

COVID-19: Operational Risk Assessment for School Reopening on 2nd Sept 2021

SCHOOL NAME: ST CATHERINE'S PRIMARY

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Maureen Kelly – Headteacher Holly Evans & Nicki Whatley - Deputies Kim McKenzie - Business Manager	1 st September 2021		Staff, pupils, parents, visitors, volunteers, contractors

Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the re-opening of the school and ensure the school continues to operate in a safe way. This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education: [Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/actions-for-schools-during-the-coronavirus-outbreak)

Other Related Documents:

Relevant Existing Policies	Local Authority/Trust/Union documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012 The Health Protection (Notification Regulations) 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (July 2021) Education and Skills Service Recovery Planning support for schools (May 2021) Note: The Joint Trade Unions have called on the Government to reintroduce the use of face mask for pupils and staff in secondary schools. Therefore the unions recommend the wearing of face masks should be included as an additional control measure to reduce the risk of infection	New operational guidance has been published, in line with step 4 of the road map: <ul style="list-style-type: none"> Actions for schools during the coronavirus outbreak Guidance for special schools and other specialist settings Actions for FE colleges and providers during the coronavirus outbreak Actions for early years and childcare providers during the coronavirus outbreak Use of PPE in education, childcare and children's social care <p>Covid-19 Action for out-of-school settings guidance has been added which applies from step 4. It removes restrictions such as keeping children in consistent groups (bubbles), wearing face coverings in classrooms, communal areas and in community settings, limits on parental attendance, and restrictions on group sizes for residential visits. It also includes information about updating your outbreak management plan and what to do when an individual in your setting tests positive for Covid-19. From 16 August, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact</p> <p>The special schools and other specialist settings guidance has been updated to confirm that over the summer, staff and secondary pupils should continue to test</p>

		<p>regularly if they are attending settings that remain open. Advice has also been confirmed for testing in the autumn term.</p> <p>Apprenticeships guidance has been updated to reflect the change in the return to the workplace which will apply to apprenticeships as part of step 4 of the roadmap. This includes updated links and references to the redundancy support service, ending of flexibility permitting end-point assessment prior to functional skills qualification achievement, and an extension of the temporary policy on suspending the requirement for Level 2 apprentices to attempt Level 2 functional skills assessment</p> <p>Transport guidance has been updated to reflect step 4 of the roadmap out of lockdown. It removes the recommendations that distancing should be maximised and mixing should be minimised, and that children and young people aged 11 and over should wear face coverings. It provides advice on continuing to take proportionate measures to reduce the spread of infection.</p> <p>The public health guidance has been updated for exams with advice that applies from step 4. The guidance removes restrictions such as keeping students in consistent groups (bubbles) and wearing face coverings in classrooms and communal areas, and on dedicated transport</p> <p>Protect vulnerable workers - Working safely during the coronavirus (COVID-19) pandemic (hse.gov.uk)</p> <p>Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</p>
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Risk matrix

Impact risk rating:	Probability risk rating:	Overall risk rating:
5. Catastrophic	5. Almost certain to happen	16 or more - red
4. Major – e.g. likely to result in school closure	4. Likely	12 to 15 - amber
3. Moderate – e.g. likely to result in one or more classes having to close	3. Possible	9 to 11 – amber
2. Minor	2. Unlikely	Below 9 – green
1. Negligible	1. Negligible	Below 9 – green

