via phone or online video</li> </ul> <p>Where a trained DSL (or deputy) is not on site, a senior leader should take responsibility for coordinating safeguarding on site.</p>		<p>A DSL is onsite at all times and in an emergency all DSLs are available by phone and on Microsoft Teams.</p>	
<p><b>2. Securing safe teaching spaces to accommodate all pupils returning to school</b></p>					
<p><b>2.1 Organisation of teaching spaces and communal areas</b></p>					
<p>Classroom sizes will not allow adequate social distancing</p>		<ul style="list-style-type: none"> <li>Class sizes revert to 30 in recognition of Government advice that children are not at significant risk</li> <li>Timetables and staffing model determined to secure curriculum delivery for class/group size</li> <li>Classrooms are re-modelled, with chairs and desks in place to allow for social distancing. Any surplus furniture including ‘spare’ chairs are removed if possible and area de-cluttered</li> <li>Clear age appropriate signage displayed in classrooms promoting social distancing see: <a href="#">E-bug posters</a></li> <li>Ensure class groups and staff stay together consistently and do not mix or blend with other groups</li> </ul>	<p><u>Y</u></p>	<p><u>Bubbles for Y1 to Y6 consists of the whole year group and the staff in that year group.</u></p> <p><u>Markings on corridors to ensure social distancing but system to be put in place where staff make sure corridors and stair wells are clear before entering. External doors to continue to be used with children walking around the outside of the building with staff.</u></p>	<p><u>L</u></p>
<p>Bubble sizes are not supporting the principle of minimising the number of social contacts in school, because they are too big and overlap</p>		<ul style="list-style-type: none"> <li>Teaching groups (‘bubbles’) are as small as possible, and maximise the distance between pupils; between pupils and staff and between adults. A full-size mainstream classroom this is likely to safely accommodate circa 15 pupils</li> <li>Arrangements to safely support pupils requiring individual support and intervention are in place supported by a pupil specific risk assessment</li> <li>Arrangements to maintain consistent groups of staff and pupils as far as is practicably possible are in place</li> <li>Securing consistency of groups in EYFS and reception/Year 1 recognises that because of their age or cognition, children cannot practice social distancing. Small consistent groups provide an additional protective measure.</li> <li>The timetable in structured and non-structured times strictly limits the interaction and the sharing of rooms and social spaces between groups as</li> </ul>		<p>Bubble sizes are not larger than 15 with 10 being the optimum number in our school. Where numbers on any given day exceed 15 children may need to taught in break out areas. Controls are in place to ensure that each year group bubble has its own outdoor space. Most year groups have their own toilets and where Y5 and 6 share additional controls are in place. No staff are operating across different year groups. All assemblies are carried out using Zoom.</p>	

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		<p>much as possible.</p> <ul style="list-style-type: none"> <li>Teachers and staff can operate across different groups if necessary, to secure capacity and deliver a broad curriculum, but must observe social distancing to reduce the risk of transmission between bubbles if possible</li> <li>Gatherings e.g. assemblies must not involve more than one bubble</li> </ul>			
Large spaces that need to be used as classrooms		<ul style="list-style-type: none"> <li>Set group size limit for large spaces (e.g. hall, sports hall, dining hall) that match teaching group size.</li> <li>Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring</li> <li>Design layout and arrangements in place to enable social distancing.</li> </ul>	Y	<p><u>Assemblies will continue via Zoom</u> and Teams. <u>and PE lessons will all be held outside</u> and inside in the main hall only during inclement weather. The hall must be well ventilated, equipment wiped down and the sports coach to adhere to social distancing and where a mask or face shield</p> <p>During Spring lockdown, all year group bubbles take lunches in class with the exception of Year 5 and 6 who take lunch in the blue hall at different times</p> <p>Where children take their lunch in the halls they are to sit only at tables with their own class.</p>	L
Staff rooms and offices do not allow for observation of social distancing guidelines		<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team</li> <li><u>Staff using a communal area do so in their designated groups only</u> using one of their own classrooms or one of the mini-staffrooms in school following the staff rota.</li> </ul>	Y	<p><u>One-way system in staffroom.</u>  <u>Staff to bring their own flask,</u>  <u>fridge and microwave not in use.</u>  <u>Staff from year group bubbles take lunch breaks together in classroom, or one of allocated staff room areas.</u>  <u>Staff room chairs and table area marked off for social distancing to allow for workstations.</u>  <u>Staff advised to take PPA at home and meet via Teams, staff room tables moved to face wall, chairs moved into kitchen area away from computer workstations</u>  <u>All staff development time to be taken off site where possible e.g. subject leadership. Or to be taken</u></p>	L

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				<p><b>in a safe space, where staff do not mix with staff from other bubbles.</b></p> <p><b>No additional staff to enter offices, communicate via email or phone.</b></p> <p><b>No corridor conversations to take place.</b></p>	
<u>School kitchens may not be able to serve whole school return</u>		<ul style="list-style-type: none"> <li>▪ <u>Government advice confirms that school kitchens can continue to operate, the kitchen will comply with guidance for food businesses on coronavirus (COVID-19)</u></li> </ul>			
<u>Physical activity in school</u>		<ul style="list-style-type: none"> <li>▪ <u>Pupils to be kept in consistent groups</u></li> <li>▪ <u>Sports equipment to be thoroughly cleaned in between each use by a different group</u></li> <li>▪ <u>Avoid contact sports</u></li> <li>▪ <u>Where possible outdoor sports will be prioritised and large indoor spaces used when necessary, maximising distancing between pupils and adhering to stringent cleaning and hygiene</u></li> <li>▪ <u>External facilities are used in accordance with Government guidance on the phased return of sport and recreation and Sport England</u></li> <li>▪ <u>Include activities such as active miles and active travel to promote social distancing exercise</u></li> </ul>		<p><u>Pupils taught weekly PE lesson by sports coach outside, children are brought out to sports coach by Year group staff. All children to come to school in outdoor PE kit on PE days. Additional short PE afternoon lesson (15 minutes) taught by year group staff either in classroom or outside will include daily mile, use of trim trail, warm up games, yoga, active8 etc</u></p> <p><u>Children to wash hands before any PE sessions and all equipment to be cleaned afterwards using soapy and water.</u> During bad weather PE can be taught in the main hall, it must be well ventilated, social distancing (2m) adhered to between staff and pupils and protective face covering worn by staff.</p> <p>Hand sanitiser must be used immediately prior to children using any sports equipment, sports</p>	

