

BRIDGEWATER PRIMARY SCHOOL OPERATIONAL RISK ASSESSMENT

CHECKS AND BALANCES: RESPONDING TO COVID-19

A toolkit to support leaders

Staying COVID Secure – Our Commitment

- ✓ We recognise the risk posed by Coronavirus (COVID-19) to our staff, pupils and their families. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment.
- ✓ We will put in place appropriate protective measures to ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and pupils.
- ✓ We will share this Risk Assessment and its findings with employees and consult on its contents.
- ✓ We will continue to comply with all relevant Health and Safety Legislation.
- ✓ We will have regard to statutory guidance in particular the guidance issued by the Department of Education regarding school reopening and implementing protective measures in education and childcare settings against COVID-19.
- ✓ We have regard to advice and guidance issued by Public Health England.

COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 2nd July 2020 as follows: [Actions for schools during the coronavirus outbreak](#)

Assessment conducted by:	E. Henderson	Job title:	Headteacher	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
Date of initial assessment:	27 th August 2020	Review interval:	As required - at least	Date of last review:	27 th January 2021

Related documents

<p>School/Trust/Local Authority documents/ :</p> <p>Reopeing document Staff and visit Handbooks Summary of Governemnt guidance documents</p>	<p>Government guidance:</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19 https://www.gov.uk/government/publications/staying-alert-and-safe-social- https://www.gov.uk/guidance/national-lockdown-stay-at-home#clinically-vulnerable-people https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools coronavirus operational guidance.pdf</p>
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Record of Review

Review Date	Overview of review
15/9/20	Policies check, CEV check
24/9/20	No changes

8/10/20	Update to Fire drill
22/10/20	New section - Section 8 page 24 - Direct transmission of COVID-19 virus - Use of the NHS COVID-19 app in Schools and Further Education Colleges
13/11/20	Updated section on contractors (page 21)
4/1/21	Tier 4 review
27/1/21	New section – Section 9 page 26 – Lateral Flow Antigen Tests
26/2/21	New section – Section 10 page 33 – Minimising Transmission from 8th March

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	M
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
1. Establishing a systematic process of full re-opening, including social distancing					
1.1 Organisation of teaching space					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
Classroom sizes will not allow adequate social distancing for the staff	H	<ul style="list-style-type: none"> Schools assess their circumstances and identify distinct groups or 'bubbles' of pupils that do not mix. (These maybe small groups, classes or year groups.) Whatever the size of group, pupils should be kept apart from other groups where possible, and older children encourage to social distance within groups. Classrooms re-modelled, with chairs and desks in place to allow for social distancing where appropriate. Adaptations to classrooms should include seating pupils side-by-side and facing forwards. Clear signage displayed in classrooms promote social distancing. Keep classrooms well ventilated If possible, adults should maintain a 2-metre distance from each other, and from children Adults should avoid close face-to-face contact and minimise time spent within 1 metre of anyone. Where staff or children cannot maintain distancing, particularly with younger children in primary schools, keep in smaller separated groups. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M
Use of large spaces such as the hall, sports hall, dining hall and outdoors	H	<ul style="list-style-type: none"> Groups or bubbles should be kept apart meaning schools should avoid large gatherings such as assemblies or collective worship. Large indoor and outdoor spaces can be used, but arrangements should be in place for maximising social distancing between pupils and staff and paying scrupulous attention to cleaning and hygiene. Maximise use of external areas for outdoor sports, again observing social distancing ensuring sports equipment is thoroughly cleaned between each use by different groups. Contact sports must be avoided. 	<p>Y</p> <p>Y</p> <p>Y</p>		M
1.2 Availability of staff and class sizes					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning if needed	H	<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. Full use is made of those staff who are self-isolating or with extreme vulnerabilities but who are well enough to plan/prepare/teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. Full use is made of testing to inform staff deployment. If any school has concerns about staffing capacity, then contact the LA or Trust Board 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M
1.3 The school day					
The start and end of the school day create risks of breaching social distancing guidelines	H	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups. Staff, parents and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Floor markings are visible where it is necessary to manage any queuing. Guidance is in place for removing face coverings when pupils and staff who use them arrive at school, and this should be communicated clearly to them. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M
1.4 Planning movement around the school					
Movement around the school risks bubbles mixing and/or breaching social distancing guidelines as appropriate (See also section 3.4)	H	<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 such as entrances and exits are identified and managed accordingly. Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. Lesson change overs are staggered to avoid overcrowding. Pupils are regularly briefed regarding observing social distancing guidance. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M

