Schools operating safely during pandemic risk assessment

Update 11 January 2021

This risk assessment is updated in the light of feedback, experience and guidance. Trade unions and staff are invited to comment and this is being made pubic via the school's website. The Department for Education's guidance is at
https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

Attending school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children.

On 4 January 2021, the government announced a national lockdown and instructed people to stay at home to control the virus, protect the NHS and save lives. The decision followed a rapid rise in infections, which has been attributed to the new variant of COVID-19, which scientists have confirmed is between 50 and 70 per cent more transmissible. Currently there is no evidence that the variant is more likely to cause severe disease or mortality – but investigations are underway to understand this better. Current advise is that the way to control the virus is the same, whatever the variant. It will not spread if we avoid close contact with others. Wash your hands, wear a mask, keep your distance from others, and reduce your social contacts. [source: https://www.gov.uk/government/news/covid-19-sars-cov-2-information-about-the-new-virus-variant].

Public Health England endorses a 'system of controls' that are a hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) pandemic. When implemented in line with a revised risk assessment, Government advice is that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

Essential measures include:
- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene

- wearing a [face covering](#) to protect others (unless exempted from doing so), when required and properly fitted to cover the nose and mouth.
- enhanced cleaning and ventilation arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable

Key to the school's risk assessment is:

- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible
- staff and pupils participating in the onsite testing system, please see separate testing risk assessment

Key measures to prevent spread of coronavirus are:
- minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- where recommended, the use of face coverings in schools
- clean hands thoroughly more often than usual
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- introducing enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents
- minimising contact between individuals and maintain social distancing wherever possible
- where necessary, wearing appropriate personal protective equipment (PPE)
- always keeping occupied spaces well ventilated
- engaging with the NHS Test and Trace process
- engage in the schools onsite testing process
- managing confirmed cases of coronavirus (COVID-19) amongst the school community
- containing any outbreak by following local health protection team advice

- responding to additional guidance if the school is an area that moves to Local COVID Alert Level: high or very high,

Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, Government advice is that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or who believe they may be at possible increased risk from coronavirus, school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.

For those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level. All staff can continue to attend school at all Local COVID Alert levels.

In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and only for a limited period of time. The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.

Increased ventilation may make school buildings cooler than usual over the winter months. Parents are encouraged to ensure their children wear additional, suitable indoor items of clothing to be worn during the winter period.

When the school is not fully open for all children, or when children are required to self-isolate, remote learning will be provided. Remote learning will include:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills

- enabling pupils to receive feedback on how to progress

2) Principles

In order to prevent the spread of coronavirus, schools will:

i. minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
ii. clean hands thoroughly more often than usual
iii. ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
iv. introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
v. minimise contact between individuals and maintain social distancing wherever possible
vi. where necessary, wear appropriate personal protective equipment (PPE)
vii. introduce and operate an in-school testing system as per government guidelines

3) Response to any infection

In the event of a positive test, schools will:

i. engage with the NHS Test and Trace process
i. manage confirmed cases of coronavirus (COVID-19) amongst the school community
ii. contain any outbreak by following local health protection team advice

4) Expectations in all schools

a) Prevention

i) Schools will minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school

Pupils, staff and other adults should not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days. Schools will ensure anyone developing those symptoms during the school day is sent home.

With the introduction of in-school lateral flow testing systems, anyone who tests positive (see school COVID testing risk assessment) will be sent home to take a PCR test which is supplied by the school and could be sought through the national testing programme by calling 119 (England, Wales and Northern Ireland) or 0300 303 2713 (Scotland) or visiting https://www.gov.uk/get-coronavirus-test.

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). Staff will all be provided with training on when PPE is needed.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). **ii) Schools will ensure that staff and pupils clean their hands thoroughly more often than usual**

Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Each school is:

- checking whether it has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly
- ensuring supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative
- building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them

iii) Schools will ensure that good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.

The World Health Organisation published a statement on 21 August about children and face coverings. They now advise that "children aged 12 and over should wear a mask under the same conditions as adults, in particular when they cannot guarantee at least a 1-metre distance from others and there is widespread transmission in the area." [source: https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education].

