



Parkgate Primary School

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 provisory (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 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 May 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

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- 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

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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

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 purchased 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.
- 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.

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- Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL and response to local lockdown are in place.
- 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:

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| 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 2nd July 2020. Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or change. Please add additional Activity (risks) as deemed necessary and delete any activity that does not apply to your school. The table is designed to enable you to re-order risks/priorities as required.

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|--------------------------|--------------|------------------|-------------|-----------------------------|--|
| Assessment conducted by: | Zoe Richards | Job title: | Headteacher | Covered by this assessment: | Staff, pupils, contractors, visitors, volunteers |
| Date of assessment: | 07/07/2020 | Review interval: | Weekly | 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) |
| 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. | High | <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 ▪ 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 | Y | Termly Health and Safety site inspection in Feb 2020. Most recent governor site inspection did not take place due to a virtual meeting via Teams. However, regular site inspections continue to take place with school staff. Schools next annual Health and Safety audit is scheduled for October 2020. Site Walk arranged with Chair of Governors/Union Rep and Consilium. (14.07.2020) | Low |

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| Activity | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Additional controls | Residual risk rating (H/M/L) |
|----------|-------------------------------------|------------------|--------------------|--|------------------------------|
| | | | | <p>Weekly Site walks will be carried out to check areas are still compliant and that tape etc. is still in place. Daily checks on cleaning products, tissues, anti-bac hand sanitisers in rooms etc. Also simplistic first aid kits (plasters & wipes etc.) have been provided for each class.</p> <p>Health and safety Risk Assessment checklist re-issued to teachers</p> <p>Specific COVID19 Risk Assessment undertaken by Head/SLT /SBM</p> <p>Staff Handbook created to cover all aspects of changes to procedures etc. due to COVID19 will be reviewed in light of full opening.</p> <p>All staff received the Health, Safety and Well-being Toolkit.</p> <p>Staff have signed declarations to say they have received, read and understood documents within.</p> <p>Children in classes to have their own equipment e.g. stationery that is not used by others.</p> <p>PE equipment will be limited resources and will be selected upon ease of sanitation between use. Equipment is being managed and cleaned by one person to ensure safety and cleanliness. On specified PE days, children will be expected to come to school dressed in their PE kit to avoid having to change items of clothing.</p> <p>There will be no contact sport.</p> <p>Wherever possible, PE lessons will take place outside.</p> | |

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| <p>Statutory compliance has not been completed due to the availability of contractors during lockdown</p> | <p>Medium</p> | <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. | <p>Y</p> | <p>All compliance checks completed throughout lockdown as school was fully operational.</p> <p>Fire Alarms were serviced on 28th May. There will be a new school wide fire alarm system and intruder alarm system installed during the first 2 weeks of the summer holiday.</p> <p>Fire Procedures will be reviewed and emailed to staff before return in September to cover full opening and social distancing requirements. E.g. muster point locations.</p> <p>Fire Evacuation Drill carried out on Friday 19th June (no concerns)</p> <p>Fire Drill will be planned for early September.</p> | <p>Low</p> |
| <p>1.2 First Aid/Designated Safeguarding Leads</p> | | | | | |
| <p>The lack of availability of designated First Aiders and Designated Safeguarding Leads may children's safety at risk</p> | <p>Medium</p> | <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. | | <p>All first Aiders in school remain in date. Re-qualifications will be organised for September.</p> <p>Additional training not required.</p> <p>Trust-wide register of First Aiders has been completed.</p> <p>Potential deployment of Trust staff where needed has been agreed.</p> | <p>Low</p> |
| <p>2. Securing safe teaching spaces to accommodate all pupils returning to school</p> | | | | | |
| <p>2.1 Organisation of teaching spaces and communal areas</p> | | | | | |
| <p>Classroom sizes will not allow adequate social distancing</p> | <p>High</p> | <ul style="list-style-type: none"> ▪ Class 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 | <p>Y</p> | <p>Classrooms have had layouts redesigned by staff with guidance from SLT. Wherever possible tables are forward facing to avoid pupils breathing on each other whilst maintaining safety requirements for</p> | <p>Low</p> |