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		<ul style="list-style-type: none"> • Appropriate duty rota and levels of supervision are in place. 	Y		
1.5 Use of resources					
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened Ensuring curriculum resources are used safely	M	<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 gaps identified. • Exam syllabi are covered. • Plans for intervention are in place for those pupils who have fallen behind in their learning. • Pupils limit the amount of equipment they bring into school each day to agreed essentials. • Bags are allowed. • Staff and pupils have their own pens and pencils and other such frequently used equipment • Classroom based resources such as books and games can be used and shared within the group. These should be cleaned regularly • Shared resources, (between classes or bubbles) such as sports, art and science equipment should be cleaned frequently or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) • Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) • Pupils and teachers can take books and shared resources home although unnecessary sharing should be avoided. 	Y Y Y Y Y Y Y Y Y Y		L
1.6 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines	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 have been briefed on the use of these rooms, and use is staggered 	Y Y		M
1.7 Managing the school lifecycle					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
Making progress with the school's autumn term calendar and future work plan considering of COVID-19 measures	M	<ul style="list-style-type: none"> School calendar for the autumn term is rationalised and is informed by DFE expectations of a broad curriculum from the start of the Autumn term with the aim of returning to the school's normal curriculum in all subjects by summer 2021 Schools continue to build capacity to educate pupils remotely where this is needed. School recruitment continues as usual. 	Y Y Y		L
Pupils joining the next phase in their education do not feel prepared for the transition	M	<ul style="list-style-type: none"> A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts Induction days for pupils and parents are planned... 	Y Y Y Y		L
1.8 Governance and policy					
Governors are not fully informed or involved in making key decisions	M	<ul style="list-style-type: none"> Meetings (online or face-to-face) held with governors when key decisions need to be made. Governing bodies are involved in key decisions on reopening the school. Governors are briefed regularly on the latest government guidance and its implications for the school. 	Y Y Y		L
1.9 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance, visits visitors and other policies are no longer fit for purpose in the current circumstances	H	<p>All relevant policies:</p> <ul style="list-style-type: none"> Safeguarding Health and Safety Fire Evacuation Behaviour Attendance Visitors Visits <p>have been revised to take account of government guidance (Guidance for full opening – schools 2 June 2020) Staff, pupils, parents and governors have been briefed accordingly.</p>	Y Y Y Y Y Y	<p><i>July 2020</i> <i>Sept 2020 -</i> <i>July 2020</i> <i>July 2020</i> <i>Sept 2020</i> <i>Sept 2020</i> <i>Sept 2020</i></p>	M

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		<ul style="list-style-type: none"> Safeguarding Leads (and deputies) are designated extra time during the first few weeks of term to support staff and pupils regarding new safeguarding and welfare concerns 	Y		
1.10 Communication strategy					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	H	Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff Pupils Parents Governors/Trustees Local authority Professional associations Other partners including visitors 	Y Y Y Y Y Y Y		M
1.11 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> An updated staff handbook is issued to all staff prior to full reopening. Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control including hand hygiene, respiratory hygiene and enhanced cleaning regimes Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 	Y Y Y Y Y Y		M
New staff are not aware of policies and procedures prior to starting at the school when it reopens	M	<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 updated staff handbook is issued to all new staff prior to them starting. 	Y Y		L
1.12 Free school meals					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
Pupils eligible for free school meals do not continue to receive vouchers if they are unable to attend (e.g. due to self-isolation or following clinical advice)	M	<ul style="list-style-type: none"> A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school. 	Y		L
1.13 Risk assessments					
Risks are not comprehensively assessed in every area of the school considering COVID-19, leading to breaches of social distancing and hygiene guidance.	H	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies / additional controls are put in place and communicated to staff covering: <ul style="list-style-type: none"> Delivering aspects of the curriculum, especially for practical subjects and especially where shared equipment is required to be used External visits Managing visitors 	Y Y Y Y		M
1.14 School transport					
Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times	M	<ul style="list-style-type: none"> The details of how pupils will travel to and from school are known prior to opening. Effective liaison with bus companies is used as a basis for planning staggered start and departure times. Parents reminded of the need to ensure social distancing and changes to drop off and pick up routines, Plan parents' drop-off and pick-up protocols that minimise adult to adult contact Guidance is in place regarding the removal of face coverings on arrival at school 	Y Y Y Y		L
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Cleaning					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
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"> • A return-to-work plan for cleaning staff (including any environmental cleans) is agreed with contracting agencies prior to opening. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all frequently touched surfaces and welfare areas. • More frequent cleaning of rooms that are used by different groups • Regular cleaning of toilets • Pupils encouraged to clean hands after use of toilets • Working hours for cleaning staff are increased. • Develop a culture of shared responsibility for keeping areas clean. • Ensure 3rd Party risk assessments (e.g. from cleaning companies) are shared with the school. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M
2.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils 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 purchased if necessary. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. • Handwashing is built into the daily routine and is supervised by staff. • Teachers should ensure they wash their hands and surfaces, before and after handling pupils' books • Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M
Pupils forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> • Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently to include start of school day, after breaks and after using any shared equipment • 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 should be encouraged where possible not to touch their faces or to put objects in their mouths. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M
2.3 Clothing/fabric					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
Not wearing clean clothes regularly may increase the risk of the virus spreading	M	<ul style="list-style-type: none"> Uniform is worn and washed regularly as normal Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks Expectations and guidance are communicated to parents. Uniform that cannot be machine washed should be avoided. Consider leeway for any child who has grown out of any parts of their uniform since March but whose parents cannot currently replace it. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
The use of resources and equipment may not be cleaned frequently enough	H	<ul style="list-style-type: none"> Students and staff to have their own pens and pencils etc. Classroom resources to be shared only within the bubble and cleaned regularly Resources that are shared between bubbles to be cleaned frequently and always cleaned or rotated and out of reach for a period of 48 hours (72 hours for plastics) between each bubble's use. Outdoor equipment to be regularly cleaned Limit equipment that pupils bring to school to lunch box, hat, coat, books, stationery and mobile phones. Limit unnecessary sharing of resources as much as possible. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M
2.4 Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	H	<ul style="list-style-type: none"> Guidance on getting tested has been published. The guidance has been explained to staff as part of the induction process. Health and Wellbeing support is available through the LA https://myzone.salford.gov.uk/people-zone/health-and-wellbeing 	<p>Y</p> <p>Y</p> <p>Y</p>		M
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	H	<ul style="list-style-type: none"> 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 the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms (no one with symptoms should attend a setting for any reason). 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. Local Authority process is followed when anyone displays symptoms 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M

