



# Covid-19: Operational Risk Assessment Stivichall Primary School

Reviewed to reflect The Government's PlanB-  
January 2022

*Text in blue is from the Coventry School Partnership model Covid19 Operational Risk Assessment. Details specific to Stivichall Primary School are in black below.*

## **Coventry School Partnership: Covid19 Operational Risk Assessment – Re-opening of Primary Schools (major revision 5)**

### **1. Introduction:**

Coventry's Partnership of schools agreed a collaborative and consistent approach to secure the safe re-opening of schools across the City as set out in 'Coventry Schools Covid-19 Re-set and Recovery Plan' in May 2020. On 2<sup>nd</sup> July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published. This was revised on 22<sup>nd</sup> February 2021. On the 19<sup>th</sup> July 2021 the Government removed the requirement for some mitigations within schools, these were further ratified on 17<sup>th</sup> August 2021 amended guidance: [Actions-for-schools: Covid19 -operational-guidance 17th August 21](#). In response to the Omicron variant, the Government announced on the 8<sup>th</sup> December 2021 that it had enacted Plan B, as set out in the autumn and winter plan 2021. The additional measures required to enable schools to continue to offer face to face teaching to pupils as set out in [Schools COVID-19 January 2022](#)

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

In preparing and reviewing this guidance 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 explicit within the guidance those actions that are statutory, those actions that MUST be undertaken (Public Health Advice) and those that are advisory and should be taken if it is reasonably practicable to do so.

The risk assessment must be considered alongside the Outbreak Management Plan (updated 4<sup>th</sup> January 2022) to ensure schools are able to respond rapidly to any outbreak requiring implementation of more robust mitigations to break the chain of transmission, ensuring that the school community are safe and pupils have minimal disruption to face to face high quality teaching within school.

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

### **This risk assessment guidance:**

- Sets out the current context and statutory health and safety obligations as at 2<sup>nd</sup> January 2022, to take effect on 5<sup>th</sup> January 2022.
- Sets the national and local context for conducting a risk assessment to reduce transmission of a disease within school
- Provides an exemplar risk assessment (revised) that can be adopted and adapted to any educational setting
- Provides a template to record a risk assessment method statement – setting out safe methods of working (control measures), which all staff should read, understand and sign
- Incorporates hyperlinks to current 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. The foreseeable risk, is the potential transmission of Covid19 between members of the school community and consequently the wider community balanced with the

risk of disrupting the education of pupils and the inherent loss of learning and the potential impact their emotional mental health, life outcomes and wider impact on families.

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

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

Plan B recognises the rapid transmission of the Omicron variant across the nation. Whilst there is no evidence that Omicron has increased hospital admission the infection is having a significant impact on staffing absence and therefore availability across the national workforce, impacting on all key services specifically the availability of teaching and ancillary staff for schools, transport and support services.

**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 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 including parent/carer
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.
- Exercise vigilance and ongoing monitoring, underpinned by accurate recording to ensure that an outbreak is identified promptly and the outbreak plan is triggered.

### 2.1 Key message:

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

### 2.2 What leaders need to do:

- Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.

- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.
  - Consult and work with recognised TU safety representatives/employee representatives and safety committees.
  - Consult and engage employees in the development of the risk assessment and ongoing review
  - Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
  - Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.
- See: <https://www.hse.gov.uk/services/education/sensible-leadership/leadership-test.pdf>

### 3. Locally agreed Principles:

- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the Coventry school system

### 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. Therefore, to minimise the risk of transmission, settings must put into place effective infection protection and control. Vaccination, meticulous hand and respiratory hygiene practice, regular testing and self-isolation when required all serve to reduce risk significantly.

The balance of risk is now overwhelmingly in favour of children remaining in school and accessing a broad curriculum offer, including enrichment activities alongside their peers. For the vast majority of children, it is deemed that the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19). For young people and adults age 12 and over, the strongest mitigation is two doses of an authorised Covid-19 vaccination followed by a booster vaccination.

“COVID 19 is a virus that we learn to live with and the imperative to reduce the disruption to children and young people’s education remains” The Government’s priority is to sustain face-to-face high quality education for all pupils “....being out of education causes significant harm to educational attainment, life chances, mental and physical health” Source: [Schools COVID-19 January 2022](#)

**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, and those that have been in contact with a positive case.
- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions should be should be advised to read the [Guidance-on-shielding-and-protecting-](#)

[extremely-vulnerable-persons-from-covid-19](#) and if necessary should be supported in undertaking a Vulnerable Employee Risk Assessment (VERA).

### 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
- Maximising natural ventilation and access to the external learning environment remain strong control methods

### Social Distancing:-

- Whilst social distancing is no longer required within school, there may be circumstances where it is sensible to regulate movement at the school gate and school corridors to avoid crowded areas and queuing, where this is practicably possible and will not disrupt learning. This might include managed arrivals and departures; the continuation of designated entry points to the school; encouraging parents and older pupils not to assemble at the school gates but instead consider maintaining current disciplines including wearing a face covering, in crowded situation
- It is advisable to regulate entry so that the premises do not become overcrowded at any point ensuring no readily avoidable 'pinch points' are experienced at ingress or egress

### Lateral Flow Testing:-

Take active steps to identify asymptomatic cases within the school community, though the promotion of regular (twice weekly) lateral flow testing for all staff and pupils year 7 and above.

## 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 was developed for City-wide use, which is pre-populated with generic safe methods of working. It was advised that if adopted, it would need to be adapted to each specific setting. The risk assessment template has been continuously reviewed to reflect the changes in risk and necessary controls from September 2020 when all pupils return to school on a full-time basis; the Lockdown of January 2021; the full reopening of schools from 8<sup>th</sup> March 2021, movement to Step 4 of the journey, which enables significant relaxation of necessary mitigations and the current step up to Plan B to respond to the rapid transmission of the Omicron variant throughout the general population. This will be reviewed by the Government on 26<sup>th</sup> January 2022.

### The primary controls within a school setting are:

- The promotion of testing and vaccination (required)

- The promotion of vaccination (advised)
- The continuation of stringent hand and respiratory hygiene (required)
- The continuation of stringent cleaning regimes (required)
- The use of face covering for staff, visitors and all secondary age pupils in communal areas and face covering for secondary age pupils in the classroom (required)
- Good ventilation – improvement of fresh air flow (required)
- Avoiding unnecessary close contacts with external groups e.g. parent gatherings (considered best practice)
- Promoting distancing and face covering in areas of congestion/crowding for example parents at the school gate (considered best practice)

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:

- 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 in response to infection spread and self-isolation requirements
- Maintaining communications with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school
- Ongoing implementation of the recovery curriculum
- Maintaining a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of self-isolation, as instructed by Track and Trace or remote learning as a temporary measure directed by Public health in the event of an outbreak or as a consequence of critical staffing shortages that cannot be remediated by class reorganisation, the use of supply and/or non-teaching instructors or other safe arrangements. .