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| | | <ul style="list-style-type: none"> ▪ 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 ▪ Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters ▪ Ensure year groups and staff stay together consistently and do not mix or blend with other groups. (except for PPA teachers who will teach their subject across year groups and some maths groupings in Y5/6) | | <p>emergency exits. Supported by Site Audit On 14.07.2020 with Chair of Governors, Union Rep and Consilium.</p> <p>Timetables have been developed to minimise movement around the school and between areas. Break and Lunchtimes will be staggered to avoid cross contamination. Where these are shared areas, cleaning schedules will be developed to ensure cleaning takes place between groups.</p> <p>Any surplus furniture will be taped off or removed.</p> | |
| <p>Large spaces that need to be used as classrooms</p> | High | <ul style="list-style-type: none"> ▪ Set group size limit for large spaces (e.g. hall, sports hall, dining 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 | <p>Large areas have been allocated to one group per day to be utilised for PE or as an extended space e.g. drama. There will be no assemblies utilising these spaces. This will avoid large gatherings. Staff meetings and CPD will staggered for the different job roles to allow smaller groups of people to meet. Wherever possible this will be year group specific. Social distancing will remain in place at all times.</p> <p>Cleaning rota will be adjusted to allow for thorough cleaning of these areas, the Halls and Dinning Rooms. Nursery, Reception and Year 1/2 are open plan and will be prioritised for fogging weekly.</p> | Low |
| <p>Staff rooms and offices do not allow for observation of social distancing guidelines</p> | High | <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 | Y | <p>Staff room will be rearranged and used by specified groups only and additional spaces are allocated with tea and coffee stations/fridge facilities to encourage better social distancing and less crossover of staff. 3 areas created for staff to support social distancing. New Equipment</p> | Low |

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| | | <ul style="list-style-type: none"> ▪ Staff using a communal area do so in their designated groups only and the area is cleaned before being occupied by another group | | bought to furnish these areas for staff well-being. | |
| School kitchens may not be able to serve whole school return | High | <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 will be provided for all children on UIFSM and FSM children. These packed lunches will be eaten in classrooms to avoid congestion and cross contamination. After the second week of term, children in Reception and Year 1 will access separate dining rooms where they will eat their packed lunches. This will transition to a hot meal before October half term. The menu will be slimmed down to allow sufficient time for thorough cleaning. SBM has met with catering team to discuss arrangements for September including requirements for ordering food and maintaining cleanliness of the kitchen. 07.07.2020 | Low |
| Physical activity in school | High | <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 | Large areas have been allocated to one group per day to be utilised for PE or as an extended space e.g. drama. PE equipment will be limited resources and will be selected upon ease of sanitation between use. Equipment is being managed and cleaned by one person to ensure safety and cleanliness. Climbing wall will be out of action due to an inability to clean it sufficiently. Trim trail on Y5 and Y6 playground will be utilised on a week by week basis. On specified PE days, children will be expected to come to school dressed in their PE kit to avoid having to change items of clothing. There will be no contact sport. Wherever | Low |

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| | | | | possible, PE lessons will take place outside. Social distancing will remain in place at all times. Cleaning rota will be adjusted to allow for thorough cleaning of these areas, the Halls and Dining Rooms. | |
| 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 | High | <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 | Y | <p>School will continue to regularly update a spreadsheet on the health and availability of staff. This is completed by the SBM and communicated to the HR Director of The Trust.</p> <p>All staff have received clarity from the Trust about Testing and are aware of the procedures for testing. Staff will be reminded of symptoms and procedures before Full Opening. Staff who are self-isolating or shielding will be required to carry out work from home that is acceptable within their job description. Consideration will be given to their home working conditions to ensure well-being and health and safety. No staff will be asked to teach lessons on line</p> <p>Teaching Assistants and Pastoral Staff will be deployed in a flexible and responsive way to support classes or lead learning under the direction of teachers. This will not be detrimental to the needs of SEND. No support will be removed from a child in receipt of an EHCP for example.</p> <p>A clear plan of deputisation is in place for key roles within the school and The Trust would be approached for additional leadership capacity if appropriate in a challenging/ emergency situation.</p> | Low |