Nationwide, the government has not recommending face coverings are necessary in education settings generally because a system of controls, applicable to all education environments, provides additional mitigating measures. Schools will have the discretion to require face coverings in indoor communal areas where social distancing cannot be safely managed if they believe that it is right in their particular circumstances. Examples of where school leaders might decide to recommend the wearing of face coverings - for pupils, staff and visitors - include communal areas of the education setting i.e. reception area, corridors etc – see risk assessment for details.

iv) Schools will have enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach
Each school will have a cleaning schedule that ensures cleaning is generally enhanced and includes:

- o more frequent cleaning of rooms / shared areas that are used by different groups
- o frequently touched surfaces being cleaned more often than normal
- o that toilets are cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet

v) Schools will minimise contact between individuals and maintain social distancing wherever possible

This includes keeping where possible to children staying in the same group or 'bubble' – in primary schools as a class and in secondary schools as a year group. Where possible, staff will be part of a bubble with children or maintain distance from their pupils. In the later case, staff should stay at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.

Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.

Groups should be kept apart. Schools will avoid large gatherings and only hold assemblies or collective worship with one group or virtually with more groups.

When timetabling, groups will be kept apart and movement around the school site will be kept to a minimum. Schools will avoid creating busy corridors, entrances and exits and consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).

Schools will also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms will be minimised, although staff will have a break of a reasonable length during the day.

vi) Where necessary, staff will wear appropriate personal protective equipment (PPE)

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

Staff will be trained on the use of PPE should it be needed.

b) Response to any infection

i) Schools will engage with the NHS Test and Trace process

Staff members and parents/carers will be briefed to understand that they will need to be ready and willing to:

- book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

All schools should have a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

Schools will ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.

ii) Schools will follow the guidance in managing confirmed cases of coronavirus

Schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team and the trust central team. The local health protection team provides the advice that must be followed. In the event that this advice is slow and heads need to make rapid decisions, the trust central will support heads with this.

Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. (Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.)

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'

Schools will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

iii) Schools will look to contain any outbreak by following local health protection team advice

If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and will continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

c) Transport

i) Dedicated school transport, including statutory provision

Schools will arrange, and discuss with transport providers:
- the way pupils are grouped together on transport, where possible, will reflect the bubbles that are adopted within school
- use of hand sanitiser upon boarding and/or disembarking
- additional cleaning of vehicles
- organised queuing and boarding where possible
- distancing within vehicles wherever possible
- the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet

ii) Wider public transport

Use by pupils of public transport, particularly in peak times, will be kept to an absolute minimum. Schools will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours.
Schools encourage parents, staff and pupils to walk or cycle to school if at all possible, and will consider using 'walking buses'. Should refer to the safer travel guidance for passengers.

d) Other issues

Attendance

During a lockdown period, where schools are only open to key workers and those of vulnerable children, school attendance to those small number of children is not mandatory. All other children will receive remote learning.

During periods of time outside of the above scenario, school is not optional and attendance will be mandatory. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

Pupils who are shielding or self-isolating

When the school is open to all pupils, the majority of pupils, including those shielding will be able to return to school.

- A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- Shielding advice should be followed for the appropriate tier or for any lockdown period.
- Those who have family members who are shielding can attend school.
- If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent.

- Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school.

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, schools will look immediately to offer them access to remote education.

Staff who are clinically vulnerable or extremely clinically vulnerable

Advise for clinically vulnerable or extremely clinically vulnerable staff should be followed for the appropriate tier or for any lockdown period.

Where staff are not required to shield, the Government expects all staff, including those who are extremely clinically vulnerable and clinically vulnerable, to return to the workplace. Individual risk assessment should be discussed and implemented with necessary staff and regularly reviewed. Please seek HR advice when necessary. Those in the most at-risk categories should take particular care.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically vulnerable people.

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

If people with significant risk factors are concerned, school leaders will discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders will try as far as practically possible to accommodate additional measures where appropriate.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

Educational visits

Overnight and overseas educational visits will not be taking place.

When the government allows school to do so, they may offer non-overnight domestic educational visits. As normal, schools will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will consider what control measures need to be used and will consult the trust health and safety officer when considering visits.

School uniform

Schools will have their usual uniform policies. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Schools will be mindful and considerate in relation to parents who may be experiencing financial pressures. Schools may ask pupils to attend school in their PE kits (on necessary PE session days), to reduce risks in changing areas and additional items from home coming into school.

