



Covid-19: Operational Risk Assessment

Reviewed to reflect The Government's return to Plan A January 2022

*Text in **BLACK** is from the Coventry School Partnership model Covid19 Operational Risk Assessment.*

Details specific to Pearl Hyde Community Primary School are in BLUE below.

**Coventry School Partnership:
Covid19 Operational Risk Assessment – Re-opening of Primary Schools (major revision 6)**

1. Introduction:

Coventry's Partnership of schools agreed a collaborative and consistent approach to secure the safe reopening 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 children 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. In response to the Omicron variant, the Government announced on the 8th December 2021 that it had enacted Plan B, as set out in the autumn and winter plan 2021. The additional measures required to enable schools to continue to offer face to face teaching to children as set out in [Schools COVID-19 January 2022](#) As of January 27 2022 all measures under Plan B were lifted. Local directors of public health are still able to recommend face coverings in communal areas only in education settings within their area. It is suggested that people wear face coverings in crowded and enclosed spaces where they might come into contact with people they do not normally meet. It is still a legal requirement for those with COVID-19 to self-isolate for 10 days with the option to end self-isolation after 5 full days following 2 negative rapid lateral flow tests.

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

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

In preparing and reviewing this guidance the Local Authority has had regard to advice from both the Health and Safety Executive and Government. It has noted that the Government has made explicit within the guidance those actions that are statutory, those actions that MUST be undertaken (Public Health Advice) and those that are advisory (for consideration if it is reasonably practicable to do so).

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

This risk assessment guidance:

- Sets out the current context and statutory health and safety obligations as at 27 January 2022, to take effect on 27 January 2022.
- Sets the national and local context for conducting a risk assessment to reduce transmission of a disease within school
- Provides an exemplar risk assessment (revised) that can be adopted and adapted to any educational setting
- Provides a template to record a risk assessment method statement – setting out safe methods of working (control measures), which all staff should read, understand and sign
- Incorporates hyperlinks to current sources of helpful information and resource

What is the risk? Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk, is the potential transmission of Covid19 between members of the school community and consequently the wider community

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

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

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

Who is responsible? The employer is responsible for making sure that risks, particularly the risks to staff and children, 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 children 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, children 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 children 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
- 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 children have within school and ensure consistency in the groups children are placed within and staff teach/support
- School organisational planning will minimise the number of children that each staff member has contact with

4. What we know:

The World Health Organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with Covid19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eye, 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 remaining in school and accessing a broad curriculum offer, including enrichment activities alongside their peers. For the vast majority of children, it is deemed that the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19). For young people and adults age 12 and over, the strongest mitigation is two doses of an authorised Covid-19 vaccination followed by a booster vaccination.

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

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

These include:

Exclusion:-

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges, and those that have been in contact with a positive case.
- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions) should be advised to read the [Guidance on shielding and protecting extremely vulnerable persons from covid-19](#) and if necessary should be supported in undertaking a Vulnerable Employee Risk Assessment (VERA).

Hygiene:-

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

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/carers and older children 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

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 Citywide 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 children return to school on a full-time basis,

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

the Lockdown of January 2021; the full reopening of schools from 8th March 2021, movement to Step 4 of the journey, which enables significant relaxation of necessary mitigations and the current step up to Plan A as of January 27 2022

The primary controls within a school setting are:

The promotion of testing and vaccination (required)

The promotion of vaccination (advised)

The continuation of stringent hand and respiratory hygiene (required)

The continuation of stringent cleaning regimes (required)

The use of face covering for staff, visitors and all secondary age children in communal areas and face covering for secondary age children in the classroom (required)

Good ventilation – improvement of fresh air flow (required)

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

Promoting distancing and face covering in areas of congestion/crowding for example parents at the school gate (considered best practice)

In addition to infection control, the risk assessment template and supporting resources extends to support additional health and safety considerations related to the consequences of Covid19 specifically:

Health and safety audit of the school building checklist – for use by class teachers (HSE) to ensure that the overall building is safe to use in terms of trips, falls, lighting, electricity hazards etc.

Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL in response to infection spread and self-isolation requirements

Maintaining communications with parents, staff, visitors and the general public

Supporting the mental health and well-being of everyone in school

Ongoing implementation of the recovery curriculum

Maintaining a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of self-isolation, as instructed by Track and Trace or remote learning as a temporary measure directed by Public health in the event of an outbreak or as a consequence of critical staffing shortages that cannot be remediated by class reorganisation, the use of supply and/or non-teaching instructors or other safe arrangements.