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
A. Staffing Resources							
1. Risk that there are Insufficient staff to support all the pupils to be in school	3	3		<ul style="list-style-type: none"> Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus. Staff in settings who are CEV should attend their place of work if they cannot work from home. <p>Note: we are awaiting further DfE guidance re; CEV people.</p>	Y	Risk assessments will be made for CEV staff. All staff are aware of the importance of keeping the HT informed of any change in their circumstances re COVID	9
				<ul style="list-style-type: none"> Establish how many and which staff will be available, if staff develop COVID-19 symptoms and isolating, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments for the CEV staff where appropriate (guidance to be published by the DHSC) 	Y	Risk assessments will be made. All staff are aware of the importance of keeping the HT informed of any change in their circumstances re COVID	
				<ul style="list-style-type: none"> Based on available staffing and any cover you are able to secure, decide how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises. 	Y	We anticipate the return of all classes. We can cover 2 classes if 3 teachers have to isolate due to COVID. After that we need to employ agency staff.	
				<ul style="list-style-type: none"> Ensure flexible and responsive use of teaching assistants 	Y	We have 2 HLTA and 4 Level 3 TAs.	
				<ul style="list-style-type: none"> Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will 	Y	TA timetable is in place. Absence will have an impact on support available and cover for lunchtime. TAs will be	

			<p>need to be supported by the same adults, where possible</p>		<p>asked to wash hands thoroughly before entering different classes during the day.</p>	
			<ul style="list-style-type: none"> From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases. 	Y	<p>Staff have been provided with the information from the DFE on test and trace and are encouraged to follow the advice.</p>	
			<ul style="list-style-type: none"> Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school). 	Y	<p>Full quota of staff in place with support staff available to cover in absences</p>	
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning.	3	3	<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. 	Y	<p>Staff have been informed in staff comms and the of importance of informing HT immediately</p>	9
			<ul style="list-style-type: none"> Full use is made of all qualified teachers. 	Y	<p>All class teachers and non-class based teachers are responsible for both home learning provision and planning/teaching children in school.</p>	
			<ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. 	Y	<p>Learning Mentor timetabled to support classes in wellbeing and can be flexible to cover classes along with HLTA, Level 3 TAs and Level 2 TAS where appropriate.</p>	
			<ul style="list-style-type: none"> Full use is made of test and trace to inform staff deployment i.e. ensure staff who have been instructed to self-isolate through test and trace are not attending school 	Y	<p>Staff have been provided with the information from the DFE on test and trace and have been asked to follow the advice</p>	
			<ul style="list-style-type: none"> A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve. 	Y	<p>All classes are expected to be in school. We are able to cover 3 classes if the class teacher is isolating due to COVID.</p>	

						Remote learning is provided for children who are isolating at home.	
				<ul style="list-style-type: none"> Where possible, ensure pupils with SEND are prioritised to be in school, -. 	Y	All SEND particularly EHCP children are prioritised.	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	3		<ul style="list-style-type: none"> Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies. 	Y	Agency staff are being given a full induction and are provided with a mask. There is hand wash and anti bac gel in all classrooms for staff and children to use. The agency staff movement between classes is limited as far as possible.	9
				<ul style="list-style-type: none"> Ensure visiting staff are aware of hygiene measure and minimise contact to only pupils who need to be taught. 	Y	Peripatetic teachers to teach 1:1. Face mask is optional. Provide instruction from a distance and to wash hands before and after each pupil.	
				<ul style="list-style-type: none"> Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor. 	Y	Music leader to review music risk assessment	
				<ul style="list-style-type: none"> Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to. 	Y	Any ITT trainees will have a full induction and will be made aware of our policies and procedures. They will be allocated to a class (Year group)	
4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	3	3		<ul style="list-style-type: none"> Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible 	Y	Staff are aware that they need to declare if they are extremely clinically vulnerable or clinically vulnerable. Risk assessments will be been put in place.	9
5. Risk of not covering essential functions	3	3		<ul style="list-style-type: none"> Provide cover for the role from within available staffing 		1 DSL 3 DDSL Two senior First Aiders	9

