



Our Lady of the Assumption Covid-19: Operational Risk Assessment.

Planned re-opening of primary schools May 2020 –
reviewed to secure full-reopening September 2020



Coventry School Partnership: Covid19 Operational Risk Assessment – Re-opening of Primary Schools

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' May 2020. On 2nd July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published: [Guidance for full opening of schools](#)
These changes are fully reflected in this guidance and risk assessment.

This risk assessment focuses on balancing the risk of children returning to school and accessing a full educational experience with the "very low risk from coronavirus (COVID-19)" (source: Government Guidance July 2020)

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 (for consideration if it is reasonably practicable to do so).

It is made clear that Government 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.

This risk assessment guidance:

- Sets out the current context and statutory health and safety obligations as at July 2020 to take effect from September 2020.
- Reflects the relevant principles set out in Coventry schools Covid-19 Re-set and Recovery Plan
- Sets the national and local context for conducting a risk assessment to reduce transmission of a disease within school
- Provides an exemplar risk assessment 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 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 in re-opening schools, is the potential transmission of Covid19 between members of the school community and consequently the wider community. This risk assessment therefore focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of Covid19 as a consequence of re-opening schools to all pupils and staff, recognising that the virus is in general circulation and the risk is significantly lower than in the Spring/early Summer of 2020

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

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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.

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:

Coventry schools Covid-19 re-set and recovery Plan' revised July 2020

- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the Coventry school system
- Adherence to social distancing will be maintained as far as practicably possible in all classroom and school environments
- Best endeavours will be deployed to minimise the number of contacts staff and pupils have within school and ensure consistency in the groups pupils are placed within and staff teach/support
- School organisational planning will minimise the number of pupils that each staff member has contact with
- Schools will reserve the option of a "staff re-set day" and other opportunities for staff to come on site prior to working with children in September 2020

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. Ensuring appropriate social distancing in school, meticulous hand hygiene practice all serve to reduce risk significantly.

The balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19)

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

These include:

Exclusion:-

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, **do not attend** childcare settings, schools or colleges. Covid19 tests for symptomatic household member/s must confirm the outcome of the Covid-19 test if taken as soon as the results are known.
- .
- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [staying at home and away from others \(social distancing\)](#) guidance should be supported in undertaking a Vulnerable Employee Risk Assessment (VERA) and reasonable adjustments made if necessary, which may include additional protections within the school environment or if possible working from home supporting the delivery of the curriculum for children unable to attend school as a consequence of self-isolation or local lockdown

Hygiene:-

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

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Social Distancing:-

- Secure social distancing and/or minimise the range of contacts an individual pupil and member of staff have whenever practicably possible, through group designation, footfall management and planned supervised movement throughout the school building
- Regulate entry so that the premises do not become overcrowded at any point ensuring no 'pinch points' are experienced at ingress or egress
- Where it is possible to remain 2 metres apart, continue to use floor markings/signage to mark the distance and facilitate compliance, particularly in corridors, hand cleaning areas, toilets and internal and external communal break areas. Primary age children and those with cognitive functioning that makes social distancing difficult, can socialise with children within their designated group (bubble)
- Ensure the environment (such as classroom layout) and timetables are conducive with social distancing – remove all clutter and non-essential resources. Desks/tables where practicably possible should be forward facing – pupils should avoid facing each other or sitting side by side.
- Minimise social contact by forming fixed groups of staff and children and avoiding movement between or blending of groups whenever possible. This may be a whole class group or if that is not possible e.g. secondary a whole year group. It is accepted that staff may have to deliver to more than one group, which is permissible, but contacts should be minimised and social distancing adhered to when possible.
- Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side.
- Social distancing is not required in an emergency situation, e.g. medical emergency, fire evacuation etc. PPE should be used in a medical emergency if time permits (a first aid supply of PPE has been provided to all schools to secure an individual emergency situation, for example a sudden illness that may be Covid19 symptomatic of a child or staff member in school)

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 reviewed to reflect the changes in risk and necessary controls from September 2020 when all pupils return to school on a full-time basis. In addition to infection control, the risk assessment template and supporting resources extends to support additional health and safety considerations related to the consequences of Covid19 specifically:

- Securing provision for SEN – from September 2020 the provisions in a child's Education, Health and Care Plan must be delivered. This means that peripatetic support teachers and health therapists will be able to work within schools, by adhering to the schools visitors policy thereby balancing the risk of allowing external visitors into school with the duty of best endeavours to provide (school may adopt the LAs model policy for visiting professionals).
- 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 and response to local lockdown
- Maintaining communications with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school
- Developing a recovery curriculum
- Developing a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of group isolation; whole school isolation or local lockdown.