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		<ul style="list-style-type: none"> A record of any COVID-19 symptoms in staff or pupils is reported to the trust and local authority. 			
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	H	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance and local authority process 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. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y Y Y		M
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	H	<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. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders 	Y Y Y		M
2.5 First Aid/Designated Safeguarding Leads					
The lack of capacity / availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	H	<ul style="list-style-type: none"> Ensure staff First Aid training is booked and accessed if First Aid Certificate has expired. Where there is a good reason why this is not possible, First Aid certificates to be extended till 30th December 2020 A programme for training additional staff is in place. Collaborative arrangements for sharing staff with other schools in the locality have been agreed. All relevant staff are aware of all pupils in school with relevant health conditions DSL and Deputy DSL to be given more time at start of term to provide support to staff and pupils Ensure good communication with school nurses. 	Y Y Y Y Y		M
2.6 Medical rooms					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
Medical rooms are not adequately equipped or configured to maintain infection control	H	<ul style="list-style-type: none"> • Social distancing provisions and PPE where needed for personal care are in place for medical rooms. • 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. 	Y Y Y		M
2.7 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	M	<ul style="list-style-type: none"> • As part of the overall communications strategy referenced in Section 1, 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 created. • Risk assessment to be published on school website (unless staff group is less than 50) 	Y Y NA Y	Updated information shared regularly with parents and available on website	L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	M	<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		L
2.8 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	H	<ul style="list-style-type: none"> • Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. • Those staff required to wear PPE 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. • Ensure that 3rd party employers (e.g. catering and cleaning companies) have shared risk assessments with the school. 	Y Y Y Y		M

3. Maximising social distancing measures					
3.1 Pupil behaviour					
Pupils' behaviour on return to school does not comply with social distancing guidance	H	<ul style="list-style-type: none"> • Where appropriate, clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Staff model social distancing consistently Between adults; adults and pupils (where possible); and between bubbles. • The movement of pupils around the school is minimised. • Large gatherings that break bubbles are avoided. • Break times and lunch times are staggered and structured to support maintenance of bubbles and social distancing where appropriate and are closely supervised. • The school's behaviour policy has been revised to include Supportive inclusive guidance, trauma informed compliance with social distancing communicated to staff, pupils and parents. - and reinforced regularly • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. • Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. • Consistently impose sanctions when rules are broken, in line with the behaviour policy, as well as positively reinforcing well-executed rules through encouragement and rewards. • All pupils and staff understand this is now part of how school operates. 	<p>Y</p>		M