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

### Prevention:

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

### In specific circumstances:

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

### Response to any infection

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

## 7. Resources and references:

<p><a href="#">Covid-19-response-summer-2021-roadmap</a>  <a href="#">Health-and-safety-advice-responsibilities-and-duties-for-schools</a>  <a href="#">Actions-for-schools: Covid19 -operational-guidance 17th August 21</a>  <a href="#">Air conditioning and ventilation during the coronavirus outbreak</a>  <a href="#">COVID-19: cleaning of non-healthcare settings</a>  <a href="#">COVID-19: cleaning in non-healthcare settings</a>  <a href="#">Keeping-children-safe-in-education--2021</a>  <a href="#">Safe-working-in-education-childcare-and-childrens-social-care</a>  <a href="#">Self-isolation-and-treatment/when-to-self-isolate-and-what-to-do</a>  <a href="#">Guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a>  <a href="#">Travel and quarantine for pupils</a>  <a href="#">Coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries</a>  <a href="#">Covid-19-home-test-kits-for-schools-and-fe-providers</a>  <a href="#">Coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges</a></p>	<p><a href="#">Covid-19 vaccination-drop-in-clinics/</a>  <a href="#">Covid-19-vaccination sites</a>  <a href="#">Advice-for-pregnant-employees</a>  <a href="#">Free-school-meals-guidance</a>  <a href="#">Health and safety risk checklist for classrooms</a>  <a href="#">E-bug posters</a>  <a href="#">HSE working-safely/talking-to-your-workers</a>  <a href="#">Get-help-with-remote-education.education.gov.uk</a>  <a href="#">Protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak</a>  <a href="#">Schools COVID-19 January 2022</a>  <a href="#">Face coverings</a>  <a href="#">Circumstances where people are not able to wear face coverings special schools, special post-16 providers and alternative provision</a>  <a href="#">General guidance about educational visits</a>  <a href="#">Outdoor Education Advisory Panel (OEAP), providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</a></p>
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## Stivichall Primary School COVID-19: Operational risk assessment for school reopening

Any activity that continues to pose a risk to full school functioning from the start of the 2021 autumn term, with knowledge of government and local authority guidance as on the update date below, has been identified and addressed in this document. As any further guidance or updates are released, this document will be further updated and shared with staff.

Assessment conducted by:	Karen Ferguson	Job title:	Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	September 2021	Review interval:	Under continuous review -, an infection outbreak will trigger additional mitigations	Date of next review:	26 <sup>th</sup> January 2022 and continuous review thereafter*
Date of this latest update	05/01/2022				

\* Government guidance confirms a review of necessary controls for schools will take place on 30<sup>th</sup> September 2021

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence			
		High (very likely)	Medium (possible)	Low (remote)	
Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
<b>1. PREVENTION</b>					
<b>1.1 Establishing if the building remains following winter closure</b>					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.	L	<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> </ul> </li> </ul>	y	<ul style="list-style-type: none"> <li>▪ Consultation with key members of staff and updates shared with whole staff and Governors prior to return.</li> </ul>	L



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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)
		<ul style="list-style-type: none"> <li>▪ Understanding shared that plan is to be adapted as necessary through ongoing monitoring and evaluating</li> </ul>			
<b>Statutory compliance has not been completed</b>	<p>L</p>	<ul style="list-style-type: none"> <li>▪ All statutory compliance is up to date.</li> <li>▪ Where water systems have not been maintained chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>	<p>y</p>	<p>Continue to:</p> <ul style="list-style-type: none"> <li>• Ensure water systems have been maintained through routine flushing. Chlorinate and flush through if not.</li> <li>• Ensure drinking water outlets have been maintained.</li> <li>• Source bottled drinking water if there are concerns.</li> <li>• Ensure water temperatures are within limits for control of legionella bacteria.</li> <li>• Ensure there is adequate ventilation in all classrooms and learning spaces.</li> <li>• Drains and drainage systems to be checked Ensure fire alarms, emergency lighting and fire doors are fully operational (SSO)</li> </ul>	<p>L</p>
<b>1.2 First Aid/Medicine and Designated Safeguarding Leads</b>					
<b>The lack of availability of designated First Aiders and Designated Safeguarding Leads may put children’s safety at risk</b>	<p>L</p>	<ul style="list-style-type: none"> <li>▪ DSLs time to be maintained to continue to provide support to staff and children regarding new safeguarding and welfare concerns</li> <li>▪ Collaborative arrangements for sharing specialist staff with other schools in the locality have been agreed through the LA</li> <li>▪ Potential deployment of LA central staff available</li> </ul> <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>y</p>	<p>Continue to check and maintain First Aider list and photo board</p>	<p>L</p>

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		<ul style="list-style-type: none"> <li>Where a trained DSL (or deputy) is not on site, a senior leader will take responsibility for coordinating safeguarding on site.</li> </ul>			
<b>Emergency Medication and Care Plans</b>	L	<ul style="list-style-type: none"> <li>Poster and photos for new class cupboards to be produced</li> <li>Inhalers, Epipens and care plans to be distributed and kept in locked classroom cupboards</li> </ul>	Y	Check made that Care Plans and medication are all in correct classroom prior to pupils' return	L
<b>Medicines</b>	L	<ul style="list-style-type: none"> <li>Form for parental request for school to administer medications readily available on website</li> <li>Staff to email office with any details of new medication to be administered to central records can be updated</li> <li>Staff member of child's group to administer and if not happy to do so, discuss alternative arrangements with parents and staff</li> <li>Medicines needed to be kept cool, to be kept in fridge in staffroom</li> </ul>	Y	<ul style="list-style-type: none"> <li>Schedule of planned refrigerated medication that needs to be administered to be created.</li> </ul> Parental consent forms for administering medication to be reviewed and updated as necessary	L
<b>Safeguarding and Child Protection procedures are not followed.</b>	L	<ul style="list-style-type: none"> <li>Safeguarding remains at the core of all we do. School staff continue to be vigilant around any indicators of abuse/neglect particularly across known vulnerable groups</li> <li>Child Protection Policy is in place and we are guided by Keeping Children Safe in Education.</li> <li>The school has five Designated Safeguarding Leads who have been and will continue to meet weekly (remotely where necessary)</li> <li>There will always be a DSL on site and, if not, they are readily contactable.</li> <li>CPOMs used to record any safeguarding concerns. Where necessary a record of concern form is to be used - available in the school office.</li> </ul>	Y	<ul style="list-style-type: none"> <li>CPOMs to be maintained and follow up actions completed</li> <li>Record of concern forms to be available</li> </ul>	L
<b>2. Organisation of the school environment</b>					
<b>2.1 Organisation of teaching spaces and communal areas</b>					
<b>Staff rooms and offices do not allow for social distancing</b>	M	<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 with a view to avoiding overcrowded areas</li> <li>Staff continue to be encouraged to eat observing social distance (e.g. with their designated team to avoid overcrowding in communal spaces)</li> </ul>	Y	<ul style="list-style-type: none"> <li>Staffroom furniture moved</li> <li>Include messages in staff induction / staff meeting updates</li> </ul>	L

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<p><b>Securing good ventilation of occupied spaces results in areas being too cold to work in comfortably</b></p>	<p>M</p>	<p>To balance the need for increased ventilation whilst maintaining a comfortable temperature, the following measures should be used as appropriate (as advised by the Health and Safety Executive (HSE) see guidance on <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>▪ Heating will be used as necessary to ensure comfort levels are maintained particularly in occupied spaces</li> <li>▪ Carbon Dioxide detectors can be used as a monitor for measuring the quality of air in a room</li> <li>▪ Any poorly ventilated spaces will be identified, and effective steps taken to improve fresh air flow in these areas. This is particularly important for events bringing together groups of visitors for events, e.g. possible future class assemblies. If this cannot be achieved, the area will not be considered as fit for purpose and will not be used</li> <li>▪ Assemblies will ordinarily be pre-recorded and watch remotely in classrooms. On occasion, where beneficial to pupils, phase assemblies may be held in the hall will all windows and doors open to ensure maximum ventilation.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ Reminders sent out to staff regularly on the need to maintain ventilation</li> <li>▪ Regular, daily checks that windows remain open</li> </ul>	<p>M</p>
<p><b>Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school</b></p>	<p>L</p>	<ul style="list-style-type: none"> <li>▪ A member of the school’s administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ Maintaining access to the Edenred online system for ordering FSM vouchers in the event of a school or local lockdown.</li> </ul>	<p>L</p>