(first-aid, DSL, SENCo).						All Office Staff and TAs are First Aid trained.	
				<ul style="list-style-type: none"> • Or remote support via another school, Academy Trust or the LA 	n/a		
				<ul style="list-style-type: none"> • Ensure First Aid certificates are up to date 	Y	First Aid Manager oversees schedule training. Currently up to date.	
				<ul style="list-style-type: none"> • Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals. 	Y	Business Manager to continue to monitor supplies of face masks, shields aprons and gloves for all staff including First Aiders.	
				<ul style="list-style-type: none"> • Programme of training for additional staff in place (e.g. Safeguarding) 	Y	5 on Safeguarding Team. Training is up to date. All staff received their annual safeguarding training on 2/11/20. Safeguarding INSET on 1/9/21. Next Level 2 training booked for October 2021.	
6. Risks to health and safety because staff are not trained in new procedures.	3	3		<ul style="list-style-type: none"> • A revised staff handbook is issued to all staff prior to September start. 	Y	Staff received amendments via email on 31 st August 2021	9
				<ul style="list-style-type: none"> • Induction and CPD programmes are in operation for all staff prior to reopening (incl breakfast club and after school activities), and include: <ul style="list-style-type: none"> ○ Infection control ○ Fire safety and evacuation procedures ○ Constructive behaviour management ○ Safeguarding ○ Risk management 	Y	Staff INSETs & Briefings to go through risk assessment and safety procedures. Fire alarm drill scheduled for first half of Autumn Term	
7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	3	3		<ul style="list-style-type: none"> • An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, Further guidance to be released by the DHSC 	Y	Staff to declare whether they are in the extremely critically vulnerable group or clinically vulnerable group. Government Guidelines will be followed.	9

			<ul style="list-style-type: none"> All members of staff with underlying health conditions have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated. Staff sharing their household with people with underlying health conditions places them at higher risk 	Y	In staff comms and in Staff handbook addendums Staff have been asked to inform HT	
			<ul style="list-style-type: none"> Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus. 	Y	HT will meet with staff who have declared their health issues. Risk Assessment will be put in place for individuals.	
			<ul style="list-style-type: none"> Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable 	Y	Staff have also been directed to the information from the DFE	
			<ul style="list-style-type: none"> Current government guidance is being applied. 	Y	SLT and governors have been provided with the latest DFE information.	

B. Teaching Spaces, the Learning and School Environment

8. Risks of transmission during use of the outdoor learning environment for young children	3	3	<ul style="list-style-type: none"> Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside 	Y	Special bins have been purchased and labelled Handwashing systems are in place.	9
			<ul style="list-style-type: none"> Close down drinking fountains and make arrangements for individual water bottles for children 	Y	Children are asked to bring in their water bottles. Drinking water available in classrooms.	
			<ul style="list-style-type: none"> Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam 	Y	Milton and disinfectant is used to clean equipment on a daily basis.	
			<ul style="list-style-type: none"> Resources are limited to facilitate effective cleaning daily 	Y	Washable equipment is used.	

				<ul style="list-style-type: none"> Only equipment that can be washed or easily cleaned can be used. 	Y	Washable equipment is used.	
9. Risks of transmission due to movement around the school.	3	4		<ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible 	Y	<p>Staff and children are encouraged to use outside paths.</p> <p>Parent pick up is 3:15pm, 3:20pm and 3:30pm with 2 separate times for after school club.</p> <p>Drop off time last for 20 minutes to accommodate large groups. 8:30 to 8:50am</p>	12
				<ul style="list-style-type: none"> Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance 	Y	Rotas in place. Distance is encouraged for all adults	
10. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	3	4		<ul style="list-style-type: none"> Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department 	Y	<p>Playground gate is used</p> <p>Road closure signs are displayed in street</p>	12
				<ul style="list-style-type: none"> Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom 	Y	Handwashing system in place on entry	
				<ul style="list-style-type: none"> Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible 	Y	<p>Only one parent per family is encouraged to come to the school.</p> <p>Distance is encouraged between adults.</p>	
				<ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can reduce contacts and maximise distance 	Y	Parents are encouraged to keep a distance from each other, wear masks and stay one side of the playground	
				<ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing 	Y	Gate opens am for 20 mins and pm for 40mins	
				<ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits routes 		Communications have been sent via email.	