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

Prevention:

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

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing.
Response to any infection
- 10 Promote and engage with the NHS Test and Trace process if contacted
- 11) Contain any outbreak by following local health protection team advice as set out in the school outbreak plan

7. Resources and references:

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

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

Assessment conducted by:	THERESA O'HARA	Job title:	HEADTEACHER	Covered by this assessment:	Staff, children, contractors, visitors, volunteers
Date of assessment:	September 2021	Review interval:	Under continuous review -, an infection outbreak will trigger additional mitigations	Date of next review:	27 th January 2022 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? (Y/No)	Additional controls	Residual risk rating (H/M/L)
1. Establishing a gradual and safe approach for children and staff to return to school:					
1.1 Establishing if the building is safe following an extended closure					
Statutory compliance has not been completed due to the availability of contractors during lockdown	H	<ul style="list-style-type: none"> ▪ All statutory compliance is up to date. ▪ Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Y	<ul style="list-style-type: none"> • School systems have been maintained during lockdown as all FPMAT schools have remained open. However certain routines will be completed to ensure parts of buildings that have received less use meet statutory compliance. E.g. Chlorination & flushing by specialist contractors has been approved for action 	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

1.2 First Aid/Designated Safeguarding Leads					
<p>The lack of availability of designated First Aiders and Designated Safeguarding Leads may children’s safety at risk</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ DSLs time to be maintained to continue to provide support to staff and children regarding new safeguarding and welfare concerns <p>If the DSL is not on site because of operational challenges, the following cover arrangements are in place:</p> <ul style="list-style-type: none"> ▪ a trained DSL (or deputy) from the school will be available via phone or online video, e.g. working from home ▪ 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 respond to any increase in safeguarding and welfare concerns arising during the Covid-19 school closure and holiday period. 	<p>Y</p>	<ul style="list-style-type: none"> ▪ "Online training has been accessed by staff to support individuals who need training updates or who wish to become accredited for Paediatric First Aid ▪ All schools have trained First Aiders and Designated Safeguarding Leaders on site – support for individuals available on request from MAT/LA " ▪ The Designated Training day after the summer break will provide statutory training for all staff 	<p>L</p>
<p>Safeguarding and Child Protection procedures are not followed.</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Safeguarding remains at the core of all we do. School staff continue to be vigilant around any indicators of abuse/neglect particularly across known vulnerable groups ▪ Child Protection Policy is in place and we are guided by Keeping Children Safe in Education. ▪ The school has five Designated Safeguarding Leads who have been and will continue to meet weekly ▪ There will always be a DSL on site and, if not, they are readily contactable. ▪ CPOMs used to record any safeguarding concerns. Where necessary a record of concern form is to be used - available in the school office. 	<p>Y</p>	<ul style="list-style-type: none"> ▪ CPOMs to be maintained and follow up actions completed ▪ Record of concern forms to be available 	<p>L</p>