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2.2 Availability of staff and class sizes					
<p><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></p>	<p>M</p>	<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>▪ Staff members who are clinically extremely vulnerable will resume normal work, but will be supported if they choose to take extra precautions to protect themselves by following the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus.</li> <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 are symptomatic</li> <li>▪ All staff are aware of the testing procedure and know that they are required to report their illness and follow required testing procedures</li> <li>▪ Full use is made of those staff who are self-isolating or shielding but who are well enough to contribute to school activities or tasks e.g. to teach lessons online.</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>▪ An appropriate hierarchy of deputisation is in place should a senior leader be unavailable.</li> <li>▪ Supply teachers and peripatetic staff are allowed to move between schools and should ensure that they minimise contact from other staff and maintain as much distance as possible. A record of visitors to school is kept</li> <li>▪ Volunteers may continue to work in school following the checking and risk assessment in Part 3 of KCSIE. Mixing of volunteers across groups should be kept to a minimum.</li> <li>▪ The Senior Leadership team will keep a visible presence around school. This will include drop ins and observations, the dates and purposes for which when planned, are shared with staff. Any mitigating actions in relation to the current COVID19 situation and latest guidance will be made and shared with staff.</li> <li>▪ Staff who previously had a VERA (Vulnerable Employee Risk Assessment) have been offered a review meeting if they feel that personal circumstances and/or changes to the current local and national situation necessitate further measures to mitigate risk for them individually. New staff have completed a pre-VERA form and had a VERA meeting as needed.</li> <li>▪ <a href="#">Contingency plans are in place to respond to a range of staffing scenarios that can be enacted at short notice</a></li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ Staff have been consulted and invited to share any concerns. These have been considered in plans</li> <li>▪ HLTAs will be used to support classes as needed. This has been agreed collaboratively</li> <li>▪ A Senior Leader is onsite at all times</li> <li>▪ VERAs will be updated and staff asked to state their vaccination status</li> </ul>	<p>L</p>
2.3 Testing and managing symptoms					

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<p><b>Staff and pupils do not conform to Government guidance on testing for schools, which stimulates the risk of infection transmission leading to an outbreak</b></p>	<p>H</p>	<p>Asymptomatic testing in Primary settings:</p> <ul style="list-style-type: none"> <li>▪ LFTs will be issued to staff to enable twice weekly testing when required.</li> <li>▪ Pupils or staff with a positive LFD test will be required to self-isolate with immediate effect for a minimum of 7 days following the onset of symptoms or date of test if asymptomatic. Evidence of a day 6 and a day 7 negative LFD test will be required before healthy pupils can return to school.</li> <li>▪ Pupils will be encouraged to test on a regular basis, to mitigate the risk of a doubly vaccinated close contact, not required to isolate, from transmitting the virus within school</li> <li>▪ The rationale for testing will be shared and reinforced with parents and the wider school community.</li> <li>▪ A log of all pupils in the school who have tested positive for COVID-19 including dates for onset of symptoms (if relevant) and test dates will be maintained, subject to the school being informed. This will be used to review transmission rates, support the identification of an outbreak and to provide any necessary information to the NHS Test and Trace service if it is required</li> <li>▪ Parents will be informed off a positive PCR or LFD test in school as appropriate and be asked to consider that their child takes a PCR test</li> <li>▪ additional PCR tests may be recommended 4-7 days after that notification, alongside continuing with regular LFT tests. Further actions may also be recommended by the LA and in reference to the school outbreak management plan</li> <li>▪ All pupils travelling to England must adhere to travel legislation</li> <li>▪ Those aged 11 to 17 need proof of a negative COVID-19 test to travel to England (children aged 10 and under are exempt from this) and those aged 5 to 17 must take a COVID-19 travel test on or before day 2.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ Guidance and rationale shared to parents and carers via Parent Mail letter and newsletter reminders</li> <li>▪ COVID Register maintained and shared with LA as agreed</li> </ul>	<p>M</p>
<p><b>Close contacts promote transmission infection across the school community</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>▪ In response to all Covid-19 positive case, the school will:             <ul style="list-style-type: none"> <li>• identify all close contacts of the infected pupil/staff member during their infected period in school, this will include class, break, lunch-times, after school activities and transport</li> <li>• Notify parents/carers that the pupil may have been in close contact and issue a template letter</li> <li>• Notify staff and visitors that they may have been a close contact</li> <li>• Recommend close contacts take daily LFD tests for a minimum of 7 days</li> <li>• Consider asking the parents of the infected pupil to keep all siblings at home until a negative PCR test has been completed alongside daily LFD testing.</li> </ul> </li> <li>▪ Require identified close contacts who are not exempt from isolation to self-isolate for 10 days</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ School Leaders and office staff to check validity of any information request as per GDPR guidance</li> </ul>	<p>M</p>

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		<ul style="list-style-type: none"> <li>Information on a child or staff member’s close contact details will be provided to <a href="#">NHS Test and Trace</a> on request, subject to the school validating the authenticity of the contact and ensuring that there is no inadvertent risk of a data breach, or safeguarding risk by providing sensitive and personal information to a third party - Settings must not provide any personal information if asked to by parents and/or contacts that would be a breach of GDPR or data protection legislation. In exceptional circumstances, education and childcare settings may be contacted by NHS Track and Trace in response to a local outbreak, In this scenario settings may share proportionate and relevant information as requested by NHS Track and Trace without consent. Settings may also be contacted by PHE/Local Authority teams to confirm information about a positive case.</li> </ul>			
<p><b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b></p>	<p>L</p>	<ul style="list-style-type: none"> <li>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 advised to book a PCR test. If double vaccinated or under 18 years 6 months, they do not need to isolate whilst waiting for their result.</li> <li>Children and staff who are unwell will be advised that they should not attend school/setting. Any child or staff member with one or more of the COVID-19 symptoms (new continuous cough, high temperature, loss/change in taste/smell), irrespective of how mild, will be asked to isolate with their household and book a PCR test: <a href="https://www.gov.uk/get-coronavirus-test">https://www.gov.uk/get-coronavirus-test</a></li> <li>If a parent of a pupil with Covid symptoms insists their child attends school, the school will exercise its reasonable <b>judgement to refuse the pupil entrance on the grounds that it is necessary to protect other pupils and staff from possible infection</b></li> <li>Consideration will be given to the range of <b>wider</b> symptoms of COVID-19: which are: headache, sore throat, fatigue, muscle aches, blocked/runny nose, <b>shortness of breath, cold like symptoms</b> diarrhoea and vomiting, in determining if there is an outbreak of infection at the point outbreak plan triggers are met. Parents of pupils who show these other symptoms will be encouraged to seek a PCR test for their child to rule out COVID infection.</li> <li>Engage with the NHS Test and Trace process</li> <li>Contain any outbreak by following local public health protection advice and by following the school Outbreak Management Plan (contact: <a href="#">Public Health England health protection team</a>)</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>	<p>y</p>	<ul style="list-style-type: none"> <li>Guidance shared to parents and staff</li> <li>Posters/notices displayed in key areas of the school to ensure there is awareness around identifying symptoms and taking appropriate action</li> <li>Maintain COVID record and report positive cases to the Local Authority</li> </ul>	<p>L</p>