			<ul style="list-style-type: none"> • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating 	Y	Parents are encouraged to drop off and leave and collect and leave.	
			<ul style="list-style-type: none"> • Parents given advice on walking/cycling to school, avoiding public transport and minimising driving 	Y	Parents are encouraged to park and stride or walk and cycle	
			<ul style="list-style-type: none"> • Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage 	Y	Children are encouraged to cycle, walk or scooter to school in school comms from School Travel Plan Leader	
			<ul style="list-style-type: none"> • Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space 	Y	Road closure signs in place.	
11. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3	3	<ul style="list-style-type: none"> • Advice to pupils and families on maintaining road safety procedures despite changes. 	Y	Road closures in place to support parents and children coming to school. Emails have been sent to support safety aspects of entering and leaving school.	9
			<ul style="list-style-type: none"> • For those that have to drive, advice on places they should and should not pick up, drop off and park. For Secondary • Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols. 	Y	Parent comms explaining importance of park and stride	
			<ul style="list-style-type: none"> • Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families. 	Y	Parent comms to encourage a swift drop off and collection.	
			<ul style="list-style-type: none"> • Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented. 	Y	Road closure in place. Mays Lane to Elton Ave. Road signs in place	
			<ul style="list-style-type: none"> • Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc. 	Y	Pavement marking in place. Road closure in place Mays Lane to Elton Ave	

				<ul style="list-style-type: none"> • Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. 	Y	Road closure – Mays Lane to Elton Ave. Signs in place	
12. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	3		<ul style="list-style-type: none"> • Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. • If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak. 	Y	Supervision has been assigned (cannot be enhanced) to classes where there is a particular need if possible.	9
13. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	3		<ul style="list-style-type: none"> • Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area. 	Y	As outlined in the power point. Sandpit in nursery must only be used by Nursery children. They must wash their hands before and after use. Same applies to Reception sand tray.	9
				<ul style="list-style-type: none"> • If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak. 	Y	School will act upon advice provided by NHS and DFE and will follow these guidelines.	
				<ul style="list-style-type: none"> • Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat. 	Y	Children will eat as a year group. Lunch times for year groups are staggered.	
				<ul style="list-style-type: none"> • If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food 	Y	In parent comms	
				<ul style="list-style-type: none"> • Eating areas are thoroughly cleaned after lunchtime 	Y	Staff allocated to dining room cleans tables and seats after each year group have eaten.	
14. Staff rooms and offices do not allow for observation of reduction of contacts	3	3		<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 maximising distance between users. 	Y	Staff are encouraged to wash hands and if appropriate wear a face mask. Lunch times are staggered so that distancing can be	9

and maximising distance guidelines						maintained as far as possible.	
				<ul style="list-style-type: none"> Staff have been briefed on the use of these rooms 	Y	Yes in staff briefing	
15. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	3		<ul style="list-style-type: none"> Reduction of contacts and maximising distance provisions are in place for medical rooms 	Y	Medical room has space and is kept clean and tidy	9
				<ul style="list-style-type: none"> Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged 	Y	Medical room has been assigned for this purpose.	
				<ul style="list-style-type: none"> PPE available if staff dealing with pupil with symptoms 	Y	In place	
				<ul style="list-style-type: none"> Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas 	Y	Procedure in place	
16. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	3		<ul style="list-style-type: none"> Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school. 	Y	Parents received comms on 31 st August 2021	9
C. Hygiene and protective controls							
17. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	3		<ul style="list-style-type: none"> Ensure frequent hand cleaning and good respiratory hygiene practices 	Y	Communicated in emails and in meetings to staff and power point and posters with children.	9
				<ul style="list-style-type: none"> If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak. 	Y	Class or Year group Bubbles may be put in place to reduce risk	
				<ul style="list-style-type: none"> Regular cleaning 	Y	School is cleaned twice during the day with caretaker spraying anti bac on door handles and surfaces in corridors	
18. Risk of staff or children with the virus coming into school with symptoms or	3	3		<ul style="list-style-type: none"> Testing of staff or pupils – if school has PCR home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested. 	Y	PCR tests will be sent home for urgent requests; parents will be supported in acquiring a PCR test	9