Specific curriculum provision and extra-curricular provision

Schools will work towards operating their breakfast and after-school provision, where this is possible, was previously in place and in line with government advice. Schools will look to keep children within their year groups or bubbles where possible but if this is not possible, will use small, consistent groups. As with physical activity during the school day, contact sports will not take place.

When pupils are playing instruments or singing in small groups such as in music lessons, schools will use physical distancing and play outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.

Pupils will be kept in consistent groups for physical activity, sports equipment will be thoroughly cleaned between each use by different individual groups, and contact sports will not take place.

Contingency planning for outbreaks

Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and schools will follow advice provided.

Contingency plans for outbreaks

Schools will have in place remote education plans for individuals or groups of self-isolating pupils. These will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations

- give access to high quality remote education resources
- use the online tools that are consistently used across the school in order to allow interaction, assessment and feedback (staff will be trained in their use)
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, schools will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

All staff will be instructed on the nature of COVID-19 and its transmission. They will confirm they understand the reason for the control measures that are required. All staff will confirm that they are confident in applying the control measures identified in school risk assessments. Staff will receive appropriate instructions in relation to the specific measures that have been put in place by the school setting. Staff will be involved in the practical implementation of the school risk assessments.

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a) Premises/ Health and Safety

	Risk	Countermeasure	By whom?	By when?
1	Insufficient toilets to enable social distancing	• Plan for member of staff in a supervisory position in the toilet areas at busy times. • One pupil from each class at a time to use toilets to reduce numbers. • Schedule for different classes as to when toilets are used. • A rota for all groups to use the toilets frequently and reduce the need to go at adhoc times. Schools to include details in their plan.	DM to create rota Outlined in school plan As above To be included in plans	In place for start of term. Monitored throughout first half term and current capacity is manageable.
2	Pupil or teaching group leader is sent home with symptoms of COViD	• Providing PPE for staff member supervising pupil. Designated suspected COVID isolation room, separate to normal first aid room. Deep clean of isolation rooms and areas staff member or pupil had contact with. • Refer to guidance on communicating with staff and parents • Information provided about testing procedure • Request to be informed of test outcome • If a test is positive, follow guidance about isolation	DM – planned in guidance All information included in school plan	All completed

3	Parents do not have confidence in the school being safe	• Frequent communication. • Clear expectations on arrangements and procedures if a child shows symptoms • Opportunity for parents to share concerns • Coordinated message across local schools • Information on procedures in schools sent out prior to the start of term • Explain measure being taken to adapt the school's operations	DM DM in parent information DM – worries email DM DM DM – in parent information	All completed. Continue to monitor (regularly review attendance data)
4	Congestion at start and end of day	• Stagger drop offs and pick ups including sibling groups • One parent max • Limiting contact between parents and staff by … • Drop off / collection stations at school gates • Staggered start and end times strictly expected longer slots allowing contingency if run over – these can be adjusted down going forward if necessary • Stringent stance on parents using the one way routes	DM – all points to be explained in the information for staff and information for parents documents	All measures in place and working smoothly. Review the effectiveness of staggered starts on a weekly basis.
5	Repeated touching of door handles increases risk of spreading infection	• Keep doors open	DM	Completed – current approach in school
6	Maintaining avoiding contact between groups in the event of emergency evacuation	• Run Fire Drill as in October. This model proved effective and	DM	Fire drill to be held within the first 2/3 weeks of term.

		maintained social distancing of groups.		
7	Insufficient cleaning	• Discuss working hours of cleaners and draft in additional if necessary, to ensure sufficient capacity	DM	Completed.
		• Expect site managers to tour school repeatedly during the day to carry out routine cleaning	DM	
		• Staff who carry out cleaning are familiar with the cleaning and disinfecting processes that are required at this time.	DM	
		• Hire additional cleaning hours	DM	
8	Cross contamination in shared spaces such as toilets	• Toilet management. Each school to plan how they timetable access and ensure regular cleaning for staff and students.	DM	Completed
		• Protocol for students – hand sanitisation	DM	In information for parents
		• Regular cleaning	DM	Completed
		• Communicate with parents to reinforce expectations	DM	Completed
		• Consideration has been given to where it is beneficial to restrict access to unused areas to support operational management.	DM in staff information and return plan	Completed
9	Parents send children who are unwell to school	• Clear guidance for parents on indicators and actions if child unwell and reporting to school to allow monitoring of those presenting with symptoms (sent again 2.1.21)	DM	Completed