6. Resources and references:

Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 Coronavirus (COVID-19): implementing protective measures in education and childcare settings Coronavirus (COVID-19) Collection: guidance for schools and other educational settings Actions for schools during the coronavirus outbreak Coronavirus (COVID-19): implementing social distancing in education and childcare settings Coronavirus (COVID-19): guidance for educational settings COVID-19: cleaning in non-healthcare settings	Covid-19-decontamination-in-non-healthcare-settings staying at home and away from others (social distancing) Health and safety risk checklist for classrooms E-bug posters Guidance for full opening of schools guidance on the phased return of sport and recreation Sport England coronavirus (COVID-19) symptoms Public Health England health protection team guidance for food businesses on coronavirus (COVID-19) COVID-19: review of disparities in risks and outcomes report
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Model COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the covering guidance which absorbs statutory requirements and Government guidance available as at 18th May 2020. Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or change. Please add additional Activity (risks) as deemed necessary and delete any activity that does not apply to your school. The table is designed to enable you to re-order risks/priorities as required.

Assessment conducted by:	Rachel Askew	Job title:	Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	21/5/20	Review interval:	on-going	Date of next review:	September 2020 and continuous review thereafter

Risk matrix

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

Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
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1. Establishing a gradual and safe approach for pupils and staff to return to school:					
1.1 Establishing if the building is safe following an extended closure					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.	L	<ul style="list-style-type: none"> Health and safety audit conducted by nominated staff and Governor Classroom audits undertaken using the HSE Health and safety risk checklist for classrooms Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering: <ul style="list-style-type: none"> Different areas of the school Procedures for when pupils and staff enter and leave school 	Y	Draft audit completed by HT (21/5/20) Governor to complete walk round with HT – amendments made (26/5/20) Phase leaders to meet with phases week beg 1/6/20 Health, Safety and Security Policy reviewed July 2020	L

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		<ul style="list-style-type: none"> Planned movement around the school during lesson, break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 			
Statutory compliance has not been completed due to the availability of contractors during lockdown	L	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Y	<p>Water systems have been in use throughout lockdown – inspection carried out 7/5/20</p> <p>Fire extinguishers inspected: 13.5.20</p> <p>Fire Risk Assessment carried out by H & S advisor 13.5.20</p>	L
1.2 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads may put children's safety at risk	L	<ul style="list-style-type: none"> First Aid certificates have been extended for three months by Gov't A programme for training additional staff is in place, using on-line training. Consideration has been given to increasing DSL capacity to respond to any increase in safeguarding and welfare concerns arising during the Covid-19 school closure and holiday period 	Y	<p>First Aiders have completed online training (April 2020)</p> <p>At least one Paediatric First Aider is on site at all times</p> <p>FAW: Lizzie Kelleher; Geraldine Lucas; George Higginson</p> <p>Paediatric FA: Debbie Dixon, Sarah Pardoe, Marie Webb, Rebecca Wray, Dawn Lucas</p> <p>DSL or DDSL on site at all times</p> <p>Staff have completed Online Safety training</p>	L
2. Securing safe teaching spaces to accommodate pupils returning to school					
2.1 Organisation of teaching spaces and communal areas					
Classroom sizes will not allow adequate social distancing	L	<ul style="list-style-type: none"> Classes sizes revert to 30 in recognition of Government advice that children are not at significant risk Timetables and staffing model determined to secure curriculum delivery for class/group size Classrooms are re-modelled, with chairs and desks in place to allow for social distancing. Any surplus furniture including 'spare' chairs are removed if possible and area de-cluttered space has been allowed for the teacher and teaching assistant Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters 	Y	<ul style="list-style-type: none"> Classes arranged with marked area for teacher teaching assistant to ensure 2m from pupils and from each other children will be seated side by side with all tables facing the front of the class children will have a set place in the class and not change places throughout the day, including at lunchtime 	L

Commented [A1]: It is advised that you identify First Aid at Work trained (FAW) staff and Pediatric trained staff that are available for the school day. (You must have sufficient trained staff. Follow EYFS disapplication's where there are not sufficient numbers). Confirmation of first aid provision should be recorded in your risk assessment i.e specify that a paediatric first aider is on site throughout the school day