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| 2.3 Testing and managing symptoms | | | | | |
| Testing is not used effectively to help manage staffing levels and support staff wellbeing | High | <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 | Y | <p>All staff have received information from TFT about testing and procedures.</p> <p>A further briefing note will be sent out prior to Full Opening.</p> | Low |
| Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms | High | <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. | Y | <p>Information will be distributed to parents before children return to school.</p> <p>An isolation room is set up in Y5/6 corridor for any child suspected of showing symptoms of COVID19. PPE is available in the room as are handwashing and toilet. Access outside is very close to allow for the child to exit the building with limited exposure to any other adult/child on collection by parents. The child (parent) will be informed of the need to go for testing and also any siblings</p> <p>If the test is positive, the year group and relevant teachers will be sent home in accordance with DfE guidance and Public Health England informed. RIDDOR process will be followed according to guidance.</p> <p>From September, a second COVID room will be available in the Year 1 corridor with outdoor accessibility. This room is not as well equipped as the Y 5/6 room due to not having a sink or toilet. It is only to be used if a second case is suspected on the same day the main room is being utilised.</p> <p>Registers will be fully in place to monitor attendance and absence.</p> | Low |

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| | | | | First day calling will be in place from the First Day of schools Full opening. A separate register will remain in place which records the name and telephone numbers of any visitors or parents that do come onto school site in order to support track and trace. | |
| 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 | High | <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 | Y | A Trust wide induction pack has been developed by HR which staff have signed for. Information will continue to be shared with parents via text message, email, letter and website. | Low |
| Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school | High | <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. | Y | Information shared with parents as part of information sent home to families. Staff via email/briefings | Low |
| 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 | High | <p>A virtual induction and CPD programme is delivered to all staff prior to reopening, which includes:</p> <ul style="list-style-type: none"> ▪ Infection control ▪ Fire safety and evacuation procedures ▪ Constructive behaviour management ▪ Safeguarding ▪ Risk management | Y | All of this information has been disseminated to staff. This will be revisited in September for those individuals who have not been in school due to shielding or pregnancy. | Low |

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| <p>New staff are not aware of policies and procedures prior to starting at the school when it reopens</p> | <p>High</p> | <ul style="list-style-type: none"> ▪ Induction programmes are in place for all new staff – either online or in-school – prior to them starting. ▪ The revised staff handbook is issued to all new staff prior to them starting. | <p>N/A</p> | <p>SCITT student will receive a full briefing induction before starting placement. No new staff will be joining school in September. New guidance has been produced for staff which will not replace the school Handbook but be used as an addendum during full opening.</p> | <p>Low</p> |
| <p>3.2 Communication strategy</p> | | | | | |
| <p>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</p> | <p>High</p> | <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/Trustees ▪ Local authority ▪ Professional associations including Trade Unions ▪ Other partners including peripatetic staff and health professionals | <p>Y</p> | <p>Communication via website, emails, TEAM meetings, letters, text messaging etc</p> | <p>Low</p> |
| <p>There is a lack of clarity and understanding in maintaining social distancing and good hygiene</p> | <p>High</p> | <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. | <p>Y</p> | <p>Signage has been printed and is displayed clearly. This will be expanded to areas that have not been utilised during partial opening to ensure consistency across school. Floors have been marked, Corridors are wide enough to have a divider to walk up one way and down the other to keep to social distancing. Staggered entry/exit in place for children arriving/leaving. Separate doors in use where appropriate. Separate play areas identified to minimise contact. Children will remain in their classrooms within their year group other than toileting and access to outside learning environment and hall space. The exception being Reception and Year 1 who will access separate dining rooms during lunch times. Where possible classroom sinks are to be utilised for</p> | <p>Low</p> |

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| | | | | handwashing to avoid any potential pinch points near toilets Clear cleaning routine in place. Cleaners briefed by SBM on 08.07.20 Revised schedules monitored and sent to the Trust (VH) | |
| Parents and carers are not fully informed of the health and safety requirements for the reopening of the school | Medium | <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. ▪ Parent and pupil handbooks/information leaflets are created. | Y | School website is kept up to date with information. Key information is disseminated and updated where appropriate to staff when required. | Low |
| Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19 | High | <ul style="list-style-type: none"> ▪ Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. | Y | Weekly newsletter and website. | Low |
| 4 Planning movement around the school | | | | | |
| Movement around the school risks breaching social distancing guidelines | High | <ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and revised. ▪ One-way systems are in place where possible. ▪ Corridors are divided where feasible. ▪ Appropriate signage is in place to clarify circulation routes. ▪ Pinch points and bottle necks are identified and managed accordingly. ▪ Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available ▪ Pupils are regularly briefed regarding observing social distancing guidance. ▪ Appropriate levels of supervision and guidance are in place | Y | One way systems in place where appropriate. Corridors have been divided to create a two way system, where the width allows. Floors taped. Pinch points have been identified as best as possible but will be reviewed as more pupils arrive on site. SLT will be strategically placed around school at various points of the day to ensure adequate supervision and adherence to procedures. | Low |
| 4.1 Management of social distancing in the reception area | | | | | |