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

2. Securing safe teaching spaces to accommodate all children returning to school					
2.1 Organisation of teaching spaces and communal areas					
Classroom sizes will not allow adequate social distancing	H	<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 ▪ Classrooms are re-modelled to accommodate group work ▪ Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters ▪ Class groups in Y3/4 and Y5/6 reconfigured after February Half term (circuit breaker) to allow one Y3 class, one Y4 class and one Y3/4 class; one Y5/class, one Y6 class and one Y5/6 class 	Y	<ul style="list-style-type: none"> ▪ Ensure all learning spaces have windows which can be opened to maximise air flow around the room 	L
Securing good ventilation of occupied spaces results in areas being too cold to work in comfortably	M	<ul style="list-style-type: none"> ▪ Assemblies will remain in the structure since COVID lockdown began; YR Y1/2; Y3/4: Y5/6 ▪ Large gatherings of children and/or staff should be done with caution and the area well ventilated ▪ 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 air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice): ▪ 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 children to wear additional, suitable indoor clothing. 	Y	<ul style="list-style-type: none"> ▪ Ensure all spaces have windows which can be opened to maximise air flow around the room 	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> ▪ 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) ▪ Carbon Dioxide detectors can be used as a monitor for measuring the quality of air in a room ▪ Any poorly ventilated spaces will be identified, and effective steps taken to improve fresh air flow in these areas. This is particularly important for events bringing together groups of visitors for events, e.g. possible future class assemblies. If this cannot be achieved, the area will not be considered as fit for purpose and will not be used 			
Staff rooms and offices do not allow for observation of social distancing	H	<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 unnecessarily and are encouraged to eat observing social distance ▪ Staff using a communal area do so in their designated groups as far as possible and the area is cleaned before being occupied by another group 	Y	<ul style="list-style-type: none"> ▪ The maximum staff members (6) in the room remains in place as far as is possible 	L
School kitchens may not be able to serve whole school return	H	<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		L
Physical activity in school	H	<ul style="list-style-type: none"> ▪ Children to be kept in consistent groups ▪ Where possible outdoor sports will be prioritised and large indoor spaces used when necessary, maximising distancing between children and adhering to stringent cleaning and hygiene 	Y	<ul style="list-style-type: none"> ▪ Each Year Group will use it's own set of designated equipment for Sport/outdoor activity 	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> External facilities are used in accordance with Government guidance 			
2.2 Availability of staff and class sizes					
<p>The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school</p>	L	<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 members who are clinically extremely vulnerable will resume normal work, but will be supported if they choose to take extra precautions to protect themselves by following the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. 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 e.g. 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. Supply teachers and peripatetic staff are allowed to move between schools and should ensure that they minimise contact from other staff and maintain as much distance as possible. A record of visitors to school is kept Volunteers may continue to work in school following the checking and risk assessment in Part 3 of KCSIE. Mixing of volunteers across groups should be kept to a minimum. The Senior Leadership team will keep a visible presence around school. This will include drop ins and observations, the dates and purposes for which when planned, are shared with staff. 	Y	<ul style="list-style-type: none"> Staff have been consulted and invited to share any concerns. These have been considered in plans HLTAs will be used to support classes as needed. This has been agreed collaboratively A Senior Leader is onsite at all times VERAs will be updated and staff asked to state their vaccination status Test requests are co-ordinated by the MAT each day. Staff training will remind colleagues of Gov UK guidelines in relation to self-isolating and seeking COVID -19 testing if necessary. Test requests are co-ordinated by the MAT each day. 	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<p>Any mitigating actions in relation to the current COVID19 situation and latest guidance will be made and shared with staff.</p> <ul style="list-style-type: none"> ▪ Staff who previously had a VERA (Vulnerable Employee Risk Assessment) have been offered a review meeting if they feel that personal ▪ circumstances and/or changes to the current local and national situation necessitate further measures to mitigate risk for them individually. New staff have completed a pre-VERA form and had a VERA meeting as needed. ▪ Contingency plans are in place to respond to a range of staffing scenarios that can be enacted at short notice 			
2.3 Testing and managing symptoms					
<p>Staff and children do not conform to Government guidance on testing for schools, which stimulates the risk of infection transmission leading to an outbreak</p>	H	<ul style="list-style-type: none"> ▪ Asymptomatic testing in Primary settings: ▪ LFTs will be issued to staff to enable twice weekly testing when required. <p>Children or staff with a positive LFD test will be required to self-isolate with immediate effect for a minimum of 5 days following the onset of symptoms or date of test if asymptomatic.</p> <p>Evidence of a day 5 and a day 6 negative LFD test will be required before healthy children can return to school.</p> <ul style="list-style-type: none"> ▪ Staff will be encouraged to test on a regular basis, to mitigate the risk of doubly vaccinated close contact, not required to isolate, from transmitting the virus within school ▪ The rationale for testing will be shared and reinforced with parents wider school community. ▪ Review transmission rates, support the identification of an outbreak and provide any necessary information to the NHS Test and Trace service if it is required ▪ Parents / carers will be informed of a positive PCR or LFD test in school as appropriate and be asked to consider that their child takes a PCR test additional PCR tests may be recommended 4-7 days after that notification alongside continuing with regular LFT tests. 	Y	<ul style="list-style-type: none"> ▪ Guidance and rationale shared to parents and carers via Parent Mail letter and newsletter reminders ▪ COVID Register maintained and shared with LA as agreed 	M

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> ▪ Further actions may also be recommended by the LA and in reference to the school outbreak management plan ▪ All children 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 age to 17 must take a COVID-19 travel test on or before day 2. 			
Close contacts promote transmission infection across the school community	H	<p>In response to all Covid-19 positive case, the school will:</p> <ul style="list-style-type: none"> ▪ identify all close contacts of the infected children/staff member during their infected period in school, this will include class, break, lunch-times after school activities and transport ▪ Notify parents/carers that the children may have been in close contact and issue a template letter ▪ Notify staff and visitors that they may have been a close contact ▪ Recommend close contacts take daily LFD tests for a minimum of 7 days ▪ Consider asking the parents of the infected children to keep all siblings at home until a negative PCR test has been completed alongside daily LFD testing. ▪ Require identified close contacts who are not exempt from isolation to self-isolate for 10 days 	Y	<ul style="list-style-type: none"> ▪ School Leaders and office staff to check validity of any information request as per GDPR guidance 	M
Lateral Flow Tests are not used routinely by the school community resulting in a continuing unknown number of asymptomatic children and staff in school	H	<ul style="list-style-type: none"> ▪ Information on a child or staff member’s close contact details will be provided to NHS Test and Trace on request, subject to the school validating the authenticity of the contact and ensuring that there is no inadvertent risk of a data breach, or safeguarding risk by providing sensitive and personal information to a third party - Settings must not provide any personal information if asked to by parents and/or contacts that would be a breach of GDPR or data protection legislation. In exceptional circumstances, education and childcare settings may be contacted by NHS Track and Trace in response to a local outbreak, in this scenario settings may share proportionate and relevant information as requested by NHS Track and Trace without consent. Settings may also be contacted by 	Y	<ul style="list-style-type: none"> ▪ Staff are strongly encouraged to take part in twice weekly Lateral Flow Testing and there is a clear procedure for collecting test packs, reporting results and seeking support/guidance if needed ▪ Trainee teachers, volunteers and wrap around staff are also encouraged to do this ▪ Parents and carers encouraged to use regular 	M