Commented [A2]: It would be helpful to reference some detail on how classes are to be laid out to maintain social distancing between pupils. E.g. children will sit side by side frontward facing or to reference a document that sets out the plan

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		<ul style="list-style-type: none"> Ensure class groups and staff stay together consistently and do not mix or blend with other groups 			
Large spaces that need to be used as classrooms	L	<ul style="list-style-type: none"> Set group size limit for large spaces (e.g. hall) that match teaching group size. Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring Design layout and arrangements in place to enable social distancing. 	Y	Hall will be limited to one class at a time for PE/wraparound Any equipment used will be cleaned between groups/before use by wraparound	L
Staff rooms and offices do not allow for observation of social distancing guidelines	L	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team signage is in place to remind staff of social distancing Staff using a communal area do so in their designated groups only and the area is cleaned before being occupied by another group 	Y	One person only in front office at a time Only 3 adults in the staff room at one time Cleaning equipment available for cleaning between groups	L
School kitchens may not be able to serve whole school return	L	<ul style="list-style-type: none"> Government advice confirms that school kitchens can continue to operate, the kitchen will comply with guidance for food businesses on coronavirus (COVID-19) 	Y	Packed lunches to be prepared on-site as needed	L
Physical activity in school	L	<ul style="list-style-type: none"> Pupils to be kept in consistent groups Sports equipment to be thoroughly cleaned in between each use by a different group Avoid contact sports Where possible outdoor sports will be prioritised and large indoor spaces used when necessary, maximising distancing between pupils and adhering to stringent cleaning and hygiene External facilities are used in accordance with Government guidance guidance on the phased return of sport and recreation and Sport England Include activities such as active miles and active travel to promote social distancing exercise 	Y	Children will complete the daily mile Groups to have access to their own set of equipment which will be cleaned daily	L

Commented [A3]: Advise you specify how / when will equipment be cleaned. This needs to be included in the assessment before the risk can be assessed as L

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2.2 Availability of staff and class sizes					
<p>The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ▪ Staff who are identified as potentially at increased risk from coronavirus) because they have particular characteristics that comparatively increase their risk as set out in COVID-19: review of disparities in risks and outcomes report should be identified and be given the opportunity to undertake a vulnerable employee risk assessment (VERA). The school will use its reasonable endeavours to accommodate the risk ▪ Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if they or a household member is symptomatic ▪ All staff are aware of the testing procedure and report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset. ▪ Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. ▪ Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required, providing this does not displace provision for children with SEND ▪ An appropriate hierarchy of deputisation is in place should a senior leader be unavailable. This might include external leadership capacity 	<p>Y</p>	<ul style="list-style-type: none"> • All teachers available to teach a class • support staff available to cover in the case of teacher absence • Headteacher, and 3 assistant Headteachers available and at least one will be on site at all times 	<p>L</p>

2.3 Testing and managing symptoms					
<p>Testing is not used effectively to help manage staffing levels and support staff wellbeing</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff ▪ Staff share the outcome of the test with their employer ▪ The school, staff and parents engage with the Test and Trace processes 	<p>Y</p>	<p>Home-testing kits made available to schools in the autumn term to give to parents and carers where necessary</p>	<p>L</p>

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<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 7 days and ensure anyone developing these symptoms during the school day is safely sent home and instructed to arrange a Covid-19 test. Any household members within school will be sent home to self-isolate for 14 days or until the test result is known and is negative ▪ Engage with the NHS Test and Trace process ▪ Contain any outbreak by following local public health protection advice contact: Public Health England health protection team ▪ Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. ▪ Robust collection and monitoring of absence data, including tracking return to school dates, is in place ▪ Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning. ▪ A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. Public health advice is followed. 	<p>Y</p>	<p>In the event of a pupil becoming unwell they will be taken to the Den where they will be supervised by an adult until they are collected. PPE will be available in the Den (gloves, masks, face shield, apron). The Den will then be cleaned using disinfectant spray.</p> <p>If a member of staff becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.</p>	<p>L</p>
<p>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</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. ▪ This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding ▪ Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners 	<p>Y</p>		<p>L</p>
<p>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. ▪ This guidance has been explained to staff and pupils as part of the induction process. 	<p>Y</p>	<p>Where the child, young person or staff member tests positive, the school will contact the LA and Health Protection Team who will advise the school further regarding which pupils and staff will need to self-isolate for 14 days.</p>	<p>L</p>