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| <p>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</p> | <p style="text-align: center;">High</p> | <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, 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. | <p style="text-align: center;">Y</p> | <p>We will continue the use of electronic signing in as we have a system to ensure good hygiene. Hands sanitised before touching screen and regular cleaning of electronic screen. Due to the size of the school we feel safeguarding overrides on this element. We need to be confident that we know who is on school site for fire evacuation circumstances. Human error is a high risk. Visitors will only be allowed on site in an emergency or for safeguarding reasons e.g. Social Workers/Police/Ambulance or pre-arranged specialist services. Clear signage in Admin Office area and screen in place to protect admin staff.</p> | <p style="text-align: center;">Low</p> |
| <p>4.2 Management of Aggress and Egress – arrival and departure</p> | | | | | |
| <p>The start and end of the school day create risks of breaching social distancing guidelines</p> | <p style="text-align: center;">High</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 ▪ 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. | <p style="text-align: center;">Y</p> | <p>Information will be sent to parents prior to their child attending school via email, text message and published information on the school website. No vehicles except staff or other pre-arranged vehicles allowed on site. <i>It is unclear how we could manage drop offs etc on the main Parkgate Road.</i> Staggered entry and allocated doors in place to avoid congestion.</p> | <p style="text-align: center;">Low</p> |
| <p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</p> | <p style="text-align: center;">High</p> | <ul style="list-style-type: none"> ▪ Start and finish times are staggered. ▪ The use of available entrances and exits is maximised. ▪ Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. ▪ Weekly messages to parents stress the need for social distancing at arrival and departure times. | <p style="text-align: center;">Y</p> | <p>School has 3 pedestrian entrances, 2 on Parkgate Road and 1 on Moreland Road, all of which will be utilised to support social distancing. Two internal gates will be one way gates. There will be a system in place which in the main is one way, with one footpath being utilised as a two way</p> | <p style="text-align: center;">Low</p> |

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| | | | | <p>footpath due to the width allowing this. Direction of flow will be monitored by SLT and additional staff to ensure smooth and swift drop offs and collections. Only one parent/adult per family will be allowed on site. Classroom doors will be shielded by signage to ensure parents do not enter classrooms. Parents be kept updated via the school website, mobile app and newsletters. Start and finish times will be staggered slightly but not to the detriment of learning time. All late arrivers will need to report to the main office as the gates will be start to be locked at 9.05am.</p> | |
| <p>Pupils use public transport and thereby increase risk of infection and transmission</p> | <p>High</p> | <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. ▪ 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 ▪ | <p>Y</p> | <p>If pupils arrive at school having used a face mask then they will be expected to remove it safely and store it safely and hygienically in a sealed plastic bag or container.</p> <p>Children and parents will be informed that wearing a face mask is not necessary, however, school will have individual conversations where appropriate to discuss this if the need arises.</p> <p>Very few children arrive via public transport. Where they do so, individual conversations will be held with families to support this being as safe as possible.</p> | <p>Low</p> |
| <p>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</p> | | | | | |