when symptoms are not clear.						with directions to relevant websites.	
				<ul style="list-style-type: none"> Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home 	Y	All staff made aware of this condition and are to be vigilant of others	
				<ul style="list-style-type: none"> Make arrangements to isolate anyone with symptoms and have clear guidance and protocols 	Y	Staff to be sent home immediately. Child to be kept in medical room with First aid managers wearing PPE	
				<ul style="list-style-type: none"> PPE on hand. Active engagement with NHS Test and Trace 	Y	In medical room In accordance with guidelines	
19. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	3	3		Establish arrangements for all frequently touched surfaces and equipment e.g. <ul style="list-style-type: none"> door handles handrails tabletops play equipment toys electronic devices (such as phones) specialist equipment, including equipment used by pupils with SEN 	Y	Caretaker to carry out a daily schedule of wiping door handles door plates and devices wearing a mask. Each class and office to be provided with detergent/anti bac spray	9
				<ul style="list-style-type: none"> When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces. 	Y	Caretaker to ensure there is a supply of spray bottles containing effective cleaning fluid	
				<ul style="list-style-type: none"> Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books 	Y	Teachers to be reminded of this advice in staff comms	
				<ul style="list-style-type: none"> Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations. 	Y	Teachers must wash hands or at least anti bac hands before and after using the photocopier.	

				<ul style="list-style-type: none"> There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this 	Y	Staff to wear professional attire. Children to wear school uniform.	
20. Risk of virus spreading because the school has insufficient materials and equipment	3	3		<ul style="list-style-type: none"> Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms 	Y	Caretaker to ensure there is always a backup supply of soap and paper towels so that it never runs out.	9
				<ul style="list-style-type: none"> Use of hand sanitisers at appropriate locations 	Y	Bottles at various points in school and sanitiser in entrance to school	
				<ul style="list-style-type: none"> Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, 	Y	Pedal bins with lids purchased for every classroom and office for tissues only.	
				<ul style="list-style-type: none"> Bins to be double bagged and emptied 		Pedal bins double bagged	
				<ul style="list-style-type: none"> Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom 	Y	Tissues boxes available in each classroom. Information of disposal of tissues included in power point and on pedal bin labels	
21. Provision and use of PPE for staff where required is not in line with government guidelines	3	3		<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 	Y	EYFS and TA staff are provided with PPE. Trusted supplier will be used	9
				<ul style="list-style-type: none"> Those staff required to wear PPE (e.g. SEND intimate care) 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 	Y	First Aid managers and EYFS staff have watched the NHS videos on disposing of PPE	
				<ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing 		Handwashing is encouraged in comms instead of wearing gloves.	
22. Pupils forget to wash their hands	3	3		<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. 	Y	Expectations outlined in staff comms	9

regularly and frequently				<ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class. 	Y	Staff refer children to posters and power point	
				<ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	Paper towels and soap dispensers are an indicator of this	
D. Premises and Buildings							
23. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	3	3		<ul style="list-style-type: none"> A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to September start 	Y	School areas in use are cleaned daily.	9
				<ul style="list-style-type: none"> An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach the regular cleaning of toilets 	Y	New cleaning schedule in place with cleaning manager. Caretaker to anti bac door handles and common surface areas 12pm each day.	
				<ul style="list-style-type: none"> Working hours for cleaning staff are increased 	Y	More cleaners employed and times adjusted	
24. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	3	3		Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.	Y	No more than 3 girls in the girls' toilets and 3 boys in the boys' toilets at one time.	9
				<ul style="list-style-type: none"> The toilets are cleaned frequently as laid out in the enhanced cleaning schedule 	Y	Cleaners timetable	
				<ul style="list-style-type: none"> Monitoring ensures a constant supply of soap and paper towels 	Y	Caretaker to monitor	
				<ul style="list-style-type: none"> Bins are emptied regularly. 	Y	Caretaker to monitor and carry out	
				<ul style="list-style-type: none"> Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	Y	Signs and posters provided in toilets and toilet doors	