3.2 Classrooms and teaching spaces					
The size and configuration of classrooms and teaching spaces does not support compliance with bubble model and social distancing measures	H	<ul style="list-style-type: none"> • Home base arrangements in place for pupils unable to return yet, or pupils working remotely due to a local outbreak • Engagement with high quality remote education is monitored. • Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance i.e. staff socially distancing from pupils • Small adaptations to the classroom to support distancing where possible, e.g. seating pupils side by side. Move unnecessary furniture out of classrooms to make more space. • Teachers and other staff operating across different classes and year groups in order to facilitate delivery of the school timetable keep their distance from pupils and other staff as much as they can. • All pupils and staff to clean hands when they change rooms Arrangements are reviewed regularly. 	Y Y Y Y Y		M
3.3 Movement in corridors					
Social distancing guidance is breached when pupils circulate in corridors	H	<ul style="list-style-type: none"> • See section 1..4: <i>Planning Movement around the school</i> 	Y		M
3.4 Break times					
Pupils may not observe maintaining bubbles and social distancing where appropriate at break times	H	<ul style="list-style-type: none"> • Break times are staggered. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas including all drop off and collection points. • Supervision levels have been enhanced, to support social distancing. • All pupils and staff clean their hands when they return from breaks 	Y Y Y Y Y		M
3.5 Lunch times					
Pupils may not observe maintaining social bubbles and social distancing where appropriate at lunch times	H	<ul style="list-style-type: none"> • Rotas are in place to prevent bubbles mixing • Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • Dining area layouts have been configured to ensure social distancing and maintaining bubbles. • Tables and chairs have been cordoned off where this is not possible. • Floor markings are used to manage queues and enable social distancing. • Additional arrangements are in place, such as staggering lunch times, 	Y Y Y Y Y Y		M

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		<p>delivering grab bags to classrooms, pupils eating in classrooms or other spaces.</p> <ul style="list-style-type: none"> Guidance has been issued to parents and pupils on packed lunches Eating areas are cleaned after lunch and between groups 	<p>Y</p> <p>Y</p> <p>Y</p>		
3.6 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	H	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. Floor markings are in place to enable social distancing. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues and school policy is amended to reflect this The toilets and sinks 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. - building these routines into school culture 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		M
3.7 Medical Rooms					
The configuration of medical rooms may compromise social distancing measures	H	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. 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. 	<p>Y</p> <p>Y</p> <p>Y</p>		M

3.8 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> • 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. • Any essential visitors asked to comply with all required control measures. • All visitors sign in with contact details – to be used in the event of a local outbreak Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). • Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable). 	Y		M
			Y		
			Y		
			Y		
			Y		
			Y		
3.9 Arrival and departure from school					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	H	<ul style="list-style-type: none"> • Start and finish times are staggered. • The use of available entrances and exits is maximised. • Removing face coverings when pupils and staff who use them arrive at school is communicated clearly to them • Pupils and staff clean hands on arrival and departure to school • 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. 	Y		M
			Y		
			Y		
			Y		
			Y		
			Y		
3.10 Transport					
The use of public and school transport by pupils poses risks in terms of social distancing	H	<ul style="list-style-type: none"> • Guidance is in place for pupils and parents on how social distancing can be observed on public transport. This includes advice on the use of face coverings for pupils over the age of 11 • Survey parents on their typical routes to school and potential alternatives. • ‘Safer travel guidance for passengers’ is shared with families using public transport. • Settings should also consider ways to minimise use of public transport to get to and from school at peak time, e.g. ‘walking buses’ • Guidance is in place for dedicated school transport – social distancing does not apply from the autumn term if systems are in place to minimise risk of transmission • Removing face coverings when pupils and staff who use them arrive 	Y		M
			N		
			Y		
			Y		
			Y		
			Y		

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		at school is communicated clearly to them	Y		
3.11 Staff areas					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	H	<ul style="list-style-type: none"> Plan how shared staff spaces are used to help staff distance from each other Use of staff rooms minimised. 	Y		M
			Y		
4. Continuing enhanced protection for children and staff with underlying health conditions					
4.1 Pupils with underlying health issues					
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	H	<ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. Schools have a regularly updated register of pupils with underlying health conditions. 	Y		M
			Y		
			Y		
			Y		