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| <p>Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum</p> | <p>High</p> | <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. The maximum group size is one year group. The ideal group size is one class group ▪ 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 | <p>Y</p> | <p>The school will be organised into year groups. Whilst, within a year group, we are not expecting the children to socially distance because we will not be mixing classes e.g setting. The year group allows us to manage toilets and lunchtimes more effectively. Rooms will be set up to reduce face to face contact and movement around the classroom as much as possible. (This does not apply to EYFS/Year 1) The guidance suggests that children should face forward so a horseshoe-based configuration may be most appropriate or rows, but this can be adapted to suit the age of the children and the classroom. There will be sufficient space for adults to be socially distanced from the children as much as possible. Any children requiring intervention will observe social distancing from the member of staff and the session be limited to 15 minutes as per the guidance. The exception being Speech and Language where the child needs to sit close to and facing the school specialist. As the member of staff would not be able to wear a mask as the child needs to see their mouth, the member of staff will be provided with a visor. A Risk Assessment will be in place for this with guidance form the Local Authority. Children with complex needs have had their individual Risk Assessments reviewed. PPE is available if required.</p> | <p>Low</p> |
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| <p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p> | <p>High</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>Not all furniture will be removed but will be stacked within the Health and safety guidance and will be cordoned off. Net capacity considered and within guidelines.</p> | <p>Low</p> |
| <p>4.4 Management of movement in corridors</p> | | | | | |
| <p>Social distancing guidance is breached when pupils circulate in corridors</p> | <p>High</p> | <ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and amended. ▪ One-way systems are in operation where feasible. ▪ Corridors are divided where feasible. ▪ Circulation routes are clearly marked with appropriate signage. ▪ Any pinch points/bottle necks are identified and managed accordingly. ▪ The movement of pupils around school is minimised as much as possible. ▪ 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>In the classroom or around school, adults should maintain social distancing from each other and from the children wherever possible. This is especially important when different adults are in year groups to support PPA or deliver specialist teaching. All adults and children should walk on the left of the corridor. All staff should continue to minimise their movement around school as much as possible. Classroom phones to be used to contact SLT or admin rather than coming up to the office area unless it is an emergency. Photocopier and other equipment closest to classrooms should be used wherever possible.</p> | <p>Low</p> |
| <p>4.5 Management of social distancing at break times</p> | | | | | |
| <p>Pupils may not observe social distancing at break times</p> | <p>High</p> | <ul style="list-style-type: none"> ▪ Break times are staggered if possible ▪ 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> | <p>Rotas established taking into consideration space available and the amount of children utilising it at any one time. Timings will be staggered to support social distancing. Extended Supervision will be considered but will be dependent on staff availability.</p> | <p>Low</p> |
| <p>4.6 Management of social distancing at lunch times</p> | | | | | |

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| <p>Pupils may not observe social distancing at lunch times</p> | <p style="text-align: center;">High</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. ▪ Dining area layouts have been configured to ensure social distancing (secondary) where practicable. ▪ Floor markings are used to manage queues and enable social distancing. ▪ 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). ▪ Eating areas are cleaned in-between group usage and after lunch has ended ▪ Staggered lunchtimes are considered to reduce congestion providing this does not impact on the delivery of teaching time | <p style="text-align: center;">Y</p> | <p>Children will not use the dining rooms and will eat packed lunches at their desks or suitably distanced outside (weather permitting). The exception to this is Rec and Year 1 starting week 3, who will utilise two separate dining rooms and be offered a hot dinner by October. Staff will take staggered breaks. DRAS/SLT will supervise year groups during this period. Guidance is being issued to parents and carers regarding packed lunches. Dining Room is an access room so floor markings will be in place after furniture is stacked away. Tables will be wiped clean by DRAs/Staff after children have eaten their lunches. Children have access to hand washing facilities both before and after lunch and will be encouraged to use them as per guidance.</p> | <p style="text-align: center;">Low</p> |
| <p>4.7 Management of social distancing and hygiene in the toilets</p> | | | | | |
| <p>Queues for toilets and handwashing risk non-compliance with social distancing measures</p> | <p style="text-align: center;">Medium</p> | <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 | <p style="text-align: center;">Y</p> | <p>Systems in place for safe movement around the school to avoid queuing at toilets. Younger children or those with additional needs supervised/supported more carefully by an adult. Where intimate care is provided, the relevant PPE is available. Additional cleaning of toilets in place over the lunchtime which will include checks on soap and paper towels/bin emptying etc.</p> | <p style="text-align: center;">Low</p> |
| <p>4.8 Safety arrangements for the use of medical rooms</p> | | | | | |