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				coach, teaching staff and lunchtime supervisors to supervise.	
<b>Securing good ventilation of occupied spaces results in areas being too cold to work in comfortably</b>		<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 <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a>):</p> <ul style="list-style-type: none"> <li>▪ 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 examples, between classes, during break and lunch, when a room is unused) to purge the air in the space).</li> <li>▪ Opening internal doors can also assist with creating a throughput of air</li> <li>▪ Opening external doors may be considered (as long as they are not fire doors and only where safe to do so)</li> <li>▪ Flexibility on school uniform will be allowed to enable pupils to wear additional, suitable indoor clothing. For more information see <a href="#">School uniform</a></li> <li>▪ Where possible furniture will be arranged to avoid direct drafts</li> <li>▪ mechanical ventilation systems 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)</li> <li>▪ <b>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces</b></li> </ul>			
<b>2.2 Availability of staff and class sizes</b>					
<b>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</b>		<ul style="list-style-type: none"> <li>▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>▪ Any staff member who is identified as clinically extremely vulnerable <del>is not permitted onto school premises</del> are strongly advised by the NHS to stay at home and cannot be allowed in school for their own protection</li> <li>▪ Staff members who are clinically vulnerable can work in school if it is not possible to work from home but must adhere to Covid-19 safety measures</li> </ul>	Y	<p><a href="#">Staff to inform HT/DHT/SBM after 7am or previous night if unable to work on any day- liaise with SBM re fit to work notes.</a>  <a href="#">Clinically extremely vulnerabl staff support in online learning and remote support.</a>  <a href="#">VERA risk assessments</a> have been carried out with all staff and individual</p>	!

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		<p style="color: red;">for their protection and the protection of others as set out in their VERA are strongly advised to stay at home</p> <ul style="list-style-type: none"> <li>▪ 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 they or a household member is symptomatic</li> <li>▪ All staff are aware of the testing procedure and know that they are required to report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset.</li> <li>▪ Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> <li>▪ Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required</li> <li>▪ If classes in school cannot be delivered because is staffing capacity is depleted a blended model of home learning and attendance at school is will be utilised temporarily, until staffing levels improve. Any temporary change in provision for vulnerable or critical worker children will be risk assessed against safeguarding criteria in consultation with partners, with a clear plan of return.</li> </ul> <p>An appropriate hierarchy of deputisation is in place should a senior leader be unavailable. This might include external leadership capacity</p>		<p>measures have been put in place where necessary.   <u>All SLT involved in strategy, including Governing Board.</u>  <u>DHT and AHT (DP and BN) able to deputise should the need arise.</u>  <u>Clear signage on all entrances to remind parents and staff not to come onto site if they have these symptoms.</u></p> <p><u>Regular procedure now to be followed for informing SLT if staff are ill: to ring HT/DHT/SBM between 7 am – 7.30 am.</u></p> <p>All staff are aware of the testing procedure and are updated regularly on local and national guidance.</p> <p>For all staff in school a rota is in place to minimise time spent in school, this includes SLT. One member of SLT always in school. Daily online meetings in place for SLT</p>	
2.3 Testing and managing symptoms					
<p><b>Testing is not used effectively to help manage staffing levels and support staff wellbeing</b></p>		<ul style="list-style-type: none"> <li>▪ Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff</li> <li>▪ Staff share the outcome of the test with their employer</li> <li>▪ <u>The school, staff and parents engage with the Test and Trace processes</u></li> </ul>	Y	<p><u>Staff and parents must keep school up to date on their test status and must adhere to social isolation following a positive test</u></p>	L
<p><b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b></p>		<ul style="list-style-type: none"> <li>▪ <u>Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 7 days and ensure anyone developing these symptoms during the school day is safely sent home and instructed to arrange a Covid-19 test. Any household members within school will be sent home to self-isolate for 14 days or until the test result is known and is negative</u></li> <li>▪ <u>Engage with the NHS Test and Trace process</u></li> <li>▪ <u>Contain any outbreak by following local public health protection advice contact: Public Health England health protection team</u></li> <li>▪ 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</li> </ul>	Y	<p><u>Any staff or pupils with symptoms are to be tested and to stay at home until a negative test result is obtained or if positive to self isolate for 10 days.</u></p> <p>An <u>Isolation room</u> is set up in the Rainbow room on the first floor, which will not have any other use.</p> <p><u>PPE should be worn by the adult supporting the child and a mask should be worn by the child whilst awaiting</u></p>	L