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		<p>to the terms clinically vulnerable and clinically extremely vulnerable 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 cases is kept in school to assist outbreak management. Cases are reported to the LA through the Covid-inbox to support local area intelligence on virus spread and potential outbreaks.</li> </ul>			
<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>	H	<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> <li>▪ <b>The school actively promotes the use of LFD tests to be routinely undertaken at least twice weekly at home, 3-4 days apart.</b></li> <li>▪ The school have secure processes in place to receive delivery of LFT tests and secure safe storage and distribution for staff usage</li> <li>▪ The school has read and understood the national SOP in securing internal LFT systems and procedures that are understood by all participating staff</li> <li>▪ <b>Staff understand that they must report a positive LFT result to their manager and immediately self-isolate.</b></li> <li>▪ <b>Pupils or staff who get a positive LFT result must self-isolate.</b></li> </ul>	y	<ul style="list-style-type: none"> <li>▪ Staff are strongly encouraged to take part in twice weekly Lateral Flow Testing and there is a clear procedure for collecting test packs, reporting results and seeking support/guidance if needed</li> <li>▪ Trainee teachers, volunteers and wrap around staff are also encouraged to do this</li> <li>▪ Parents and carers encouraged to use regular LFT with their children via school newsletter</li> </ul>	M
<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>	L	<ul style="list-style-type: none"> <li>▪ From 14 December, a new national approach to daily testing for contacts of COVID-19 has been introduced. All adults who are fully vaccinated and children aged 5 to 18 years and 6 months, identified as a contact of someone with COVID-19 – whether Omicron or not – should take an LFD test every day for 7 days instead of self-isolating. Children under five years old do not need to take part in daily testing for contacts of COVID-19 and do not need to isolate.</li> <li>▪ Once notified by Test and Trace as a close contact, all eligible staff, pupils and students are strongly recommended to take a LFD each day for 7 days and report the results through the online reporting system and to their setting. If they test negative, they can continue to attend their education setting. Outside of the education setting, they should continue to follow national guidance. This approach should also be adopted over the school holidays.</li> <li>▪ Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should</li> </ul>	y	<ul style="list-style-type: none"> <li>▪ As guidance is updated, this will be communicated and may result in changes in signage and procedures in school</li> </ul>	L



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		<p>anyone display symptoms of COVID-19 and how this will be implemented in the school.</p> <ul style="list-style-type: none"> <li>▪ This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding and includes: <ul style="list-style-type: none"> <li>• They will need to be ready and willing to book a test if they are displaying symptoms</li> <li>• Not come to school if they have symptoms</li> <li>• They will be sent home to self-isolate if they develop symptoms in school whilst awaiting a PCR test result</li> <li>• Know all children can be tested including children under 5</li> <li>• Be willing to provide details of anyone they have been in close contact with if they test positive for COVID-19 when they are to do so (by NHS Test and Trace and/or by school)</li> <li>• Self-isolate if they have been in close contact with someone who develops COVID-19 symptoms or with someone who does test positive, UNLESS they are under 18 years 6 months or fully vaccinated at least 14 days prior to the contact.</li> <li>• Know that tests can be booked online (<a href="https://www.gov.uk/get-coronavirus-test">https://www.gov.uk/get-coronavirus-test</a>) or ordered by telephone by NHS 119, and lateral flow tests can be accessed within the city as per guidance shared</li> <li>• Inform school immediately of the results of a test</li> <li>• If a test is negative, the pupil or staff member can return to school when they feel well enough to do so</li> </ul> </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><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>	L	<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 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>	Y	<ul style="list-style-type: none"> <li>▪ Guidance shared to parents and staff</li> <li>▪ Share updated Test and Trace guidance outlined here to the full community</li> </ul>	L
<p><b>Staff, pupils and parents are not aware or are not compliant with self-isolation requirements</b></p>	M	<ul style="list-style-type: none"> <li>▪ Consistent and repetitive reinforcement of the need for pupils and staff to stay home if they are unwell, reminding them that early onset symptoms can be complex</li> <li>▪ Consistent and repetitive reinforcement supported by high vigilance of the requirement to self-isolate at home for 10 clear days if identified as a close</li> </ul>	Y	<ul style="list-style-type: none"> <li>▪ Repeated reminders of the guidance and any updates shared, both to staff in regular</li> </ul>	L

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		<p>contact of a positive Covid-19 case, including household members, unless exempt (see below)</p> <ul style="list-style-type: none"> <li>▪ Reinforce the new requirement to self-isolate for travel reasons should that occur</li> </ul> <p>From <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/">https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/</a></p> <p>It's a legal requirement to self-isolate if you are told to by NHS Test and Trace. You could be fined if you do not self-isolate</p> <p>If someone you live with has symptoms of COVID-19, or has tested positive for COVID-19, you will not need to self-isolate if any of the following apply:</p> <ul style="list-style-type: none"> <li>• you're fully vaccinated – this means 14 days have passed since your final dose of a COVID-19 vaccine given by the NHS</li> <li>• you're under 18 years, 6 months old</li> <li>• you're taking part or have taken part in a COVID-19 vaccine trial</li> <li>• you're not able to get vaccinated for medical reasons</li> </ul> <p>Even if you do not have symptoms, you should still:</p> <ul style="list-style-type: none"> <li>• get a <a href="#">PCR test on GOV.UK</a> to check if you have COVID-19</li> <li>• follow advice on <a href="#">how to avoid catching and spreading COVID-19</a></li> <li>• consider limiting contact with <a href="#">people who are at higher risk from COVID-19</a></li> </ul>		communication and to the parent/carer community	
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	M	<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> </ul>	Y	<ul style="list-style-type: none"> <li>▪ staff induction, including distribution of risk assessment and outbreak management plan documents, with opportunity to feedback and ask questions and</li> </ul>	L

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		<ul style="list-style-type: none"> <li>Risk management</li> </ul>		reminder CPD session delivered to staff before full return.	
<b>New staff are not aware of policies and procedures prior to starting at the school when it reopens</b>	L	<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	<ul style="list-style-type: none"> <li>Risk Assessment and procedures/plan given alongside staff handbook as part of any new staff induction</li> </ul>	L
<b>3.2 Communication strategy</b>					
<b>A failure to comply and/or sustain Covid compliance at all levels of school life, leads to school transmission outbreaks</b>	L	<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>	Y	<ul style="list-style-type: none"> <li>School communication updates scheduled in at least weekly – further detail provided in the staff protocols.</li> </ul>	L
<b>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</b>	L	<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>	Y	<ul style="list-style-type: none"> <li>School communication updates scheduled in at least weekly – further detail provided in the staff meeting</li> </ul>	L
<b>There is a lack of clarity and understanding in maintaining social distancing and good hygiene</b>	M	<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 social distancing, good handwashing and ‘catch it bin it’ rules.</li> <li>Clear floor markings identify 2 metre spaces (may be reduced to 1 metre+).</li> <li>Clear floor markings are in place to support social distancing where practicable. 1m+ markings for any queue outside toilets (minimised through limiting the number of child per class going to the toilet at any given time).</li> <li>All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day.</li> </ul>	Y	<ul style="list-style-type: none"> <li>Regular enforcement checks and updates to full staff team</li> <li>Additional information submitted by school outlines operational procedures for social distancing and maintaining good hygiene levels</li> </ul>	L

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<p>Parents and carers are not fully informed of the health and safety requirements of the school</p>	<p>M</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>▪ Key messages regarding COVID-19 and school reopening are shared in a timely manner and available on the school website.</li> <li>▪ Parent and pupil handbooks/information leaflets are <del>created</del> reviewed and updated.</li> <li>▪ <b>The vaccination programme is positively and sensitively promoted across the school community, highlighting that vaccination is the key barrier to the spread of infection which will reduce the risk of future school closures</b></li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ Continue to keep parents updated through letters and Parent Mail newsletters referring to full documentation available on the website</li> </ul>	<p>L</p>
<p>Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19</p>	<p>M</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> <li>▪ Parents are enabled to understand that they should not send their child to school if they are ill, for whatever reason</li> <li>▪ Parents are enabled to understand that the school will send any child who is symptomatic or generally unwell with the associated symptoms home and that they will not be permitted to attend school until a negative PCR test has been taken or 10 days from symptom onset has elapsed</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ Key messages and guidance shared to parents and carers as above</li> </ul>	<p>M</p>
<p><b>1. PREVENTION – Planning movement around the school</b></p>					
<p><b>4.1 Management of social distancing in the office area</b></p>					
<p>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</p>	<p>L</p>	<ul style="list-style-type: none"> <li>▪ No visitors are allowed on the premises without a pre-arranged appointment. If a visit can be arranged out of school hours, it should be.</li> <li>▪ A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures</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>▪ General visitors, not providing a specialist teaching, intervention or health service to pupils <del>are encouraged to</del> must 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</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ Clear ‘rules’ shared with staff in induction /CPD meeting and pupils upon arrival</li> <li>▪ Regular revisiting of expectations through verbal and visual reminders for staff and pupils</li> <li>▪ Visible signage placed in reception area outlining rules</li> <li>▪ Reception staff are clear with safety procedures and signing-in process to minimise any risk of contamination</li> </ul>	<p>L</p>