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> ▪ PHE/Local Authority teams to confirm information about a positive case. ▪ 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 actively promotes the use of LFD tests to be routinely undertaken at least twice weekly at home, 3-4 days apart. ▪ The school have secure processes in place to receive del 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 and immediately self-isolate. ▪ Children or staff who get a positive LFT result must self-isolate 		LFT with their children via school newsletter	
<p>Staff, children and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19</p>	L	<p>From 27 January, a new national approach to daily testing for contacts of COVID-19 has been introduced.</p> <ul style="list-style-type: none"> ▪ All adults who are fully vaccinated and children aged 5 to 18 years and 6 months, identified as a contact of someone with COVID-19 – whether Omicron or not – should take an LFD test every day for 7 days instead of self-isolating. Children under five years old do not need to take part in daily testing for contacts of COVID-19 and do not need to isolate. ▪ Once notified by Test and Trace as a close contact, all eligible staff, children and students are strongly recommended to take a LFD each day for 7 days and report the results through the online reporting system and to their setting. If they test negative, they can continue to attend their education setting. Outside of the education setting, they should continue to 	Y	<ul style="list-style-type: none"> ▪ As guidance is updated, this will be communicated and may result in changes in signage and procedures in school 	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<p>follow national guidance. This approach should also be adopted over the school holidays. Staff, children 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.</p> <ul style="list-style-type: none"> ▪ This guidance has been explained to staff and children as part of the induction process and systems are in place to validate understanding and includes: <ol style="list-style-type: none"> 1. They will need to be ready and willing to book a test if they are displaying symptoms 2. Not come to school if they have symptoms 3. They will be sent home to self-isolate if they develop symptoms in school whilst awaiting a PCR test result 4. Know all children can be tested including children under 5 5. Be willing to provide details of anyone they have been in close contact with if they test positive for COVID-19 when they are to do so 6. (by NHS Test and Trace and/or by school) 7. Self-isolate if they have been in close contact with someone who develops COVID-19 symptoms or with someone who does test positive, UNLESS they are under 18 years 6 months or fully vaccinated at least 14 days prior to the contact. 8. Know that tests can be booked online (https://www.gov.uk/getcoronavirus-test) or ordered by telephone by NHS 119, and lateral flow tests can be accessed within the city as per guidance shared 9. Inform school immediately of the results of a test 10. If a test is negative, the children or staff member can return to school when they feel well enough to do so ▪ Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners 			
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Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

<p>Staff, children and parents are not aware of the school's procedures should there be a confirmed case of COVID19 in the school</p>	<p>L</p>	<ul style="list-style-type: none"> ▪ Staff, children 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 children as part of the induction process and systems are in place to validate understanding. ▪ Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners 	<p>Y</p>	<ul style="list-style-type: none"> ▪ Guidance shared to parents and staff ▪ Share updated Test and Trace guidance outlined here to the full community 	<p>L</p>
<p>Staff, children and parents are not aware or are not compliant with self-isolation requirements</p>		<ul style="list-style-type: none"> ▪ Consistent and repetitive reinforcement of the need for children and staff to stay home if 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 5 clear days if identified as a close contact of a positive Covid-19 case, including household members, unless exempt (see below) ▪ Reinforce the new requirement to self-isolate for travel reasons should that occur <p>From https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/ It's a legal requirement to self-isolate if you are told to by NHS Test and Trace</p> <p>You could be fined if you do not self-isolate</p> <p>If someone you live with has symptoms of COVID-19, or has tested positive for COVID-19, you will not need to self-isolate if any of the following apply:</p> <ul style="list-style-type: none"> ▪ You are fully vaccinated – this means 14 days have passed since your final dose of a COVID-19 vaccine given by the NHS ▪ You are under 18 years, 6 months old ▪ You are taking part or have taken part in a COVID-19 vaccine trial ▪ You are not able to get vaccinated for medical reason <p>Even if you do not have symptoms, you should still:</p> <ul style="list-style-type: none"> ▪ get a PCR test on GOV.UK to check if you have COVID-19 ▪ follow advice on how to avoid catching and spreading COVID-19 		<ul style="list-style-type: none"> ▪ Repeated reminders of the guidance and any updates shared, both to staff in regular communication and to the parent/carer community 	

