Cardinal Newman Catholic School

COVID-19: Operational Risk Assessment

Reviewed to reflect the Government's movement to Step 4 of the Roadmap - September 2021

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

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

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

The risk assessment must be considered alongside the Outbreak Management Plan 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 17th August 2021, to take effect on 6th September 2021
- 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.

"To do this, the Government will:

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

"

Source: Covid-19-response-summer-2021-roadmap

Who is responsible? The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. 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 16 and over, the strongest mitigation is two doses of an authorised Covid-19 vaccination.

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

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

These include:

Exclusion:-

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges. Those that have been in contact with a positive case self-isolate for 10 days if they are over 18 and not had both vaccinations more than 14 clear days prior to contact with the case.
- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions should be supported in undertaking a Vulnerable Employee Risk Assessment (VERA) and reasonable adjustments made if necessary , which may include additional protections within the school environment or if possible working from home supporting the delivery of the curriculum for children unable to attend school as a consequence of self-isolation or outbreak disruption. Guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19

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 8th March 2021 and movement to Step 4 of the journey, which enables significant relaxation of necessary mitigations.

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

- ➢ The promotion of testing and vaccination ((required)
- ➢ The continuation of stringent hand and respiratory hygiene (required)
- ➢ The continuation of stringent cleaning regimes (required)
- ➢ Good ventilation – improvement of fresh air flow (required)

> ➢ Avoiding unnecessary close contacts with external groups e.g. parent gatherings (considered best practice)
> ➢ 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.

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, where available.

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

7. Resources and references:

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

Model COVID-19: Operational risk assessment for school reopening

Assessment conducted by:	Emma O'Connor	Job title:	Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	23/11/21	Review interval:	Weekly initially after opening	Date of next review:	15/12/21

Risk matrix

		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 required**	**Residual risk rating (H/M/L)**
1. Sustaining necessary controls to ensure the general safety of the building:					
1.1 Establishing if the building is safe following an summer closure					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.		- Health and safety audit conducted by nominated staff and Governor - Classroom audits undertaken using the HSE Health and safety risk checklist for classrooms or - Relevant Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering: - Different areas of the school - Procedures for when pupils and staff enter and leave school		Review of window openings in rooms- ensure accessible and support ventilation- Aug 31st Audit Door wedges to ensure ventilation and reduce touch points- Aug 31st	
Statutory compliance has not been complete		- All statutory compliance is up to date. - Where water systems have not been maintained, chlorination, flushing and certification by a specialist contractor has been arranged.			

1.2 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads may children's safety at risk		▪ Collaborative arrangements for sharing specialist staff with other schools in the locality have been agreed though the LA ▪ Potential deployment of LA central staff available If the DSL is not on site because of operational challenges, the following cover arrangements are in place: ▪ a trained DSL (or deputy) from the school will be available via phone or online video, e.g. working from home ▪ access to a trained DSL from a partner school, will be available via phone or online video ▪ where a trained DSL (or deputy) is not on site, a senior leader should take responsibility for coordinating safeguarding on site.			
2. Maximising good ventilation in all occupied spaces					
Securing good ventilation of occupied spaces results in areas being too cold to work in comfortably		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 <u>air conditioning and ventilation during the coronavirus outbreak</u> and <u>CIBSE coronavirus (COVID-19) advice</u>): ▪ 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). ▪ Opening internal doors can also assist with creating a throughput of air ▪ Opening external doors may be considered (as long as they are not fire doors and only where safe to do so) ▪ Flexibility on school uniform will be allowed to enable pupils to wear additional, suitable indoor clothing. For more information see <u>School uniform</u> ▪ Where possible furniture will be arranged to avoid direct drafts ▪ 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) ▪ Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces			

