

Updated with Revised Guidance for January 21st 2021

Risk Area	Risk Considerations	Measures Taken	Issues / Risks / Comments	RAG
<p>Effective Infection Protection and Control (incl use of PPE)</p>	<p>Individuals who become unwell</p>	<ul style="list-style-type: none"> All staff briefed on COVID symptoms and school procedures outlined in this Risk Assessment - Re-iterate and return to key protection measures If pupil/staff member begin to feel unwell and display symptoms of either a high temperature, persistent cough or lose their taste/smell action is needed Person taken to designated space clear of others. This could be outdoors if appropriate (Place by window if possible - fresh air). If a child is displaying symptoms, the adult supervising them should wear appropriate PPE (see below). They must if they cannot maintain a 2metre distance from them. Staff would not need to self-isolate as a result of caring for the symptomatic child unless they were to test positive or they developed symptoms themselves or they were contacted by NHS track and trace Parent / carer informed to collect immediately. They will be given guidance on next steps – Letter template coming from the Department If well enough, staff leave site for home immediately, contact to be made to ensure they arrive safely Testing procedure shared (see confirmed cases) Welfare call to be made – to ensure testing procedure is being followed. Log in CPOMS Ensure before person leaves the building that staff know exactly where they have been on site to inform cleaning schedule (see below). Cleaning needs be carried out ASAP by staff member who attended. The distribution of school testing kits maybe used to support families or staff members who may be displaying symptoms. This is to help minimise the spread of the virus. 	<p>Normal procedures will be followed as per in-school systems and Risk Assessments.</p>	<p style="background-color: #90EE90;"></p>
	<p>Self-Isolation</p>	<ul style="list-style-type: none"> If a pupil/staff member have symptoms, they must self-isolate for 10 days (even if test comes back negative). They should only return if they feel well If a pupil/staff member have a negative test and have no symptoms they may return to school. The only exception to returning following a negative test is where an individual is separately identified as a close contact of a confirmed case. They will then need to self-isolate for 10 days from the date of that contact. 	<p>PHE Guidance will continue to be followed and advice sought as / when needed.</p>	

		<ul style="list-style-type: none"> • If someone in a class that has been asked to self-isolate develops symptoms themselves within their 10 day isolation period they should get a test. If the test is negative they must remain in isolation for the remainder of the 10 day period. If the test is positive they must inform the school immediately and isolate for seven days from the onset of their symptoms • Family must self-isolate for 10 days (unless test is negative) • Symptomatic child / adult's household members should also have access to testing 		
	Confirmed COVID cases	<ul style="list-style-type: none"> • If a child/member of staff tests positive they must self-isolate for at least ten days. They can only return to school when they have no symptoms other than a cough/loss of taste or smell • If a child or adult tests positive school must contact the Health Protection Team and engage with the Track and Trace system. The rest of the closed class / group must be sent home (adults and children) and self-isolate for 10 days. Their families do not have to self-isolate, unless they develop symptoms • Class / group environment to be deep cleaned • The school will need to keep records of pupils' additional contact over the week eg a therapy session with school visitor so that any other adults can be contacted • Ensure clear records of who has visited are kept with sufficient detail to support rapid contact tracing if required by NHS Test and Trace • Contact with others will be made so they know they need to self-isolate if there has been: <ul style="list-style-type: none"> ❖ A face to face conversation within a metre ❖ If that person has been coughed on ❖ Anyone who has had physical contact (skin on skin) ❖ Anyone who has been near for 15 minutes or more and within 1-2 metres. • If staff are self-isolating and a safe ratio of staff is not possible to put in place, the school will consult the Trust in order to consider a partial or full closure. They will also be given advice from the Health Protection Team • If there are 2 or more positive cases in the school across 14 days this may be considered as an outbreak. Report to the Health Protection Team to check if any additional action is required • If no DSL / DDSL / First Aider is available on site – contact trust to arrange appropriate support / action 	PHE Guidance will continue to be followed and advice sought as / when needed.	
	Hand washing	<ul style="list-style-type: none"> • All children and staff will be re-trained on effective hand washing for 20 seconds at the beginning of term • Hand washing stations will be placed in key areas of the school. Skin friendly wipes should also be made available for those pupils/staff with sensitive skin • On entry to the building, all staff / children will immediately wash their hands. All classes returning have access to sinks with soap & hand gel. 	PHE / NHS / DfE / Trust Guidance will continue to be followed and advice sought as / when needed.	