25. Fire procedures are not appropriate to cover new arrangements	3	3		<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ○ Reduced numbers of pupils/staff ○ Possible absence of fire marshals ○ The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points ○ A possible need for additional muster point(s) to where possible 	Y	2 Fire Marshalls in place Fire drill to take place in each half term. Use exit staircase to maximise social distancing	9
				<ul style="list-style-type: none"> • Staff and pupils have been briefed on any new evacuation procedures (incl breakfast club and after school activities) 	Y	Weekly briefings, emails and staff comms	
				<ul style="list-style-type: none"> • Incident controller and fire marshals have been trained and briefed appropriately. 	Y	Training up to date	
26. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	3	3		<ul style="list-style-type: none"> • Plans for fire evacuation drills are in place which are in line with the School Fire Strategy plan 	Y	Year group to line up 2 metre distance apart at muster points.	9
				<ul style="list-style-type: none"> • Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. 			
				<ul style="list-style-type: none"> • Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency 			
27. Fire marshals absent due to self-isolation	3	3		<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	Business Manager to inform Fire Marshalls of any absences.	9
28. All systems may not be operational	3			<ul style="list-style-type: none"> • Government guidance is being implemented where appropriate 	Y		
				<ul style="list-style-type: none"> • All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators 		All systems have been maintained and monitored as normal	

				<p>Heating Ventilation systems Mechanical ventilation systems should be checked before reopening</p>			
29. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	3	3		<ul style="list-style-type: none"> All statutory compliance is up to date. 	Y		
				<ul style="list-style-type: none"> Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm 	Y	All systems have been maintained and monitored as normal	9
30. Lack of good ventilation means that there is risk of transmission	3	3		<ul style="list-style-type: none"> Ensure good natural ventilation in classrooms and common areas e.g. through opening a windows, doors etc. 	Y	<p>Staff have been advised to keep windows open. They can be closed if it gets cold for the children. When leaving the classroom all windows and doors must be open so that the room is ventilated thoroughly. They can be closed once children return to classroom.</p>	9
				<ul style="list-style-type: none"> Identify poorly ventilated areas and decide how to improve ventilation There are some simple ways to identify poorly ventilated areas: <ul style="list-style-type: none"> Look for areas where people work and where there is no mechanical ventilation or natural ventilation such as open windows, doors, or vents Check that mechanical systems provide outdoor air, temperature control, or both. If a system only recirculates air and has no outdoor air supply, the area is likely to be poorly ventilated Identify areas that feel stuffy or smell bad 			
				<ul style="list-style-type: none"> If the school has carbon dioxide (CO2) monitors, consider using these to monitor ventilation level, If there is a build-up of CO2 in an area it can indicate that ventilation needs improving. Although CO2 levels are not a direct measure of possible exposure to COVID-19, checking levels using a monitor can help you identify poorly ventilated areas. 			
				<ul style="list-style-type: none"> Carry out an assessment of fresh air (ventilation) in the workplace – Use the HSE 			
						<p>We are waiting for CO2 monitors which will provide us with quality of air flow information</p> <p>Caretaker to carry out assessment of fresh air</p>	