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> consider limiting contact with <u>people who are at higher risk</u> from <u>COVID-19</u> 			
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	H	<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	<ul style="list-style-type: none"> Any staff who wish to visit the school site to familiarise themselves with physical environments and implementation of new routines will be able to do so by requesting this from their line manager in the first instance. 	L
New staff are not aware of policies and procedures prior to starting at the school when it reopens	H	<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. 	Y	<ul style="list-style-type: none"> New staff will visit the school site, following social distancing guidelines, prior to re-opening 	L
3.2 Communication strategy					
A failure to comply and/or sustain Covid compliance at all levels of school life, leads to school transmission outbreaks	L	<ul style="list-style-type: none"> 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 	Y	<ul style="list-style-type: none"> School communication updates scheduled in at least weekly – further detail provided in the staff protocols. 	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

<p>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</p>	<p>H</p>	<p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> ▪ Staff ▪ Children ▪ Parents ▪ Governors/Trustees ▪ Local authority ▪ Professional associations including Trade Unions ▪ Other partners including peripatetic staff and health professionals 	<p>Y</p>	<ul style="list-style-type: none"> ▪ Letters and other communications will be ready to go out to all stakeholders once a definitive return date has been announced by the government 	<p>L</p>
<p>There is a lack of clarity and understanding in maintaining social distancing and good hygiene</p>	<p>H</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. ▪ One-way systems in corridors and thoroughfares will remain in place 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>	<ul style="list-style-type: none"> ▪ Behaviour for Learning Policies have been reviewed in the light of any changes to support discipline around social distancing. For ease of use, normal sanctions will apply – it has been agreed that ‘not following social distancing rules’ will be escalated to senior leaders in the school immediately. 	<p>L</p>
<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ As part of the overall communications strategy parents/carers 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 children handbooks/information leaflets are created. ▪ The vaccination programme is positively and sensitively promoted across the school community, highlighting that vaccination is the key barrier to the spread of infection which will reduce the risk of future school closures 	<p>Y</p>	<ul style="list-style-type: none"> ▪ School website contains detailed information and links to guidance around COVID-19. ▪ Key information is emphasised in letters to parents from the Headteacher and other senior staff 	<p>L</p>
<p>Parents and carers may not fully understand their responsibilities should a member of their household or a</p>	<p>H</p>	<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. ▪ Parents are enabled to understand that they should not send their child to school if they are ill, for whatever reason 	<p>Y</p>	<ul style="list-style-type: none"> ▪ Key messages and guidance shared to parents and carers as above ▪ As above 	<p>L</p>

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

child show symptoms of COVID-19		<ul style="list-style-type: none"> ▪ Parents / carers are enabled to understand that the school will send any child who is symptomatic or generally unwell with the associated symptoms home and that they will not be permitted to attend school until a negative PCR test has been taken or 10 days from symptom onset has elapsed 			
4 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and revised. ▪ One-way systems are in place where possible. ▪ Appropriate signage is in place to clarify circulation routes. ▪ Pinch points and bottle necks are identified and managed accordingly. ▪ Movement of children around school is minimised as much as possible, with children staying in classrooms and utilising any external learning environment that is available ▪ Children are regularly briefed regarding observing social distancing guidance. ▪ Appropriate levels of supervision and guidance are in place 	Y		L
4.1 Management of social distancing in the reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	<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. 	Y	<ul style="list-style-type: none"> ▪ Protective glass panelling is in place in all school reception areas to support staff and visitor protection ▪ Parents will not be able to visit the school site without prior appointment unless there is an emergency. In such cases, specific measures are in place to ensure social distancing practices will be maintained and PPE is available for all staff should they need/wish to wear it 	M

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> General visitors, not providing a specialist teaching, intervention or health service to children are encouraged to must wear face coverings in all public areas unless they have a medical exception and arrangements can be put into place to mitigate any additional risk 			
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	H	<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 which will remain in place to ensure the smooth start and end of the school day 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 	Y	<ul style="list-style-type: none"> Written guidance regarding start and end of day procedures SLT and additional staff to be outside supporting and reinforcing expectations at key times 	L
Children use public transport and thereby increase risk of infection and transmission	H	<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 from 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 	Y	<ul style="list-style-type: none"> Children arriving wearing masks will dispose of these in the class base bin or place in their own sealable plastic bag if a homemade mask. The children will then sanitize/wash their hands The mask will not be worn again until the end of the day 	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

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>Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Group children 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 at Pearl Hyde where there are mixed year groups is recognised as one class group ▪ Where they Year groups are single the year group is seen as 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 children 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 children and other staff as much as they can in order to be as safe as is possible. ▪ 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 supervision is well managed 	<p>Y</p>	<ul style="list-style-type: none"> ▪ School leaders plan for key stage ZONED areas to accommodate classes and effectively manage safe distancing in accordance with social distancing guidelines ▪ Each class will enter school from different entry points in line with social distancing guidelines. ▪ Timetable and school day structures have been reviewed to ensure there is capacity to do this ▪ YR and KS1 will arrive and leave earlier which will fulfil statutory requirements 	<p>L</p>