		<ul style="list-style-type: none"> • If in an area with no sink, use anti-bac hand gel (at entrance to school) • Monitored access to anti-bac sprays / gels to prevent children from using inappropriately. To be kept in appropriate place in the classroom. • Children / staff will wash hands at all transition points (in or out of rooms) • Children who cannot wash their own hands effectively are identified and supported-staff to monitor 		
	Good respiratory Hygiene	<ul style="list-style-type: none"> • All children and staff trained in 'Catch it, bin it. Kill it' approach. This needs to be carried out at the beginning of term • All areas have access to tissues • Tissue bins emptied at a midpoint during the day • Children and adults trained in to 'elbow cough / sneeze' approach - to turn away and to wash hands immediately • Encourage children not to touch their mouth, eyes or nose • There will be a return to the wearing of full uniform. This is to promote school expectations, a feeling of normality and pride. Uniforms to do not need to be washed daily. Schools may consider pupils wearing additional items of clothing to be worn to stop them feeling cold with the added ventilation 	PHE / NHS / DfE / Trust Guidance will continue to be followed and advice sought as / when needed.	
	Cleaning	<ul style="list-style-type: none"> • Clean surfaces that are touched regularly daily with detergents: <ul style="list-style-type: none"> ○ Toys ○ Books ○ Doors and door handles – during mid points ○ Sinks ○ Toilets ○ Light switches ○ Chairs ○ Desks • COSHH Risk assessments to be in place for any new cleaning products (e.g. if using new or different products, e.g. Dettol wipes) 	H&S / DfE / Trust Guidance will continue to be followed and advice sought as / when needed.	
	PPE	<ul style="list-style-type: none"> • Gloves, apron, facemask, visor to be in stock for use of staff / child becomes poorly and 2m distancing cannot be adhered to (e.g. becomes quite poorly and requires attention / very young / SEND needs) • Staff shown how to wear and dispose of PPE effectively e.g. ensuring schools have clinical waste procedures in place • Staff may require PPE for carrying out intimate care routines with some children – these children are identified and communicated (e.g. if a child is coughing, or spits) 	Training completed and refreshed at 4 X PD Days	

Shielding	Shielded and clinically vulnerable children	<ul style="list-style-type: none"> • Staff and children who fall into the extremely critically vulnerable category will be sent letters they to shield due to the new national lockdown restrictions. 	PHE / NHS / DfE / Trust HR Guidance will continue to be	
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	<p>Shielded and (extremely) clinically vulnerable staff Shielded and clinically vulnerable parents / carers</p>	<ul style="list-style-type: none"> • Leaders are to review personal risk assessments of those staff who were previously classed as critically vulnerable. Check that they can work remotely if necessary. • Those who have family members shielding can also return to school unless they have been advised not to by a letter • A remote education package will need to be in place for these pupils • Staff who maybe pregnant must inform Senior Leaders ASAP. Pregnant women can attend the work setting if they are able to socially distance in their role up to 28 weeks. Post 28 weeks staff will be supported to work remotely where possible or in a role where stringent social distancing can take place. This group usually fall in to the 'clinically vulnerable category' and the school should follow the guidance set out in the link below: <p>https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</p>	<p>followed and advice sought as / when needed.</p>	
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<p>School Organisation</p>	<p>Health and Safety Compliance</p>	<ul style="list-style-type: none"> • All health and safety checks have been completed before opening (e.g. routine compliance checks – Legionella, particularly if school has been closed) • Check/devise fire plans and lockdown procedures which will support the way the school now functions. Ensure fire drills still take place • Ensure school policies have been adapted for National Lockdown if necessary e.g. Safeguarding, Behaviour, Positive Handling. Make sure all staff have read and understood KCSIE. 	<p>H&S / In-school procedures continue to be followed and advice sought as / when needed.</p>	
	<p>Class / Group Sizes</p>	<ul style="list-style-type: none"> • Have clear evidence for the amount of children who will attend – parental take up and ongoing vulnerable/critical worker/key worker's etc. children in order to plan effectively • Classes are divided in to smaller groups of approximately 15 in order to limit 'mixing and interaction' as much as possible • Attendance in EY settings to be reviewed weekly • Ensure social distance measures are put in place in the classrooms for the older pupils now there are less children e.g. might be one child per desk • Staff should remain with the same group, to prevent cross contamination between groups • Staff breaks are organised as follows, to minimise contact with other staff / children [Each group has at least 2 staff, who can cover each other's breaks and supervise hand washing – school detailed timetables produced] • Where children have additional SEND adult support, this is taken in to account within the overall group size and staff support. 	<p>PHE / Trust Guidance continues to be followed and advice sought as / when needed.</p> <p>Bubble sizes regularly reviewed. New Bubbles opened when numbers exceed 15.</p> <p>Class Teachers teach their own class where possible.</p>	

