



Lillington Nursery and Primary School

Covid-19: Operational Risk Assessment.

2nd lockdown of primary schools January 2021
- reviewed to secure full-reopening on
08.03.21



Risk matrix. Reviewed every 2 weeks

Written and updated from WCC RA 02.02.21

Additions made 23.02.21 due to reopening

Finham Park School Partnership: Covid19 Operational Risk Assessment – January 2021 Lockdown and Re-opening of Primary Schools

1. Introduction:

Finham's Partnership of schools agreed a collaborative and consistent approach to secure the safe re-opening of schools across the MAT as set out in 'Coventry Schools Covid-19 Re-set and Recovery Plan' May 2020. On 2nd July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published: [Guidance for full opening of schools](#)

New guidance for lockdown 2021 has also been published on 4th January 2021

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

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

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

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

This risk assessment guidance:

- Sets out the current context and statutory health and safety obligations as at July 2020 to take effect from September 2020/January 2021.
- Reflects the relevant principles set out in Coventry schools Covid-19 Re-set and Recovery Plan
- Sets the national and local context for conducting a risk assessment to reduce transmission of a disease within school
- Provides an exemplar risk assessment that can be adopted and adapted to any educational setting
- Provides a template to record a risk assessment method statement – setting out safe methods of working (control measures), which all staff should read, understand and sign
- Incorporates hyperlinks to sources of helpful information and resource

What is the risk? Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk in re-opening schools, is the potential transmission of Covid19 between members of the school community and consequently the wider community. This risk assessment therefore focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of Covid19 as a consequence of re-opening schools to all pupils and staff, recognising that the virus is in general circulation and the risk is significantly lower than in the Spring/early Summer of 2020. January 2021 has seen a new lockdown due to a new variant of Covid 19. This variant transmits more easily and at a faster pace.

Who is responsible? The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. For maintained schools the employer is Warwickshire Council Council, for Academies it is the Academy Trust.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the head teacher and school management team.

Reference: <https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

2. Overview of Actions required for safe methods of working:

- Put in place sensible approaches to minimise the risk of Covid19 transmission to staff, pupils and visitors whilst in school.
- Communicate the risks and required safe methods of working to all building users including parent/carer
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.

2.1 Key message:

Good health and safety is about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. Good leadership is about getting the balance right on managing risk rationally, it is not about trying to eliminate it altogether.

2.2 What leaders need to do:

- Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.
- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.
- Consult and work with recognised TU safety representatives/employee representatives and safety committees.
- Consult and engage employees in the development of the risk assessment and ongoing review
- Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
- Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.

See: <https://www.hse.gov.uk/services/education/sensible-leadership/leadership-test.pdf>

3. MAT agreed Principles:

- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the MAT school system
- Adherence to social distancing will be maintained as far as practicably possible in all classroom and school environments

- Best endeavours will be deployed to minimise the number of contacts staff and pupils have within school and ensure consistency in the groups pupils are placed within and staff teach/support
- School organisational planning will minimise the number of pupils that each staff member has contact with
- Schools will reserve the option of a “staff re-set day” and other opportunities for staff to come on site prior to working with children after anytime of lockdown

4. What we know:

The World Health Organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with Covid19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eyes, nose or mouth. It is understood that people can be infectious before their illness starts. Therefore, to minimise the risk of transmission, settings must put into place effective infection protection and control. Ensuring appropriate social distancing in school, meticulous hand hygiene practice all serve to reduce risk significantly.

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

These include:

Exclusion:-

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges. Covid19 tests for symptomatic household member/s must confirm the outcome of the Covid-19 test if taken as soon as the results are known.
- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [staying at home and away from others \(social distancing\)](#) guidance should be supported in undertaking a Vulnerable Employee Risk Assessment (VERA) and reasonable adjustments made if necessary, which may include additional protections within the school environment or if possible working from home supporting the delivery of the curriculum for children unable to attend school as a consequence of self-isolation or local lockdown

Hygiene:-

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

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- Ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach with follow up handwashing and cleaning/wiping of any contaminated area followed by safe disposal of waste
- * Maximise natural ventilation and access to the external learning environment

Social Distancing:-

- Secure social distancing and/or minimise the range of contacts an individual pupil and member of staff have whenever practicably possible, through group designation, footfall management and planned supervised movement throughout the school building
- Regulate entry so that the premises do not become overcrowded at any point ensuring no ‘pinch points’ are experienced at ingress or egress
- Where it is possible to remain 2 metres apart, continue to use floor markings/signage to mark the distance and facilitate compliance, particularly in corridors, hand cleaning areas, toilets and internal and external communal break areas. Primary age children and those with cognitive functioning that makes social distancing difficult, can socialise with children within their designated group (bubble)
- Ensure the environment (such as classroom layout) and timetables are conducive with social distancing – remove all clutter and non-essential resources. Desks/tables where practicably possible should be forward facing – pupils should avoid facing each other or sitting side by side.
- Minimise social contact by forming fixed groups of staff and children and avoiding movement between or blending of groups whenever possible. This may be a whole class group or if that is not possible e.g. secondary a whole year group. It is accepted that staff may have to deliver to more than one group, which is permissible, but contacts should be minimised and social distancing adhered to when possible.
- Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side.
- Social distancing is not required in an emergency situation, e.g. medical emergency, fire evacuation etc. PPE should be used in a medical emergency if time permits (a first aid supply of PPE has been provided to all schools to secure an individual emergency situation, for example a sudden illness that may be Covid19 symptomatic of a child or staff member in school)