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| <p>The configuration of medical rooms may compromise social distancing measures</p> | <p>High</p> | <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 | <p>Y</p> | <p>There are two designated spaces for First Aid. Basic first aid equipment available in each class. e.g wipes/plasters</p> <p>OAK ROOM- designated space for suspect COVID19 cases. PPE is available in the room as are handwashing and toilet facilities. SSO/Cleaners will be on call to deep clean the room after a case. The room will also be fogged using the fogging machine as soon as all children have left site.</p> <p>There will be a designated team of First-Aiders who will be responsible for providing assistance for suspected COVID cases. These staff have been trained.</p> | <p>Low</p> |
| <p>5. Securing and sustaining robust hygiene systems and procedures</p> | | | | | |
| <p>5.1 Cleaning</p> | | | | | |
| <p>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</p> | <p>High</p> | <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 teaching and washing space and this reflects increased demand in September when all pupils and staff return | <p>Y</p> | <p>Additional cleaning during the school day. Toilets/sinks/doors cleaned thoroughly over and after lunch period. All classroom bases have hand sanitiser/tissues/spray etc.</p> <p>Extensive cleaning schedules are in place and these are monitored regularly by SBM and shared at Trust level.</p> <p>Levels of cleaning materials are checked regularly to enable timely ordering.</p> | <p>Low</p> |
| <p>5.2 Hygiene and handwashing</p> | | | | | |

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| <p>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</p> | <p style="text-align: center;">High</p> | <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. | <p style="text-align: center;">Y</p> | <p>Additional sanitiser purchased. Regular checked to ensure availability at all times.</p> | <p style="text-align: center;">Low</p> |
| <p>Pupils forget to wash their hands regularly and frequently</p> | <p style="text-align: center;">High</p> | <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 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 | <p style="text-align: center;">Y</p> | <p>Handwashing regimes and expectations shared with staff, children and parents. Children will wash hands on arrival. Before and after lunch ,etc. Use will be made of Training videos to ensure handwashing technique is thorough.</p> <p>Children new to school, especially in EYFS, will be taught how to wash their hands appropriately during induction.</p> | <p style="text-align: center;">Low</p> |
| <p>Equipment and resources</p> | <p style="text-align: center;">High</p> | <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 | <p style="text-align: center;">Y</p> | <p>Children will be given their own pack of equipment e.g. pencils and pens which will not be shared. Shared classroom resources will be cleaned regularly and rooms fogged on a schedule. PE equipment will be requested, delivered to the required space and then collected and cleaned by a designated person to ensure decontamination before use by another group. Library books will be placed in a container after return. This will happen on a Thursday to ensure at least a 72 hour timeframe before being reissued to other children. Children will be able to bring more items into school but will be reminded to keep this to a reduced level whenever possible. Items could include, a reading book, home learning, a book bag, lunch bag (If not having a school dinner), a full water bottle and a coat. Children will come to school in the PE kit on days when they have PE.</p> | <p style="text-align: center;">Low</p> |

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| | | | | Letters home will emailed if at all possible. Teachers will be able to send paper copies of home learning. Children will be able to return completed projects if appropriate. Mobile phones will no longer be bought to the main office to be bagged but will be locked securely away in a Year 6 classroom. | |
| 5.3 Personal Protective Equipment (PPE) | | | | | |
| Pupils and teachers can take books and other shared resources homes, but unnecessary sharing should be avoided | | | | | |
| Provision of PPE for staff where required is not in line with government guidelines | High | <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. ▪ 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 | Y | Any child arriving at school with a face mask will be asked to remove it safely and bag it appropriately as they will not be worn in school. Temperature will only be taken if a child is displaying symptoms and not carried out routinely. PPE procured and in place for First Aid, Intimate Care-disposable gloves and aprons. Face Masks available if required. PPE will be available in the isolation room for children/adults displaying COVID19 symptoms. Additional supplies are available from Sycamore Room and will be monitored by SBM Briefings will take place for EYFS staff, first aiders and any other staff delivering intimate care or at risk from spitting etc. Additional Risk Assessments will be in place for spitting following July training for SENDCOs. | Low |
| 6. Curriculum organisation | | | | | |