		<ul style="list-style-type: none"> • In planning solutions for the school, consider personal aspects such as race / religion / other protected characteristics (such as access to prayer) • Each group should access to own first aid resources for minor injuries)e.g. office deliver a plaster / own kit in room) Class bubbles to be devised. Pupils to be kept together as much as it is feasibly possible to ensure that any outbreaks are tracked carefully and the shutdown of groups is kept to a minimum. • Classes to have their own teacher and teaching assistant as much as possible. However staff may enter the bubble to conduct e.g. PPA or cover absence or facilitate the school timetable • If moving across different year groups teachers/other staff need to try and maintain a distance if possible (2 metres would be best practice) • Staff breaks are organised way to minimise contact with other staff / children • Where children have additional SEND adult support, this is taken in to account within the overall group size and staff support. • In planning solutions for the school, consider personal aspects such as race / religion / other protected characteristics (such as access to prayer) • Each group should access to own first aid resources for minor injuries)e.g. office deliver a plaster / own kit in room) - this will minimise movement across the school during the day 	<p>Lunch / Break Timetables reviewed 26.1.21</p>	
	<p>Classrooms and learning environments</p>	<ul style="list-style-type: none"> • Children are taught about the new school rules and routines as a matter of induction for returning to school • Classrooms are tidied and decluttered • Windows need to be open and doors open where possible • Remove soft toys and furnishings that are hard to clean items • Rearrange classrooms to ensure that pupils are seated side by side rather than facing each other • Any joint equipment to be cleaned after use and desks to wiped down during breaks • Consider how children work together in groups or pairs • Windows should be opened (in cooler weather widows should be opened just enough to provide constant background ventilation). They should be opened more fully during break times to purge the air in the space. If necessary opening external doors maybe used (as long as they are not fire doors and where safe to do so). To balance the temperature so it does not become too uncomfortable open higher windows. • Younger children are not expected to socially distance from each other but need to remain within their classes as much as possible • Where possible, access the classrooms via external doors. Where not – have clear route plans in place, including any one way corridors 	<p>Reminders shared with staff 25.1.21</p>	

	<ul style="list-style-type: none"> • Use outside provision as much as feasible as this can limit transition and aid social distancing • Outdoor equipment must be cleaned between group use, if usage is allowed. Children must wash hands after usage • No trips overnight may take place yet. Day trips are allowed if the school is able to minimise risk (normal and risk relating to Covid 19). Consider class trips which are in the open air or well ventilated, large spaces 		
Lesson planning and delivery	<ul style="list-style-type: none"> • Teaching style adapted to enable safe teaching. This will need explicit briefing to the staff. • Focus on remote ways to ensure effective feedback and give opportunities for pupils remotely to articulate issues • Resources can be used to support learning, ensure there are cleaning protocols in place if being shared with other classes • Teachers are able to mark books but must ensure this is done at a distance if possible. They may also take books home and other shared resources • Teachers need to make best use of interactive whiteboards but ensure only they touch the screen. • Teachers should continue to plan to deliver the curriculum which should be broad and balanced taking account of any gaps in knowledge which need addressing • Senior leaders need to monitor how effective the remote learning offer is that is now in place. The adapted curriculum needs to teach pupils to be proficient online learners • EYFS education and development requirements now apply as the original disapplications have been lifted 		
Timetables	<ul style="list-style-type: none"> • Timetables reviewed to ensure that children are not moving around the site at the same time • Assemblies will not take place during this time in the hall as a school. They may take place in classrooms in a single class group • Any breakfast / after school clubs must consider: same group bubbles or smaller groups or single year group clubs. If this is not possible then small consistent groups can be used so that tracking can be done effectively 		
Use of Toilets	<ul style="list-style-type: none"> • Toilet timetable in place to minimise congestion • If possible ensure groups of children are allocated specific toilet areas to use to prevent cross contamination between groups. If this is not possible then more stringent cleaning protocols maybe needed • Toilets deep cleaned each day • Toilets regularly checked by adults throughout the day 		
Break Times	<ul style="list-style-type: none"> • Staggered break times in place • Playground areas zoned to facilitate groups being separated • Staff supervising breaktimes will be staff who are responsible for the group as far as practicable (if each group has two adults, they can cover each other's breaks) • Staff will maintain the 2m distance guidelines in the staff room 		