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		<p>to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply.</p> <ul style="list-style-type: none"> <li>▪ Robust collection and monitoring of absence data, including tracking return to school dates, is in place</li> <li>▪ Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning.</li> <li>▪ A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. Public health advice is followed.</li> </ul>	<p><u><a href="#">collection, Parents to collect immediately.</a></u></p> <p>Isolation room is cleared of any unnecessary furniture to allow for effective cleaning – a signed and dated form is attached to the door to say when the room was last used</p> <p><u><a href="#">Staff and parents must keep school up to date on their test status and must adhere to social isolation following a positive test</a></u></p> <p><u><a href="#">HT to report results of positive tests to the local authority.</a></u></p> <p>Children must have a covid test if there has been a positive case in the household, whether they have symptoms or not.</p> <p><u><a href="#">Cleaning to follow government guidelines, and sure be extra stringent following possible contamination.</a></u></p> <p><u><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></u></p> <ul style="list-style-type: none"> <li>▪ <u><a href="#">Any staff absence relating to COVID19 Self Isolation has been logged for future reference</a></u></li> </ul>	
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				<p>Lateral flow testing for staff to be arranged by LA in January, all staff to be encouraged to participate.</p> <p>Regular updates to parents w/b 4.1.2021 regarding symptoms, isolation and the health and safety of the school community.</p>	
<p><b>Lateral Flow Tests are not used routinely by the school community resulting in a continuing unknown number of asymptomatic pupils and staff in school</b></p>		<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>		<p>All staff encourage to take- up LFT either at the centre recommended by the LA or at their local facility. Staff inform the SBM of their results so that a whole school picture of testing is created.</p> <p>Log kept by SBM</p>	
<p><b>Use of NHS Covid 19 Track and Trace app</b></p>		<p>All staff, parents and governors advised to download and use the NHS Covid19 Track and Trace app.</p> <p>In the event of a positive contact or result to follow government guidance immediately.</p>		<p>Mobile device policy addendum created to ensure correct procedure is in place for change of mobile phone use in school.</p> <p>Safeguarding of children remains a priority, phones only kept with staff for the purposes of Track and Trace. No mobile phone use in school except for staff only areas.</p> <p>Staff briefing on the Track and Trace app 29.9.2020</p>	
<p><b>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</b></p>		<ul style="list-style-type: none"> <li>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.</li> <li>This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners</li> </ul>	<p><u>Y</u></p>	<p><u>Easy, engaging format to be sought to share guidance with parents.</u></p> <p><u>Whole school induction video to be created to share with whole school community to prepare parents and children for a return to site.</u></p> <p><u>Staff induction to be disseminated through microsoft Teams.</u></p> <p><u>HT/AHT/DHT to share with Teams.</u></p> <p><u>Phase leaders to cascade to other staff.</u></p> <p><u>BM to share with Office Team, cleaners and SSO – clear lines of communication to be maintained throughout.</u></p>	<p><u>M</u></p>

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				<p><u>Home school agreement to be reviewed and shared with all parents for September.</u></p> <ul style="list-style-type: none"> <li><u>Regular updates on symptoms sent to parents and staff and staff advised of self isolation should they display any of the symptoms</u></li> </ul> <p><u>Risk assessment shared on sharepoint throughout. Staff induction on-2.9.2020 induction of children on their first day back after the summer term holiday as part of the two week recovery curriculum</u></p> <p><u>Check list for parents shared-by email along with revised home school agreement.</u></p> <p>Coventry LA Parents information shared and school pictoral guide shared – September 2020</p> <p>Update on the wearing of masks by all on school site and not to communicate with anyone not wearing one but to contact the school office by email or phone.</p> <p>Review of risk assessment in staff briefing 5.1.2021</p>	
<p><b>Staff, pupils and parents are not aware of the school’s procedures should there be a confirmed case of COVID-19 in the school</b></p>		<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	<p>Y</p>	<p><u>Easy, engaging format to be sought to share guidance with parents – home school agreement and check list.</u></p> <p><u>Staff induction to be disseminated -On teacher day in September, mix of teams and real meeting HT/AHT/DHT to share with Teams, Phase leaders to cascade to other staff. SBM to share with Office Team, cleaners and SSO – clear lines of communication to be maintained throughout.</u></p> <p><u>Home school agreement in place, to be reviewed for September and shared with all stake holders.</u></p> <p><u>Links to guidance shared on website, social media and in email. New area of</u></p>	M

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				<a href="#">the website created for September return</a> Communication sent to all parents regarding what will happen in the case of a positive case. Information resent January 2021.	
2.4 2.4 Prioritising provision: determining which children will be in school, taking not account social distancing requirements and staffing 2.4 Ensuring that only vulnerable students and the children of critical workers (where they cannot be at home) attend school					
<b>The continued prioritisation of vulnerable pupils and the children of critical workers will create ‘artificial groups’ within schools when they reopen</b>		<ul style="list-style-type: none"> <li>▪ Plans are in place to meet the learning needs of the children who are outside of the main cohorts (reception, year 1 and year 6) attending school.</li> <li>▪ Pastoral and SEND support is deployed wherever possible to support prioritised pupils.</li> <li>▪ Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.</li> <li>▪ A plan is in place for the phasing in of the other cohorts at phase 2</li> <li>▪ Ongoing risk assessments are in place to identify children whose circumstances may have changed when initial decisions were made</li> </ul>			
<b>Children who most need to be in school, may not be identified through the age categorisation or parental decision</b>		<ul style="list-style-type: none"> <li>▪ Vulnerable pupils including those with an EHC Plan have been subject to a risk assessment under the LAs guidance for SEND (based on Government guidance)</li> <li>▪ Children who need to develop early learning skills, are experiencing emotional withdrawal or anxiety are identified</li> <li>▪ Children with significant underlying health conditions that place them at risk and those who are shielding are not in school</li> <li>▪ Children where a household member is identified as clinically vulnerable or clinically extremely vulnerable are not in school</li> </ul>			
<b>The demand for school places is too high to balance safety, staffing ratios and remote learning requirements</b>		<ul style="list-style-type: none"> <li>▪ Only pupils that meet the vulnerable and critical worker criteria are permitted to attend school in law, therefore no pupil outside of this criteria will be allowed to attend school</li> <li>▪ An objective discussion with parents to provide information on the remote learning offer will enable them to make an informed choice when confirming if they want their child to attend school</li> <li>▪ A partnership discussion coupled with a vulnerable pupil specific risk assessment will be conducted if the school needs to reduce demand to secure safety</li> </ul>		Parents requested to provide evidence of employment and of shift patterns. DHT coordinating remote learning offer and will encourage use of remote learning on days when numbers are high. Partnership discussion with HT, SENco and parents (pastoral care team where necessary) to ensure the best and safest provision. Letter with further guidance from LA to be sent to all critical workers whose children are in school.	