4.2 Staff with underlying health issues					
<p>Staff with underlying health issues (extremely vulnerable, vulnerable or at heightened risk) are not identified and so measures have not been put in place to protect them</p>	<p>H</p>	<ul style="list-style-type: none"> • All members of staff with underlying health issues, those within vulnerable groups or those with extreme vulnerabilities have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. • Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff with extreme vulnerabilities are working from home, Those who are vulnerable are working from home or in work following an individual risk assessment, and those with heightened risk factors (page 9 of the individual risk assessment) have had a risk assessment. . • Current government guidance is being applied. 	<p>Y Y Y Y Y</p>		<p>M</p>
4.3 Staff at higher risk of developing more severe complications					
<p>Employees with additional risk factors and measures have not been put in place to protect them. (Additional risk factors are BAME, smoking, high blood pressure, obesity, age, disability, pregnancy)</p>	<p>H</p>	<ul style="list-style-type: none"> • Employees have had discussions with their line managers and provided with clear guidance specific for their needs. • Employees have been asked to make their line manger aware of any underlying health conditions and the manager has sought to ensure that the appropriate guidance has been acted upon. • The service is clear about the definitions and associated mitigating strategies relation to people who have any additional risk factors. The following are classed as additional risk factors; BAME, smoking, high blood pressure, obesity, age, disability, pregnancy • Records are kept of this and regularly updated. • Members of staff with additional risk factors have been asked to seek and act on the advice of their GP/consultant/midwife/occupational health or current government advice. • Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as having an additional risk factor. • All staff with additional risk factors that put them at increased risk from COVID-19 are working in line with national guidance and the services' risk assessment. • Current government guidance is being applied. 	<p>Y Y Y Y Y Y Y</p>		<p>M</p>
5. Enhancing mental health support for pupils and staff					

5.1 Mental health concerns – pupils					
Pupils' mental health 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"> • There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). • Resources/websites to support the mental health of pupils are provided 	Y		L
			Y		
			Y		
			Y		
5.2 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. • 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. (e.g. Salford Wellbeing Programme) 	Y		L
			Y		
			Y		
			Y		
Working from home can adversely affect mental health	M	<ul style="list-style-type: none"> • Staff working from home due to self-isolation have regular catchups with line managers. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans have been agreed with support provided where necessary. • Staff working from home may help provide remote learning for any pupils who need to stay at home. 	Y		L
			Y		
			Y		
			Y		
5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	M	<ul style="list-style-type: none"> • The school has access to trained staff who can deliver bereavement counselling and support. • Support is requested from other organisations when necessary. 	Y		L
			Y		
6. Operational issues					
6.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> • Possible absence of fire marshals • Maintenance of bubbles and Social distancing measures during evacuation and at muster points 	Y	<i>Fire drill – 5th October</i>	M
			Y		
			Y		

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		<ul style="list-style-type: none"> 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. New arrangements are tested and amended if necessary 	Y		
			Y		
			Y		
			Y		
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place for early in the autumn which are in line with maintaining bubbles and social distancing measures. 	Y		M
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	Completed 3/9/20	M
6.2 Managing premises on reopening after closure during the school holidays					
All systems may not be operational	M	<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. All systems have been recommissioned. 	Y		L
			Y		
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		M
			Y		
6.3 Contractors working on the school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		<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. 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	ESP – 9-11 Nov outside structures	
			Y		
			Y		
			Y		
			Y		
			Y		

7. Finance					
7.1 Costs of the school's response to COVID-19					
The costs of additional measures and enhanced services to address COVID-19 when reopening places, the school in financial difficulties	M	<ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. 	Y		L
			Y		
			Y		
			Y		
			Y		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
8. Direct transmission of COVID-19 virus - Use of the NHS COVID-19 app in Schools and Further Education Colleges					
<p>https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges</p> <p>The NHS COVID-19 APP https://covid19.nhs.uk/pdf/introducing-the-app.pdf is available to download for anyone aged 16 or over if they choose.</p> <p>App features:</p> <ul style="list-style-type: none"> • Trace – alerts the individual if they were in close contact with a confirmed case • Alert – provides the individual with the risk level associated with coronavirus (COVID-19) in their local area, based on the postcode district they enter • Check in – allows the individual to check in to locations via the app and official NHS QR codes • Symptoms – allows the individual to check symptoms against government guidance and to get advice • Test – allows the individual to order a free test and to receive results and advice via the app • Isolate – provides an isolation ‘companion’, which counts down how many days they have left to isolate and provides links to useful advice • Bluetooth must be enabled for the app to work • If an individual tests positive for COVID-19, the app will ask them to allow others they have been in contact with to be alerted. • The tracing function can be paused • A reminder can be set to switch the app back on • The app does not work if the phone is switched off 					
<p>Direct transmission of COVID -19 virus from being in close proximity to people with the virus. I.e. person to person transmission (hand to hand, hand to mouth, hand to body)</p> <p>Risk to: School employees parents, pupils and the general public Ill health (e.g. Respiratory symptoms, fever, cough, shortness of breath In more severe cases, infection can cause pneumonia, severe acute respiratory syndrome,</p>	H	<ul style="list-style-type: none"> • Schools may want to discuss the use of the app with their students. • Schools may want to communicate the use of the app with parents/carers. • For some young people (SEND) parents will need to decide whether this is appropriate for their child. • Staff will also be able to use the app. • Guidance and further information for Students and parents https://covid19.nhs.uk/ is shared. • Schools advise students that any notifications are communicated to a member of staff so the process around the student beginning self-isolation can be put in place. • Schools consider how and when students are able to access their mobile device to check for notifications. • If devices are in lockers, the Tracing app should be paused to avoid picking up contacts when the owner is not near their phone – reminders to switch back on can be set). • If devices stay with students during the day, they must be on silent and in pockets or bags. • If students phones are confiscated they should be asked to pause the 	<p>N</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>NA</p> <p>Y</p> <p>NA</p> <p>NA</p>	Not age appropriate	L