		▪ Any poorly ventilated spaces will be identified, and effective steps taken to improve fresh air flow in these areas, this is particularly important for events bringing together groups of visitors for an event, eg school play. If this cannot be achieved, the area will not be considered as fit for purpose and will not be used.			
Physical activity in school		▪ 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			
2.2 Availability of staff and class sizes					
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		▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ▪ Staff members who are clinically extremely vulnerable will resume normal work, but will be supported if they choose to take extra precautions to protect themselves by following the practical steps set out in the CEV guidance to minimise their risk of exposure of the virus ▪ 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 ▪ All staff are aware of the testing procedure and know that they are required to report their illness and follow required testing procedures ▪ Full use is made of those staff who are self-isolating or shielding but who are well enough to contribute to school activities or tasks eg 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 ▪ An appropriate hierarchy of deputisation is in place should a senior leader be unavailable. This might include external leadership capacity			
2.3 Testing and managing symptoms					
Staff and pupils do not conform to Government guidance on testing for schools, which stimulates the risk of infection transmission leading to an outbreak		Asymptomatic testing ▪ Arrangements are in place to enable all pupils to receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term. ▪ Where possible testing may commence from 3 working days before the start of term, where not possible pupils may be admitted on a staggered return between 6th and 10th September 21.			

		- Pupils will be encouraged and supported to continue to test twice weekly at home until the end of September, at which point the position will be reviewed. - Staff will be encouraged to undertake twice weekly home tests whenever they are on site until the end of September, at which point the position will be reviewed. - A small asymptomatic testing site (ATS) will be retained to enable testing to pupils who are unable to test themselves at home. - LFTs will be issued to staff and pupils to enable twice weekly testing when required - All pupils travelling to England must adhere to travel legislation - 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.			
Test and trace are unable to identify close contacts of a positive case in school		Information on a child or staff member's close contact details will be provided on request, subject to the school validating the authenticity of the contact and ensuring that there is no inadvertent risk of a data breach, or safeguarding risk by providing sensitive and personal information to a third party – 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 against 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.			
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms		- 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 10 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 - 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: https://www.gov.uk/get-coronavirus-test - If a parent of a pupil with Covid symptoms insists their child attends school, the school will exercise its reasonable judgement to refuse the			

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pupil entrance on the grounds that it is necessary to protect other pupils and staff from possible infection
Consideration will be given to the range of less common symptoms of COVID-19: which are: headache, sore throat, fatigue, muscle aches, blocked/runny nose, diarrhoea and vomiting, in determining if there is an outbreak of infection at the point outbreak plan triggers are met.
Engage with the NHS Test and Trace process
Contain any outbreak by following local public health protection advice contact: Public Health England health protection team
Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply.
Robust collection and monitoring of absence data, including tracking return to school dates, is in place
Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning.
A record of any COVID-19 cases are recorded in school to assist outbreak management. Cases are reported to the LA through the Covid-inbox to support local area intelligence on virus spread and potential outbreaks.

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<td>Lateral Flow Tests are not used routinely by the school community resulting in a continuing unknown number of asymptomatic pupils and staff in school</td>
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The positive benefits of wide take-up of regular LFT to the health and safety of everyone within both the school and wider community is understood and promoted
All staff understand their entitlement to access regular lateral flow community or school-based testing; are informed of the advantages and positive impact it has on identifying asymptomatic cases and are encouraged and enabled to participate in regular LFT screening
The school have secure processes in place to receive delivery of LFT tests and secure safe storage and distribution for staff usage
The school has read and understood the national SOP in securing internal LFT systems and procedures that are understood by all participating staff
Staff understand that they must report a positive LFT result to their manager, immediately self-isolate, book a PCR and report the result

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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		▪ 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			
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school		▪ 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.			
Staff, pupils and parents are not aware or are not compliant with self-isolation requirements		▪ Consistent and repetitive reinforcement of the need for pupils and staff to stay home of they are unwell, reminding them that early onset symptoms can be complex ▪ 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 contact of a positive Covid-19 case. This includes household members ▪ Reinforce the new requirement to self-isolate for travel reasons should that occur			
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		A virtual induction and CPD programme is delivered to all staff prior to reopening, which includes: ▪ Infection control ▪ Fire safety and evacuation procedures ▪ Constructive behaviour management ▪ Safeguarding ▪ Risk management		Ensure comms to all first aiders to revert to March 2021 procedures	
3.2 Communication strategy					

