



Inspire Education Trust

Together we achieve, individually we grow

COVID-19 Operational Risk Assessment

January 2022

Hearsall Community Academy



Introduction

These underlying principles are the key focus for organising all aspects of the academy day and need to be built into the operational routine. A model Covid19 operational risk assessment was developed for City-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 primary controls within a school setting are:

- The promotion of testing and vaccination (required)
- The continuation of stringent hand and respiratory hygiene (required)
- The continuation of stringent cleaning regimes (required)
- Good ventilation – improvement of fresh air flow (required)
- Avoiding unnecessary close contacts with external groups e.g. parent gatherings (considered best practice)
- Promoting distancing and face covering in areas of congestion/crowding for example parents at the school gate (considered best practice)

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:

- 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 in response to infection spread and self-isolation requirements
- Maintaining communications with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school
- Ongoing implementation of the recovery curriculum
- Maintaining a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of self-isolation, as instructed by Track and Trace or remote learning as a temporary measure directed by Public health in the event of an outbreak.
- Minimise all large gatherings of pupils – e.g., whole school assemblies during spring 1
- Minimise all large gatherings of parents/ carers – e.g., parents' evenings and family assembly events
- Minimise all large gatherings of staff – e.g., briefings/ staff meetings of more than 6 – 8 people where social distancing can't be maintained. Limits to number of staff allowed in staffroom at any one point at lunchtime/ break time to ensure social distancing can be maintained.
- Masks in communal areas for staff/visitors and outside for parents/carers to be worn.

Overview of Statutory Requirements - What you must do in law

Prevention:

- 1) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 2) Keep occupied spaces well ventilated.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by continuing to promote the 'catch it, bin it, kill it' approach.
- 5) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 6) Ensure face coverings and PPE are used in recommended circumstances.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

Response to any infection

- 10) Promote and engage with the NHS Test and Trace process if contacted
- 11) Contain any outbreak by following local health protection team advice as set out in the school outbreak plan

Resources and references

[Covid-19-response-summer-2021-roadmap](#)

[Health-and-safety-advice-responsibilities-and-duties-for-schools](#)

[Actions-for-schools: Covid19 -operational-guidance 17th August 21](#)

[Air conditioning and ventilation during the coronavirus outbreak](#)

[COVID-19: cleaning of non-healthcare settings](#)

[COVID-19: cleaning in non-healthcare settings](#)

[Keeping-children-safe-in-education--2021](#)

[Safe-working-in-education-childcare-and-childrens-social-care](#)

[Self-isolation-and-treatment/when-to-self-isolate-and-what-to-do](#)

[Guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19](#)

[Travel and quarantine for pupils](#)

[Coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries](#)

[Covid-19-home-test-kits-for-schools-and-fe-providers](#)

[Coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges](#)

[Covid-19 vaccination-drop-in-clinics/](#)

[Covid-19-vaccination sites](#)

[Advice-for-pregnant-employees](#)

[Free-school-meals-guidance](#)

[Health and safety risk checklist for classrooms](#)

[E-bug posters](#)

[HSE working-safely/talking-to-your-workers](#)

[Get-help-with-remote-education.education.gov.uk](#)

[Protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak](#)

INSPIRE EDUCATION TRUST, PRIMARY

COVID-19 Operational Risk Assessment (OMP)

Hearsall Community Academy

Assessment conducted by:	Rob Darling	Job title:	Head of Education, Primary	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	2nd January 2022 Updated additions annotated in red	Review interval:	Under continuous review - an infection outbreak will trigger additional mitigations	Date of next review:	17 th January 2022 and continuous review thereafter
Academy personalisation	Claire Jones	Job title:	Headteacher		

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 site-specific controls	Residual risk rating (H/M/L)
1. Sustaining necessary controls to ensure the general safety of the building					
1.1 Establishing if the building remains following holiday closure					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.	Medium	<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 academy 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 academy Procedures for when pupils and staff enter and leave academy 	Yes	<ul style="list-style-type: none"> Senior Leadership Team & SSO site walk before opening to staff and children. 	Low
Statutory compliance has not been completed.	Medium	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained, chlorination, flushing and certification by a specialist contractor has been arranged. 	Yes	<ul style="list-style-type: none"> Senior Leadership Team & SSO site walk before opening to staff and children. 	Low