10	Parents not aware of testing protocols	• Communication planning and protocols regularly.	DM – in updated information to parents	Completed
11	Safety around facemasks	• Refer to DfE guidance that makes clear face masks are not recommended in schools, should be removed if worn whilst travelling to school and waste areas for disposal of used face masks • Staff to wear face masks in all communal areas of the school	DM – in updated information to parents DM	Completed
12	Classrooms have resource that does not need to be present with adjusted curriculum, but gets handled by pupils	• Classrooms to have unnecessary equipment removed before opening and stored away where possible – consider noting down what has been removed from where to where for future return	DM – in information to staff	Completed
13	Children arrive by bus / minibus	• Attempt that the way pupils are grouped together on transport, where possible, will reflect the bubbles that are adopted within school • Use hand sanitiser upon boarding and/or disembarking • Additional cleaning of vehicles • Organise queuing and boarding where possible • Increase distancing within vehicles wherever possible • Expect the use of face coverings for children over the	Not applicable	Not applicable

		age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet		
14	Unable to maintain social distancing whilst carrying out first aid.	• Appropriate CPD and PPE provided for all staff – staff carrying out first aid remain in their bubble to reduce exposure.	DM – in information for staff/Return Plan	Completed
15	Providing school meals pupils safely	• Kitchens will be fully open to provide food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. • School kitchens will comply with the guidance for food businesses on coronavirus (COVID-19)	DM/HM HM	Completed Completed
16	Necessary checks before opening	• School leaders have followed arrangements to bring areas of the premises into safe use before opening e.g. asbestos, fire, site security and legionella reviews as normally undertaken at the end of the summer period.	DM	Completed (31.12.20)
17	Congestion using bike racks	• Pupils are advised to use the racks one at a time if necessary supervised by staff	SA – signage in place	Completed

		Countermeasure	By whom?	By when?
18	Travel	• Parents are encouraged to only travel with members of the same 'class or year group 'bubble'	DM – in information to parents	Completed – in information for parents

b) Staffing/HR and capacity

	Risk	Countermeasure	By whom?	By when?
1	Unable to provide sufficient staffing	• Contingency plans communicated to parents similar to 'snow days'	DM	Plan in place – comms through Parentmail, App and Social Media
2	Unable to staff provision of breaks/lunch for teaching group leaders	• Maintain bubbles for pupils outside but with supervision maintain social distance using wider staff • All schools to have arrangements for wet play ensuring a break for staff and pupils but maintaining minimal contact	DM – back up plan for break rota DM – plan in staffing information	Completed
3	Staff not confident they will be safe – particularly in nursery settings	• Clear guidance and training for staff on appropriate use of PPE with sufficient PPE in stock to ensure compliance • Specific training for site staff on infection control. • Trust bank of risk assessments to support these decisions • Trust well being line available • FAQs from trust for staff	DM – in information for staff DM DM KE	All completed prior to opening R
4	Infection enters the school site	• Engage with the NHS Test and Trace process		Plan in place for this

		• Manage confirmed cases of coronavirus (COVID-19) amongst the school community	DM – in staff information	
		• Contain any outbreak by following local health protection team advice		Completed
		• Protocols for deliveries to school – signage at the entrance to the school/car park to explain process	DM	
5	Staff not aware of testing protocols	• Communication planning • Reinforce support available for staff and their families • Remind staff of self-referral testing process and employer testing referral process • Testing results to be communicated to school leadership	DM – in staff information	Completed
6	Staff communal areas do not cater for social distancing	• Clear protocols for staff breaks / times / rooms / refreshments / toilets • Each bubble given allocated space for break times, staff encouraged to use outdoor spaces where practical, weather permitting • Refreshments and catering equipment provided for each staff break room	DM – in staff information	Completed Staffroom sufficiently big enough for number of staff using it. Additional kettles available for staff
7	Staff sharing equipment (part time)	• No shared equipment for staff where possible. • Rigorous cleaning of shared equipment • Protocols around usage of shared equipment such as photocopying	DM – in staff information	Completed