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		<ul style="list-style-type: none"> <li>Clear criteria on what constitutes an entitlement to a critical worker place, enforcing the requirement for parents to keep children at home if they can will be communicated.</li> </ul>			
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		<p>A virtual induction and CPD programme is delivered to all staff prior to reopening, which includes:</p> <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management</li> </ul>	Y	<p><u>Revised fire safety procedures are created and shared with staff with a Teams Meeting for clarity where needed on 2.9.2020</u></p> <p><u>SLT Induction-2.9.2020 disseminated to the whole team in socially distanced classrooms + on the afternoon of 2.9.2020</u></p> <p>Staff training on use of Track and Trace app 29.9.2020. Government and LA updates shared with staff continuously Regular updates to all staff when changes are necessary via briefings and emails</p>	L
New staff are not aware of policies and procedures prior to starting at the school when it reopens		<ul style="list-style-type: none"> <li>Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</li> <li>The revised staff handbook is issued to all new staff prior to them starting.</li> </ul>	Y	<p><u>HT to update staff handbook for September and arrange individual inductions where needed.</u></p> <p><u>Addendum to Mobile Device Policy and Safeguarding policy 28.9.2020.</u></p>	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		<ul style="list-style-type: none"> <li>Strong distributed leadership across the school will model and challenge breaches in compliance through education, training and behavioural expectations</li> <li>Repetitive training and messaging will culturally embed safe practice and high expectations, reinforcing both the health consequences of transmission and the impact on learning</li> <li>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</li> <li>Following a Covid-19 positive incident in school, staff will reflect on lessons learned as part of a drive for continuous improvement</li> </ul>			

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<p>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</p>		<ul style="list-style-type: none"> <li>▪ Communications strategies for the following groups are in place:                             <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents</li> <li>▪ Governors/Trustees</li> <li>▪ Local authority</li> <li>▪ Professional associations including Trade Unions</li> <li>▪ Other partners including peripatetic staff and health professionals</li> </ul> </li> </ul>	<p><u>Y</u></p>	<p><u>Regular updates on social media, school website and by email, documents to be shared:</u>  <u>Home school agreement</u>  <u>Parent’s checklist</u>  <u>Action plan for reopening</u>  <u>Risk assessments</u>                      Covid19 <u>area of school website created</u>                      Updates in school newsletters                      Updates to governors in committee meetings and full governors</p>	<p><u>M</u></p>
<p>There is a lack of clarity and understanding in maintaining social distancing and good hygiene</p>		<ul style="list-style-type: none"> <li>▪ Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting <u>social distancing</u>, good handwashing and ‘catch it bin it’ rules.</li> <li>▪ Clear floor markings identify 2 metre spaces (<u>may be reduced to 1 metre+</u>) and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures.</li> <li>▪ All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day.</li> </ul>	<p><u>Y</u></p>	<p><u>Clear signage is in place throughout the school and good hygiene and social distancing is taught in all classes with regular daily reminders.</u>  <u>Corridors – only one class in corridor at a time, children always supervised.</u>  <u>SLT visible on site throughout the day.</u>                      Only 2 staff allowed in the foyer at one time, masks to be worn to enter the building and when walking through shared areas, hands to be washed on arrival at school.                      Improved systems in place for use of Year 5/6 corridor areas and shared toilets/cloakroom.                      Improved systems for lining up for all classes, to encourage social distancing.</p>	<p><u>L</u></p>
<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>		<ul style="list-style-type: none"> <li>▪ As part of the overall communications strategy parents are kept up to date with information, guidance and the school’s expectations on a weekly basis using a range of communication tools.</li> <li>▪ A COVID-19 section on the school website is created and updated.</li> <li>▪ Parent and pupil handbooks/information leaflets are created.</li> </ul>	<p><u>Y</u></p>	<p><u>Social Media</u> and website  <u>Email – office team</u>                      AH<u>to add information to website as and when needed parents directed from FB/Twitter to website to read documents/updates</u>                      Covid 19 <u>section of school website created.</u></p>	<p><u>M</u></p>

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				<p>September – LA advice to Parents added.</p> <p>Link to government Track and Trace information.</p> <p>Letter to parents with information on what will happen if a positive case is confirmed, includes remote learning.</p> <p>Review of all information to parents January 2021.</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>		<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school’s website.</li> </ul>	<p><u>Y</u></p>	<p><u>FB/Twitter and Website updated as and when needed</u></p> <p><u>Home school agreement updated for September.</u></p> <p><u>Use of social media to remind parents of symptoms and what to do if their child or any member of their household display symptoms. SBM to put together a standard message that can be sent out weekly as a reminder. Also email to staff members to re mind them of what they need to do should they display symptoms.</u></p> <p>Regular updates throughout including Pictoral guide.</p> <p>Signage regularly reviewed.</p> <p>Weekly updates through social media, websites and flyers home.</p>	<p><u>M</u></p>
<p><b>4 Planning movement around the school</b></p>					

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<p><b>Movement around the school risks breaching social distancing guidelines</b></p>		<ul style="list-style-type: none"> <li>▪ Circulation plans have been reviewed and revised.</li> <li>▪ One-way systems are in place where possible.</li> <li>▪ Corridors are divided where feasible.</li> <li>▪ Appropriate signage is in place to clarify circulation routes.</li> <li>▪ Pinch points and bottle necks are identified and managed accordingly.</li> <li>▪ Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available</li> <li>▪ Pupils are regularly briefed regarding observing social distancing guidance.</li> <li>▪ Appropriate levels of supervision and guidance are in place</li> </ul>	<p>Y</p>	<p><u>(SSO) and whole team</u>  <u>Clear floor/wall markings where social distancing is necessary. Only one ‘bubble’ in a corridor area at a time.</u>  <u>Posters reminding children of safety measures.</u>  <u>Outdoor play spaces are clearly demarcated and timetabled for year groups for break times and lunch times. Additional floor marking in reception /year 1 corridor.</u>  <u>Parent waiting areas for each year group clearly demarcated.</u>  <u>Minimal movement around school internally, external classroom door used wherever possible.</u>                      Regular review of movement around school by SLT, SBM and SSO.</p>	<p>L</p>
<p><b>4.1 Management of social distancing in the reception area</b></p>					
<p><b>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</b></p>		<ul style="list-style-type: none"> <li>▪ <u>No visitors are allowed on the premises without a pre-arranged appointment. If a visit can be arranged out of school hours, it should</u></li> <li>▪ <u>A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures</u></li> <li>▪ Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit</li> <li>▪ Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor</li> <li>▪ Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>▪ Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>▪ Non-essential deliveries and visitors to school are minimised.</li> <li>▪ Arrangements are in place for segregation of visitors.</li> <li>▪ <u>Visitors 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</u></li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ <u>Deliveries not able to be prebooked so these will be accepted with relevant social distancing rules being followed by staff. No other visitors to site will be arranged unless absolutely necessary.</u></li> <li>▪ <u>Signing in book to be placed outside of the main office for visitors to sign in so no direct contact required by office staff. Badge holders to be placed next to sign in book</u></li> <li>▪ <u>Signage to be put up on hatch at office for visitors re social distancing</u></li> <li>▪ <u>Visitors to wash hands on arrival and visitors to be accompanied into the building.</u> Visitors must</li> </ul>	<p>L</p>