1.2 First Aid/Designated Safeguarding Leads					
<p>The lack of availability of designated First Aiders and Designated Safeguarding Leads may put children's safety at risk</p>	<p>Medium</p>	<ul style="list-style-type: none"> • Collaborative arrangements for sharing specialist staff with other academies in the Trust. • Potential deployment of Trust central staff available. • If the DSL is not on site because of operational challenges, the following cover arrangements are in place: <ul style="list-style-type: none"> ○ a trained DSL (or deputy) from the academy will be available via phone or online video, e.g., working from home ○ access to a trained DSL from another Trust academy, will be available via phone or online video ○ Where a trained DSL (or deputy) is not on site, a senior leader should take responsibility for coordinating safeguarding on site. 	<p>Yes</p>	<ul style="list-style-type: none"> • Regularly discussed as part of Heads Together meetings to ascertain level of need. • Primary Pastoral Lead in regular contact with all DSL's (DSL's: Claire Jones, Kate Parkes, Katie Smith). • First aid to be administered by member of staff in phases where possible. 	<p>Low</p>
2. Maximising Good ventilation in all occupied spaces					
<p>Securing good ventilation of occupied spaces results in areas being too cold to work in comfortably</p>	<p>High</p>	<ul style="list-style-type: none"> • To balance the need for increased ventilation whilst maintaining a comfortable temperature, the following measures should be used as appropriate (as advised by the Health and Safety Executive (HSE) see guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice): • Opening high level windows in preference to low level to reduce draughts. Windows should be opened just enough to provide constant background ventilation and opened more fully during breaks (for examples, between classes, during break and lunch, when a room is unused) to purge the air in the space). • Opening internal doors can also assist with creating a throughput of air. • Opening external doors may be considered (as long as they are not fire doors and only where safe to do so). • Flexibility on school uniform will be allowed to enable pupils to wear additional, suitable indoor clothing. For more information see School uniform. • Where possible furniture will be arranged to avoid direct draughts. • Mechanical ventilation systems should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) 	<p>Yes</p>	<ul style="list-style-type: none"> • Carbon Monoxide detectors can be used as a monitor for measuring the quality of air in a room (awaiting supplied by Gov in Sept 2021). Rob Darling & Jane Durkin to source. • Large gatherings, including class assemblies and parents evenings to be phased in during autumn term. • Assemblies to be virtual on Teams. Whole school, phase and merit. 	<p>Low</p>

		<ul style="list-style-type: none"> • Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. • Any poorly ventilated spaces will be identified, and effective steps taken to improve fresh air flow in these areas, this is particularly important for events bringing together groups of visitors for an event, e.g., school play. If this cannot be achieved the area will not be considered as fit for purpose and will not be used. 			
Large spaces that need to be used as classrooms	Medium	<ul style="list-style-type: none"> • Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring. E.g. assemblies • Design layout and arrangements in place to enable social distancing. • Hall space to be used for supervised lunch with children spaced out to support social distancing. 	Yes	-Meetings to be virtual where possible.	
Staff rooms and offices do not allow for observation of social distancing guidelines	Medium	<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 their designated team. • Staffroom areas with limited seating available to discourage staff from gathering in numbers higher than the recommended number per space. 	Yes	-Two staffroom areas. Main Staffroom and Bristol Lounge.	
		<ul style="list-style-type: none"> • 			