		• Regular cleaning of equipment between home and school such as laptops • Bubbles reduce this occurring • Maximise the opportunities presented by the flexibility of part time staff to reduce exposure such as allowing 0.5 teacher to work one week and have one week off		
8	Staff PPA increases risk and reduces the impact of social distancing	• Use staff who keep at a distance • Use staff across classes minimally	DM – in staff information	Completed
9	Reduced capacity due to a member of senior / middle leadership contracting Covid-19	• Short-term: Re-allocate key duties during period of illness • Medium-term: ask for support from USP to provide additional leadership capacity • Identification of staff who are able to 'step-up' if required	DM – contingency leadership plan in place	Completed – contingency plan in place
10	Impact on school development priorities / capacity to achieve priorities	• Adjust current priorities to focus on re-establishing the school's core business • Adjust priorities termly • Seek support from the Trust for identified areas of concern/ weakness	DM – parallel SDP created (response/strategic)	Completed
11	Induction for staff	• Induction for new staff on all policies and procedures, if this has not already taken place as new protocols.	DM	Completed

		• Induction in new protocols for all staff who haven't been working during the closure period. • Induction for staff who have been furloughed when they return.		
12	Some traditional events in the school calendar are unlikely to be practicable	• Work through calendar of events and make decisions on practicalities	DM	Completed
13	Unable to support intimate care for nursery/reception pupils in a safe manner (PPE / CPD?)	• CPD with effective PPE provided as per guidelines.	KE	Completed
14	Staffing for breakfast and after school clubs	• Where possible, keep children in bubbles within the breakfast and after school clubs Staff to maintain distance from children	N/A	N/A
15	Unable to provide lunch supervision particularly for 1-1 pupils	• Maintain bubbles outside but supervise using alternative staff maintain social distance • Risk assessment for each child in this category to review provision	DM – in information for staff	Completed
16	Staff unable to return to work due to lack of childcare for their own children	• Trust standard letter, we expect employees to make arrangements with their child's school as keyworkers. Last resort is employee requests unpaid leave. • Consider rota patterns, flexible work requests and temporary alterations to contracts.	DM	Completed
17	Ensuring that staff who are in work but have household members shielding, are able to maintain stringent social distancing.	• Use attached template for risk assessments for vulnerable staff	DM (not currently	N/A

		• Workplace risk assessments are in place and regularly monitored/reviewed. • Follow COVID 19 guidance for all educational settings	applicable but confirm nothing has changed)	
18	Anxious staff	• Induction on new protocols to reassure on how risks are being managed to protect staff. • Constant reminder of trust wellbeing scheme and other support available including occupational health. • Regular communications with staff who continue to work from home. • Discuss opportunity of unpaid leave with staff who do not want to return to work and do not come under a vulnerable category.	DM	Completed Reviewed at end of September. Additional capacity to support staff in place, e.g. OMHCW supervision, access to wellbeing helpline etc.
19	Staff transport into work	• All staff to minimise the use of public transport and use alternative methods of getting into work if possible. • School leaders to communicate clearly that any staff concerns around transport need to be raised ASAP.	DM – in staff information	Completed
20	Pregnant members of staff	• Should attend school	DM to complete individual Risk Assessment	Completed
21	Use of outdoor equipment spreads infection	• Outdoor playground equipment will be more frequently cleaned.	DM – in staff information	Completed – fixed outdoor play equipment not in use. Balls etc regularly

				disinfected. Each year group to have own equipment.

c) **Curriculum**

	Risk	Countermeasure	By whom?	By when?
1	School equipment spreads infection for one each	• Staff and pupils have their own items that are not shared • Classroom based resources, such as books and games, can now be used and shared within the bubble; they will be cleaned regularly, along with all frequently touched surfaces • Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. • Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile	DM – all covered in staff information	Completed