A failure to comply and/or sustain Covid compliance at all levels of school life, leads to school transmission outbreaks		- Strong distributed leadership across the school will model and challenge breaches in compliance through education, training and behavioural expectations - Repetitive training and messaging will culturally embed safe practice and high expectations, reinforcing both the health consequences of transmission and the impact on learning - Staff will feel confident in reporting issues/incidents that they believe to be unsafe and concerns will be listened to, investigated and where appropriate learning implemented - Following a Covid-19 positive incident in school, staff will reflect on lessons learned as part of a drive for continuous improvement		
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health		- Communications strategies for the following groups are in place as part of school's management outbreak plan - Staff - Pupils - Parents - Governors/Trustees - Local authority - Professional associations including Trade Unions - Other partners including peripatetic staff and health professionals	November 2021 Forms collection of staff understanding of additional measure (face coverings)	
There is a lack of clarity and understanding in maintaining good hygiene		- Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting good handwashing and 'catch it bin it' rules. - Clear floor markings to identify where appropriate 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.		
Parents and carers are not fully informed of the health and safety requirements of the school		- 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. - The COVID-19 section on the school website is reviewed and updated. - Parent and pupil handbooks/information leaflets are reviewed and updated. - The vaccination programme is positively and sensitively promoted across the school community, highlighting that vaccination is the key barrier to the spread of the infection which will reduce the risk of future school closures		

Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19		- Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website - Parents are enabled to understand that they should not send their child to school if they are ill, for whatever reason - 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 the symptom onset has elapsed			

4 Management of congested areas

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		- 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, continuing outside where necessary. - Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). - Non-essential deliveries and visitors to school are minimised. - Arrangements are in place for segregation of visitors. - General visitors, not providing a specialist teaching, intervention or health service to pupils are required to wear face coverings in all public areas unless they have a medical exception and arrangements can be put into place to mitigate any additional risk			

4.2   Management of Aggress and Egress – arrival and departure

The start and end of the school day create risks of breaching social distancing guidelines		- 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 - A clear traffic management scheme is in place that allows safe queuing of vehicles monitored on the school gate with a drop-off and go procedure in place			

		- 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			
Pupils and parents congregate at exits and entrances, creating a potential chain of transmission		- The use of available entrances and exits is maximised. - Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. - Weekly messages to parents stress the need for social distancing at arrival and departure times.			
Pupils use public transport and thereby increase risk of infection and transmission		- Public transport is defined as transport used by the general public. If children use a public bus to come to school thy 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. - 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 - 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. - 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			
4.3 Management of social distancing and hygiene in the toilets					

Poorly ventilated toilet areas become overcrowded and create an area of high transmission risk		- Queuing zones for toilets and hand washing have been established and are monitored. - Floor markings are in place to enable social distancing. - Pupils know that they can only use the toilet one at a time. - 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			
4.4 Safety arrangements for the use of medical rooms					
The configuration of medical rooms may compromise social distancing measures		- 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			
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		- 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 ae available in every teaching and washing space and this reflects increased demand in September when all pupils and staff return			
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		- 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.			
Pupils forget to wash their hands regularly and frequently		- Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. - Posters and electronic messaging boards 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			
Equipment and resources		- 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			
5.3 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines		- Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured for general task use as identified in a task focused risk assessment or in the event of an outbreak requiring temporary enhanced controls - Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. - Staff are reminded that wearing of gloves is not a substitute for good handwashing.			

		▪ Face coverings are not ordinarily required in school. Children under the age of 11 are not required to wear face coverings in or out of school including public transport ▪ Clinically vulnerable staff and/or pupils may personally elect to use PPE as an additional control for their own safety and emotional wellbeing. This will be supported if it is agreed through the VERA process			
Failure to fit, wear, store and dispose face coverings safely contributes to the transmission of infection		▪ Face coverings should be worn safely by adults and pupils (year 7 and above) when moving around the premises, specifically outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. ▪ This should cover entrance and egress of the premises see: safe working in education (face coverings should be put on before entering the building and not removed until leaving the building when outside of the classroom) ▪ Those with a physical or mental illness or impairment or disability or those who provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate, may be exempted (clear pane face coverings may be appropriate in some instances) see: face coverings ▪ An emergency supply of face coverings for contingency purposes is available if required. ▪ 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). ▪ Unless exempt, pupils in year 7 and above should wear face coverings when moving **within** the school building including corridors and communal areas ▪ Face coverings should be worn in classrooms if social distancing cannot be maintained or it would negatively impact on the pupils' ability to take part in exercise or strenuous activity, for example in PE lessons. ▪ The use of clear pane face coverings may be appropriate in some instances (see: face coverings) 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. ▪ An emergency supply of face coverings for contingency purposes is available if required. ▪ **Face visors or shields should not be worn as an alternative to face coverings**. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.			