2.2 Availability of staff and class sizes

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	Medium	<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 members who are clinically extremely vulnerable will resume normal work but will be supported if they choose to take extra precautions to protect themselves by following the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. • 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 are symptomatic. • All staff are aware of the testing procedure and know that they are required to report their illness. And follow required testing procedures. • Full use is made of those staff who are self-isolating or shielding but who are well enough to contribute to academy activities or tasks e.g. to teach lessons online. 	Yes	<ul style="list-style-type: none"> • Regular reminders given in staff Briefings and during Senior Leadership Team meetings. • Sharing and pooling of staff resource regular item at Heads Together meetings. 	Low
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		<ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required. An appropriate hierarchy of deputisation is in place should a senior leader be unavailable. This might include external leadership capacity. 			
2.3 Testing and managing symptoms					
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	Medium	<ul style="list-style-type: none"> Staff, pupils and parents 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. Staff – 3rd January 2022 comms. Parents - Monday 3rd & Tuesday 4th January 2022 comms. 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. 	Yes	<ul style="list-style-type: none"> Template letters pre-populated and regularly updated to ensure speed of communication to children/ families affected. 	Low
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	Medium	<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. Staff – Monday 3rd January 2022 comms. Parents - Monday 3rd & Tuesday 4th January 2022 comms. This guidance has been explained to staff and pupils as part of the induction process. 	Yes	<ul style="list-style-type: none"> Template letters pre-populated and regularly updated to ensure speed of communication to children/ families affected. 	Low
New Government guidance on LFD testing taking place on days 6 and 7.	High	<ul style="list-style-type: none"> New guidance from Government communicated to all staff and families by usual communication modes. E.g., Dojo/ Tapestry/ Email. This includes: <ul style="list-style-type: none"> People to take LFD tests on day 6 and day 7 of their self-isolation period which are negative – with tests taken 24 hours apart – will no longer have to self-isolate for the full 10 days. The first test must be taken no earlier than day 6 of the self-isolation period. <p>There is no change to the guidance for unvaccinated contacts of positive COVID-19 cases, who are still required to self-isolate for 10 full days after their date of exposure to the virus.</p>	Yes	<ul style="list-style-type: none"> Hearsall Community Academy tracking of staff/pupils who are currently self-isolating due to positive test. 	Medium
Lateral Flow Tests are not used routinely by the school community resulting in a continuing unknown number of asymptomatic pupils and staff in school.	Medium	<ul style="list-style-type: none"> Office Manager to put in new order for LFD testing on January 4th, 2022, to ensure academy has enough for January 2022. https://request-testing.test-for-coronavirus.service.gov.uk/ Office Managers and Rob Darling to coordinate individual academies LFD amounts across the Trust to ensure all staff have access to them. Further order for February 2022 put on during week commencing 17th January 2022. Although there has not been any update to the national definition of COVID-19 symptoms (cough, high temperature, loss/change in taste/smell), 	Yes	<ul style="list-style-type: none"> 	Low

		if COVID-19 is circulating in the school/setting staff to be mindful of the wider symptoms of COVID-19 – sore throat, headache, fatigue, muscle aches, blocked/runny nose, shortness of breath, diarrhoea and vomiting, and cold-like symptoms			
Staff, pupils and parents are not aware or are not compliant with self-isolation requirements	Medium	<ul style="list-style-type: none"> Consistent and repetitive reinforcement of the need for pupils and staff to stay home if they are unwell, reminding them that early onset symptoms can be complex. Reinforce the new requirement to self-isolate for travel reasons should that occur. 	Yes	•	Low
Test and trace are unable to identify close contacts of a positive case in academy	Medium	<ul style="list-style-type: none"> Information on a child or staff member's close contact details will be provided on request, subject to the academy validating the authenticity of the contact and ensuring that there is no inadvertent risk of a data breach, or safeguarding risk by providing sensitive and personal information to a third party. Settings must not provide any personal information if asked to by parents and/or contacts that would be a breach of GDPR or data protection legislation. In exceptional circumstances, education and childcare settings may be contacted by NHS Track and Trace in response to a local outbreak, In this scenario settings may share proportionate and relevant information as requested by NHS Track and Trace without consent. Settings may also be contacted by PHE/Local Authority teams to confirm information about a positive case. 	Yes	<ul style="list-style-type: none"> Trust Data Protection Team will 'spot check' procedures in academies as part of their normal day-to-day role. 	Low
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	High	<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 7 days and ensure anyone developing these symptoms during the school day is safely sent home and instructed to arrange a Covid-19 test. Children and staff who are unwell will be advised that they should not attend school/setting. Any child or staff member with one or more of the COVID-19 symptoms (new continuous cough, high temperature, loss/change in taste/smell), irrespective of how mild, will be asked to isolate and book a PCR test: https://www.gov.uk/get-coronavirus-test. If a parent of a pupil with Covid symptoms insists their child attends school, the academy will exercise its reasonable judgement to refuse the pupil entrance on the grounds that it is necessary to protect other pupils and staff from possible infection. Consideration will be given to the range of less common symptoms of COVID-19: which are: headache, sore throat, fatigue, muscle aches, blocked/runny nose, diarrhoea and vomiting, in determining if there is an outbreak of infection at the point outbreak plan triggers are met. Engage with the NHS Test and Trace process. 	Yes	<ul style="list-style-type: none"> Regular parental communication promoting LFT testing at home will go out in weekly academy newsletters. Template letters pre-populated and regularly updated to ensure speed of communication to children/ families affected. 	Medium