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4.2 Management of Aggress and Egress – arrival and departure					
<p>The start and end of the school day create risks of breaching social distancing best practice</p>	<p>M</p>	<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. <del>Due to the layout of the school site and surrounding roads, it is safer for parents to follow the strict one-way route across the playground, dropping their child off at the designated points and exiting through a different gate – this system will continue into the start of the autumn term 2021.</del></li> <li>▪ <del>Start and departure times are staggered to reduce pinch points and risk of breach if this is possible without reducing the overall teaching time for pupils</del></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>▪ <del>Floor markings are visible where it is necessary to manage any queuing.</del></li> </ul>	<p>y</p>	<ul style="list-style-type: none"> <li>▪ Sharing of photographs and written guidance regarding start and end of day procedures</li> <li>▪ Senior staff and additional staff to be outside supporting and reinforcing expectations at key times</li> </ul>	<p>L</p>
<p>Pupils and parents congregate at exits and entrances, creating a potential chain of transmission</p>	<p>H</p>	<ul style="list-style-type: none"> <li>▪ <del>Start and finish times are staggered.</del></li> <li>▪ The use of available entrances and exits is maximised.</li> <li>▪ Social distancing best practice is 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 encourage the benefits of social distancing at arrival and departure times.</li> </ul>	<p>y</p>	<ul style="list-style-type: none"> <li>▪ Notification of this guidance has been shared to parents and reminders will be shared</li> <li>▪ School leaders protect drop off and pick up times to be present on gate and at drop off point</li> </ul>	<p>M</p>
<p>Pupils use public transport and thereby increase risk of infection and transmission</p>	<p>L</p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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</li> <li>▪ 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.</li> <li>▪ 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</li> </ul>	<p>y</p>		<p>L</p>

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4.3 Management of break times					
Transmission through large groups mixing at break times	M	<ul style="list-style-type: none"> <li>Pupils will be having outdoor play at break time and lunch in their separate phase groups (YR; Y1 and 2; Y3 and 4; Y5 and 6) with staggered break times</li> </ul>	y	<ul style="list-style-type: none"> <li>Leadership to monitor break time arrangements</li> </ul>	L
4.4 Management of social distancing and hygiene in the toilets					
Poorly ventilated toilet areas become overcrowded and create an area of high transmission risk	M	<ul style="list-style-type: none"> <li>Queuing zones for toilets, which are used by phase groups, and hand washing have been established and are monitored.</li> <li>Floor markings are in place to enable social distancing.</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> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place</li> <li>Pupils will bring in their water bottles already filled. When a refill is required, they will fill their bottle from the cold tap in the classroom sink which is drinking water (not from corridor water coolers as this would increase the risk of transmission).</li> <li>Singing guidance: In accordance with the latest DFE and DCMS guidelines around singing, singing can take place as normal in a well-ventilated room</li> <li>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.</li> </ul>	y	<ul style="list-style-type: none"> <li>Staff to continue to remind children of expectations for toilet queuing and use.</li> </ul>	L
Transmission of infection through shared use of resources	L	<ul style="list-style-type: none"> <li>Equipment shared within the classroom will be cleaned regularly</li> <li>staff have their own items such as stationary</li> <li>Wider based classroom resources such as books and games can be used and shared within the classroom and between year group classes as needed for the broad and balanced curriculum offered (quarantine of resources and thorough disinfecting is no longer advised) and should be cleaned between uses.</li> <li>Children will continue to be restricted regarding the equipment that they bring to school each day from home. Essentials such as lunch boxes, hats and coats, and flat/foldable bags are allowed.</li> </ul>	y		L

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		<ul style="list-style-type: none"> <li>▪ Children and parents are asked not to bring in any sweets or cakes for birthday celebrations. We will continue to make birthdays special by singing to children in class.</li> </ul>			
<b>Tripping on coats and injury</b>	M	<ul style="list-style-type: none"> <li>▪ <del>Children encouraged to ensure that their coats are either carefully placed over the back of their chairs, or if the coat is too long, folded and either placed on/ in drawers or sat on</del></li> <li>▪ Cloakrooms to be used for coats only. School bags should be small enough to fit into trays and stored safely in class. Large bags should be sent back home.</li> <li>▪ Floors around chairs and tables to be kept clear</li> </ul>	y		M
<b>4.5 Safety arrangements for the use of medical rooms</b>					
<b>The configuration of medical rooms may compromise social distancing measures</b>	L	<ul style="list-style-type: none"> <li>▪ Children requiring first aid will be treated in class where appropriate.</li> <li>▪ Staff should either use the phase thermometer or call the office for assistance when a temperature needs to be taken. Children should not be taken to other areas of school to have their temperature checked.</li> <li>▪ Children who are ill but DO NOT HAVE COVID symptoms will await parent pick up in their classroom and will be handed over to parents from the external doors. Reception parents will be asked to wait by the Reception gate, Year 5 and 6 by the Japanese Garden near the Year 6 stairwell exit. Parents will be asked to sign children out whilst the office contacts staff in the phase to arrange for them to see the children out.</li> <li>▪ Children who DO have COVID symptoms will be cared for (following SD guidelines) in the Head teacher’s office (the SLT room is the other designated area if needed) whilst collection is arranged. It is important that the child takes the shortest possible route to the medical room. Staff requiring a second opinion should call for guidance rather than taking child to see other members of staff. In this ‘medical room’, PPE is only required in the following situations: <ul style="list-style-type: none"> <li>▪ when a 2m cannot be maintained – wear a face covering</li> <li>▪ contact is necessary – wear gloves, an apron and a face covering</li> <li>▪ risk of fluids entering the eye – also wear a visor to provide eye protection.</li> <li>▪ However, staff are able to wear PPE if they choose.</li> <li>▪ If they need to go to the bathroom while waiting to be collected, they should use one of the accessible toilets if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> </ul> </li> </ul>	y	<ul style="list-style-type: none"> <li>▪ Enhanced cleaning plan includes procedures for cleaning any space that has been used by a child with COVID symptoms</li> </ul>	L



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		<ul style="list-style-type: none"> <li>▪ Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. It is advised that household bleach is used after the room is vacated.</li> <li>▪ Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff</li> <li>▪ Once the pupil has left the premises, the staff member that cared for the child must ensure that all surfaces and contact points that the child came into contact with (including the bathroom if used) are thoroughly disinfected/cleaned</li> <li>▪ 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</li> </ul>			
<b>Risk of ingestion of hand sanitiser</b>	M	<ul style="list-style-type: none"> <li>▪ Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</li> <li>▪ Build routines into school culture and behaviour expectations to support children to understand the need to follow these</li> </ul>	y	<ul style="list-style-type: none"> <li>▪ Skin friendly cleaning wipes have been procured in the event that they are needed</li> </ul>	L
<b>5. PREVENTION - Securing and sustaining robust hygiene systems and procedures</b>					
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>	L	<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</li> </ul>	Y	<ul style="list-style-type: none"> <li>▪ Enhanced cleaning plan includes ongoing cleaning of surfaces</li> </ul>	L
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>	M	<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>	Y	<ul style="list-style-type: none"> <li>▪ Continue to monitor soap stock levels (SSO and Office team)</li> </ul>	L