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
kidney failure and even death)		<p>Contact Tracing App.</p> <ul style="list-style-type: none"> All school staff have been made aware of the features of the app and the processes to follow within school in regards to the app and any notifications received by themselves or a student. School will continue to engage with NHS test and Trace along-side the app being used. The use of the app does not replace the procedures which the school follows in the case of the setting being notified of a student or staff member testing positive for covid. Escalation processes remain the same. The use of the app does not replace the requirement for social distancing Individuals must still report a positive case to the school setting Staff members receiving a notification via the app must still notify an appropriate person at the school setting before leaving to self -isolate Under 16's The app is available to over 16's but it may happen that a younger student has downloaded the app. In this instance if they inform you of a notification you should follow your usual procedures. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
<p>Direct transmission of COVID-19 - Schools or Further Education colleges where members of the public may take part in activities or make use of your premises</p> <p>The app has a check-in feature which enables a venue to register for an official NHS QR code and allows users to 'check-in' to participating venues on their app by scanning that code. https://covid19.nhs.uk/pdf/user-qr-guide.pdf</p>					
<p>Direct transmission of COVID -19 virus from being in close proximity to people with the virus. I.e. person to person transmission (hand to hand, hand to mouth, hand to body)</p> <p>Risk to: School employees parents, pupils and the general public Ill health</p>		<ul style="list-style-type: none"> If the Schools/FE premises comes within the scope of the current guidance for maintaining records of staff, customers and visitors to support the NHS Test and Trace we will display an NHS QR poster in line with the 'working safely during coronavirus (COVID-19) outbreak' https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace When needed create an NHS QR code posters online for free: https://www.gov.uk/create-coronavirus-qr-poster and display it. Use the NHS QR codes and the app for recording external visitors (and providing those visitors' details to NHS Test and Trace in the 	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>		

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
(e.g. Respiratory symptoms, fever, cough, shortness of breath In more severe cases, infection can cause pneumonia, severe acute respiratory syndrome, kidney failure and even death)		event of a positive case) if it is more effective than the existing system. <ul style="list-style-type: none"> • Use NHS QR check-in if hosting an event, e.g. Nativity or student art show for visitors (not students or staff). • Use NHS QR check-in if premises are being let out during evenings, weekends or holidays to external providers. 	NA NA		

9. Lateral Flow Antigen test -Lateral Flow Antigen testing involves the processing of human nasal and throat swab samples with a Lateral Flow device. The device detects a protein (antigen) produced by the virus at its most infectious stage. If present in the person's sample, a coloured line appears on the device that can be read between 20-30 minutes.

Target population: Primary school staff

Testing regime: Bi-weekly Lateral Flow Device (LFD) tests spaced 3-5 days apart for primary staff, from 1st February 2021, with confirmatory Polymerase Chain Reaction (PCR) test carried out where a LFD is positive to confirm a COVID-19 Positive cases.

What are the Hazards?	Who might be harmed and how?	Risk Rating prior to action	Current Control Measures	Risk Rating with Control Measures in place	Are risks adequately controlled for work task to go ahead, or will further control measures be required? (Detail any additional measures)	Action required by Whom	Date action required by
Direct or Indirect transmission of COVID -19 virus	Employees, individuals presenting for test	H	<u>GENERAL MEASURES APPLICABLE TO ALL</u> <ul style="list-style-type: none"> • The test process is following DHSC Clinical Standard Operating Procedure (SOP) for staff 	M	All supporting documentation is available on the		