		<ul style="list-style-type: none"> 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 cases are recorded in school to assist outbreak management. Cases are reported to the LA through the Covid-inbox to support local area intelligence on virus spread and potential outbreaks. 			
Lateral Flow Tests are not used routinely by the school community resulting in a continuing unknown number of asymptomatic pupils and staff in school	High	<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. 	Yes	<ul style="list-style-type: none"> Regular parental communication promoting LFT testing at home will go out in weekly academy newsletters. Virtual Assemblies and informal conversation by class teachers promote the use of LFT at home. 	Medium
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	Medium	<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. 	Yes	<ul style="list-style-type: none"> Template letters pre-populated and regularly updated to ensure speed of communication to children/ families affected. Covid email link to be regularly sent to parents. 	Low
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	Medium	<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. 	Yes	<ul style="list-style-type: none"> Template letters pre-populated and regularly updated to ensure speed of communication to children/ families affected. 	Low

Staff, pupils and parents are not aware or are not compliant with self-isolation requirements	Medium	<ul style="list-style-type: none"> Consistent and repetitive reinforcement of the need for pupils and staff to stay home if they are unwell, reminding them that early onset symptoms can be complex. Reinforce the new requirement to self-isolate for travel reasons should that occur. 	Yes		Low
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	Medium	<p>A virtual or face-to-face 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 	Yes	<ul style="list-style-type: none"> Part of Teacher Training Day 1/ Staff Induction 	Low
Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained.	Medium	Entry and exit routes to the academy are in place, any physical changes and/or signage required to allow social distancing are in place.	Yes	<ul style="list-style-type: none"> 	Low
3.2 Communication strategy					
A failure to comply and/or sustain Covid compliance at all levels of school life, leads to school transmission outbreaks	Medium	<ul style="list-style-type: none"> Strong distributed leadership across the school will model and challenge breaches in compliance through education, training, and behavioural expectations. Repetitive training and messaging will culturally embed safe practice and high expectations, reinforcing both the health consequences of transmission and the impact on learning. Staff will feel confident in reporting issues/incidents that they believe to be unsafe, and concerns will be listened to, investigated and where appropriate learning implemented. Following a Covid-19 positive incident in school, staff will reflect on lessons learned as part of a drive for continuous improvement. 	Yes	<ul style="list-style-type: none"> CEO, Head of Education Primary and other Trust Team members will give Senior Leaders in individual academies feedback on perceived child, parent & staff compliance with all measures in place. 	Low
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	Medium	<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 	Yes		Low