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| <p>Children may need to re-socialise and familiarise with new routines</p> | <p>High</p> | <ul style="list-style-type: none"> ▪ Consideration should be given on planning what to teach, and how. The priorities for young children currently are resocialisation into a new style of school routines; speaking and listening and regaining momentum in particular with early reading. | <p>Y</p> | <p>Emphasis will be placed on the emotional wellbeing of all pupils taking into account their experiences during lockdown. Staff have received training on anxiety and bereavement in order to support vulnerable pupils. Priority will be given to rebuilding friendships and understanding new routines and systems within school. Our recovery curriculum will take into account 'lost learning' and varying engagement in home learning during school closure. Our curriculum will concentrate on core skills but remain broad and balanced covering the full range of subjects and utilising the outdoor spaces as much as possible.</p> | <p>Low</p> |
| <p>Children may have fallen behind in their learning during the school closure and achievement gaps will have widened</p> | <p>Medium</p> | <ul style="list-style-type: none"> ▪ 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. | <p>Y</p> | <p>Home Learning to continue for all children unable to attend school due to shielding / health conditions. Once children are settled and secure, rigorous assessments will identify gaps in learning and allow for detailed provision mapping. Any interventions will follow DfE guidance when being delivered. Once funding for additional tuition is better understood this will be utilised effectively and monitored closely.</p> | <p>Low</p> |
| <p>Pupils moving on to the next phase in their education do not feel prepared for the transition</p> | <p>Medium</p> | <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. | <p>Y</p> | <p>OB2L/Dr George Harris(CP) available to support children, parents and staff.</p> <p>EYFS transition/induction will take place during the first few weeks of the autumn term, as none of this preparation work could happen during school closure. Letters and information packs have already been posted out to parents in order to allay fears and give some</p> | <p>Low</p> |

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| | | | | information about transition plans for September. | |
| Resuming full support for pupils with SEND (SEND Support and EHC Plans) | High | <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 | Y | <p>Support for children with SEND will be carefully planned for and will ensure full entitlement is received. All vulnerable children have had their individual Risk Assessments reviewed for full return. However, these will be revisited once children start school to ensure that they are appropriate and effective.</p> <p>Schools Visitors Policy is in place and will be shared with any external specialist who will also be required to complete track and trace register as a precaution.</p> <p>External specialists will be made aware of the schools hygiene requirements and social distancing.</p> | Low |
| Risk of infection from singing, chanting, playing wind or brass instruments and shouting | High | <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 wind/brass/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 | Y | <p>There will be no whole school assemblies, singing or choir. Music lessons will be held outside where appropriate or in the classrooms. Musical instruments will be wiped with specialist wipes that do not affect or damage the instrument in between sessions. Specialist guitar lessons will continue as a risk assessment has been completed by the tutor. This complies with school policy and procedures and will be shared with children and parents.</p> <p>There are no brass or wind instruments being used on return to school.</p> | Low |
| 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 | High | <ul style="list-style-type: none"> ▪ There are sufficient numbers of trained staff available to support pupils with mental health issues. | Y | OB2L/Dr George Harris(CP) available to support children, parents and staff | Low |

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| <p>school has been closed and by the COVID-19 crisis in general</p> | | <ul style="list-style-type: none"> ▪ There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. ▪ Wellbeing/mental health is discussed regularly in PSHE/ /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. | | <p>Staff have a accessed on line training from the LA around ‘Managing Anxiety and Bereavement’ Senior Leaders and Chair of Governors have attended training on Mental health Awareness PSHE/Protective Behaviours/Winston’s Wish are well established in school and dedicated timetable slots are protected for the delivery of PSHE. We have many resources to support our children and families. We will signpost additional things on our website.</p> | |
| <p>7.2 Mental health concerns – staff</p> | | | | | |
| <p>The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p> | <p>High</p> | <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 briefings/training on wellbeing are provided. ▪ Staff have been signposted to useful websites and resources. | <p>Y</p> | <p>Briefings will signpost and support staff. OB2L/Dr George Harris available Referrals to OH/Counselling can be provided Head/SBM will continue ‘self and well’ checks for any staff not available for work and be available to support those staff in school. This information is shared with HR at The Trust to monitor staff well-being and provide appropriate support.</p> | <p>Low</p> |
| <p>7.3 Bereavement support</p> | | | | | |
| <p>Pupils and staff are grieving because of loss of friends or family</p> | <p>Medium</p> | <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. | <p>Y</p> | <p>Access to critical incident team. Virtual access to specialist staff. Occupational Health DR George Harris Staff have a accessed on line training during COVID19 from the LA around</p> | <p>Low</p> |