	Lunch Times	<ul style="list-style-type: none"> • Staggered and shortened lunch breaks • Children will not eat at a table that not been cleaned between sittings or will eat in their own classroom • Children can eat outside – so long as they socially distance or remain in their classes 		
	Drop off / collection	<ul style="list-style-type: none"> • All groups are allocated clear drop off / collection times to decrease congestion. • Where possible, children will enter through their own external classroom door • Schools need to try to ensure all children receive the same amount of teaching time across the day no matter what time they begin 		
	Parental / carer access protocols	<ul style="list-style-type: none"> • Parents / carers should not access the school building without prior arrangement – procedures will be re-shared • Parents / carers are requested not to congregate on school premises – and to maintain social distancing requirements with staff, other children and parents • Any appointments where adults must meet, must be conducted following social distancing requirements and in well ventilated areas • Parent/carers information to be distributed prior to school breaking up for summer. • Social events, such as class assemblies etc. will not take place but will be reviewed over time 		
	Care and Control of Resources	<ul style="list-style-type: none"> • Store toys, furniture and resources that are not being used safely • Avoid, as much as possible, classes sharing resources – and where they must be, they are cleaned between usage • Children are allocated individually stationery • Heavy use resources are cleaned daily • Where practical, items delivered to the school should be disinfected and those who disinfect should also wash their hands. • Pupils and staff may now take books home. A system of decontamination will take place on their return (72hrs + sanitise) • Ensure any shared resources such as art, sport or science equipment should be cleaned meticulously between each class using them. If they cannot be cleaned then they should be left unused for 48 hours (72 hours for plastics) before other classes use them 		
	Transport Arrangements	<ul style="list-style-type: none"> • Communicate to families to avoid public transport if possible and to consider walking and cycling to school. Make clear car sharing with other families is not appropriate. • School liaise with LA with regard to transportation of children who attend a setting via taxi. Risk assessment to be in place by LA. School will need copies of them • Where possible children need to travel in their class bubble • Sanitiser should be provided 		

		<ul style="list-style-type: none"> • Children should be able to sit distancing if possible • Children only need to wear a face covering if they are over 11 years old • Consider those on public transport, be flexible about arrival times not being at peak travel time – direct them to the Safer Travel guidance for Passengers 		
	Children with SEND	<ul style="list-style-type: none"> • Ensure this group feels settled and those pupils who have not been at school since lockdown are supported if necessary. Use social stories to help them understand and feel comfortable in the school environment • Ensure that children who have an EHCP are able to access the provision needed to help them progress • Schools should ensure pupils with medical conditions are supported through the use of individual healthcare plans. Where this may not be possible and therefore schools will need to create a more flexible approach to supporting these pupils 		
	Attendance	<ul style="list-style-type: none"> • Attendance for those pupils in school is marked with an X. If they are absent but have a place they are marked with a C unless there is a more appropriate absence code • If pupils are this absence will not be penalised • If pupils are self isolating the school needs to be able to immediately off access to a remote education • If any LAC pupils are at risk of exclusion, schools should contact the Virtual Headteacher to help the school decide how to help the child further and avoid exclusion being necessary 		
	Individual Children's Needs	<ul style="list-style-type: none"> • Review the additional support that vulnerable children require • Staff will have a clear approach to support children's emotional development and wellbeing upon return – see schools' recovery curriculum plans • Children will be re-introduced to school with a focus on wellbeing and safety, before formal learning becomes the priority • Organise transition for new starters for Spring Term – with an increased stagger so that children have effective transition in to school – particularly nursery / Bases 		
	Catering and Food	<ul style="list-style-type: none"> • Catering staff to consider revising menus to make social distancing in the kitchen/ servery easier (e.g. packed lunch service to reduce washing up) • Ensure that the most vulnerable children and those entitled to pupil premium are given breakfast in some way – classroom/club etc • Ensure that those pupils who are working at home and are entitled to a free school meal receive a voucher when the system is in place. Temporary arrangements may be put in place until the system is up and running 		
	External Contractors and Visitors	<ul style="list-style-type: none"> • Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures 		