6. Curriculum organisation					
Children may need to re-socialise and familiarise with new routines		▪ 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.			
Children may have fallen behind in their learning during the school closure and achievement gaps will have widened		▪ Gaps in learning are assessed and addressed in teachers' planning. ▪ Home and remote learning is continuing and is calibrated to complement in-school learning and address any gaps identified to minimise inequality ▪ Plans for intervention are in place for those pupils who have fallen behind in their learning.			
Ensuring full support for pupils with SEND (SEND Support and EHC Plans)		▪ 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 school's visitors policy and mirroring expectations on staffing behaviours in terms of hygiene and interaction			
6.1 Extra-curricular activity including school visits					
Pupils and or staff are exposed to infection whilst on a school visit		▪ Suitable and sufficient risk assessment will be undertaken to ensure that any public health advice, such as hygiene and ventilation requirements, is taken into account and mitigated where possible. Guidance https://www.gov.uk/government/publications/health-and- safety-on-educational-visits and the Outdoor Education Advisory Panel (OEAP) https://oeapng.info/ will be taken into account			

Safe practice is not replicated in wraparound provision and extra-curricular activity		▪ The school's risk assessment will be applied to all wraparound and extra-curricular activity taking into account additional and specific for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children (https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after- school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak). The school will ensure that providers also have a suitable and sufficient risk assessment in place for those managed activities			
6.2 Provision of remote learning for self-isolation					
Arrangements for remote learning are insecure or unsustainable to ensure provision for pupils self-isolating		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: ▪ the remote learning offer is equivalent to the core teaching pupils would receive in school (delete as appropriate):- - Key Stages 3 and 4: 5 hours a day ▪ Systems are in place for checking, daily, whether pupils are engaging with their work ▪ A named senior leader with overarching responsibility for the quality and delivery of remote education is identified			
Pupils are unable to access the online offer		▪ Set out arrangements to overcome digital poverty ▪ Set out arrangements to support parents ▪ Set out arrangements to consider support that can be offered to parents to enable them to construct a learning environment within their home ▪ Set out the arrangements for disengagement			
7. Enhancing mental health support for pupils and staff					
7.1 Mental health concerns – pupils					
Pupils' mental health has been adversely affected during the period that the school has been closed and		▪ 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.			

by the COVID-19 crisis in general		▪ Wellbeing/mental health is discussed regularly in PSHE/ /pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). ▪ Resources/websites to support the mental health of pupils are provided.		
7.2 Mental health concerns – staff				
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general		▪ 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 briefings/training on wellbeing are provided. ▪ Staff have been signposted to useful websites and resources.		
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.		▪ The governing body continues to meet regularly. ▪ The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. ▪ The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. ▪ Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. ▪ Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.		
Governors are not fully informed or involved in making key decisions		▪ 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.		
8.2 Policy review				

Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances		- 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 - A review of the child protection policy to reflect the move to remote education where necessary has been undertaken. - This is reflected as a coronavirus (COVID-19) addendum that summarises related changes - All staff are aware of the revised policy.			
Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning		- A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level - High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups - Remote education is integrated into the school's curriculum planning - Printed resources are available for those that cannot access the internet physically or cognitively - The curriculum is planned to ensure that knowledge and skills are built incrementally and clear explanations of content are delivered by a teacher in school though high quality curriculum resources and/or videos with face to face virtual contact as appropriate – ideally daily			
9. Other operational issues					
Staff may be unfamiliar with 'normal' emergency evacuation procedures		All staff will be provided with guidance on the current fire procedures as part of teacher training days, including specific roles and responsibilities – fire marshals etc They will also be advised how the procedures are likely to change if the outbreak management plan is activated			
10. Additional site-specific issues and risks					
Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					

Children who routinely attend more than one setting (e.g. dual registered, KEYS intervention programme or alternative provision)	H	▪ The school, working with the setting will ensure that all risk are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum ▪ This will be achieved through sharing of risk assessment information and proactive decision making where pupils appear symptomatic			