5. Summary:

These underlying principles are the key focus for organising all aspects of the school day and need to be built into the operational routine. A model Covid19 operational risk assessment was developed for MAT-wide use, which is pre-populated with generic safe methods of working. It was advised that if adopted, it would need to be adapted to each specific setting. The risk assessment template has been reviewed to reflect the changes in risk and necessary controls from September 2020 when all pupils return to school on a full-time basis. In addition to infection control, the risk assessment template and supporting resources extends to support additional health and safety considerations related to the consequences of Covid19 specifically:

- Securing provision for SEN – from September 2020 the provisions in a child’s Education, Health and Care Plan must be delivered. This means that peripatetic support teachers and health therapists will be able to work within schools, by adhering to the schools visitors policy thereby balancing the risk of allowing external visitors into school with the duty of best endeavours to provide (school may adopt the LAs model policy for visiting professionals).
- Health and safety audit of the school building checklist – for use by class teachers (HSE) to ensure that the overall building is safe to use in terms of trips, falls, lighting, electricity hazards etc.
- Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL and response to local lockdown
- Maintaining communications with parents, staff, visitors and the general public

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- Supporting the mental health and well-being of everyone in school
- Developing a recovery curriculum
- Developing a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of group isolation; whole school isolation or local lockdown.

6. Resources and references:

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

Please note: this risk assessment should be undertaken in conjunction with the covering guidance which absorbs statutory requirements and Government guidance available as at 2nd July 2020. Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or change. Please add additional Activity (risks) as deemed necessary and delete any activity that does not apply to your school. The table is designed to enable you to re-order risks/priorities as required.

Assessment conducted by:	Victoria Wallace	Job title:	HEADTEACHER	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	RA moved to FPMAT format on 02.02.2021	Review interval:	22.02.2021 H&S committee To be reviewed every 2 weeks	Date of next review:	February 2021 and continuous review thereafter – see dates below

Risk matrix.

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence			
		High (very likely)	Medium (possible)	Low (remote)	
Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
1. Establishing a gradual and safe approach for pupils and staff to return to school:					
1.1 Establishing if the building is safe following an extended closure					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.	H	<ul style="list-style-type: none"> ▪ Health and safety audit conducted by nominated staff and Governor ▪ Classroom audits undertaken using the HSE Health and safety risk checklist for classrooms ▪ Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering: <ul style="list-style-type: none"> Different areas of the school ▪ Procedures for when pupils and staff enter and leave school ▪ Planned movement around the school during lesson, break and 	YES		L

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Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
	H	lunch times <ul style="list-style-type: none"> ▪ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used. Share equipment within their bubble. ▪ All staff to be vigilant to ensure all H AND S measures are put in place. ▪ The Head teacher and nominated LGB governor will conduct a site inspection prior to pupils and staff starting back at school. Health and Safety inspections will take place every two weeks and report back finds to LGB and the MAT. ▪ All FPMAT schools have been open since March 2020 and so H&S and maintenance routines/inspections have been maintained. Health and Safety committee created February 2021 to be in line with MAT schools ▪ Staff receive training communications prior to returning to school. The first day back after the summer break, Christmas break and any further breaks will be a designated Training Day across all MAT schools to facilitate final review of systems put in place ▪ 	YES		L
Statutory compliance has not been completed due to the availability of contractors during lockdown	H	<ul style="list-style-type: none"> • School systems have been maintained during lockdown as all FPMAT schools have remained open. However certain routines will be completed to ensure parts of buildings that have received less use meet statutory compliance. • PAT testing completed October 2019 pre Covid • New carpet fitted along KS2 corridor and in 2 classrooms due to previous school flood. • HSL water management, checks to ensure all statutory compliance is up to date. • Fire alarm checks completed December 2020 • Drain work completed October 2020 	YES		L

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1.2 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads may children’s safety at risk	H	<ul style="list-style-type: none"> ▪ First Aid certificates have been extended for three months by Gov’t ▪ All support staff completed training September-December 2019 ▪ Head Teacher is the DSL lead to respond to any increase in safeguarding and welfare concerns arising during the Covid-19 school closure and holiday period. ▪ Online training has been accessed by staff to with safeguarding training – PREVENT completed October 2020 . ▪ Sports coach at lunchtimes are all first aid trained ▪ All schools have trained First Aiders and Designated Safeguarding Leaders on site – support for individuals available on request from MAT/LA " ▪ The Designated Training day after the October half term will provide statutory training for all staff ▪ DSL’s are always onsite and available. ▪ TA’s in school every week to ensure there are always first aiders in the building minimum of 4 	YES		L
2. Securing safe teaching spaces to accommodate all pupils returning to school					
2.1 Organisation of teaching spaces and communal areas					
Classroom sizes will not allow adequate social distancing	H	<ul style="list-style-type: none"> ▪ Class sizes revert to approx. 30 in recognition of Government advice that children are not at significant risk ▪ Timetables and staffing model determined to secure curriculum delivery for class/group size. Nursery bubble @ 26, Reception bubble @ 30 KS1 bubbles @ 24 in class and 72 outside, LKS2 @ 30 in class and 90 outside and UPKS2 bubble at 60. Differences in bubble size are due to the operational needs of the school. 	YES		L