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<p><b>Inadequate respiratory hygiene spreads infection</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>▪ Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</li> <li>▪ Ensure sufficient tissues and bins are available around school</li> <li>▪ Staff or visitors putting on or taking off their face covering should do so whilst following good hand hygiene measures</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ foot-operated lidded bins are available in every classroom and indoor shared space</li> </ul>	<p>L</p>
<p><b>Pupils forget to wash their hands regularly and frequently</b></p>	<p>H</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>	<ul style="list-style-type: none"> <li>▪ Handwashing instruction reiterated by staff upon children’s return to a school with compulsory, continual reminders – visual and verbal.</li> </ul>	<p>L</p>
<p><b>Equipment and resources</b></p>		<ul style="list-style-type: none"> <li>▪ Shared equipment will be cleaned regularly</li> <li>▪ Classroom based resources including books and games can be shared within the designated group and should be cleaned regularly.</li> <li>▪ Resources shared between groups such as sports, art and science equipment should be cleaned between group usage.</li> <li>▪ Outdoor play equipment will be cleaned regularly</li> <li>▪ Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, mobile ‘phones when permitted.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Guidance shared to staff on the regular cleaning of shared equipment</li> </ul>	
<p><b>5.3 Personal Protective Equipment (PPE) and face coverings</b></p>					
<p><b>Provision of PPE for staff where required is not in line with government guidelines</b></p>		<ul style="list-style-type: none"> <li>▪ Update DfE 29/11/2021: <b>Face coverings should be worn in communal areas in all settings by staff, visitors and pupils or students in year 7 and above, unless they are exempt.</b></li> <li>▪ Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured for general task use as identified in a task focused risk assessment or in the event of an outbreak requiring temporary enhanced controls.</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> </ul>			

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		<ul style="list-style-type: none"> <li>▪ Face coverings are not ordinarily required in school by children. Children under the age of 11 are not required to wear face coverings in or out of school including public transport.</li> <li>▪ Clinically vulnerable staff and /or pupils may personally elect to use PPE as an additional control for their own safety and emotional well-being. This will be supported if it is agreed through the VERA process.</li> </ul>			
<p><b>Failure to fit, wear, store and dispose face coverings safely contributes to the transmission of infection</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>▪ Face coverings <del>are encouraged for</del> must be worn by staff and visitors in congested and crowded communal areas such as in corridors and communal areas where social distancing cannot easily be maintained (but not in classrooms).</li> <li>▪ Children under the age of 11 are not required to wear face coverings in or out of school including public transport</li> <li>▪ The use of clear pane face coverings may be appropriate in some instances (see: <u>face coverings</u>) This may be specifically appropriate for pupils 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.</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> <li>▪ <b>Face visors or shields should not be worn as an alternative to face coverings.</b> They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</li> <li>▪ <b>Staff and pupils are trained in the safe donning and disposal of face covering as follows:</b>  <b>When wearing a face covering, staff, visitors and pupils should:</b> <ul style="list-style-type: none"> <li>▪ wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on</li> <li>▪ avoid touching the part of the face covering in contact with the mouth and nose, as it could be contaminated with the virus</li> <li>▪ change the face covering if it becomes damp or if they've touched the part of the face covering in contact with the mouth and nose</li> <li>▪ avoid taking it off and putting it back on a lot in quick</li> </ul> </li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ Guidance shared through staff meetings and through email communication</li> <li>▪ Visitor/contractor information leaflet and checking by office staff ensures any visiting adult also aware of guidance</li> </ul>	<p>L</p>

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		<ul style="list-style-type: none"> <li>succession to minimise potential contamination</li> <li>▪ When removing a face covering, staff, visitors and pupils should: <ul style="list-style-type: none"> <li>▪ wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing</li> <li>▪ only handle the straps, ties or clips</li> <li>▪ not give it to someone else to use</li> <li>▪ if single-use, dispose of it carefully in a household waste bin and do not recycle</li> <li>▪ once removed, store reusable face coverings in a plastic bag until there is an opportunity to wash them.</li> <li>▪ if reusable, wash it in line with manufacturer’s instructions at the highest temperature appropriate for the fabric</li> </ul> </li> <li>▪ wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed</li> </ul>			
<b>6. Curriculum organisation</b>					
<b>Children may need to re-socialise and familiarise with new routines</b>	L	<ul style="list-style-type: none"> <li>▪ Consideration should be given on planning what to teach, and how, The priorities for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading.</li> </ul>	y	<ul style="list-style-type: none"> <li>▪ Teachers to continue to hold the emotional and social needs of children in high priority with a high level of nurture and PSHE and learning behaviours through the reintegration period</li> </ul>	L
<b>Children may have fallen behind in their learning during the school closure and achievement gaps will have widened</b>	M	<ul style="list-style-type: none"> <li>▪ Gaps in learning are assessed and addressed in teachers’ planning.</li> <li>▪ Home and remote learning is continuing and is calibrated to complement in-school learning and address any gaps identified to minimise inequality</li> <li>▪ Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> </ul>	y	<ul style="list-style-type: none"> <li>▪ Based on assessment of prior learning and the identified gaps in learning from ongoing assessment, provision will be adapted</li> </ul>	L
<b>Curriculum is restricted and children’s education is impacted negatively</b>	L	<ul style="list-style-type: none"> <li>▪ Deliver a broad and balance curriculum whilst minimising contact and mixing.</li> <li>▪ Teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable, on the understanding that adult to child and adult to adult social distancing is maintained and hygiene arrangements followed.</li> <li>▪ Minimise the contact between and across groups for adults and children to reduce the risk of possible transmission, whilst maintaining the benefits of specialist teaching, intervention support and pastoral care.</li> </ul>	y	<ul style="list-style-type: none"> <li>▪ Ensure staff conducting support to different groups are confident with the social distancing and hygiene procedures for this</li> </ul>	L

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<p><b>Ensuring full support for pupils with SEND (SEND Support and EHC Plans</b></p>	<p>L</p>	<ul style="list-style-type: none"> <li>▪ Small children and children with complex needs will continue to be helped to wash their hands properly.</li> <li>▪ Vulnerable children risk assessments will be completed for children with additional needs who are unable to regulate their behaviour e.g. involuntary spitting using the LA’s vulnerable children risk assessment template.</li> <li>▪ External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing the school’s visitor’s policy and mirroring expectations on staffing behaviours in terms of hygiene and interaction.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ Review individual risk assessments for EHCP children</li> </ul>	<p>L</p>
<p><b>Pupils with SEND do not have their needs met due to restrictions.</b></p>	<p>L</p>	<ul style="list-style-type: none"> <li>▪ Vulnerable pupils including those with an EHC Plan have been subject to risk assessment discussions under the LAs guidance for SEND (based on Government guidance) with resources and staff deployed appropriately.</li> <li>▪ Teaching assistants and specialist staff will be deployed to ensure that appropriate support is made available. This will include working with pupils in different classes or year groups and may involve support through catch up provision and/or targeted interventions.</li> <li>▪ In the event of a local lockdown or outbreak, flexibility around EHCP provision will need to be considered – school to seek advice as necessary.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ EHCP individual risk assessments to be reviewed and IEP reviews to be scheduled</li> </ul>	<p>L</p>
<p><b>Risk associated with SEND child moving between settings</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>▪ With a child who routinely attends multiple settings on a part-time basis, school will work through the system of controls collaboratively with the alternative provision to identify risks and create an individual risk assessment for the child.</li> <li>▪ The school, working with the setting, will ensure that all risks are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum</li> <li>▪ As the setting is an outdoor provider, risk of transmission is reduced. Additional measures are in place to reduce risk.</li> <li>▪ Both schools to communicate regarding attendance, reasons for absence and potential risks.</li> </ul>	<p>y</p>	<ul style="list-style-type: none"> <li>▪ Individual risks assessment for dual placement written and agreed with other setting</li> </ul>	<p>M</p>
<p><b>6.1 Extra-curricular activity including school visits</b></p>					
<p><b>Pupils and or staff are exposed to infection whilst on a school visit</b></p>	<p>M</p>	<p>Full and thorough risk benefit assessments in relation to all educational visits will be undertaken to ensure that any public health advice, such as hygiene and ventilation requirements, is taken into account and mitigated where possible. Guidance:  <a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits</a></p>	<p>y</p>	<ul style="list-style-type: none"> <li>▪ Risk benefit assessments for LOTC trips include mitigating actions for reducing the risk of COVID transmission and checked by the Educational Visits Coordinator</li> </ul>	<p>M</p>