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3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene					
3.1 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	L	A virtual induction and CPD programme is delivered to all staff prior to reopening, which includes: <ul style="list-style-type: none"> ▪ Infection control ▪ Fire safety and evacuation procedures ▪ Constructive behaviour management ▪ Safeguarding ▪ Risk management 	Y	Fire drill when children return New rules agreed and shared with children when they return (Appendix to behaviour policy) Updates to staff 1/9/20, including fire safety	L
New staff are not aware of policies and procedures prior to starting at the school when it reopens	L	<ul style="list-style-type: none"> ▪ Induction programmes are in place for all new staff – either online or in-school – prior to them starting. 	Y		L
3.2 Communication strategy					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	L	<ul style="list-style-type: none"> ▪ Communications strategies for the following groups are in place: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents ▪ Governors ▪ Local authority ▪ Professional associations including Trade Unions ▪ Other partners including peripatetic staff and health professionals 	Y	Letters to parents/Teachers to parents Website Newsletter Regular updates to COG Governor meetings	L
There is a lack of clarity and understanding in maintaining social distancing and good hygiene	L	<ul style="list-style-type: none"> ▪ 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. ▪ Clear floor markings identify 2 metre spaces (may be reduced to 1 metre+) and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures. ▪ All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day. 	Y	Letters to parents/Teachers to parents Website Newsletter	L

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Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	L	<ul style="list-style-type: none"> ▪ 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. ▪ A COVID-19 section on the school website is created and updated. 	Y	Letters to parents Website Newsletter	L
Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19	L	<ul style="list-style-type: none"> ▪ Key messages in line with government guidance are reinforced on a regular basis via newsletter, Teachers to Parents and the school’s website. 	Y		L
4 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	L	<ul style="list-style-type: none"> ▪ Pinch points and bottle necks are identified and adults are deployed to ensure social distancing is maintained e.g. KS2 corridor. ▪ Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available ▪ Pupils are regularly briefed regarding observing social distancing guidance. ▪ Two adults are available to supervise each group and ensure social distancing 	Y	<ul style="list-style-type: none"> • reduced movement around the school/corridors and staggered use of toilet and handwashing facilities 	L
4.1 Management of social distancing in the reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	L	<ul style="list-style-type: none"> ▪ No visitors are allowed on the premises without a pre-arranged appointment. If a visit can be arranged out of school hours, it should ▪ A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures ▪ Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit ▪ Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor ▪ Social distancing points are clearly set out, using floor markings ▪ Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). ▪ Non-essential deliveries and visitors to school are minimised. ▪ Arrangements are in place for segregation of visitors. 	Y	<ul style="list-style-type: none"> • Hawthorn Lane gate to be closed and visitors to use intercom to gain access • staff to communicate through the glass barrier • one person in the Reception area at a time 	L

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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 guidelines</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place ▪ 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 ▪ 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 ▪ Segregation of groups is considered wherever practicable ▪ Floor markings are visible where it is necessary to manage any queuing. 	<p>Y</p> <ul style="list-style-type: none"> ▪ One parent only to drop off and no other children where possible. ▪ Staggered start and finish times: 8:40am, Nursery and YR will enter by the Hawthorn Lane gate. Nursery parents will bring children to the Nursery entrance. Parents will be asked to line up along the path observing the markings. YR parents will bring children down to the Reception gate. The playground will be marked to ensure social distancing. Y1-Y6 will enter via the church carpark. Parents will be asked to wait on the church carpark which will be marked to ensure social distancing and the children will be taken from the gate. ▪ Y1/Y2 – 8.55am ▪ Y3/Y4 – 9.05am ▪ Y5/Y6 – 9.15am ▪ At the end of the day, Reception parents will collect from the KS1 playground at 3pm, observing markings for ensure social distancing. ▪ Y1-Y6 will be released from the carpark gates. Parents will be asked to wait on the carpark, observing markings. ▪ Y1/Y2 – 3pm ▪ Y3/Y4 – 3.10pm ▪ Y5/Y6 – 3.20pm ▪ Nursery will be collected from Nursery entrance at 11.45am. Parents will be asked to queue 	<p>L</p>