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		<ul style="list-style-type: none"> ▪ Classrooms are re-modelled, with chairs and desks in place to allow for social distancing. Any surplus furniture including ‘spare’ chairs are removed if possible and area de-cluttered ▪ Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters ▪ Ensure class groups and staff stay together consistently and do not mix or blend with other groups ▪ Staff covering PPA and release will work across bubbles. These will be kept within key stages and to a minimum ▪ Where possible, outdoor areas will be used for teaching purposes. ▪ Classrooms will be selected for use that reduce movement around school. ▪ Ensure all learning spaces have windows which can be opened to maximise air flow around the room ▪ Children will be able to mix within their year group bubble outside. Once this is feasibly possible after H&S inspections and local knowledge. ▪ Class bubbles are still in place inside ▪ Bubbles outside will be phase sized due to the operational needs of the school. ▪ Clear signage located around school 			
Large spaces that need to be used as classrooms	M	<ul style="list-style-type: none"> ▪ Set group size limit for large spaces (e.g. hall, sports hall, and dining hall) that match teaching group size. ▪ Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring ▪ Design layout and arrangements in place to enable social distancing. ▪ 	YES		L
Staff rooms and offices do not allow for observation of social distancing guidelines	H	<ul style="list-style-type: none"> ▪ Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. ▪ Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with 	YES	2 kitchen areas within school have been allocated for staff to minimise numbers within one space	L

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		<p>their designated team</p> <ul style="list-style-type: none"> ▪ Staff using a communal area do so in their designated groups only and the area is cleaned before being occupied by another group ▪ Tools and equipment that are shared will be cleaned regularly. ▪ Visiting staff or contractors bring their own laptop, mouse and keyboard, if needed. ▪ No IT equipment, telephones or other equipment to be shared; where this is necessary, such as printers, these will be wiped down after use. ▪ Telephones (incl. mobiles), keyboards and mouse are cleaned at the end of each day. ▪ All meetings are held electronically via TEAMS or ZOOM. This includes all training and for interview purposes ▪ Staffroom has an entrance and exit door ▪ 2m social distancing signs have been added to the staffroom. ▪ Staff reminded that other areas are available. 			
School kitchens may not be able to serve whole school return	H	<ul style="list-style-type: none"> ▪ Government advice confirms that school kitchens can continue to operate, the kitchen will comply with guidance for food businesses on coronavirus (COVID-19) <p>Dining hall and breakfast club hall is used for all classes at separate times throughout lunch</p> <p>Children in the dining room will line up in bubbles to collect their own food after making choices in advance.</p>	YES	3 bubbles across KS2 now have lunch at the same time using the dining hall, breakfast club room and a classroom	L
Physical activity in school	H	<ul style="list-style-type: none"> ▪ Pupils to be kept in consistent groups ▪ Sports equipment to be thoroughly cleaned in between each use by a different year groups ▪ Avoid contact sports ▪ Where possible outdoor sports will be prioritised and large indoor spaces used when necessary, maximising distancing between pupils and adhering to stringent cleaning and hygiene ▪ External facilities are used in accordance with Government guidance ▪ guidance on the phased return of sport and recreation in 	YES	•	L

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		<p>England Includes activities such as active miles and active travel to promote social distancing exercise</p> <ul style="list-style-type: none"> ▪ Outdoor equipment needs to be cleaned in between use in different bubbles ▪ After school clubs will not be run at this time ▪ Children’s daily mile used to encourage more physical activity. 			
2.2 Availability of staff and class sizes					
<p>The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school</p>	L	<ul style="list-style-type: none"> ▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ▪ Staff who are identified as potentially at increased risk from coronavirus) because they have particular characteristics that comparatively increase their risk as set out in COVID-19: review of disparities in risks and outcomes report should be identified and be given the opportunity to undertake a vulnerable employee risk assessment (VERA). The school will use its reasonable endeavours to accommodate the risk ▪ Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if they or a household member is symptomatic ▪ All staff are aware of the testing procedure and report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset. ▪ Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. ▪ An appropriate hierarchy of deputisation is in place should a senior leader be unavailable. This might include external leadership capacity ▪ Individual risk assessments have been completed for staff identified in high risk groups e.g. BAME. BAMEEd have produced useful guidance in this respect. Staff training will remind colleagues of Gov UK guidelines in relation to self-isolating and seeking COVID -19 testing if necessary. RA’s for individual staff have been completed and can be updated as needed following any updated guidelines. 	YES		L

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		<p>Staff training will remind colleagues of Gov UK guidelines in relation to self-isolating and seeking COVID -19 testing if necessary. .</p> <ul style="list-style-type: none"> ▪ New Guidelines are available as posters in the office as they are updated ▪ Risk assessments to be updated as and when required ▪ VERA’s have been completed and will be updated in line with current guidelines. Staff have been asked to fill in a VERA if they didn’t need one before but their needs have changed. ▪ VERA’s to be updated as and when required. 			
2.3 Testing and managing symptoms					
<p>Testing is not used effectively to help manage staffing levels and support staff wellbeing</p>	L	<ul style="list-style-type: none"> ▪ Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff ▪ Staff share the outcome of the test with their employer • The school, staff and parents engage with the Test and Trace processes All staff in FPMAT have received guidance on what actions to take if they feel a COVID-19 test may be needed. • Excel Spread sheet of cases is set to the MAT by 2pm each day • If you experience Covid-19 symptoms then you should report this to the school immediately when reporting absent. If you become unwell during the day with these symptoms you should notify the school that you have Covid-19 symptoms and go home. These symptoms are: <ul style="list-style-type: none"> • a high temperature • a new, continuous cough • a loss or change to your sense of smell or taste <p>The link below takes you to the Government website which explains how to access a test in more detail. However, in summary, anyone is entitled to a test that is experiencing Covid-19 symptoms. https://www.gov.uk/get-coronavirus-test If you do not have symptoms you should not be accessing a test. If you have these symptoms then you should book a test immediately. Regardless of the result you should self-isolate for 10 days.</p>	YES		L