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

4.4 Management of social distancing at break times					
<p>Children may not observe social distancing at break times</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ External areas are designated for different groups. ▪ Children are reminded about social distancing as break times begin. ▪ Safe distancing signage is in place around the school and in key areas. ▪ Supervision levels have been enhanced, especially with younger children, to support safe distancing. ▪ Break times and lunchtimes will remain staggered ▪ in their separate phase groups (YR; Y1 and 2; Y3 and 4; Y5 and 6) with staggered break times 	<p>Y</p>		<p>L</p>
4.5 Management of social distancing at lunch times					
<p>Children may not observe social distancing at lunch times</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Children are reminded about safe distancing as lunch times begin. ▪ Children wash their hands or sanitise using the 20 second routine, before and after eating. ▪ Dining area layouts have been configured to ensure safe distancing where practicable. ▪ Additional arrangements are in place, such as staggering lunch times, children eating in other appropriate spaces. ▪ Guidance has been issued to parents and children on packed lunches ▪ 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>Y</p>	<ul style="list-style-type: none"> ▪ The dining room will operate with YR KS1 for a sitting. ▪ Y3/4 for a sitting ▪ Y5/6 for a sitting ▪ Children will eat in the dining room ▪ Lunches from home will be in lunchbox/bag and taken to the dining room on lunch trolleys 	<p>L</p>

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

4.6 Management of social distancing and hygiene in the toilets					
<p>Queues for toilets and handwashing risk non-compliance with social distancing measures</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Queuing zones for toilets and hand washing has 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 ▪ Children know that use the toilet two at a time ▪ Children 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. ▪ Children are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place ▪ Children bring in their water bottles already filled. When a refill is required, they will fill their bottle from the cold tap in available drinking water taps ▪ Singing guidance: In accordance with the latest DFE and DCMS guidelines around singing, singing can take place as normal in a well-ventilated room ▪ Children should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. 	<p>Y</p>	<ul style="list-style-type: none"> ▪ Staff to continue to remind children of expectations for toilet queuing and use. 	<p>L</p>
<p>Transmission of infection through shared use of resources</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Equipment shared within the classroom will be cleaned regularly ▪ staff have their own items such as stationary ▪ Children will continue to be restricted regarding the equipment that they bring to school each day from home. Essentials such as lunch boxes, hats and coats, and flat/foldable bags are allowed. ▪ Children and parents/carers are asked not to bring in any sweets or cakes for birthday celebrations. We will continue to make birthdays special by singing to children in class. 	<p>Y</p>		<p>L</p>

4.7 Safety arrangements for the use of medical rooms					
<p>The configuration of medical rooms may compromise social distancing measures</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Children requiring first aid will be treated in class where appropriate. ▪ Staff should call the office for assistance when a temperature needs to be taken. Children should not be taken to other areas of school to have their temperature checked. ▪ Children who are ill but DO NOT HAVE COVID symptoms will await parent/carer pick up in their classroom and will be handed over to parents/carers from the main entrance ▪ Children who DO have COVID symptoms will be cared for in the medical room whilst collection is arranged. ▪ It is important that the child takes the shortest possible route to the medical room. ▪ Staff requiring a second opinion should call for guidance rather than taking child to see other members of staff. <p>In the 'medical room', PPE is only required in the following situations:</p> <ul style="list-style-type: none"> ▪ when a 2m cannot be maintained – wear a face covering ▪ if contact is necessary – wear gloves, an apron and a face covering risk of fluids entering the eye – also wear a visor to provide eye protection. ▪ However, staff are able to wear PPE if they choose. ▪ If they need to go to the bathroom while waiting to be collected, they should use the accessible toilets if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. ▪ 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 ▪ Once the children has left the premises, the staff member that cared for the child must ensure that all surfaces and contact 	<p>Y</p>	<ul style="list-style-type: none"> ▪ Enhanced cleaning plan include procedures for cleaning any space that has been used by a child with COVID symptoms 	<p>L</p>