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				along the path, observing markings.	
Pupils use public transport and thereby increase risk of infection and transmission	L	<ul style="list-style-type: none"> ▪ Public transport is defined as transport used by the general public. If children use a public bus to come to school they will have to wear a face covering if they are over the age of 11. ▪ Staff using public transport must ensure that they safely remove their face covering on arrival at school and store it safely and hygienically in a sealed plastic bag or container – staff are advised to carry a spare face covering. ▪ Parents and children will be discouraged for using public transport if there is another practical mode of getting to school including, walking, cycling (if safe) or family car. 	Y	parents and children will be encouraged to walk, cycle or scoot to school	L

4.3 Consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination as far as is reasonably practicable					
Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum	L	<ul style="list-style-type: none"> ▪ Group pupils together to reduce as far as possible the number of contacts between children and staff, to a size that balances the requirement to deliver a broad and balanced curriculum. ▪ Maintain as far as possible the consistency of group members. ▪ Avoid contact between groups as far as possible ▪ Staff to maintain distance from pupils and other staff as much as possible ▪ Children should only be placed in larger groups if they are able to observe social distancing otherwise, they must be placed in a class group. ▪ limit interaction, sharing of rooms and social spaces between groups as much as possible. ▪ younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. ▪ where possible children may spend the majority of their time in their class groups, but will be allowed to mix into wider groups for specialist teaching, wraparound care and transport, ▪ All teachers and other staff can operate across different classes and year groups if that is needed to enable a full educational offer. ▪ If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. ▪ Face to face contact will be avoided if possible and the time spent in close contact (within 1 metre of anyone) will be minimised ▪ The provision for a child with complex needs who require close contact care can be delivered as normal 	Y	<p>Children will be grouped as follows: Group 1: Nursery/Reception Group 2: Year 1/Year 2 Group 3: Year 3/Year 4 Group 4: Year 5/Year 6</p> <ul style="list-style-type: none"> • Groups will enter/leave school at the same time • They will have the same breaktimes/lunchtimes • Share sport equipment • They will be able to access extra-curricular activities together • share teaching space (Nursery and Reception) 	L

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<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance ▪ Where possible all pupil desks are forward facing and the teacher maintains a 2 metre distance at the front of the class. ▪ All furniture not in use has been removed from classrooms and teaching spaces into safe storage ▪ Arrangements are reviewed regularly. 	<p>Y</p>	<p>Safe space allocated to the teacher and teaching assistant</p>	<p>L</p>
<p>4.4 Management of movement in corridors</p>					
<p>Social distancing guidance is breached when pupils circulate in corridors</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and amended. ▪ Any pinch points/bottle necks are identified and managed accordingly. ▪ The movement of pupils around school is minimised as much as possible. ▪ Where possible, pupils and staff stay in classrooms or in designated external areas ▪ Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage ▪ Appropriate supervision levels are in place. 	<p>Y</p>	<p>Corridors marked with 2m guides where needed</p>	<p>L</p>
<p>4.5 Management of social distancing at break times</p>					
<p>Pupils may not observe social distancing at break times</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Break times are staggered. ▪ External areas are designated for different groups. ▪ Pupils are reminded about social distancing as break times begin. ▪ Social distancing signage is in place around the school and in key areas. ▪ Supervision levels have been enhanced, especially with younger pupils, to support social distancing. 	<p>Y</p>	<ul style="list-style-type: none"> ▪ Children to stay within their group at all times ▪ Social distancing reinforced by new rules 	<p>L</p>
<p>4.6 Management of social distancing at lunch times</p>					
<p>Pupils may not observe social distancing at lunch times</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Pupils are reminded about social distancing as lunch times begin. ▪ Pupils wash their hands using the 20 second routine, before and after eating. ▪ Additional arrangements are in place, such as staggering lunch times, pupils eating in other appropriate spaces. ▪ Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes where possible). ▪ Eating areas are cleaned after lunch has ended ▪ Staggered lunchtimes are considered to reduce congestion providing this does not impact on the delivery of teaching time 	<p>Y</p>	<ul style="list-style-type: none"> ▪ Children to stay within their group at all times ▪ Social distancing reinforced by new rules ▪ Packed lunch option provided ▪ Lunches to be eaten in classrooms for Year 3 – Year 6 ▪ YR and Y1/Y2 to each in the hall with cleaning in between groups 	<p>L</p>