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				<p>wear a mask inside the school building.</p> <ul style="list-style-type: none"> <li>▪ Staff will also wear a mask in communal areas around school.</li> <li>▪ Only two people in the reception area of school at a time.</li> <li>▪ Staff to wash hands or use hand sanitiser before signing sign-in book.</li> <li>▪ Individual arrangements will be made with contractors to minimise risks e.g. outside of the school day.</li> <li>▪ Where visitors cannot wear a face covering they will be asked to attend a virtual meeting or in case of contractors outside of the school day.</li> </ul>	
<b>4.2 Management of Aggress and Egress – arrival and departure</b>					
<b>The start and end of the school day create risks of breaching social distancing guidelines</b>		<ul style="list-style-type: none"> <li>▪ Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place</li> <li>▪ Start and departure times are staggered to reduce pinch points and risk of breach <u>if this is possible without reducing the overall teaching time for pupils-</u></li> <li>▪ A clear traffic management scheme is in place that allows safe queuing of vehicles monitored on the school gate with a drop-off and go procedure in place</li> <li>▪ All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over to their parents</li> <li>▪ Segregation of groups is considered wherever practicable</li> <li>▪ Floor markings are visible where it is necessary to manage any queuing.</li> </ul>	<u>Y</u>	<p><u>Entrance through main gate and exit through Ash Path gate to maintain one way system.</u>  <u>Staggered, entry, exit times for families.</u>  <u>Clear signage for parents.</u>                      Parents requested to wear face covering following directive from LA. Reminders by SLT on the gate on entry. Posters around school on why we wear face coverings, information in newsletter and on social media.</p>	<u>L</u>
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply		<ul style="list-style-type: none"> <li>▪ Start and finish times are staggered.</li> <li>▪ The use of available entrances and exits is maximised.</li> <li>▪ Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>▪ Weekly messages to parents stress the need for social distancing at arrival and departure times.</li> </ul>	<u>Y</u>	<p><u>Reminders sent on social media alongside weekly reminder to parents re symptoms etc</u>  <u>Staggered entry/exit times parents to select a family drop off/pick up time.</u>  <u>Clear signage.</u>  <u>Update Website/Facebook/Twitter</u></p>	<u>L</u>

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				New signage re loitering - September	
<u>Pupils use public transport and thereby increase risk of infection and transmission</u>		<ul style="list-style-type: none"> <li>▪ <u>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.</u></li> <li>▪ <u>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.</u></li> <li>▪ <u>School transport commissioned by the LA (excluding the use of public buses via a bus pass) are not available to the general public and therefore risk is reduced by the controls deployed by the LA and provider risk assessments</u></li> <li>▪ <u>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.</u></li> <li>▪ <u>Personal budgets will be promoted to families entitled to free home to school transport by the LA and the school to minimise risk and secure capacity for families that need dedicated transport the most</u></li> </ul>		<u>Any families and staff using public transport will be asked if they have used face covering and the procedure for removing facemasks will be explained.</u>	
<b>4.3 Management of teaching spaces</b>					
<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b>		<p><del>▪ Home base arrangements are in place.</del></p> <p>Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance</p> <ul style="list-style-type: none"> <li>▪ <u>Where possible all pupil desks are forward facing and the teacher maintains a 2 metre distance at the front of the class.</u></li> <li>▪ All furniture not in use has been removed from classrooms and teaching spaces into safe storage</li> <li>▪ Arrangements are reviewed regularly.</li> </ul>	<u>Y</u>	<p><u>From Y2 to Y6 all children facing forwards in rows. Bubbles of whole year group (2 classes)</u></p> <p>Y1 now working in groups to facilitate effective learning: Regular hand washing, staff use of face coverings and social distancing where possible and increased cleaning of surfaces and shared resources now in place.</p> <p>See also eyps risk assessment</p>	<u>L</u>
<b>4.4 Management of movement in corridors</b>					

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<p>Social distancing guidance is breached when pupils circulate in corridors</p>		<ul style="list-style-type: none"> <li>▪ Circulation plans have been reviewed and amended.</li> <li>▪ One-way systems are in operation where feasible.</li> <li>▪ Corridors are divided where feasible.</li> <li>▪ Circulation routes are clearly marked with appropriate signage.</li> <li>▪ Any pinch points/bottle necks are identified and managed accordingly.</li> <li>▪ The movement of pupils around school is minimised as much as possible.</li> <li>▪ Where possible, pupils and staff stay in classrooms or in designated external areas</li> <li>▪ Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage</li> <li>▪ Appropriate supervision levels are in place.</li> </ul>	<p><u>Y</u></p>	<p><u>Bubbles do not enter a corridor when there is another group already present.</u></p> <ul style="list-style-type: none"> <li>• <u>Toilet breaks are planned and children are supervised in going to the toilet and washing their hands afterwards.</u></li> <li><u>Most classes have an external door which will be used instead of moving within the building.</u></li> <li><u>Upstairs groups in the new build to use the stairs and then exit the building and move around the outside, always with adult supervision</u></li> <li><u>Additional portable hand sanitiser to be used to avoid queueing for dispensers. And also to be used outside when equipment is being used.</u></li> <li>• Year 5 and 6 closely monitored when visiting the shared toilets</li> <li>• Year 5 and 6 corridor/toilet/cloakroom area closely monitored an enhanced system put in place.</li> </ul>	<p><u>L</u></p>
<p>4.5 Management of social distancing at break times</p>					
<p>Pupils may not observe social distancing at break times</p>		<ul style="list-style-type: none"> <li>▪ Break times are staggered <u>if possible-</u></li> <li>▪ External areas are designated for different groups.</li> <li>▪ Pupils are reminded about social distancing as break times begin.</li> <li>▪ Social distancing signage is in place around the school and in key areas.</li> <li>▪ Supervision levels have been enhanced, especially with younger pupils, to support social distancing.</li> </ul>	<p><u>Y</u></p>	<ul style="list-style-type: none"> <li>• <u>Office to produce signs, laminate and put up around school</u></li> <li>• <u>Staggered break and lunchtimes with their own year group, in clearly demarcated areas, outside area is split into clearly demarcated areas with different activities in each on a rota.-</u></li> <li><u>Additional outdoor supervision and organisation of activities.</u></li> <li><u>Shorter lunch break for children – reduced to 45 minutes.</u></li> <li>• <u>Only one year group in each external area.</u></li> </ul>	<p><u>M</u></p>