			<p>link below to undertake the assessment and make appropriate adjustment.</p> <ul style="list-style-type: none"> Follow guidance in the following link: air conditioning and ventilation during the coronavirus outbreak. https://www.cibse.org/coronavirus-covid-19 			
31. Visitors to the site (including parents) add to the risk	3	3	<ul style="list-style-type: none"> Limit the external visitors to the school during school hours. The school needs to weigh up the risks (how many sites they visit, how many individuals there are coming, how close they get to pupils & staff, etc.) versus the specific benefits for each group before deciding whether the visit is allowable. 	Y	<p>NHS and LA visitors are asked to carry out a LFT before visiting the school. Use of anti bac gel is encouraged on entry and if moving from one class to another.</p> <p>When in the classroom they are asked to wear a mask.</p> <p>When meeting with staff they are asked to maintain a 2 metre distance in a well ventilated room.</p> <p>One parent from each family are permitted onto the playground to drop off and collect their child.</p> <p>Parents have been asked to wear a mask and to keep a social distance as far as possible.</p> <p>Parents meetings will be carried out by Zoom.</p>	9
			<ul style="list-style-type: none"> Signage giving routes, procedures, entrances and exits to be followed. 	Y	Signs are on doors and gates	
			<ul style="list-style-type: none"> Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. 	Y	Contractors are permitted and are asked to wear a mask if working near staff or children,	

				<ul style="list-style-type: none"> 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) 		Only in extenuating circumstances parents are invited to meet staff in school in person.	
				<ul style="list-style-type: none"> Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' where possible. 	Y		
32. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	3	3		<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. 	Y		9
				<ul style="list-style-type: none"> An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe 	Y		
				<ul style="list-style-type: none"> 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 reduction of contacts and maximising distance is maintained at all times. 	Y	Contractors asked to answer questions regarding COVID and to wear a face mask.	
				<ul style="list-style-type: none"> Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed. 	Y		
				<ul style="list-style-type: none"> 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		
E. General							
33. Existing policies on safeguarding, health and safety, fire evacuation, medical,	3	3		<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school. 	Y		9

behaviour, attendance and other policies are no longer fit for purpose in the current circumstances				<ul style="list-style-type: none"> The school has carried out a full Health and Safety Risk Assessment to ensure it is compliant with Government guidelines 	Y		
				<ul style="list-style-type: none"> Staff, pupils, parents and governors have been briefed accordingly. 	Y	Risk assessment for reopening will be on the school website.	
34. Curriculum/ Learning Environment				<ul style="list-style-type: none"> Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: <ul style="list-style-type: none"> In PE - sports equipment thoroughly cleaned between each use by different individual groups. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. In music lessons physical distancing and playing outside will be done wherever possible 	Y	DFE guidance and NHS guidance will be followed if we have a case of COVID in a class.	
				<ul style="list-style-type: none"> If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak. 			
				<ul style="list-style-type: none"> Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support. 			
35. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	3	3		<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff (incl staff at breakfast club and after school activities) Pupils Parents Governors/Trustees Local authority 	Y	HT has met with hair & Vice Chair to discuss risk assessment and plan. RA has been shared with staff and parents RA has been sent to unions RA has been sent to LA	9

			<ul style="list-style-type: none"> ○ Health services ○ Regional Schools Commissioner ○ Professional associations ○ Other partners ○ Neighbouring schools/EY settings ○ Highways department 		RA is reviewed termly and placed on school website.	
			<ul style="list-style-type: none"> ● Parents are communicated with to make sure they know: <ul style="list-style-type: none"> ○ whether their child will be able to attend from 1stSept ○ what protective steps you're taking to make the school a low-risk place for their child ○ what you need them to do (such as on drop off and collection) ● For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan 		<p>Parents are regularly informed of Safety procedures via email.</p> <p>Parents are updated each week via newsletters and texts/emails</p> <p>Parents of children with an EHCP have received communication from the Inclusion Leader.</p>	
36. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education	3	3	<ul style="list-style-type: none"> ● All state-funded schools should provide remote education for school-aged children who are unable to attend school due to following government guidance or law relating to COVID-19 (for example if they need to self-isolate, or if they have tested positive but are well enough to learn from home). ● Schools should provide remote education equivalent in length to the core teaching your child would usually get in school. ● School is aware of current guidelines for remote learning 	Y	<p>Remote learning is provided for children who are well enough to work from home. Class Teacher to provide.</p> <p>Remote learning Policy is on our website.</p>	9
			<ul style="list-style-type: none"> ● Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis. 	Y	Communication in newsletter. Attendance Manager tracks attendance and speaks to parents regularly on the playground and on phone.	
			<ul style="list-style-type: none"> ● Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. 	Y	In newsletter.	