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4.7 Management of social distancing and hygiene in the toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	L	<ul style="list-style-type: none"> ▪ Queuing zones for toilets and hand washing have been established and are monitored. These do not have to be segregated for different groups, but should not be used by members of different groups at the same time ▪ Floor markings are in place to enable social distancing. ▪ Pupils know that they can only use the toilet one at a time. ▪ Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. ▪ The toilets are cleaned frequently. ▪ Monitoring ensures a constant supply of soap and paper towels. ▪ Bins are emptied regularly. ▪ Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place 	Y		L
4.8 Safety arrangements for the use of medical rooms					
The configuration of medical rooms may compromise social distancing measures	L	<ul style="list-style-type: none"> ▪ Social distancing provisions are in place for medical rooms behind a closed door if possible ▪ Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. ▪ Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. It is advised that household bleach is used after the room is vacated. ▪ Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff ▪ 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 	Y	<p>The Den has been designated the place to take pupils suspected of COVID 19 – there is adequate space for a child and an adult to socially distance.</p> <p>In the event, of another children displaying symptoms the Head teacher’s room will be used.</p>	L
5. Securing and sustaining robust hygiene systems and procedures					
5.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	L	<ul style="list-style-type: none"> ▪ An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. ▪ Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day ▪ Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every 	Y	<ul style="list-style-type: none"> ▪ Initial deep clean before children return in September ▪ Paper towels, soap and cleaning materials have been purchased ▪ Disinfectant spray available in classes to clean surfaces, tables, 	L

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		teaching and washing space and this reflects increased demand in September when all pupils and staff return		handles, sinks, toilet flush during the day <ul style="list-style-type: none"> extension of cleaners' hours to ensure on-going cleaning 	
5.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	L	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	Y	portable sink unit available for use in outdoor area	L
Pupils forget to wash their hands regularly and frequently	L	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Posters reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 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 	Y	Chn wash hands at the start of the day, before break, before lunch Hand sanitiser used when children return from play and at the end of the day.	L
Equipment and resources	L	<ul style="list-style-type: none"> Individual and very frequently used equipment such as pencils and pens should not be shared Classroom based resources including books and games can be shared within the designated group but must be cleaned regularly Resources shared between groups such as sports, art and science equipment must be cleaned between group usage or decontaminated by leaving them out of reach for 48 hours (72 hours for plastics) Outdoor play equipment will be cleaned more frequently Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationary and mobile 'phones when permitted 	Y	<ul style="list-style-type: none"> all children to have a personalised pencil case and pack of frequently used resources which will not be shared 	L
5.3 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	L	<ul style="list-style-type: none"> Public Health England advise that face coverings should not be worn in schools and that routine temperature checks should not be taken as they are both intrusive and ineffective Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 	Y		L

Commented [A4]: How is this being achieved. For example, are packs being issued to staff / children? It would be wise to add some narrative to describe arrangements eg all children to have a personalised pencil case to be kept on their desk

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		<ul style="list-style-type: none"> ▪ Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. ▪ Staff are reminded that wearing of gloves is not a substitute for good handwashing. ▪ Face coverings are not ordinarily required in school. Children under the age of 11 are not required to wear face coverings in or out of school including public transport 			
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6. Curriculum organisation					
Children may need to re-socialise and familiarise with new routines	M	<ul style="list-style-type: none"> ▪ 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. 	Y	Use of circle time Focus on PSED in EYFS Phonics focus Y1-Y3 New guided reading texts that match phonics scheme	L
Children may have fallen behind in their learning during the school closure and achievement gaps will have widened	M	<ul style="list-style-type: none"> ▪ Gaps in learning are assessed and addressed in teachers' planning. ▪ Home learning is continuing and complements in-school learning, address any gaps identified to minimise inequality where possible ▪ Plans for intervention are in place for those pupils who have fallen behind in their learning. 	Y	Assessment of pupils to identify gaps in learning at the end of September Prioritise key components of learning in the context of as broad a curriculum as possible	L
Pupils moving on to the next phase in their education do not feel prepared for the transition	M	<ul style="list-style-type: none"> ▪ A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. 	Y	<ul style="list-style-type: none"> ▪ New Nursery and Reception parents have been invited to join Classdojo ▪ Some Reception children grouped with their Year 1 teacher and Year 1 children grouped with their Year 2 teacher. ▪ Teachers will make contact with new pupils via Classdojo ▪ Pupils invited to virtual meeting with their new class teacher 	L