<p>There is a lack of clarity and understanding in maintaining good hygiene</p>	<p>Medium</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 good handwashing and 'catch it bin it' rules. • All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day. 	<p>Yes</p>	<ul style="list-style-type: none"> • Enhanced daily cleaning in place for all high-volume workspaces. • Children to be reminded to wash their hands/ sanitise throughout the day and to use a lidded bin for tissues. 	<p>Low</p>
<p>Parents and carers are not fully informed of the health and safety requirements of the school</p>	<p>Medium</p>	<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. • The COVID-19 section on the school website is reviewed and updated. • Parent and pupil handbooks/information leaflets are reviewed and updated. • The vaccination programme is positively and sensitively promoted across the school community, highlighting that vaccination is the key barrier to the spread of infection which will reduce the risk of future school closures. 	<p>Yes</p>		<p>Low</p>
<p>Parents and carers may not fully understand their responsibilities should a member of their household or a child shows symptoms of COVID-19</p>	<p>Medium</p>	<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 enabled to understand that they should not send their child to school if they are ill, for whatever reason. • Parents are enabled to understand that the school will send any child who is symptomatic or generally unwell with the associated symptoms home and that they will not be permitted to attend school until a negative PCR test has been taken or 10 days from symptom onset has elapsed. Home Learning will be provided. 	<p>Yes</p>	<ul style="list-style-type: none"> • Weekly reminders in school newsletter 	<p>Low</p>

4. Management of congested areas

4.1 Management of social distancing in the communal areas

<p>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</p>	<p>High</p>	<ul style="list-style-type: none"> • Main staffroom reinstated – this may be reviewed in tandem with Outbreak Management Plan. • Masks will be recommended for staff and parents/ carers where there is a high volume of adults gathering. • 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. • Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor. • Non-essential deliveries and visitors to school are minimised. • General visitors, not providing a specialist teaching, intervention or health service to pupils are encouraged to wear face coverings in all public areas 	<p>Yes</p>	<ul style="list-style-type: none"> • Two staffrooms. • Limited seating to encourage distancing 	<p>Medium</p>
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		unless they have a medical exception and arrangements can be put into place to mitigate any additional risk.			
Large groups of children gathering in assembly halls	High	<ul style="list-style-type: none"> Assemblies reintroduced in a gradual way. E.g., KS1/ LKS2/ UKS2 Children given fixed-seating places in assembly halls to ensure quick and easy 'tracking and tracing' where necessary. Review assembly and larger group gatherings during Autumn 1. Revert to virtual assemblies if larger outbreaks start to become more prevalent in school. 	Yes	<p>Key stage assemblies will be reintroduced with LKS2 and UKS2 sitting in separate spaces, with different entrance/ exit.</p> <ul style="list-style-type: none"> Assemblies to be virtual on Teams 	Medium
Break time: Large class groups or size increasing spread of COVID-19.	Medium	<ul style="list-style-type: none"> Staggered break-times with zones for the children to play in so minimise mixing. Timetabling will ensure movement around school is minimised. Provide equipment to promote distancing. E.g. skipping ropes and hoops. BUT these will need to be cleaned regularly. Supervision levels have been enhanced, especially with younger pupils, to support keeping to phases where possible. 	Yes	<ul style="list-style-type: none"> Playground to be zoned into phases. MUGA to be on a rota for each year group. 	
Lunch time: Large class groups or size increasing spread of COVID-19.	Medium	<ul style="list-style-type: none"> Allocated lunchtime supervisors to each year group. Lunchtime supervisors to stay with one year group throughout the lunchtime. Children eat in their classrooms in KS2 where possible to minimise movement around the school and large groups of children gathering in one place. Enhanced supervision/ visible presence from senior leaders to support lunchtime supervisors. Enhanced cleaning where children eat hot dinners in the school hall between year groups using shared areas. 	Yes	<ul style="list-style-type: none"> Children to use their toilet two at a time so social distancing can be adhered to. Senior Leader on duty Reception, Year 1 and Year 2 to have hot dinners/sandwiches in the dining room. KS2 children eat pack lunch in their classes and to choose and collect their hot dinner from the dining room and take back to their classroom. One year group to collect at a time. CJ/AS to meet with DRAs regularly to support. DRAs to wear face coverings in communal areas or when around people they are not usually with. 	

Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained.	Medium	<ul style="list-style-type: none"> Entry and exit routes to the academy are in place, any physical changes and/or signage required to allow social distancing are in place. 	Yes	<ul style="list-style-type: none"> 	Low
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4.2 Management of arrival and departure

The start and end of the school day create risks of breaching social distancing guidelines	High	<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. All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over safely. Segregation of groups is considered wherever practicable. Floor markings are visible where it is necessary to manage any queuing. 	Yes	<ul style="list-style-type: none"> Parents are encouraged to space out on the playgrounds when waiting to collect their children. Parents have been asked to wear face coverings. 	Medium
Pupils and parents congregate at exits and entrances, creating a potential chain of transmission	High	<ul style="list-style-type: none"> The use of available entrances and exits is maximised. Social distancing guidelines are reinforced at entrances and exits through signage and floor markings, including external drop-off & pick-up points. Weekly messages to parents stress the need for social distancing at arrival and departure times. 	Yes	<ul style="list-style-type: none"> One way site flow system. 	Medium
Large groups of adults standing in close proximity for periods of time and therefore an increased risk of spread of the virus.	Medium	<ul style="list-style-type: none"> All staff should wear face coverings outside of classrooms/ in communal areas. Children in school do not need to wear a face covering. Face coverings should be worn correctly and that clear instructions are provided to staff, children and young people on <u>how to put on, remove, store and dispose of face coverings</u> in all of the circumstances above, to avoid inadvertently increasing the risks of transmission. Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. 	Yes	<ul style="list-style-type: none"> Regular reminders to parents and staff 	Medium

4.3 Management of social distancing and hygiene in the toilets

Poorly ventilated toilet areas become overcrowded	High	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing are created and are monitored. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently. 		<ul style="list-style-type: none"> 2 children to be permitted from the same year group 	Medium
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and create an area of high transmission risk		<ul style="list-style-type: none"> Monitoring ensures a constant supply of soap and paper towels. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place. 	Yes	only into the toilets at any one time.	
4.4 Safety arrangements for the use of medical rooms					
The configuration of medical rooms may compromise social distancing measures	Medium	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms behind a closed door if possible. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 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. 	Yes	<ul style="list-style-type: none"> All staff are aware of the location of the COVID-19 isolation room. 	Low
5. Securing and sustaining robust hygiene systems and procedures					
5.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	Medium	<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. 	Yes	<ul style="list-style-type: none"> Staff are encouraged to feedback on effectiveness of cleaning 'priority areas' to their line managers. 	Low
5.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	High	<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. 	Yes	<ul style="list-style-type: none"> Primary SSO Lead to ensure the importance of this area is continually flagged to his team. Bulk buying powers used if needed. 	Low
Pupils forget to wash their hands regularly and frequently	High	<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. 	Yes	<ul style="list-style-type: none"> Heads/ Senior Leaders share pupil resources created through Heads meeting. 	Low

		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Children to sanitise regularly throughout the day, including upon entry and exit of the day, break and lunchtimes. 	
Equipment and resources	High	<ul style="list-style-type: none"> Classroom based resources including books and games can be shared within designated groups 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 frequently. Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationery and mobile phones when permitted. 	Yes	<ul style="list-style-type: none"> Year group equipment boxes for play times. 	Medium
5.3 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	Medium	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured for general task use as identified in a task focused risk assessment or in the event of an outbreak requiring temporary enhanced controls. 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. Clinically vulnerable staff may personally elect to use PPE as an additional control for their own safety and emotional well-being. This will be supported if it is agreed through the VERA process. 	Yes	<ul style="list-style-type: none"> Individual academy VERA register created in line with academy/ staff needs and shared with Head of Education Primary for discussion/ monitoring purposes to ensure parity across primary academies. 	Low
Failure to fit, wear, store and dispose face coverings safely contributes to the transmission of infection	Medium	<ul style="list-style-type: none"> The use of clear pane face coverings may be appropriate in some instances (see: face coverings). This may be specifically appropriate for pupils with a physical or mental illness or impairment or disability or those who provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate. An emergency supply of face coverings are always available. Face visors or shields should not be worn as an alternative to face coverings. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately. 	Yes	<ul style="list-style-type: none"> Individual VERAs for identified staff 	Low