				<ul style="list-style-type: none"> Schools have a regularly updated register of pupils with underlying health conditions. 	Y	First Aid Manager keeps records up to date	
				<ul style="list-style-type: none"> Staff are available to ensure pupils at home continue to be provided with remote education 		Teachers are responsible for providing remote learning for children in their class.	
37. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	3		<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. 	Y	Safeguarding Team have Psychological First Aid Training. HT and DH are Youth Mental Health Champions.	9
				<ul style="list-style-type: none"> There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. 	Y		
				<ul style="list-style-type: none"> 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). 	Y	Taught in PSHE	
				<ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided. 	Y	Links are provided in Parent comms and in newsletter	
38. 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	3	3		<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. 	Y	Links are sent in Staff Comms. Time is provided for staff to focus on their wellbeing	9
				<ul style="list-style-type: none"> Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. 	Y		
				<ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing 	Y	Wellbeing is on agenda for staff and is on the Catholic Life Committee agendas.	
				<ul style="list-style-type: none"> Staff briefings/training on wellbeing is provided. 	Y		
				<ul style="list-style-type: none"> Staff have been signposted to useful websites and resources. 	Y		
39. Lack of governor oversight during the COVID-19 crisis leads to the school failing to	3	3		<ul style="list-style-type: none"> The governing body continues to meet regularly. 	Y		9
				<ul style="list-style-type: none"> The governing body agendas are structured to ensure all statutory requirements are discussed 	Y		

meet statutory requirements.				and school leaders are held to account for their implementation.			
				<ul style="list-style-type: none"> The Headteacher's Report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. 	Y		
				<ul style="list-style-type: none"> Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 	Y	HT speaks with or meets with Chair and Vice Chair weekly	
				<ul style="list-style-type: none"> Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 	Y		
40. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	3		<ul style="list-style-type: none"> Guidance on NHS test and trace has been published. 	Y		9
				<ul style="list-style-type: none"> From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be Contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases. 	Y	Staff have been informed of the guidance.	
				<ul style="list-style-type: none"> The guidance has been explained to staff 	Y	Guidance is referred to in staff meetings	
				<ul style="list-style-type: none"> Post-testing and tracing support is available for staff. 	Y		
41. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	3	3		<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. 	Y		9
				<ul style="list-style-type: none"> Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases. 			

				<ul style="list-style-type: none"> Pupils, parents and staff are aware of what steps to take if they, or any member of their household display symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically extremely vulnerable should these apply 	Y	DFE and NHS guidance have been sent to parents	
				<ul style="list-style-type: none"> A record of any COVID-19 symptoms in staff or pupils is recorded 	Y		
42. Staff (incl breakfast club and after school activities 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	3	3		<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. 	Y		9
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y		
				<ul style="list-style-type: none"> Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed. <p>Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.</p>	Y	LFTs were reordered in July 2021 for September 2021.	
				<ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y		
43. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including test and trace	3	3		<ul style="list-style-type: none"> From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases. 		Procedures have been communicated to staff and to parent in emails guiding them to DFE & NHS guidance links.	9
				<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. 			

				<ul style="list-style-type: none"> The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. 			
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y	Staff have been sent emails containing links to the guidance. Children have been made aware in class and in assemblies	
				<ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y		
44. Staff, parents and carers are not aware of recommendations on transport to and from school	3	3		<ul style="list-style-type: none"> Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12). Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures 	Y	The Travel Plan Leader communicates healthy suggestions for coming to school E.g. park and stride, walking, cycling, and scooting as outlined in school newsletters.	9