<p>from being in close proximity to people with the virus. i.e. person to person transmission (hand to hand, hand to mouth, hand to body). Or from contact with contaminated surfaces.</p>	<p>(subjects), pupils, volunteers and the general public</p> <p>Ill health (e.g. Respiratory symptoms, fever, cough, shortness of breath</p> <p>In more severe cases, infection can cause pneumonia, severe acute respiratory syndrome, kidney failure and even death)</p>		<p>self-testing with Lateral Flow Antigen Testing Devices in primary schools and school-based nurseries.</p> <ul style="list-style-type: none"> It has been made clear to all staff that all existing covid-19 control measures within the main school risk assessment continue to be in place and should be adhered to at all times. Kits are to be used only by the person to whom they are assigned, they are not for use by family members. Staff have the option to opt into the testing programme – it is not compulsory 		<p>sharing platform</p> <p>Primary Schools Document Sharing Platform - Google Drive</p> <p>All staff participating sign to say all documentation has been read</p>		
		M	<p><u>STORAGE OF TESTING KITS</u></p> <ul style="list-style-type: none"> On receipt of the test kits the school will record the lot number Kits will be stored securely at room temperature 	L			
		M	<p><u>DISTRIBUTION OF TESTING KITS</u></p> <ul style="list-style-type: none"> The distribution of kits in school is managed by; Covid-19 Co-ordinator Emma Henderson <p>Registration Assistant Jackie Williams</p> <p>(The same person can undertake both of these roles)</p> <ul style="list-style-type: none"> Face coverings will be worn during the distribution of testing kits 2m social distancing will be maintained during the distribution of testing kits The distribution of test kits will be recorded on 	L			

			<p>a test kit log</p> <ul style="list-style-type: none"> • Staff will sign for receipt and record the lot number of their kit against their name. • The updated 'Instructions for use' are distributed with each testing kit and staff are advised of the correct version to follow. 				
		M	<p><u>MEASURES FOR STAFF SELF ADMINISTERING TEST AT HOME</u></p> <ul style="list-style-type: none"> • Content from the document sharing platform has been made available for all staff as a means of training; <ul style="list-style-type: none"> - An introduction to rapid self-testing - An NHS video demonstrating how to carry out a test - A step-by-step visual guide on how to do the test • Training records to be maintained. • All staff have signed to say sharing platform documents have been read, and videos watched. • All staff have been advised to read the privacy notice. • All staff have signed when read the privacy notice. • The staff member will store the kit at room temperature • The correct version (v1.3.2) of the instructions for use have been provided with each kit. • There are no hazards associated with the extraction solution however, as a precautionary measure, staff are advised to take care with its 	L	<p>Webinars are available to view on the DfE YouTube page;</p> <ol style="list-style-type: none"> 1. Overview 2. How to do a test and recording 		

			<p>use and in the vent of spillage to clean it up immediately and in the event of contact with the skin to rinse.</p> <ul style="list-style-type: none"> • Tests will be carried out at home, in the morning before leaving for work, twice weekly (3 or 4 days apart) • The staff member will leave at least 30 minutes after eating/drinking before taking the test. • Each time they complete a test staff will; <ol style="list-style-type: none"> 1. Report the results online www.gov.uk/report-covid19-result 2. Advise their school of the result so it can be recorded and any relevant actions taken • Staff members are responsible for reporting incidents relating to the testing and will report as follows; <ul style="list-style-type: none"> - Report any clinical issue (eg bleeding, allergic reaction) https://coronavirusyellowcard.mhra.gov.uk - Report any non-clinical issue via 119 (eg items missing from their kit) - Inform their school of any ongoing test related problems 				
		M	<p><u>ACTIONS FOR THE STAFF MEMBER TO TAKE IN THE EVENT OF A VOID RESULT</u></p> <ul style="list-style-type: none"> • In the event that the result of the LFD test is void the staff member will take another test. • If the staff member has two void tests in a row they will book a PCR test. • If a staff member is consistently receiving void results they will be asked to review the training information on carrying out the test to ensure they are following the correct process. 	L			

		H	<p><u>ACTIONS FOR THE STAFF MEMBER TO TAKE ON RECEIPT OF A POSITIVE TEST RESULT</u></p> <ul style="list-style-type: none"> On receipt of a positive LFD test the staff member will advise the school, begin to self-isolate immediately and book a PCR test. Existing guidance should be followed. 	M	In the event that the PCR test is negative they can return to work and cease self-isolating		
		M	<p><u>SCHOOLS LOGGING TEST RESULTS</u></p> <ul style="list-style-type: none"> A test results register/log will be maintained by the school All staff are advised that they must inform their school of their test result so it can be recorded and any relevant actions taken. 	L	Ensure that for GDPR reasons the results register is a separate document to the test kit log		
		H	<p><u>SCHOOLS REPORTING INCIDENTS</u></p> <ul style="list-style-type: none"> Repeated issues will be reported by the school/nursery to the DfE helpline (e.g. multiple repeated void results, leaking/damaged tubes/unclear results) 	M	DfE coronavirus helpline 0800 046 8687		
Mental health and wellbeing of staff involved in testing	Staff	M	<ul style="list-style-type: none"> Educate and raise awareness of testing activities, provide reassurance Staff have been provided with Public Health England Guidance for the public on the mental health and wellbeing aspects of coronavirus (COVID-19) COVID-19: guidance for the public on mental health and wellbeing - GOV.UK (www.gov.uk). -Staff have been provided with COVID-19 mental health link COVID-19 mental health campaign launches - GOV.UK (www.gov.uk) All existing control measures within the whole 	L			