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				<p><u>External areas mapped out with playground dividers.</u> Refresh of social distancing in all classes and reminder of no physical contact.</p>	
4.6 Management of social distancing at lunch times					
<p><b>Pupils may not observe social distancing at lunch times</b></p>		<ul style="list-style-type: none"> <li>Pupils are reminded about social distancing as lunch times begin.</li> <li>Pupils wash their hands using the 20 second routine, before and after eating.</li> <li>Floor markings are used to manage queues and enable social distancing.</li> <li>Additional arrangements are in place, such as staggering lunch times, , pupils eating in other <u>appropriate</u> spaces.</li> <li>Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes).</li> <li>Eating areas are cleaned <u>in-between group usage and</u> after lunch <u>has ended</u> -</li> <li><u>Staggered lunchtimes are considered to reduce congestion providing this does not impact on the delivery of teaching time</u></li> <li>Dining area layouts have been configured to ensure social distancing <u>and avoid mixing of bubbles. Seating and staffing arrangements are consistent</u></li> </ul>	<p><u>Y</u></p>	<p><u>Groups-Year group bubbles have their own play space during play times, there is no mixing of the groups.</u></p> <ul style="list-style-type: none"> <li><u>Children within groups are reminded of social distancing frequently but it is recognised that this is difficult to adhere to with young children.</u></li> <li><u>Packed lunches can be brought to school in lunch boxes.</u></li> <li><u>Kitchen is open for hot dinners but children are to eat in classrooms. They will collect their own lunch from the hall.(modification may be necessary for reception children)</u></li> <li><u>All classes to eat their lunches in their own classroom.</u> refresh of social distancing in all classes and reminder of no physical contact.</li> </ul>	<p><u>M</u></p>
4.7 Management of social distancing and hygiene in the toilets					
<p><b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b></p>		<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored. <u>These do not have to be segregated for different groups, but should not be used by members of different groups at the same time</u></li> <li>Floor markings are in place to enable social distancing.</li> <li>Pupils know that they can only use the toilet one at a time.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly.</li> </ul>	<p><u>Y</u></p>	<p><u>Library toilets – Year 2 classrooms</u> <u>KS2 toilets – Year 5 and 6 classrooms</u> <u>Tower toilet – adults only.</u></p> <p><u>Social distancing measures in place – signage and floor markings</u></p> <p><u>All children to wash hands regularly under adult supervision – on arrival at school, before and after break, before</u></p>	<p><u>L</u></p>

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		<ul style="list-style-type: none"> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place</li> </ul>		<p><u>and after lunch and before leaving to go home.</u>  <u>Corridor marking in place.</u>  <u>Hand washing markers in place.</u>  <u>Each <del>group</del> bubble to have their own designated toilet.</u></p> <ul style="list-style-type: none"> <li>Year 5 and 6 to be closely monitored when using the shared toilets - they are not to enter the toilets when someone from the other year group is in there. They are not to share the waiting area with another year group</li> <li>Enhanced cleaning measures in place for toilets from straight after lunch.</li> </ul>	
4.8 Safety arrangements for the use of medical rooms					
<p><b>The configuration of medical rooms may compromise social distancing measures</b></p>		<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical rooms <u>behind a closed door if possible-</u></li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. <u>It is advised that household bleach is used after the room is vacated.-</u></li> <li>Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff</li> <li><u>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</u></li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li><u>PPE member of staff supervising in the medical room.</u></li> </ul> <p>One <u>isolation room</u> is <u>in place</u> - check in sheet to be kept on wall of staff who have used the room and who has deep cleaned the room.</p> <p><u>A deep clean to be done of isolation rooms after use and of the infected bubble. All cleaning materials to be double bagged and disposed of with the regular refuse.</u></p> <p><u>Parents of children in the bubble to be informed.. Cleaners to do additional hours during school week to ensure cleaning guidelines followed</u></p> <ul style="list-style-type: none"> <li><u>Cleaners and SSO to clean toilets at mid-day.</u></li> <li><u>Each teaching space has its own cleaning/ppe/pack –and parents will agree to keep children at home if they display symptoms. Staff will also stay at home if they display</u></li> </ul>	<p>L</p>

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				<u>symptoms and both will have a test done.</u>	
5. Securing and sustaining robust hygiene systems and procedures					
5.1 Cleaning					
<b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</b>		<ul style="list-style-type: none"> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day</li> <li>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 <u>and this reflects increased demand in September when all pupils and staff return</u></li> </ul>	<u>Y</u>	<u>cleaners start earlier on a Friday afternoon for thorough cleaning- Cleaners to do additional hours during school week to ensure cleaning guidelines followed and at mid-day Each bubble also has their own cleaning kit for cleaning of surfaces throughout the day. Children are encouraged to clean their own equipment using a wipe.</u> <u>Nursery is cleaned between morning and afternoon sessions and at the end of the day.</u> <u>Cleaner starts their shifts immediately after lunch, so that toilets can be cleaned mid-day.</u>	<u>L</u>
5.2 Hygiene and handwashing					
<b>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</b>		<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> </ul>	<u>Y</u>	<u>SSO to monitor regularly stock levels while school is open to ensure stock does not run out. Adequate supplies are in stock prior to school reopening. Call off order in place with supplier. SSO to take into account longer delivery times due to COVID19 and ensure orders in good time as deliveries taking longer than normal</u> Staff in each area of school are responsible for checking soap and hand sanitiser are plentiful during the day. SSO and cleaners are responsible for completely replenishing at the end of every day.	<u>L</u>