6. Curriculum organisation					
Children may need to re-socialise and familiarise with new routines	Medium	<ul style="list-style-type: none"> Consideration should be given on planning what to teach, and how, The priority for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading. 	Yes	<ul style="list-style-type: none"> Start of year induction activities in place. Assembly reminders. 	Low
Children may have fallen behind in their learning during the school closure and achievement gaps will have widened	High	<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. 	Yes	<ul style="list-style-type: none"> Pupil Progress Meetings are undertaken w/b 13.9.21 	Medium
Ensuring full support for pupils with SEND (SEND Support and EHC Plans)	High	<ul style="list-style-type: none"> 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 LA's vulnerable children risk assessment template. External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing the school's visitors policy and mirroring expectations on staffing behaviours in terms of hygiene and interaction. 	Yes	<ul style="list-style-type: none"> Pupil Progress Meetings are undertaken w/b 13.9.21 – vulnerable SEND children discussed. 	Medium
6.1 Extra-curricular activity including school visits					
Pupils and or staff are exposed to infection whilst on a school visit	High	<ul style="list-style-type: none"> A full and thorough risk assessments in relation to all educational visits will be undertaken to ensure that any public health advice, such as hygiene and ventilation requirements, is taken into account and mitigated where possible. Guidance https://www.gov.uk/government/publications/health-and-safety-on-educational-visits and the Outdoor Education Advisory Panel (OEAP) https://oeapng.info/ will be taken into account 	Yes	<ul style="list-style-type: none"> Visits reviewed and potentially phased back in from autumn 2nd 2021 and in consultation with Head of Education Primary. 	Medium
Safe practice is not replicated in wraparound provision and extra-curricular activity	High	<ul style="list-style-type: none"> The school's risk assessment will be applied to all wraparound and extra-curricular activity taking into account additional and specific for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children (https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak). 	Yes	<ul style="list-style-type: none"> Meetings scheduled with appropriate Senior Leader and Wraparound/ external Club providers during first 2 weeks of autumn term to go through updated RA. Co-curricular clubs- children from different phases to be distanced. 	Low

<p>Running trips and being able to maintain staffing levels back at school due to increase numbers of staff isolating.</p>	<p>Medium</p>	<ul style="list-style-type: none"> The academy's spring term calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the immediate term, including school trips. Week-by-week decisions on activities that have been allowed to go ahead to ensure staffing can still meet trip H&S requirements. This enables staff and families to have as much notice as possible of decisions around what will go ahead. 	<p>Yes</p>	<ul style="list-style-type: none"> 	<p>Low</p>
<p>6.2 Provision of remote learning for self-isolation</p>					
<p>Arrangements for remote learning are insecure or unsustainable to ensure provision for pupils self-isolating</p>	<p>High</p>	<ul style="list-style-type: none"> To secure the statutory duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The following arrangements are in place and are subject to constant monitoring and review in line with Inspire January 2021 remote learning operating principles: <ul style="list-style-type: none"> The remote learning offer is equivalent to the core teaching pupils would receive in school (delete as appropriate):- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children Key Stage 2: 4 hours a day Systems are in place for regularly checking whether pupils are engaging with their work A named senior leader with overarching responsibility for the quality and delivery of remote education is identified <p>Principles for Remote Learning delivery fall into two categories: Scenario A (individual children isolate from a class/ year-group) Scenario B (whole class/ year-group isolation)</p> <p>Scenario A *Individual work-packs linked to work within the classroom. These can be virtual, or paper based. *Use of Oak Academy where curriculum links can be made.</p> <p>Scenario B *English and maths work planned for in the same way as normally, via Flipcharts, and recording of teaching sequence/ less delivery. *Theme work planned for in the same way as normally, via Flipcharts, and recording of teaching sequence/ less delivery. *Science/ PSHE/ RE/ Computing/ PE planned and delivered via Oak Academy resources.</p> <p>More information from RD to follow as needed.</p>	<p>Yes</p>	<ul style="list-style-type: none"> Trust-wide Remote Learning approach reviewed during September 2021 to support teacher/ staff workload. 	<p>Low</p>