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		<p>Parents have been sent a link to the DFE website 18.9.2020 Staff and parents are reminded of signs and symptoms – lateral flow tests are available from Finham Park for staff Lateral flow tests now available as self-tests from government. All staff have been requested to test 1 day a week if they are in school 3 days or less and twice a week if staff are working 4 or 5 days. Staff who work full time are to test every Sunday and Wednesday. Part time staff will test the day before they are due into work. The results are to be recorded on the google drive document.</p>			
<p>Lateral Flow Tests are not used routinely by the school community resulting in a continuing unknown number of asymptomatic pupils and staff in school</p>		<ul style="list-style-type: none"> ▪ The positive benefits of wide take-up of regular LFT to the health and safety of everyone within both the school and wider community is understood and promoted ▪ All staff understand their entitlement to access regular lateral flow community or school-based testing; are informed of the advantages and positive impact it has on identifying asymptomatic cases and are encouraged and enabled to participate in regular LFT screening ▪ The school have secure processes in place to receive delivery of LFT tests and secure safe storage and distribution for staff usage ▪ The school has read and understood the national SOP in securing internal LFT systems and procedures that are understood by all participating staff ▪ Staff understand that they must report a positive LFT result to their manager, immediately self-isolate, book a PCR and report the result 			

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<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 10 days and ensure anyone developing these symptoms during the school day is safely sent home and instructed to arrange a Covid-19 test ▪ Engage with the NHS Test and Trace process ▪ Contain any outbreak by following local public health protection advice contact: Public Health England health protection team ▪ 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 vulnerable and clinically extremely vulnerable should these apply. ▪ Robust collection and monitoring of absence data, including tracking return to school dates, is in place ▪ Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning. ▪ A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. Public health advice is followed. <ul style="list-style-type: none"> • Staff have all received a letter informing them of the availability of Lateral Flow tests at Finham Park school. To start January 2021 	<p>YES</p>		<p>L</p>
<p>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</p>	<p>H</p>	<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. ▪ This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding ▪ Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners ▪ Staff, parents and pupils are frequently reminded of Government guidance and specific documents are referenced on MAT & school websites and in letters to parents. 	<p>YES</p>		<p>L</p>

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		<p>E.g. https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <ul style="list-style-type: none"> Parents are sent links to the government guidelines and information is updated on the website, in newsletters and on the school Facebook page 			
<p>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p>	H	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. This guidance has been explained to staff and pupils as part of the induction process. Staff training on current guidelines will take place on 1st September. Staff training took place 1st September Updated flow charts are available in the office Staff to be reminded again of school procedures Week commencing 1st March all staff are able (if they wish) to have access to school to prepare for the full reopening. Over the week HT will hold small TEAMS meetings to go through RA and plans for reopening. 	YES		L
Safeguarding					
<p>The continued prioritisation of vulnerable pupils and the children of critical workers will create 'artificial groups' within schools when they reopen</p>	H	<ul style="list-style-type: none"> Plans are in place to meet the learning needs of the children who are outside of the main cohorts (reception, year 1 and year 6) attending school. Pastoral and SEND support is deployed wherever possible to support prioritised pupils. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. Phase 2 of attendance started in June with Year 5 Ongoing risk assessments are in place to identify children whose circumstances may have changed Mental Health support is still available Mental health support updated 	YES		L

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		<ul style="list-style-type: none"> January 2021- Nursery and AP unit open full time. Places for Key worker and vulnerable children in all other year groups 			
Children who most need to be in school, may not be identified through the age categorisation or parental decision	H	<ul style="list-style-type: none"> Children who need to develop early learning skills, are experiencing emotional withdrawal or anxiety are identified Vulnerable pupils including those with an EHC Plan have been subject to a risk assessment under the LAs guidance for SEND (based on Government guidance) <p>Check and review EHCP risk assessments for key pupils with staff and parents to ensure new routines are 'built in' and risks are mitigated wherever possible. Some pupils may not return to school in the first 1-2 weeks, until provision is in place to safeguard all. Detailed procedures are in place to maintain regular contact with those who most need to be in school, regardless of year group. More of these pupils are attending school as lockdown restrictions are eased.</p> <ul style="list-style-type: none"> EHCP risk assessments reviewed and updated as required 	YES		L
Attendance	M	<ul style="list-style-type: none"> School attendance will be mandatory again from the beginning of the autumn term. Communicate with parents well in advance. Contact LA, following normal procedures if any pupil's absence becomes a concern. School attendance is not mandatory from January 2021 for children in years' r to 6. Nursery and the AP unit are attending full time 	YES		L
DSL capacity to cover potential increase in demand	M	<ul style="list-style-type: none"> Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of 	YES		L

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		harm.			
3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene					
3.1 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H L	<p>A virtual and phase induction and CPD programme is delivered to all staff prior to reopening, which includes:</p> <ul style="list-style-type: none"> ▪ Infection control ▪ Fire safety and evacuation procedures ▪ Constructive behaviour management ▪ Safeguarding ▪ Risk management ▪ Any staff who wish to visit the school site to familiarise themselves with physical environments and implementation of new routines will be able to do so by requesting this from their line manager in the first instance. 	YES		L
New staff are not aware of policies and procedures prior to starting at the school when it reopens	H	<ul style="list-style-type: none"> ▪ Induction programmes are in place for all new staff – either online or in-school – prior to them starting. ▪ The revised staff handbook is issued to all new staff prior to them starting. September 1st staff training ▪ New staff will visit the school site, following social distancing guidelines, prior to re-opening ▪ New staff receive an induction 	YES		L
3.2 Communication strategy					