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<p><b>Pupils forget to wash their hands regularly and frequently</b></p>		<ul style="list-style-type: none"> <li>▪ Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> <li>▪ Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>▪ School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> <li>▪ 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</li> </ul>	<p>Y</p>	<p><u>All children to wash hands regularly under adult supervision – on arrival at school, before and after break, before and after lunch and before leaving to go home.</u>  <u>Each bubble to have an assigned sink for hand washing where there is no classroom sink available (y5 to be cleaned after used by bubble adult, Toilets to be clearly labelled with which groups can use e.g. Year 5 and 6 on the outside Each bubble to be assigned one toilet they can use –labelled on the inside door (one for girls, one for boys). More bottles of hand sanitiser to be purchased so that they can be used indoors and outdoors.</u></p> <p>Review of hand sanitising and hand washing January 2021.</p>	<p>L</p>
<p><u>Equipment and resources</u></p>		<ul style="list-style-type: none"> <li>▪ <u>Individual and very frequently used equipment such as pencils and pens should not be shared</u></li> <li>▪ <u>Classroom based resources including books and games can be shared within the designated group but must be cleaned regularly</u></li> <li>▪ <u>Resources shared between groups such as sports, art and science equipment must be cleaned between group usage or decontaminated by leaving them out of reach for 48 hours (72 hours for plastics)</u></li> <li>▪ <u>Outdoor play equipment will be cleaned more frequently</u></li> <li>▪ <u>Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationary and mobile 'phones when permitted</u></li> </ul>		<p><u>Children have their own equipment and they are taught how to clean it daily.</u>  <u>Shared resources are cleaned thoroughly by the class who has last used them.</u>  <u>Large container purchased so that outdoor equipment can be washed in soapy water between bubbles or after use.</u>  <u>Reading books and library books will be quarantined for 72 hours after use. Children will be encourage only to touch books once they have made a choice, Choosing books will be supervised by class teaching staff.</u>  <u>Children can now bring lunchboxes, bags and coats to school, water bottles need to be brought and will go home daily for washing. Any children who don't have a water will be allocated one</u></p>	

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				<u>which will be washed daily in school.</u>	
<b>5.3 Personal Protective Equipment (PPE)</b>					
<u>Pupils and teachers can take books and other shared resources homes, but unnecessary sharing should be avoided</u>					
<b>Provision of PPE for staff where required is not in line with government guidelines</b>		<ul style="list-style-type: none"> <li>Public Health England advise that <u>face coverings should not be worn in schools and that routine temperature checks should not be taken as they are both intrusive and ineffective</u></li> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>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.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li><u>Face coverings are not ordinarily required in school. Children under the age of 11 are not required to wear face coverings in or out of school including public transport</u></li> </ul>	<u>Y</u>	<p><u>First aiders to watch this video from the WHO</u>  <a href="https://www.youtube.com/watch?v=M4olt47pr_o">https://www.youtube.com/watch?v=M4olt47pr_o</a> <u>on correct way to wear masks (JB)</u></p> <p><u>PPE kit available for each bubble for first aid and for the isolation rooms</u></p> <p><u>Children and staff to be trained in the correct procedure for removing face coverings.</u></p> <p><u>Temperature checks only done when the need arises.</u></p> <p><u>Staff reminders at induction in September.</u></p> <p>Staff to wear PPE when giving first aid or diabetic care to a child from a different bubble.</p> <p>Where ever possible staff to only give first aid to children from their own bubble. First aid and care to be given at a distance from other children and staff.</p> <p>Where staff have to administer first aid or care to children from a different bubble, staff to keep their own contact log for potential future contact tracing.</p>	<u>L</u>
<b>Failure to fit, wear, store and dispose face coverings safely contributes to the transmission of infection</b>		<ul style="list-style-type: none"> <li>Face coverings should be worn safely by adults and pupils (year 7 and above) when moving around the premises, specifically outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</li> </ul>			

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		<ul style="list-style-type: none"> <li>▪ This should cover entrance and egress of the premises see: <a href="#">safe working in education</a> (face coverings should be put on before entering the building and not removed until leaving the building when outside of the classroom)</li> <li>▪ Those with a physical or mental illness or impairment or disability or those who provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate, may be exempted (clear pane face coverings may be appropriate in some instances) see: <a href="#">face coverings</a></li> <li>▪ An emergency supply of face coverings for contingency purposes is available if required.</li> <li>▪ All staff are aware of the process for managing face coverings in school which includes the hygienic fitting, removing, storage and disposal (sealable plastic bags between use).</li> </ul>			
<b>6. Curriculum organisation the provision of an education offer for all through school attendance or remote learning</b>					
<b>Clear identification processes are not in place to identify vulnerable children</b>		<ul style="list-style-type: none"> <li>▪ An analysis of the school roll has been conducted to identify all pupils who meet the Government’s vulnerable pupil criteria</li> <li>▪ Where there is a safeguarding concern pupil attendance is strongly encouraged and any concerns shared with the relevant social worker</li> <li>▪ When a pupil is identified as vulnerable because of challenges in accessing remote learning, all reasonable actions will be taken (eg provision of a laptop) before determining school attendance is required</li> <li>▪</li> </ul>			
<b>A clear understanding of the options available to teach children with SEND has not been communicated with parents, including those with an EHC Plan</b>		<ul style="list-style-type: none"> <li>▪ Arrangements are in place for all pupils with an EHC Plan to attend school full-time unless parents choose not to accept the offer</li> <li>▪ The provisions specified in the EHC Plan are delivered in accordance with statutory entitlement, but where this presents an additional transmission risk, creative alternative arrangements are considered where practicable</li> <li>▪ External specialists including health professionals and peripatetic services are enabled to deliver necessary services directly in school if necessary</li> </ul>			
<b>7. Enhancing mental health support for pupils and staff</b>					
<b>7.1 Mental health concerns – pupils</b>					
<b>Pupils’ mental health has been adversely affected during the period that the school has been closed and</b>		<ul style="list-style-type: none"> <li>▪ There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>▪ There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> </ul>	<u>Y</u>	<a href="#">Pastoral care team have Mental Health first aid training</a>	<u>M</u>