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			school covid-19 risk assessment remain in place and are adhered to in addition to the PHE Guidance				
Low take up of the voluntary LFD testing process	Subjects and their contacts Increased risk of asymptomatic transmission	M	<ul style="list-style-type: none"> All existing control measures with the whole school covid-19 risk assessment remain in place and are adhered to in addition to the use of LFD asymptomatic testing 	L			
Incorrect storage of test kits components	Subjects and their contacts Inaccurate test result potentially leading to asymptomatic individuals believing themselves to have been confirmed with negative result	H	<ul style="list-style-type: none"> The test cartridge and extraction solution will be stored at ambient temperature (2-30 degrees Centigrade). The reagents and devices will be at room temperature (15-30 degrees centigrade) when used for testing. 	L			
Incorrect waste separation and disposal	Contamination of the waste stream	M	<ul style="list-style-type: none"> After use the staff member will bag all components of the kit in the waste bag provided and put it in their general household waste. 	L			

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
10. Minimising Transmission Following reopening 8th March					
1.1 General					
Direct or Indirect transmission of COVID - 19 virus	H	<ul style="list-style-type: none"> The main risk assessment, detailing the prevention and response system of controls in place, continues to be reviewed on a two weekly basis 	Y		M
10.2 Asymptomatic testing of staff					
Direct or Indirect transmission of COVID - 19 virus	H	Section 9 of RA <ul style="list-style-type: none"> Staff are, voluntarily, having regular asymptomatic tests either at home or at a testing site. 	Y		L
10.3 Face Coverings					
Direct or Indirect transmission of COVID - 19 virus	H	<ul style="list-style-type: none"> Where social distancing cannot be maintained in indoor locations, face coverings will be worn by staff and visitors, unless they are exempt. Face visors or shields will not be worn as an alternative to a face covering. They will only be worn where they have been identified as appropriate following risk assessment and will be thoroughly cleaned between uses. Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings but can, if they choose, wear transparent face coverings. 	Y Y Y		M

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
10.4 PPE					
Direct or Indirect transmission of COVID - 19 virus	H	<ul style="list-style-type: none"> Staff will continue to wear any PPE which they would usually when providing intimate care or when working with children and young people who cough, spit or vomit. PPE as per the guidance here will be worn when a pupil has symptoms of Covid and a 2m distance cannot be maintained or performing aerosol generating procedures (AGPs) 	Y Y		M
10.5 Supply teachers, peripatetic teachers and temporary staff					
Direct or Indirect transmission of COVID - 19 virus	H	<ul style="list-style-type: none"> Will ensure they minimise contact and maintain as much distance as possible from other staff. Will participate in schools' rapid testing programmes or attend a community testing site. 	Y Y		L
10.6 Educational Visits					
Direct or Indirect transmission of COVID - 19 virus	M	<ul style="list-style-type: none"> There continues to be no educational visits 	Y		L
10.7 Extra curricular activities and wraparound 8th March – 28th March					
Direct or Indirect transmission of COVID - 19 virus	H	<ul style="list-style-type: none"> Extracurricular clubs or supplementary schools and wraparound childcare (before and after-school clubs) will only be available to vulnerable children and young people and those children where; <ul style="list-style-type: none"> the provision is being offered as part of the school's educational activities (including catch-up provision) the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, 	NA	These will begin from Summer 1	M

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
		and music stands) and always between users			
10.12 Sport					
Direct or Indirect transmission of COVID - 19 virus		<ul style="list-style-type: none"> Outdoor provision will be prioritised, followed by provision in large indoor spaces which are well ventilated. External facilities will be used in line with government guidance for the use of, and travel to and from, those facilities (eg swimming) Only team sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government will be played. There will be no inter school competition 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	Yr4 swimming will commence from 19.3.21	

11. Governance

8.1 Oversight of the governing body

Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	M	<ul style="list-style-type: none"> The governing body continues to meet when key decisions need to be made 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 headteachers 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. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
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12. Additional site-specific issues and risks

- Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them

Operational risk assessment for school reopening

	
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School Leadership Use Only

Approved by (Head Teacher/ Chair of Governors)	Emma Henderson	Date of Approval	25/08/2020
	Olatunde Olagunju		
Date Provided to Unions	Ongoing	Date of Review	26/02/2021