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| | | | | ‘Managing Anxiety and Bereavement’ Staff in OB2L team have specialist training to deal with bereavement. | |
| 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. | High | <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 | <p>Virtual Team meetings of Governing Body continued during partial closure</p> <p>FGB and Resources Meetings took place on Teams 10th of June</p> <p>All dates for future meetings are in the diary.</p> <p>Headteacher and Chair in daily contact or as appropriate.</p> <p>Chair has been into school to see RA in Action during wider opening and to speak to staff. This has been seen as highly supportive. A further visit is planned for September full opening.</p> | Low |
| Governors are not fully informed or involved in making key decisions | High | <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 | <p>Chair of governors and staff governors have engaged in decision making regarding phased reintegration.</p> <p>Online FGB took place on the 10th of June</p> | Low |
| 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 | High | <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 | Y | <p>Adjustments/addendums to policies in place before full opening. Shared with staff. Signed to say read and understood. Shared with governors</p> <p>Admissions Policy</p> <p>Behaviour policy</p> | Low |

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| | | <p>proportionate expectations of behaviour and make appropriate provision to support</p> <ul style="list-style-type: none"> ▪ Staff, pupils, parents and governors have been briefed accordingly. ▪ Governors have approved revisions | | <p>Safeguarding Policy went to governors on the 10th May and re-issued to staff. This policy will be revised as appropriate to reflect changes in KCSiE in readiness for September.</p> | |
| <p>Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning</p> | <p>High</p> | <ul style="list-style-type: none"> ▪ 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 | | <p>The website remain up to date with additional learning and resources. Emergency work packs will be available for each Year group should school need to be closed quickly. There will be a new piece of software, Seesaw, being used in September which will allow for remote communication between child and class teacher. School will be able to monitor engagement through the website page hits and also individual logins and responses in Seesaw.</p> | <p>Low</p> |
| <p>9. Other operational issues</p> | | | | | |
| <p>9.1 Review of fire procedures</p> | | | | | |
| <p>Fire procedures are not appropriate to cover new arrangements</p> | <p>High</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>Evacuation procedures have been revised and shared with all staff as part of onsite induction process. Fire System Statutory Inspection 28.05.2020 New Fire Alarm System and Intruder Alarm- upgraded in July 2020. New procedures will be issued to staff prior to September.</p> | <p>Low</p> |
| <p>Fire evacuation drills - unable to apply social distancing effectively</p> | <p>High</p> | <ul style="list-style-type: none"> • Plans for fire evacuation drills are in place which are in line with social distancing measures. | <p>Y</p> | <p>A fire evacuation drill will take place the first full week children are in school. Consideration will have been given to positioning of muster points. Close liaison with Jo Cave at The KEY</p> | <p>Low</p> |

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| Fire marshals absent due to self-isolation | High | <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. | Y | 25 Fire Marshalls trained so risk is low | Low |
| 9.3 Contractors working on the school site | | | | | |
| Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control | High | <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). | Y | <p>Contractors will only be on site if:</p> <ul style="list-style-type: none"> Work is directly related to essential H&S Statutory checks are in place They are clear of COVID19 symptoms They comply with guidance issued to visitors. <p>Where possible work will be scheduled when children are not on site.</p> <p>TFT Contractor On Site Policy COVID19 available.</p> | Low |
| 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) | High | <ul style="list-style-type: none"> The school, working with the setting will ensure that all risk are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum | Y | <p>Parkgate does not currently have any children attending more than one setting. However, school does have a Local Authority run provision on site called 'The Key'</p> <p>Close liaison with the LA (Jo Cave) around the provision. A separate Risk Assessment is in place for the provision but HT and JC have engaged in dialogue about issues</p> | Low |

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| | | | | pertaining to the shared site with regard to social distancing of children and staff and allocation of accessible areas. | |
| BAME | High | | Y | School has worked with the school union REP and HR to support staff through an appropriate Risk Assessment if required. School Union Rep engaged in on-going dialogue. Relationships are positive. A comprehensive risk assessments, provided by the Trust has been carried out with all appropriate staff. Particular reference has been made to BAME and staff have welcomed the supportive dialogue. A few staff will require the risk assessment being completed when they are ready to return to work. These Risk Assessments are reviewed regularly and will be completed prior to full opening. | Low |
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