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<p>points that the child came into contact with (including the bathroom if used) are thoroughly disinfected/cleaned</p> <ul style="list-style-type: none"> Any member of staff providing assistance to someone with symptoms and any children 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	H	<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/hand wash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every teaching and washing space KS2 children will take some responsibility for cleaning surfaces unless they have a skin condition which does not allow this Younger children will be encouraged to take responsibility for cleaning surfaces as per the above statement re skin conditions All staff will understand and take responsibility for keeping their ZONES clean and tidy 	Y	<ul style="list-style-type: none"> Cleaning systems and procedures have been communicated with staff 	L
5.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that children and staff do not wash their hands with sufficient frequency	H	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	Y	<ul style="list-style-type: none"> Continue to monitor soap stock levels (SSO and Office team) 	L
Children forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> Staff training includes the need to remind children of the need to wash their hands regularly and frequently. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. 	Y	<ul style="list-style-type: none"> Handwashing instruction reiterated by staff upon children's return to a school with compulsory, continual 	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> ▪ School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. ▪ Children 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 		reminders – visual and verbal.	
Equipment and resources	H	<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 ▪ Children will be limited to what they can bring into school to: lunch boxes, hats, coats, books, stationary and mobile phones when permitted 	Y	<ul style="list-style-type: none"> ▪ Children in KS1 and KS2 will bring a pencil case into school with equipment required specified by school 	L
5.3 Personal Protective Equipment (PPE)					
Children 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	H	<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 ▪ Staff are reminded that wearing of gloves is not a substitute for good handwashing. ▪ Face coverings are not ordinarily required in school by children. Children under the age of 11 are not required to wear face coverings in or out of school including public transport. 	Y	<ul style="list-style-type: none"> ▪ "Sufficient PPE has been ordered for all schools in FPMAT as a means of supporting staff confidence in returning to work specifically BAME members of staff. Staff will be issued with government guidance relating to PPE use and effectiveness but individuals will be able to make their own decision. ▪ Supplies have been estimated to last for an initial 8 weeks. Use will be reviewed and more stock ordered if this is required by staff." 	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> Clinically vulnerable staff and /or children may personally elect to use PPE as an additional control for their own safety and emotional well-being. This will be supported if it is agreed through the VERA process. 			
6. Curriculum organisation					
Children may have fallen behind in their learning during the school closure and achievement gaps will have widened	H	<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 children who have fallen behind in their learning. 	Y	Baseline assessments will be carried out in the first 3 weeks of term to inform planning	L
Children moving on to the next phase in their education do not feel prepared for the transition	H	<ul style="list-style-type: none"> A plan is in place for pastoral staff to speak with children and their parents about the next stage in their education and resolve any issues. 	Y	Parents/ carers will be encouraged to make appointments to meet with staff if they have any concerns	L
Curriculum is restricted and children's education is impacted negatively	H	<ul style="list-style-type: none"> Deliver a broad and balance curriculum whilst minimising contact and mixing. Teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable, on the understanding that adult to child and adult to adult social distancing is maintained and hygiene arrangements followed. Minimise the contact between and across groups for adults and children to reduce the risk of possible transmission, whilst maintaining the benefits of specialist teaching, intervention support and pastoral care. 	Y	<ul style="list-style-type: none"> Ensure staff conducting support to different groups are confident with the social distancing and hygiene procedures for this 	L
Risk of infection from singing, chanting, playing wind or brass instruments and shouting	M	<ul style="list-style-type: none"> Musical instruments will not be shared Singing groups resume after the first half term 	Y		L
Children with SEND do not have their needs met due to restrictions.	L	<ul style="list-style-type: none"> Vulnerable children including those with an EHC Plan have been subject to risk assessment discussions under the LAs guidance 	Y	<ul style="list-style-type: none"> EHCP individual risk assessments to be reviewed 	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<p>for SEND (based on Government guidance) with resources and staff deployed appropriately.</p> <ul style="list-style-type: none"> Teaching assistants and specialist staff will be deployed to ensure that appropriate support is made available. This will include working with children in different classes or year groups and may involve support through catch up provision and/or targeted interventions. In the event of a local lockdown or outbreak, flexibility around EHCP provision will need to be considered – school to seek advice as necessary. 		and IEP reviews to be scheduled	
Ensuring full support for children with SEND (SEND Support and EHC Plans	L	<ul style="list-style-type: none"> 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 External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing the school’s visitor’s policy and mirroring expectations on staffing behaviours in terms of hygiene and interaction. 	Y	<ul style="list-style-type: none"> Review individual risk assessments for EHCP children 	L
Children and or staff are exposed to infection whilst on a school visit	M	<ul style="list-style-type: none"> Full and thorough risk benefit assessments in relation to all educational visits will be undertaken to ensure that any public health advice, such as hygiene and ventilation requirements, is taken into account and mitigated where possible. Guidance: https://www.gov.uk/government/publications/health-and-safety-oneducational-visits 	y	<ul style="list-style-type: none"> Risk benefit assessments for LOtC trips include mitigating actions for reducing the risk of COVID transmission and checked by the Educational Visits Coordinator 	
Arrangements for remote learning are insecure or unsustainable to ensure provision for children self-isolating	L	<p>To secure the statutory duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The following arrangements are in place and are subject to constant monitoring and review:</p> <ul style="list-style-type: none"> the remote learning offer is equivalent to the core teaching children would receive in school (delete as appropriate): Key Stage 1: 3 hours a day on average across the cohort, with less for younger children Key Stage 2: 4 hours a day 	Y	<ul style="list-style-type: none"> The full school Remote Education Policy has been shared with all staff and parents and can be viewed on the school website The effectiveness of remote learning is continually reviewed 	