Pupils are unable to access the online offer	High	<ul style="list-style-type: none"> Microsoft Forms will be sent out to all families to ascertain level of tech and internet access at home by end of w/c 3.1.22 to provide updated lists of tech at home. Where tech or internet access is not available, families will be able to loan equipment from the academy. Paper packs will be sent out as a last resort of the above is not able to be actioned for individual families in need. 	Yes		Low
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 academy has been closed and by the COVID-19 crisis in general	Medium	<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. 	Yes	<ul style="list-style-type: none"> Continue to review in light of DfE Wellbeing/ Mental Health Senior Leader training. 	Low
7.2 Mental health concerns – staff					
The mental health of staff has been adversely affected during the period that the academy has been closed and by the COVID-19 crisis in general	Medium	<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 have been signposted to useful websites and resources. 	Yes	<ul style="list-style-type: none"> Start of year Trust Handbook and CEO presentation to staff. 	Low

8. Governance and policy

8.1 The role of Governors

<p>Lack of governor oversight during the COVID-19 crisis leads to the academy failing to meet statutory requirements.</p>	<p>High</p>	<ul style="list-style-type: none"> • The Trust Board & LGC continues to meet regularly. • The Trust Board & LGC agendas are structured to ensure all statutory requirements are discussed and academy leaders are held to account for their implementation. • The CEO/ Headteacher's/ Head of Education Primary report to governors includes content and updates on how the academy is continuing to meet its statutory obligations in addition to the academy's response to COVID-19. • Regular dialogue with the Chair of Trust Board & Governors and those governors with designated responsibilities is in place. • Minutes of Trust Board/ LGC meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 	<p>Yes</p>	<ul style="list-style-type: none"> • Blended meeting model used as and when necessary to ensure good Governor attendance. 	<p>Low</p>
<p>Governors are not fully informed or involved in making key decisions</p>	<p>High</p>	<ul style="list-style-type: none"> • Meetings are held regularly with Directors/ Governors. • Governing bodies are involved in key decisions on reopening. • Directors/ Governors are briefed regularly on the latest government guidance and its implications for the academy. 	<p>Yes</p>	<ul style="list-style-type: none"> • Template agendas continue to be provided by Head of Education Primary. 	<p>Low</p>

8.2 Policy review

<p>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</p>	<p>High</p>	<ul style="list-style-type: none"> • All relevant policies have been revised to take account of government guidance on social distancing & COVID-19. • Behaviour policies recognise that adverse experiences of lockdown and or lack of routine and regular attendance at academy may lead to levels of disengagement, anxiety & behavioural responses setting reasonable & proportionate expectations of behaviour and make provision to support • Staff, pupils, parents and governors have been briefed accordingly. • Directors/ Governors have approved revisions. • A review of the child protection policy to reflect the move to remote education for most pupils has been undertaken. • This is reflected as a coronavirus (COVID-19) addendum that summarises related changes • All staff are aware of the revised policy. 	<p>Yes</p>	<ul style="list-style-type: none"> • Regular cycle of updating policies with Head of Education Primary updating as and when needed depending on COVID-19 context. 	<p>Low</p>
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Covid 19 outbreak in group, whole academy or area lockdown will further disrupt learning	Medium	<ul style="list-style-type: none"> • A remote education plan is in place that covers continuing education provision at a group, whole academy 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 academy'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 academy though high-quality curriculum resources and/or videos with face to face virtual contact as appropriate – ideally daily 	Yes	<ul style="list-style-type: none"> • Trust-wide Remote Learning approach reviewed during September 2021 to support teacher/ staff workload. 	Low
9. Trust staff and visible academy leadership					
Trust staff moving from multiple school sites.	Medium	<ul style="list-style-type: none"> • Leaders will be mindful of multiple movement between academies. • Mixed model of in-person and virtual meetings will still be used where appropriate. 	Yes		Low
Visible academy leadership for presence and monitoring purposes.	Medium	<ul style="list-style-type: none"> • Academy leaders will use appropriate social distancing measures when undertaking school self-evaluation and monitoring activities. 	Yes		Low