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		and the Outdoor Education Advisory Panel (OEAP) <a href="https://oeapng.info/">https://oeapng.info/</a> will be taken into account			
<b>Safe practice is not replicated in wraparound provision and extra-curricular activity</b>	L	The school's risk assessment will be applied to the school Acorns wraparound provision and extra-curricular activity taking into account additional and specific for providers who run activities, after-school clubs, tuition and other out-of-school provision for children ( <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak</a> ).	y	<ul style="list-style-type: none"> <li>Ensure that the school risk assessment, including any subsequent updates, are shared with Acorns and external club providers</li> </ul>	L
<b>6.1 Provision of remote learning for self-isolation</b>					
<b>Arrangements for remote learning are insecure or unsustainable to ensure provision for pupils self-isolating</b>	L	<p>To secure the statutory duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The following arrangements are in place and are subject to constant monitoring and review:</p> <ul style="list-style-type: none"> <li>the remote learning offer is equivalent to the core teaching pupils would receive in school (delete as appropriate): <ul style="list-style-type: none"> <li>Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>Key Stage 2: 4 hours a day</li> </ul> </li> <li>Systems are in place for checking, daily, whether pupils are engaging with their work</li> <li>A named senior leader with overarching responsibility for the quality and delivery of remote education is identified</li> </ul>	y	<ul style="list-style-type: none"> <li>The full school Remote Education Policy has been shared with all staff and parents and can be viewed on the school website</li> <li>The effectiveness of remote learning is continually reviewed</li> </ul>	L
<b>Pupils are unable to access the online offer</b>	L	<ul style="list-style-type: none"> <li>The Stivichall Remote Learning Policy sets out arrangements to overcome digital poverty, including the methods by which school can support families by loaning devices to use for online learning and how to support a lack of internet or WIFI access</li> <li>A series of parent guides to support the use of online technology (e.g. live Teams sessions) has been shared and updates or developments are shared to the parent/carer community in a timely fashion</li> <li>The remote learning policy and further guidance on the school website offers support to parents to enable them to construct a learning environment within their home</li> <li>The Stivichall Remote Learning Policy also sets out the arrangements for disengagement of pupils in remote learning including: regular phone calls from the class teacher and/or learning mentor; fortnightly small group Zoom calls with class teachers focused on wellbeing and support; regular live Microsoft Teams sessions with the whole class to maintain</li> </ul>	y	<ul style="list-style-type: none"> <li>Pupil engagement with the remote learning offer is monitored continuously</li> <li>The effectiveness of remote learning is continually reviewed</li> </ul>	L

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		<p>engagement in learning and the sense of community; paper learning packs if SEN need and challenges with online learning are a barrier. When needed, members of the senior leadership team can become involved in contacting families to support improvement engagement in remote learning.</p> <ul style="list-style-type: none"> <li>Where able to do so, school should provide remote education for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</li> </ul>			
<b>7. CURRICULUM - Enhancing mental health support for pupils and staff</b>					
<b>7.1 Mental health concerns – pupils</b>					
<p><b>Pupils’ mental health has been adversely affected during the periods that the school has been closed and by the COVID-19 crisis in general</b></p>	M	<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> <li>Wellbeing/mental health is discussed regularly in PSHE/Virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>Resources/websites to support the mental health of pupils are provided.</li> <li>School recognises that pupils may still be experiencing a variety of emotions in response to the COVID19 pandemic such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. The school continues to support children’s wellbeing through curriculum activities (e.g. PSHE) and activities related to the Stivichall Values Curriculum (e.g. pupil-led virtual assemblies on wellbeing) and provides more focused pastoral support for pupils’ individual issues, drawing on external support where necessary and possible (e.g. NHS Primary Mental Health Team).</li> </ul>	Y	<ul style="list-style-type: none"> <li>Sharing of available resources as signposted to schools to support provision</li> </ul>	M
<b>7.2 Mental health concerns – staff</b>					
<p><b>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</b></p>	M	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Senior leaders balance staff well being against potential educational benefits when introducing new procedures and/ or initiatives. Where possible, previous procedures are removed to make time for new ones.</li> <li>Senior leaders have ensured that there is generous allocation to complete necessary tasks within the 1265 calculation.</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> </ul>	Y	<ul style="list-style-type: none"> <li>Staff have been signposted to relevant guidance including Education support offering online support and telephone support: 08000 562 561.</li> <li>Refer to Occupational Health as needed and agreed appropriate</li> </ul>	L



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		<ul style="list-style-type: none"> <li>▪ Staff have been signposted to useful websites and resources (e.g. Educational Support Partnership).</li> <li>▪ Where there have been changes to staff deployment, these will have been discussed with staff individually.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Staff training and regular communications highlight support mechanisms available</li> </ul>	
<b>8 Safeguarding Vulnerable Pupils</b>					
<b>Pupils 'out of sight' may come to harm</b>		<ul style="list-style-type: none"> <li>▪ Robust systems are in place to keep in contact with vulnerable pupils (both within the national definition or as a consequence of school-based concerns) who are self-isolating or are not attending school for whatever reason. This includes those who have a social worker and those who are not currently open to statutory services, but the school believes that they may face challenging circumstances at home.</li> <li>▪ When a vulnerable pupil is asked to self-isolate, the school will:             <ul style="list-style-type: none"> <li>▪ notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head</li> <li>▪ agree with the social worker the best way to maintain contact and offer support</li> <li>▪ procedures in place include a system to check if a vulnerable pupil is able to access remote education support and to support them to access it (as far as possible)</li> <li>▪ regularly check if they are accessing remote education</li> </ul> </li> <li>▪ keep in contact with them to check their wellbeing and refer onto other services if additional support is needed.</li> </ul>	Y	<ul style="list-style-type: none"> <li>▪ DSLs and teaching staff are aware of vulnerable pupils and families and monitor closely. DSLs liaise with social care.</li> </ul>	L
<b>9 PREVENTION - Governance and policy</b>					
<b>9.1 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>	L	<ul style="list-style-type: none"> <li>▪ The governing body continues to meet regularly (currently 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> </ul>	Y	<ul style="list-style-type: none"> <li>▪ Weekly phone calls between headteacher and chair of governors</li> <li>▪ Regular communication with governors including sharing risk assessment, recovery plan and changes to policies as appropriate.</li> </ul>	L