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<p>by the COVID-19 crisis in general</p>		<ul style="list-style-type: none"> <li>Wellbeing/mental health is discussed regularly in PSHE/<u>virtual assemblies</u>/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>		<p><u>Pastoral team can offer school tours for very anxious children before their return date</u>  <u>DSL to keep in contact with school EHAC, MASH, Social Care &amp; Encompass</u>  <u>Continued use of Cpoms</u>  <u>To be aware both children and staff could have been living in volatile homes over lockdown.</u>  <u>Could lead to a surge in disclosures.</u>  <u>Pastoral staff to continue regular contact with vulnerable families that have chosen not to attend school and encourage them to now attend.</u>  <u>Book the school nurse Teams talk on managing anxiety.</u>  <u>Thrive practitioner in place.</u>  <u>Recovery curriculum planned for September</u>, gradually being replaced by regular curriculum. Needs of the children being constantly assessed. Regular staff updates on children's mental health.                      Regular mindfulness training for staff and children by Thrive Practitioner.                      Mental Health briefings and emails shared regularly with staff.                      Actions put in place by staff wellbeing team to support all staff.</p>	
<p><b>7.2 Mental health concerns – staff</b></p>					
<p>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</p>		<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> </ul>	<p style="text-align: center;"><u>Y</u></p>	<p><u>SLT, phase leaders</u></p> <ul style="list-style-type: none"> <li><u>Regular emails about staff wellbeing.</u></li> <li><u>Staff training includes wellbeing content for September and teacher training day.</u></li> <li><u>Website and social media links for wellbeing.</u></li> <li><u>NAHT materials for staff wellbeing.</u></li> </ul> <p>Staff wellbeing ambassadors meet monthly.                      Actions put in place by staff wellbeing team to support all staff.</p>	<p style="text-align: center;"><u>L</u></p>

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<b>7.3 Bereavement support</b>					
<b>Pupils and staff are grieving because of loss of friends or family</b>		<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council’s critical incident team</li> <li>Support is requested from other organisations when necessary.</li> </ul>			
<b>8 Governance and policy</b>					
<b>8.1 The role of Governors</b>					
<b>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b>		<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>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.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>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.</li> </ul>		<p><u>Governors have met every month using teamsf or updates but the regular meeting schedule will be in place for September as normal.</u></p> <p>Governors meetings as normal from September with Covid agenda item and any updates.</p> <p>Any urgent updates shared with Chair immediately e.g.</p> <p>Addendum to Mobile Device policy re Track and Trace</p> <p>Covid updates on the agenda of every committee meeting</p>	
<b>Governors are not fully informed or involved in making key decisions</b>		<ul style="list-style-type: none"> <li>Online meetings are held regularly with governors.</li> <li>Governing bodies are involved in key decisions on reopening.</li> <li>Governors are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>	<u>Y</u>	<p><u>Regular online governors meetings to update on progress.</u></p> <p>Regular phone conversations with Chair of Governors, to be disseminated to governing board</p>	<u>L</u>
<b>8.2 Policy review</b>					

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<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>		<ul style="list-style-type: none"> <li>▪ All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>▪ Staff, pupils, parents and governors have been briefed accordingly.</li> <li>▪ Governors have approved revisions</li> <li>▪ A review of the child protection policy to reflect the move to remote education for most pupils has been undertaken.</li> <li>▪ This is reflected as a coronavirus (COVID-19) addendum that summarises related changes</li> <li>▪ All staff are aware of the revised policy.</li> </ul>			
<p><u>Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning</u></p>		<ul style="list-style-type: none"> <li>▪ <u>A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level</u></li> <li>▪ <u>High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups</u></li> <li>▪ <u>Remote education is integrated into the school’s curriculum planning</u></li> <li>▪ <u>Printed resources are available for those that cannot access the internet physically or cognitively</u></li> <li>▪ <u>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</u></li> </ul>		<p>A remote learning timetable is in place for each year group with a mixture of live, and recorded teaching. Children in school and at home follow the same timetable.</p> <p>A remote Learning Policy is in place and clear procedures to practice remote learning in case of Lock down.</p> <p>Surveys re remote learning connectivity carried out and information sent to parents.</p> <p>.SLT working to ensure all children who need devices have one, deliveries made to homes.</p>	
<p>9. Other operational issues</p>					
<p>9.1 Review of fire procedures</p>					
<p>Fire procedures are not appropriate to cover new arrangements</p>		<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to:</li> <li>• <b>Reduced numbers of pupils/staff</b> <ul style="list-style-type: none"> <li>• Social distancing rules during evacuation and at muster points</li> <li>• Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>• Staff and pupils have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	<p>Y</p>	<p><u>Revised fire plan and responsibilities shared with all staff</u> October 2020</p> <p>Revised fire plan and responsibilities January 2021</p>	<p>L</p>
<p>Fire evacuation drills - unable to apply social distancing effectively</p>		<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> </ul>	<p>Y</p>	<p>Shared during staff briefing January 2021</p>	<p>L</p>

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Fire marshals absent due to self-isolation		<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y	Review of fire plan for January.	L
9.3 Contractors working on the school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		<ul style="list-style-type: none"> <li>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. <u>These will be organised outside of school hours wherever reasonably practicable</u></li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>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.</li> <li>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.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>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).</li> </ul>	Y	<ul style="list-style-type: none"> <li><u>Works will only be booked in where absolutely necessary and statutory works will be carried out following relevant guidance</u> <u>Wherever possible works will be carried out outside of normal school hours and during school holidays-</u></li> <li>Any essential contractors on site will need to follow school guidance to cover faces, wash hands and maintain a 2m distance from all in school.</li> <li>Only absolutely essential contractors on site January 2021 during the school day, any other visits out of school hours.</li> </ul>	L
10. Additional site-specific issues and risks					
Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
<u>Children who routinely attend more than one setting (e.g. dual registered, KEYS intervention programme or alternative provision)</u>	H	<ul style="list-style-type: none"> <li><u>The school, working with the setting will ensure that all risk are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum</u></li> </ul>		NA	

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