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<p>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Communications strategies for the following groups are in place: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents ▪ Governors/Trustees ▪ Local authority ▪ Professional associations including Trade Unions ▪ Other partners including peripatetic staff and health professionals ▪ Letters and other communications will be ready to go out to all stakeholders once a definitive return date has been announced by the government ▪ New FAQ have been developed for parents and shared ▪ Risk assessment sent out to staff ▪ Phase leaders to keep their phase informed ▪ Parents have been contacted Critical work and vulnerable children in school in bubbles of 15 max ▪ Home learning is planned for all other pupils ▪ Parents have been informed of plans for reopening and expectations of attendance ▪ Risk assessment on the school website ▪ RA shared with staff week commencing 01.03.21 ▪ 	<p>YES</p>		<p>L</p>
<p>There is a lack of clarity and understanding in maintaining social distancing and good hygiene</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting social distancing, good handwashing and 'catch it bin it' rules. ▪ Clear floor markings identify 2 metre spaces (may be reduced to 1 metre+) and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures. ▪ All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day. ▪ Behaviour for Learning Policies have been reviewed in the light of any changes to support discipline around social distancing. For ease of use, normal sanctions will apply – it has been agreed that 	<p>YES</p>		<p>L</p>

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		<p>'not following social distancing rules' will be escalated to senior leaders in the school immediately.</p> <ul style="list-style-type: none"> ▪ Social distancing signs are displayed ▪ Staff are now wearing facemasks in communal areas 			
<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>	H	<ul style="list-style-type: none"> ▪ As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. ▪ A COVID-19 section on the school website is created and updated. ▪ Parent and pupil handbooks/information leaflets/ FAQ's are created. ▪ School websites contain detailed information and links to guidance around COVID-19. Key information is emphasised in letters to parents from the Head teacher and other senior staff. ▪ Parents are kept up to date through the website and newsletters 	YES	•	L
<p>Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19</p>	H	<ul style="list-style-type: none"> ▪ Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. ▪ Parents are continually informed through emails, texts and newsletters ▪ 05.02.2021 – Parents informed mask MUST be worn on school site. No Mask no Entry! ▪ Parents will no longer be allowed on site at all from 08.03.21 – children will be collected from the allocated gates by the class teacher. Gates will be closed promptly after arrival time to safeguard those who are late. All late arrivals MUST access school via the front office 	YES		L
<p>4 Planning movement around the school</p>					

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<p>Movement around the school risks breaching social distancing guidelines</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and revised. ▪ One-way systems are in place where possible. ▪ Corridors are divided where feasible. ▪ Appropriate signage is in place to clarify circulation routes. ▪ Pinch points and bottle necks are identified and managed accordingly. ▪ Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available ▪ Pupils are regularly briefed regarding observing social distancing guidance. ▪ Appropriate levels of supervision and guidance are in place ▪ A change to lunch arrangements has been made to ensure lunches are completed on time ▪ Staff will wear masks on the gates. ▪ Staff wear masks in social /communal spaces 	<p>YES</p>		<p>L</p>
<p>4.1 Management of social distancing in the reception area</p>					
<p>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ No visitors are allowed on the premises without a pre-arranged appointment. If a visit can be arranged out of school hours, it should ▪ A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures ▪ Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit ▪ Social distancing points are clearly set out, using floor markings, continuing outside where necessary. ▪ Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). ▪ Non-essential deliveries and visitors to school are minimised. ▪ Arrangements are in place for segregation of visitors. ▪ Visitors must wear masks in school. <p>Parents will not be able to visit the school site without prior appointment unless there is an emergency. In such cases, specific measures are in place to ensure social distancing</p>	<p>YES</p>		<p>M</p>

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		practices will be maintained and PPE is available for all staff should they need/wish to wear it			
4.2 Management of Aggress and Egress – arrival and departure					
The start and end of the school day create risks of breaching social distancing guidelines	H	<ul style="list-style-type: none"> ▪ Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place ▪ Start and departure times are staggered to reduce pinch points and risk of breach if this is possible without reducing the overall teaching time for pupils ▪ All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over to their parents ▪ Segregation of groups is considered wherever practicable ▪ Floor markings are visible where it is necessary to manage any queuing. ▪ Pupils will wait in their ‘social bubbles’ in holding areas before being escorted into the school building, through pre-determined entrances, by an adult at a pre-determined time to avoid bubbles mixing ▪ Nursery parents can wait in the school area outside nursery entrance – socially distanced. 	YES		L
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	H	<ul style="list-style-type: none"> ▪ Start and finish times are staggered. ▪ The use of available entrances and exits is maximised. ▪ Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. ▪ Weekly messages to parents stress the need for social distancing at arrival and departure times. ▪ No wrap around as guidance still states the smallest possible bubbles. TO be reviewed at the end of March ▪ Wraparound care to be reintroduced from 08.03.21 with a cap on the bubble size being 30 to start with. This number will be reviewed as time passes 	YES		M