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		<ul style="list-style-type: none"> <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>			
<b>Governors are not fully informed or involved in making key decisions</b>	L	<ul style="list-style-type: none"> <li>▪ 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>	Y	<ul style="list-style-type: none"> <li>▪ see above</li> </ul>	L
<b>Impact on staff of work -life balance and wellbeing is overlooked.</b>	M	<ul style="list-style-type: none"> <li>▪ Governing Boards and school leaders should have regard to staff (including the headteacher) work life balance and wellbeing.</li> <li>▪ Ensure that measures being put into place are explained to staff and involved them in the process</li> </ul>	Y	<ul style="list-style-type: none"> <li>▪ Outline measures and considerations in place to address work life balance with staff.</li> </ul>	L
<b>9.2 Policy review</b>					
<b>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</b>	L	<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>▪ Behaviour policies recognise that adverse experiences of lockdown and or lack of routine and regular attendance at school may lead to levels of disengagement, anxiety and behavioural responses setting reasonable and proportionate expectations of behaviour and make appropriate provision to support</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 any need to move again 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>	Y	<ul style="list-style-type: none"> <li>▪ Safeguarding addendum has been approved by governors and is published on the school website</li> <li>▪ Behaviour policy has been updated</li> <li>▪ Amendments to other policies have been addressed</li> <li>▪ Chair of Governors made aware of and has approved revisions</li> </ul>	L

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<p><b>Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>▪ A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level</li> <li>▪ High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups</li> <li>▪ Remote education is integrated into the school’s curriculum planning</li> <li>▪ Printed resources are available for those that cannot access the internet physically or cognitively</li> <li>▪ 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</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ Seesaw online learning platform maintained and used as needed</li> <li>▪ Staff trained in using MS Teams to keep as an option for blended learning as needed moving forward</li> </ul>	<p>M</p>
<p>10. Other operational issues</p>					
<p><b>Contractors on-site whilst school is in operation may pose a risk to infection control</b></p>		<ul style="list-style-type: none"> <li>▪ Contractors are expected to comply with the requirement to wear face coverings whilst on school site</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> </ul> <p>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).</p>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Office staff and SSO share expectations at time of booking and on arrival.</li> </ul>	<p>L</p>

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<p><b>Lockdown procedure is not clear</b></p>	<p>L</p>	<p>The Lockdown procedure will remain be in operation. Groups will all be working within a room that can be secured and in the event the alarm is signalled, doors and windows should be locked from inside. The alarm for Lockdown is a long continuous bell throughout school. If someone needs to trigger an alarm, they can ring the school office for the alarm to be triggered from there (continuous school bell).</p>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ Share in staff Induction and CPD meetings</li> </ul>	<p>L</p>
<p>10. Additional site-specific issues and risks</p>					
<p><b>Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them</b></p>					
<p>ACORNS Wrap around care</p>	<p>M</p>	<ul style="list-style-type: none"> <li>▪ The wrap around care ACORNS was taken over by Stivichall Primary School (from previously privately run 'Fun Club') from 01/04/2021</li> <li>▪ Acorns Staff follow actions outlined above to mitigate risk of transmission in terms of hygiene, social distancing, and the isolation and collection of pupils who are symptomatic</li> <li>▪ Pupils are organised into phase groups and cross-over between these groups is avoided. Detailed records of children attending, staff supporting and activities partaken are kept</li> <li>▪ Any child displaying symptoms is isolated and supported (in line with whole school guidelines outlined above) until parental collection asap. The Acorns area where the child is isolated is class 1P and parents collect from that external door. This area (and toilet if the child has been to the toilet) is cleaned with sanitising spray by the ACORNS staff supervising</li> <li>▪ In the distribution of children's breakfast and after school snack, staff are extra vigilant of hygiene measures including thorough hand sanitising.</li> <li>▪ Where providers are offering organised activities for children, such as wraparound childcare or extra-curricular activities are outdoors, this can currently happen in groups of any number.</li> <li>▪ From 17 May 2021, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number. However, it remains important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>▪ Acorns staff Induction on 01/04/2021 covers key knowledge and mitigating actions outlined in this full Stivichall COVID-19 risk assessment</li> <li>▪ Staff given opportunity to ask any questions and share thoughts/concerns</li> <li>▪ Acorns manager monitors staff following the measures outlined here</li> </ul>	<p>L</p>

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Risk of transmission from transition events.	M	<ul style="list-style-type: none"> <li>▪ School will complete thorough risk assessments before running transitional, taster and open days (currently virtually only) to ensure that they are run in line with the risk assessment and the roadmap out of lockdown.</li> </ul>	Y	In-school transition event to be carefully planned and risk assessed	L
Risk of community transmission from Parents in school for performances	H	<ul style="list-style-type: none"> <li>▪ Careful consideration in the early stages of planning for any performance to parents – is there benefit in it being attended by parents/carers in person on the school site or is it beneficial to be remote/by video</li> <li>▪ KS1 performance: 2 separate performances for Year 1 and Year 2 parents to attend separately; maximum of 2 tickets per child to enable maximum hall number to be 150.</li> <li>▪ Hall well-ventilated with windows open during performance and fully ventilated with all doors open immediately after and before use by children for subsequent PE lessons etc.</li> <li>▪ Parents to line up along the Reception path to allow social distance, entering the hall via the YR playground doors, 5 minutes before the performance, with a hand sanitising station at the hall entrance door.</li> <li>▪ Parents to be sat in class ‘blocks’ to support contact tracing should school be informed of positive cases within the parent group attending</li> <li>▪ Reception nativity performance to follow same measures as above, with parents sat in class blocks (R1, R2 and R3) to support contact tracing if necessary.</li> <li>▪ School will ask parents and other visitors to take a lateral flow device (LFD) test before attending a school or college event</li> <li>▪</li> </ul>	Y	<p>Review approach after each performance</p> <p>Seek Local Authority advice in the planning stage before inviting parents in, to take into account recent COVID statistics and restrictions.</p>	M
Risk of transmission within school due to mixing of year groups during performance practice and performance	M	<ul style="list-style-type: none"> <li>▪ Children practising and performing in Key Stage groups</li> <li>▪ Majority of singing practice conducted in class groups as much as possible</li> <li>▪ Performance and whole group practices to be time- limited as much as possible and in keeping with the other measures outlined above (including hand sanitising, good ventilation of shared space/hall)</li> </ul>	Y	If high number of COVID positive cases in a year group involved in a performance, Senior Leadership to consider changes to plans for practice and for performance.	M
Risk of transmission within school due to mixing of individuals from different phases during use of the School Library	H	<ul style="list-style-type: none"> <li>▪ A small team of Year 6 children, who have already applied for the job, are selected to share the role of Library Assistant. This would mean them coming to the library, in teams of two, to help run the desk, re-shelve books, help the other library users and keep the library tidy. Each team of 2 would have an allocated day.</li> <li>▪ It may also be possible for the daily team to visit the library in morning break to tidy and prepare the library for lunchtime use. This is dependent</li> </ul>	Y	<ul style="list-style-type: none"> <li>▪ At times of higher case numbers, and/or in following advice from the Head teacher, Local Authority and central Government, the use of the library may be temporarily suspended.</li> </ul>	M

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		<p>on the availability of the library as there are Music lessons on some days and the library can also be booked out by members of staff for meetings.</p> <ul style="list-style-type: none"> <li>▪ Use of a rota for the Library Assistants, with no swapping of days</li> <li>▪ Using the protective screen on the library desk so that the Year 6 Library Assistants remain separated from other children</li> <li>▪ Maintaining a register of those children who visit on each day so that close contacts can be monitored according to school policy</li> <li>▪ Encouraging the regular use of hand gel (available by the door) as children enter and leave the library, and especially by the Library Assistants who will handle the largest number of books</li> <li>▪ Encouraging all library users to wash their hands before they return to class</li> <li>▪ Limiting the re-shelving of books to morning break sessions to avoid the Year 6 Library Assistants mingling with other library users</li> <li>▪ Considering the imposition of a maximum number of children permitted in the library at any one time (20 'users' at one time)</li> </ul>		<ul style="list-style-type: none"> <li>▪ In reviews, consider training another member of staff to help at lunchtimes so that the library can be open for longer and the numbers of children spread over a longer time period (this increases the risk for that staff member but may be considered an appropriate level of risk for the benefit accrued)</li> </ul>	
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