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> Systems are in place for checking, daily, whether children are engaging with their work 			
Children are unable to access the online offer	L	<ul style="list-style-type: none"> The Pearl Hyde Remote Learning Policy sets out arrangements to overcome digital poverty, including the methods by which school can support families by loaning devices to use for online learning and how to support a lack of internet or WIFI access A series of parent guides to support the use of online technology (e.g. live Teams sessions) has been shared and updates or developments are shared to the parent/carer community in a timely fashion The remote learning policy and further guidance on the school website offers support to parents to enable them to construct a learning environment within their home The Pearl Hyde Remote Learning Policy also sets out the arrangements for disengagement of children in remote learning including: regular phone calls from the class teacher and/or learning mentor; fortnightly small group Zoom calls with class teachers focused on wellbeing and support; regular live Microsoft Teams sessions with the whole class to maintain 	Y	<ul style="list-style-type: none"> Children engagement with the remote learning offer is monitored continuously The effectiveness of remote learning is continually reviewed 	
7. Enhancing mental health support for children and staff					
7.1 Mental health concerns – children					
Children’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support children with mental health issues. There is access to designated staff for all children who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/ /children briefings (stories/toy characters are used for younger children to help talk about feelings). Resources/websites to support the mental health of children are provided. School recognises that children may still be experiencing a variety of emotions in response to the COVID19 pandemic such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social 	Y	<ul style="list-style-type: none"> Sharing of available resources as signposted to schools to support provision 	M

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		worker and young carers. The school continues to support children’s wellbeing through curriculum activities (e.g. PSHE) and activities related to the Stivichall Values Curriculum (e.g. children-led virtual assemblies on wellbeing) and provides more focused pastoral support for children’ individual issues, drawing on external support where necessary and possible (e.g. NHS Primary Mental Health Team			
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	M	<ul style="list-style-type: none"> ▪ Staff are encouraged to focus on their wellbeing. ▪ Senior leaders balance staff wellbeing against potential educational benefits when introducing new procedures and/ or initiatives. Where possible, previous procedures are removed to make time for new ones. ▪ Senior leaders have ensured that there is generous allocation to complete necessary tasks within the 1265 calculation. ▪ 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 ▪ Where there have been changes to staff deployment these will have been discussed with staff individually 	Y	<ul style="list-style-type: none"> • Several counsellors are employed by the MAT and are available to staff from all schools to support any mental health and well-being issues. 	M
7.3 Bereavement support					
Children and staff are grieving because of loss of friends or family	H	<ul style="list-style-type: none"> ▪ The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council’s critical incident team ▪ Support is requested from other organisations when necessary. 	Y		M

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

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.	H	<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	<ul style="list-style-type: none"> ▪ "A wide variety of communications are used to ensure governors remain up to date with COVID-19 developments in education and are well placed to understand the actions taken and required by individual schools. Headteacher’s regularly share newsletters and examples of school activity to ensure governors have examples of good practice ▪ MAT newsletters for staff and parents are shared with governors every half-term." 	L
Governors are not fully informed or involved in making key decisions	H	<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		L
Impact on staff of work - life balance and wellbeing is overlooked.	M	<ul style="list-style-type: none"> ▪ Governing Boards and school leaders should have regard to staff (including the headteacher) work life balance and wellbeing. ▪ Ensure that measures being put into place are explained to staff and involved them in the process 	Y	Outline measures and considerations in place to address work life balance with staff.	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

8.2 Policy review					
<p>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. ▪ Behaviour policies recognise that adverse experiences of lockdown and or lack of routine and regular attendance at school may lead to levels of disengagement, anxiety and behavioural responses setting reasonable and proportionate expectations of behaviour and make appropriate provision to support ▪ Staff, children, parents and governors have been briefed accordingly. ▪ Governors have approved revisions 	<p>Y</p>		<p>L</p>
<p>Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning</p>	<p>H</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>Y</p>		<p>M</p>
9. Other operational issues					
9.1 Review of fire procedures					
<p>Fire procedures are not appropriate to cover new arrangements</p>	<p>H</p>	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required • Staff and children have been briefed on any new evacuation procedures. 	<p>Y</p>		<p>L</p>

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. 			
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. 	Y		L
Fire marshals absent due to self-isolation	H	<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		L
9.3 Contractors working on the school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	M	<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, children 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/children 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		L
10. Additional site-specific issues and risks					
Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					