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<p>Pupils use public transport and thereby increase risk of infection and transmission</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Public transport is defined as transport used by the general public. If children use a public bus to come to school they will have to wear a face covering if they are over the age of 11. ▪ Staff using public transport must ensure that they safely remove their face covering on arrival at school and store it safely and hygienically in a sealed plastic bag or container – staff are advised to carry a spare face covering. ▪ School transport commissioned by the LA (excluding the use of public buses via a bus pass) are not available to the general public and therefore risk is reduced by the controls deployed by the LA and provider risk assessments ▪ Parents and children will be discouraged for using public transport if there is another practical mode of getting to school including, walking, cycling (if safe) or family car. ▪ Personal budgets will be promoted to families entitled to free home to school transport by the LA and the school to minimise risk and secure capacity for families that need dedicated transport the most ▪ Children arriving wearing masks will dispose of these in the class base bin or place in their own sealable plastic bag if a homemade mask. The children will then sanitize/wash their hands ▪ The mask will not be worn again until the end of the day 	<p>YES</p>		<p>L</p>
<p>4.3 Consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination as far as is reasonably practicable</p>					
<p>Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Group pupils together to reduce as far as possible the number of contacts between children and staff, to a size that balances the requirement to deliver a broad and balanced curriculum. ▪ Maintain as far as possible the consistency of group members. ▪ Avoid contact between groups as far as possible ▪ Staff to maintain distance from pupils and other staff as much as possible ▪ Children should only be placed in larger groups if they are able to observe social distancing otherwise. ▪ limit interaction, sharing of rooms and social spaces between groups as much as possible. 	<p>YES</p>		<p>L</p>

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		<ul style="list-style-type: none"> ▪ younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. ▪ where possible children may spend the majority of their time in their class groups, but will be allowed to mix into wider groups for specialist teaching, wraparound care and transport, ▪ All teachers and other staff can operate across different classes and year groups if that is needed to enable a full educational offer. ▪ If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. <p>Bubbles will enter school as year group/class groups from different entry points in line with social distancing guidelines. Timetable and school day structures have been reviewed to ensure there is capacity to do this</p> <ul style="list-style-type: none"> ▪ Face to face contact will be avoided if possible and the time spent in close contact (within 2 metres of anyone) will be minimised ▪ The provision for a child with complex needs who require close contact care can be delivered as normal 			
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	H	<ul style="list-style-type: none"> ▪ Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance ▪ Where possible all pupil desks are forward facing and the teacher maintains a 2 metre distance at the front of the class. ▪ All furniture not in use can be removed from classrooms and teaching spaces into safe storage ▪ Arrangements are reviewed regularly. ▪ Children are spaced out in classrooms where physically possible. 	YES		L
4.4 Management of movement in corridors					
Social distancing guidance is breached when pupils circulate in	M	<ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and amended. ▪ One-way systems are in operation where feasible. ▪ Corridors are divided where feasible. 	YES		

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corridors		<ul style="list-style-type: none"> ▪ Circulation routes are clearly marked with appropriate signage. ▪ Any pinch points/bottle necks are identified and managed accordingly. ▪ The movement of pupils around school is minimised as much as possible. ▪ Where possible, pupils and staff stay in classrooms or in designated external areas ▪ Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage ▪ Appropriate supervision levels are in place. ▪ Extra masks have been ordered on top of the usual PPE to accommodate extra mask wearing 			L
4.5 Management of social distancing at break times					
Pupils may not observe social distancing at break times	M	<ul style="list-style-type: none"> ▪ Break times are staggered if possible ▪ External areas are designated for different groups. ▪ Pupils are reminded about social distancing as break times begin. ▪ Social distancing signage is in place around the school and in key areas. ▪ Supervision levels have been enhanced, especially with younger pupils, to support social distancing. ▪ See timetable for times and staff coverage ▪ Staff will collect their own class from the playground at the end of Breaks and lunch 	YES		L
4.6 Management of social distancing at lunch times					
Pupils may not observe social distancing at lunch times	M	<ul style="list-style-type: none"> ▪ Pupils are reminded about social distancing as lunch times begin. ▪ Pupils wash their hands using the 20 second routine, before and after eating. ▪ Dining area layouts have been configured to ensure social distancing (secondary) where practicable. ▪ Floor markings are used to manage queues and enable social distancing. ▪ Additional arrangements are in place, such as staggering lunch 	YES		L

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		<p>times, pupils eating in other appropriate spaces.</p> <ul style="list-style-type: none"> ▪ Eating areas are cleaned in-between group usage and after lunch has ended ▪ Staggered lunchtimes are considered to reduce congestion providing this does not impact on the delivery of teaching time ▪ The dining room space allows for the 2 ‘Bubbles’ to be accommodated safely with no cross over of ‘Bubbles’. ▪ One bubble to use the dining room and two to use the breakfast club room. 			
4.7 Management of social distancing and hygiene in the toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	M	<ul style="list-style-type: none"> ▪ Different toilets for each bubble have been allocated. Children are only allowed to access the toilets one at a time ▪ Floor markings are in place to enable social distancing. ▪ Pupils know that they can only use the toilet one at a time. ▪ Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. ▪ The toilets are cleaned frequently. ▪ Monitoring ensures a constant supply of soap and paper towels. ▪ Bins are emptied regularly. ▪ Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place ▪ There are clear routines in place to support children in KS1 to access toilets. ▪ Children in KS1 will be escorted by an adult where possible ▪ Year group Bubbles to share specific toilets and timing rota in 	YES		L
4.8 Safety arrangements for the use of medical rooms					
The configuration of medical rooms may compromise social distancing measures	M	<ul style="list-style-type: none"> ▪ Social distancing provisions are in place for medical rooms behind a closed door if possible (meeting room next to Head’s office) ▪ Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged (Isolation room in 	YES		L