		• phones. Bags are allowed but should be small. • Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources.		
2	Children not in school miss out on education	• Staff working at home support remote learning • Trust approach to support this	DM – in staff information	Completed.
3	Unable to deliver the full curriculum	• Expectation that full curriculum will be covered	DM – plan in place to deliver full curriculum	Completed
4	Significant gaps in learning in all classes as they return	• Use SfA/PIXL to close gaps in English • Use updated Maths Mastery plans that accommodate lost learning • Subject leaders analyse lost learning and potential impact on cyclical curriculum • Adjust wider curriculum plans to accommodate lost areas of learning	DM/SA/KE – strategy plan for return using PiXL TCC approach	Completed
5	Lack of assessment for learning	• Maximise use of all PIXL assessments • Use MM pre/post assessment tools to provide gap analysis	As above	Completed

		• Use Core Team meetings across school to monitor children's progress		
6	Insufficient attention to children's emotional needs on return	• Schools will support: - the rebuilding of friendships and social engagement - address and equip pupils to respond to issues linked to coronavirus - support pupils with approaches to improving their physical and mental wellbeing • Ensure parents area aware of emotional support available for themselves and children at school.	DM/SA – offer made available to parents	Completed

d) Personal Development including Social/Emotional well-being and Behaviour including attendance/exclusion

	Risk	Countermeasure	By whom?	By when?
1	Unable to provide staggered break and lunch times for pupils	• Monitor, through Core Team Meetings, level of need across school and deploy staff accordingly • Maintain breaks and lunches through bubbles if necessary, supervising from distance	DM – planned in information for staff	Completed – plan in place
2	Children aren't clear on school routines	• Induction/practical training for staff/parents/children – video • Clear system for any accepted movement around the building including one-way systems with	SLT – video to share routines	Completed

		clear signage / marking with tape etc.		
3	Children don't follow hygiene rules	• Schools have regular and repeating notices/training/ assemblies (in small group) using technology where possible for staff (one pre-recorded video to be used when needed?), children and parents on expectations for hand washing, tissues, coughing, hand gel, not sharing equipment	DM – in information for parents/assemblies/information for staff	Completed (Review again after 2 weeks of Spring Term)
4	Unable to safely use play equipment	• Consider restrictions on play equipment or taking it out of action	DM – in information for staff	Completed – play equipment out of use
5	Children require additional support to follow these measures	• Work with parents by phone • Use of technology to model (video)	DM – in information for staff	Completed
6	Effect of insufficient transition activities during the summer term	• Consider staggered starts when schools re-open	N/A	
7	Behaviours for learning takes time to establish and are challenged by some pupils	• Refresh Behaviour Policy • Run a whole-school project for children and teachers to 're-connect' • Adjust class compositions, if necessary, for September, to create a better balance • Use virtual assemblies to re-establish the school's rules/codes etc. • Re-establish expectations and the principles of learning that the school has already in place	N/A	

8	Attendance is poor	• Remind and work with parents/ carers to quickly re-establish good attendance habits especially. PAs • Inform parents/ carers that the school has been deep cleaned to reduce fears of C-19 infection	SA – in information for staff and parent s	Completed
9	Returning to an unfamiliar setting causes anxiety for pupils – particularly EYFS/reception	• Send out photos, books, social stories in advance – possibly video from teacher/TA	N/A	
10	High risk pupils with challenging behaviour require restraint posing additional risk to themselves and staff	• Staff allocated according to relationships thereby reducing potential for risk • Clear expectations on need for social distancing – work with families and trust if pupil unable to comply	DM/KE DM	Completed Behaviour plans and risk assessments are in place for a small number of pupils whose behaviour is challenging. These are focused on keeping both pupils and staff safe.
11	Higher than usual numbers of safeguarding disclosures	• Ensure all staff and any volunteers are equipped to receive disclosures and know who and how to pass them on/record them • The trust has revised the recommended child protection policy to reflect the return of more pupils • Designated safeguarding leads (and deputies) will be provided with sufficient time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and	N/A	

		welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate • Attention is paid to communication with school nurses		
12	Pupils return having been traumatised by their experience of the COVID-19 restrictions	• Ensure staff are aware of sources of help and resources available	KE – PSHE	Completed

e) **Vulnerable children (SEND/LAC)**

	Risk	Countermeasure	By whom?	By when?
1	Children with SEND do not have needs met	• Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories	SM – Extended transition to support this (first 2 weeks of term)	Completed
2	Children have suffered trauma, both in existing challenging situations known to the school, or new situations previously unknown to the school	• Late August briefing of trauma session for use at September PD day	KE	Completed