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<p>Resuming full support for pupils with SEND (SEND Support and EHC Plans</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ All children with SEND will return full-time to school in September 2020 and receive their full entitlement to support ▪ Small children and children with complex needs will continue to be helped to wash their hands properly ▪ Vulnerable children risk assessments will be completed for children with additional needs who are unable to regulate their behaviour e.g. involuntary spitting using the Las vulnerable children risk assessment template ▪ External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing the schools visitors policy and mirroring expectations on staffing behaviours in terms of hygiene and social distancing 	<p>Y</p>	<p>Support for SEND pupils has been maintained virtually whilst pupils have not been in school</p> <p>Pupil with EHCP has been in school during partial lockdown</p>	<p>L</p>
<p>Risk of infection from singing, chanting, playing wind or brass instruments and shouting</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Music lessons will be held outside when practicable, participants will be physically distanced and taught in groups of no more than 15 for singing, positioning children back-to-back or side -by-side (not face to face) ▪ Instruments will not be shared ▪ Delay music groups/choirs for the first half term/full term to be reviewed at Christmas 	<p>Y</p>		<p>L</p>
<p>7. Enhancing mental health support for pupils and staff</p>					
<p>7.1 Mental health concerns – pupils</p>					
<p>Pupils’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ There are sufficient numbers of trained staff available to support pupils with mental health issues. ▪ There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. ▪ Resources/websites to support the mental health of pupils are provided. 	<p>Y</p>	<p>Regular contact with parents and concerns followed up by Pastoral Manager.</p> <p>Use of regular Circle Time to explore issues</p> <p>Parents and carers encouraged to inform school of any concerns e.g anxiety, bereavement</p>	<p>L</p>
<p>7.2 Mental health concerns – staff</p>					
<p>Staff are anxious about returning to work and social distancing measures in place</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ staff consulted regarding risk assessment and concerns addressed; amendments made where appropriate ▪ signage reinforces social distancing rules ▪ staff are encouraged to raise any concerns about the implementation of social distancing across the school or concerns for the safety of staff or pupils as a result of social distancing rules not being followed with the HT 	<p>Y</p>	<p>Occupational Health and Counselling referral available for those staff who are adversely affected by mental health issues as a result of the feeling socially isolated / working from home</p>	<p>L</p>

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The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	L	<ul style="list-style-type: none"> ▪ Staff are encouraged to focus on their wellbeing. ▪ Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. ▪ Staff briefings and training have included content on wellbeing. ▪ Staff have been signposted to useful websites and resources. 	Y		L
7.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	M	<ul style="list-style-type: none"> ▪ The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council's critical incident team ▪ Support is requested from other organisations when necessary. 	Y	Use of Winston's Wish resources	L
8 Governance and policy					
8.1 The role of Governors					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	L	<ul style="list-style-type: none"> ▪ The governing body continues to meet regularly via online platforms. ▪ The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. ▪ The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. ▪ Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. ▪ Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 	Y	Governors have continued to meet. COG is proactive in engaging governing board.	L
Governors are not fully informed or involved in making key decisions	L	<ul style="list-style-type: none"> ▪ Online meetings are held regularly with governors. ▪ Governing bodies are involved in key decisions on reopening. ▪ Governors are briefed regularly on the latest government guidance and its implications for the school. 	Y	Access to Governor Hub	L
8.2 Policy review					

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<p>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. ▪ Behaviour policies recognise that adverse experiences of lockdown and or lack of routine and regular attendance at school may lead to levels of disengagement, anxiety and behavioural responses setting reasonable and proportionate expectations of behaviour and make appropriate provision to support ▪ Staff, pupils, parents and governors have been briefed accordingly. ▪ Governors have approved revisions 	<p>Y</p>	<p>Safeguarding updated March 2020 Staff Code of Conduct updated March 2020 Fire evacuation updated May 2020 Behaviour addendum July 2020</p>	<p>L</p>
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<p>9. Other operational issues</p>					
<p>9.1 Review of fire procedures</p>					
<p>Fire procedures are not appropriate to cover new arrangements</p>	<p>L</p>	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> • Social distancing rules during evacuation and at muster points • Possible need for additional muster point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. 	<p>Y</p>	<p>Updated May 2020</p>	<p>L</p>
<p>Fire marshals absent due to self-isolation</p>	<p>L</p>	<ul style="list-style-type: none"> • An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	<p>Y</p>		<p>L</p>

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9.2 Contractors working on the school site					
<p>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. These will be organised outside of school hours wherever reasonably practicable ▪ An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. ▪ Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. ▪ Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. ▪ Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. ▪ In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	<p>Y</p>		<p>L</p>