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		<p>reception)</p> <ul style="list-style-type: none"> ▪ Procedures are in place for isolation rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. It is advised that household bleach is used after the room is vacated. ▪ Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff ▪ Any member of staff providing assistance to someone with symptoms and any pupils who have been in close contact with them must wash their hands thoroughly for at least 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell <p>Pupils will be sent home at the first signs of illness regardless of symptoms</p> <ul style="list-style-type: none"> ▪ Track and trace set up as and when required 			
5. Securing and sustaining robust hygiene systems and procedures					
5.1 Cleaning					
<p>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</p>	H	<ul style="list-style-type: none"> ▪ An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. ▪ Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day ▪ Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every teaching and washing space and this reflects increased demand in September when all pupils and staff return ▪ Cleaning systems and procedures have been communicated with staff 	YES		L
5.2 Hygiene and handwashing					

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<p>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered ▪ Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. ▪ Children will be reminded at all points of transition to wash/sanitize hands 	<p>YES</p>		<p>L</p>
<p>Pupils forget to wash their hands regularly and frequently</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. ▪ Posters reinforce the need to wash hands regularly and frequently. ▪ School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. ▪ Pupils and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person 	<p>YES</p>		<p>L</p>
<p>Equipment and resources</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Individual and very frequently used equipment such as pencils and pens should not be shared ▪ Classroom based resources including books and games can be shared within the designated group but must be cleaned regularly ▪ Resources shared between groups such as sports, art and science equipment must be cleaned between group usage or decontaminated by leaving them out of reach for 48 hours (72 hours for plastics) ▪ Outdoor play equipment will be cleaned more frequently ▪ Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationary and mobile ‘phones when permitted ▪ Children will bring provided with equipment required. EYFS will share equipment within their bubble which will be cleaned regularly 	<p>YES</p>		<p>L</p>
<p>5.3 Personal Protective Equipment (PPE)</p>					

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Pupils and teachers can take books and other shared resources homes, but unnecessary sharing should be avoided					
<p>Provision of PPE for staff where required is not in line with government guidelines</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Public Health England advise that face coverings should not be worn in schools and that routine temperature checks should not be taken as they are both intrusive and ineffective ▪ Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. ▪ Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. ▪ Staff are reminded that wearing of gloves is not a substitute for good handwashing. ▪ Face coverings are not ordinarily required in school. Children under the age of 11 are not required to wear face coverings in or out of school including public transport <p>"Sufficient PPE has been ordered for all schools in FPMAT as a means of supporting staff confidence in returning to work specifically BAME members of staff. Staff will be issued with government guidance relating to PPE use and effectiveness but individuals will be able to make their own decision. Supplies have been estimated to last for an initial 8 weeks. Use will be reviewed and more stock ordered if this is required by staff."</p> <p>Extra masks have been ordered on top of the usual PPE to accommodate extra mask wearing</p>	<p>YES</p>		<p>L</p>
6. Curriculum organisation					
<p>Children may need to re-socialise and familiarise with new routines</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Consideration should be given on planning what to teach, and how, The priorities for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading. ▪ FPMAT primary schools have an agreed approach to curriculum content for returning pupils. PSHE, mental health and their well- 	<p>YES</p>		<p>L</p>

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		being are key drivers during the first phase of return. Materials are shared in the FROG portal between schools in the MAT to reduce workload where possible. Staff at Lillington will become more accustomed to FROG as we move forward			
Children may have fallen behind in their learning during the school closure and achievement gaps will have widened	H	<ul style="list-style-type: none"> ▪ Gaps in learning are assessed and addressed in teachers' planning. ▪ Home and remote learning is continuing and is calibrated to complement in-school learning and address any gaps identified to minimise inequality ▪ Plans for intervention are in place for those pupils who have fallen behind in their learning. ▪ Gaps addressed through interventions and class curriculum planning. 	YES		L
Pupils moving on to the next phase in their education do not feel prepared for the transition	H	<ul style="list-style-type: none"> ▪ A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. <p>Parents/ carers will be encouraged to make appointments to meet with staff if they have any concerns</p> <p>Parents evening took the form of an interim report for October 2020</p> <p>Parents evening will take on the form of an interim report for March/April 2021</p>	YES		L
Resuming full support for pupils with SEND (SEND Support and EHC Plans	M	<ul style="list-style-type: none"> ▪ All children with SEND will return full-time to school in September 2020 and receive their full entitlement to support ▪ Small children and children with complex needs will continue to be helped to wash their hands properly ▪ Vulnerable children risk assessments will be completed for children with additional needs who are unable to regulate their behaviour e.g. involuntary spitting using the Las vulnerable children risk assessment template 	YES		L

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		<ul style="list-style-type: none"> ▪ External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing the schools visitors policy and mirroring expectations on staffing behaviours in terms of hygiene and social distancing ▪ Risk assessments monitored and updated when required ▪ SENCO to support online learning and in school learning for SEND children 			
Risk of infection from singing, chanting, playing wind or brass instruments and shouting	M	<ul style="list-style-type: none"> ▪ Music lessons will be held outside when practicable, participants will be physically distanced and taught in groups of no more than 15 for wind/brass/singing, positioning children back-to-back or side -by-side (not face to face) ▪ Instruments will not be shared ▪ Delay music groups/choirs for the first half term ▪ No individual music lessons 	YES		L
Swimming lessons	M	<ul style="list-style-type: none"> ▪ Swimming lessons to stop due to National lock down and will resume again when appropriate to do so ▪ 	YES		L
After school clubs	M	<ul style="list-style-type: none"> • Wraparound care to be reintroduced from 08.03.21 with a cap on the bubble size being 30 to start with. This number will be reviewed as time passes 	YES		L
7. Enhancing mental health support for pupils and staff					
7.1 Mental health concerns – pupils					
Pupils’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> ▪ There are sufficient numbers of trained staff available to support pupils with mental health issues. ▪ There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. ▪ Wellbeing/mental health is discussed regularly in PSHE/ /pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). ▪ Resources/websites to support the mental health of pupils are provided. ▪ Learning mentor to offer support when required ▪ 	YES		M