		<p>(for example, food suppliers, grounds maintenance, transport providers), including when in school</p> <ul style="list-style-type: none"> • Contractors should provide their Covid 19 control risk assessment for review before being allowed to carry out works on school premises. • Ensure visitors know where to stand if waiting in reception. Floor marking will need to be clear. Protocols will be discussed on arrival for those working within the school and details will be collected for track and trace purposes. • To limit the amount of visitors schools may consider a flexible approach to interviews where possible. 		
	Workload and wellbeing of staff	<ul style="list-style-type: none"> • The workload of staff is carefully managed by senior leaders, particularly the balance of staff teaching time and managing home learning solutions • Staff are regularly canvassed for their opinions regarding current systems and approaches – Senior Leaders will review school procedures in light of these ongoing discussions • For any staff meetings please conduct these via Zoom or Teams. Ensure if there are any face to face meetings taking place that you are in a well ventilated room where you can maintain a two metre distance. If not, these meetings must be held remotely. 		

Staff Testing	The bi-weekly testing of school staff	<p>From W/B 25th January, all school staff will be offered bi-weekly lateral flow COVID tests as part of the government approach to the COVID testing within schools. The following key risks and mitigations are noted:</p> <ul style="list-style-type: none"> • Key Risk 1: Poor Communication <ul style="list-style-type: none"> - All key communication materials from the DFE to be used to share with staff – to avoid misconceptions and miscommunications – as well as ensuring successful self testing procedures at home. <p>Documents are to be found here: https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54 This includes watching the DFE video and making sure that staff receive the updated instructions for testing, not those inside the test kit itself Video: Step by step guide to COVID-19 self-testing - YouTube</p> <ul style="list-style-type: none"> - A named SPOC (Covid Coordinator) to be in place in school for questions regarding the testing programme to be in place – this person will have accessed all relevant DFE / PHE / NHS training and reading materials. In this school, this person is: - Staff must report all test outcomes to: - Staff will collect tests from: - Staff testing days in this school are: - Clear and systematic collection and reporting lines of communication in place; all staff know who, and when (which are the agreed testing days) to report their result. All of these procedures must be carried out in a COVID secure and socially distanced (or remote) manner 	SPOC (Covid Coordinator) Karen Edmenson	
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- Staff are clear that they must seek a PCR test for a positive home test, or two 'void' tests. They must self-isolate until a confirmed negative PCR test is received, or continue self-isolation for a positive – at which point all close contacts will be asked to self isolate (their 'bubble').
- All results are uploaded to the Test and Trace system – leaders remind staff to do this each time a result is gained
- Staff must share any positive result information with school – such as email or text message notifications
- **Key Risk 2: Low Staff Take up**

If staff take up is low, but the following is in place, the risk is reduced:

 - All staff offered to be part of the testing programme – with leaders chasing up non-responses to ensure staff are making informed choices
 - All staff made aware of the continuation of the national guidance regarding symptom and close contact isolation – even if they choose not to be part of the programme
 - All staff to maintain all aspects of this risk assessment, whether staff take part in the programme or not; the infection control measures across school remain unchanged
- **Non-Reporting of results**
 - A systematic approach is in place for all individual tests and their lot numbers – if a test is taken from the school site – a result must be logged against it
 - Staff made aware that no pay or benefits are affected by a positive test or isolation period
 - Leaders articulate the positive nature of self-reporting – ensuring staff feel confident to report positive cases
 - Leaders are aware of those staff who would not want to self-isolate – and communicate with them beforehand about how they can be included, kept occupied and 'part of the school' whilst working remotely (if they are well enough)
- **Staff who have previously had confirmed cases of COVID**
 - If you have recently (within 90 days) tested positive for COVID-19, you are likely to have developed some immunity. However, given the current prevalence of the virus and the pressing need to reduce transmission, we encourage staff to take an LFD test regardless of whether they have tested positive previously as this is a good indicator of high viral load, and therefore infectiousness. If you have recently tested positive for COVID-19, please complete your period of isolation before returning to school.
 - Staff who test positive again, will follow the same route as all staff and book a PCR test and begin isolation. A negative PCR result will result in staff returning to work.