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7.2 Mental health concerns – staff					
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	M	<ul style="list-style-type: none"> ▪ Staff are encouraged to focus on their wellbeing. ▪ Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. ▪ Staff briefings and training have included content on wellbeing. ▪ Staff briefings/training on wellbeing are provided. ▪ Staff have been signposted to useful websites and resources. ▪ Several counsellors are employed by the MAT and are available to staff from all schools to support any mental health and well-being issues. ▪ 	YES	•	M
7.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	H	<ul style="list-style-type: none"> ▪ The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council’s critical incident team ▪ Support is requested from other organisations when necessary. 	YES		M
Sudden announcement of a return to school for All ASC pupils could cause anxiety	M	<ul style="list-style-type: none"> ▪ • Ensure parents have advance notice of start date, so that they can prepare their child for the return to school (walk to school and back home each day – put uniform on daily – structure the day at home to begin to mirror the day at school – telephone call(s) between the pupil and teacher) 	YES		L
8 Governance and policy					
8.1 The role of Governors					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	H	<ul style="list-style-type: none"> ▪ The governing body continues to meet regularly via online platforms. ▪ The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. ▪ The Headteacher’s report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school’s response to COVID-19. ▪ Regular dialogue with the Chair of Governors and those 	YES		L

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		<p>governors with designated responsibilities is in place.</p> <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. ▪ "A wide variety of communications are used to ensure governors remain up to date with COVID-19 developments in education and are well placed to understand the actions taken and required by individual schools. Head teacher’s regularly share newsletters and examples of school activity to ensure governors have examples of good practice ▪ MAT newsletters for staff and parents are shared with governors every half-term." 			
Governors are not fully informed or involved in making key decisions	H	<ul style="list-style-type: none"> ▪ Online meetings are held regularly with governors. ▪ Governing bodies are involved in key decisions on reopening. ▪ Governors are briefed regularly on the latest government guidance and its implications for the school. ▪ At least one Governor on the H&S committee. Chair of G. has regular meetings with the head teacher 	YES		L
8.2 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	H	<ul style="list-style-type: none"> ▪ All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. ▪ Behaviour policies recognise that adverse experiences of lockdown and or lack of routine and regular attendance at school may lead to levels of disengagement, anxiety and behavioural responses setting reasonable and proportionate expectations of behaviour and make appropriate provision to support ▪ Staff, pupils, parents and governors have been briefed accordingly. ▪ Governors have approved revisions • New policies are available on the website ▪ Staff have been informed about new policies 	YES		L

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<p>Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning</p> <p>Home school learning</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level ▪ High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups ▪ Remote education is integrated into the school’s curriculum planning ▪ Printed resources are available for those that cannot access the internet physically or cognitively ▪ The curriculum is planned to ensure that knowledge and skills are built incrementally and clear explanations of content are delivered by a teacher in school though high quality curriculum resources and/or videos with face to face virtual contact as appropriate – ideally daily ▪ Remote learning policy has been written ▪ Learning mentor, Teachers and SLT to monitor and work with families who are not engaging 	<p>YES</p>		<p>M</p>
<p>9. Other operational issues</p>					
<p>9.1 Review of fire procedures</p>					
<p>Fire procedures are not appropriate to cover new arrangements</p>	<p>H</p>	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> • Social distancing rules during evacuation and at muster points • Possible need for additional muster point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately • Fire procedures are stated in the staff handbook • Fire drills have taken place to ensure all staff and pupils understand procedures • 	<p>YES</p>	<p>Reviewed for the current circumstances 11.1.2021 Named delegated roles and responsibilities on site, Do people know how to check the fire alarm panel if SSO isn't on site? How to switch of utilities if necessary? Who calls the Fire Service?</p>	<p>L</p>

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		<ul style="list-style-type: none"> Additional staff have received Fire marshal trained 			
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. Markings are painted onto the playground 	YES		L
Fire marshals absent due to self-isolation	H	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	YES	Staff fire marshal training	L
9.2 Free school meals					
Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school	M	<ul style="list-style-type: none"> The head Teacher is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school. Extremely vulnerable families are being additionally supported through food parcels sourced by a local charity and distributed by the Lillington team. This will continue for the very vulnerable after FSM vouchers finish 			M
9.3 Contractors working on the school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	M	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. These will be organised outside of school hours wherever reasonably practicable An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. 	YES	Contractors on site will be managed by Terry Flowers (SSO) and the SLT team	L

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Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence			
		High (very likely)	Medium (possible)	Low (remote)	
		<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). 			
10. Additional site-specific issues and risks					
Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
Teachers time outside of classroom - PPA and meetings	M	<p>With the current increase in cases cross the country the need to limit staff on site has become important. So teachers are able to work from home during their PPA time and the PDM meeting has been moved back to 4pm to allow staff to travel home and login form there. Staff MUST inform their phase leader when they are leaving site during school hours in case of a fire.</p> <p>PPA timetable will resume from 08.03.21 with staff having ppa at home if they require</p>	YES	PPA is timetable in the mornings and afternoons. Staff must ensure that the classroom is ready (in terms of tidiness and access to resources they may need)for the teacher covering especially if they are working from home on a morning PPA sessions	L
Accessing main office	M	<ul style="list-style-type: none"> Only one person at a time to be allowed in the office space. Staff to talk with office staff through the hatch windows. At any one time there should be no more than 3 people within the office (2 of which are the admin team). 	YES		L