



**Whitmore
Park**
Primary School

Covid-19: Operational Risk Assessment.

Reviewed to secure full-reopening from 8th
March 2021



Coventry School Partnership: Covid19 Operational Risk Assessment – Re-opening of Primary Schools

1. Introduction:

Coventry's Partnership of schools agreed a collaborative and consistent approach to secure the safe re-opening of schools across the City as set out in 'Coventry Schools Covid-19 Re-set and Recovery Plan' in May 2020. On 2nd July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published. This was revised on 22nd February 2021: [Schools Coronavirus Operational Guidance February 2021 full re-opening](#) [Guidance-for-full-opening-special-schools-and-other-specialist-settings](#)

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

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 March 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 (revised) 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

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 Coventry City 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. Locally agreed Principles:

Coventry schools Covid-19 re-set and recovery Plan' revised July 2020

- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the Coventry 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

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

Covid19 Operational Risk Assessment – full re-opening of Schools March 2021

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 balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19)

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
 - 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

Covid19 Operational Risk Assessment – full re-opening of Schools March 2021

- 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 by 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)

Lateral Flow Testing:-

- Take active steps to identify asymptomatic cases within the school community, through the promotions of regular (at least weekly) community or on-site lateral flow testing for all staff and pupils year 7 and above, adhering to the [Mass asymptomatic testing: schools and colleges](#) safe operating procedures if based 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 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 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, the Lockdown of January 2021 and the full reopening from 8th MARCH 2021. 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
- Supporting the mental health and well-being of everyone in school
- Developing a recovery curriculum

Covid19 Operational Risk Assessment – full re-opening of Schools March 2021

- 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. Overview of Statutory Requirements - What you must do in law:

Source: [Guidance-for-full-opening-special-schools-and-other-specialist-settings](#).)

Prevention:

You **must** always:-

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

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

You **must** always:

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice

7. Resources and references:

Schools Coronavirus Operational Guidance February 2021 full re-opening Guidance-for-full-opening-special-schools-and-other-specialist-settings Actions-for-schools-during-the-coronavirus-outbreak/annex-a-health-and-safety-risk-assessment Mass asymptomatic testing: schools and colleges Air conditioning and ventilation during the coronavirus outbreak COVID-19: cleaning of non-healthcare settings keeping children safe in education letters-to-clinically-extremely-vulnerable-people Covid-19-advice-for-pregnant-employee COVID-19: cleaning in non-healthcare settings	Coronavirus (COVID-19): implementing protective measures in education and childcare settings Free-school-meals-guidance Face-coverings-in-education Coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries Coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges What-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak Health and safety risk checklist for classrooms E-bug posters
---	--

Model COVID-19: Operational risk assessment for school reopening

Assessment conducted by:	Jacqueline McGibney	Job title:	Head Teacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	04.03.21	Review interval:	weekly (live)	Date of next review:	01.04.21

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.		<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 lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	yes	Risk assessments have been updated following consultation with H+S consultant (March 2021) Homeworking 5.3.21 Premises re-opening 5.3.21 Infection control 5.3.21 Covid 19 risk assessment shared with staff and NEU union rep 5.3.21 Staff Briefing 1.3.21 to share the systems of control. Staff meeting to share RA 4.3.21 Health + Safety meeting with H + S governor w/c 8.3.21	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
				All staff sanitize on entry and exit as well as regularly throughout the day. Sanitisers available in all rooms and corridors, entry and exit points of the building. Staggered entry, exit, break and lunch times and building zoned. Each child has own equipment in a pencil case. Any use of shared equipment is minimised and sanitised after use. Bags and water bottles can be brought into school. PPE is available in all classrooms	
Statutory compliance has not been completed due to the availability of contractors during lockdown		<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	yes	SSO confirmation of checks are up to date – see Premises Risk Assessment	L
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		<p>If the DSL is not on site because of operational challenges, the following cover arrangements are in place:</p> <ul style="list-style-type: none"> a trained DSL (or deputy) from the school will be available via phone or online video, e.g. working from home access to a trained DSL from a partner school, 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. 	yes	<p>Staff have had their first aid qualifications renewed where applicable. 1 DRAs completed basic first Aid 5.1.21</p> <p>Care plans re- issued to class teachers March 2021 All staff have been made aware of updated list of first aiders in school. DSL (JMc) always available on site and 1 DDSLs (SS) on site. Two further members of staff are being trained. (March 2021) CPOMs is updated regularly in line with individual cases and all staff have access at the appropriate levels.</p>	L
2. Securing safe teaching spaces to accommodate all pupils returning to school					

Formatted: Font color: Auto

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

2.1 Organisation of teaching spaces and communal areas					
Classroom sizes will not allow adequate social distancing		<ul style="list-style-type: none"> Class sizes revert to 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 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 	yes	<p>Classrooms are set up for groups of 30 with desks facing forwards and children sitting side by side. Minimal furniture is left in the classroom to accommodate individual trays for each pupils and bookcases. The classrooms are clutter free. The teacher has a 2 metre space from the front of the classroom to the first desk where pupils are sitting. (Demarcated with floor tape)</p> <p>There is 1 class teacher assigned to each class and the majority of class have an additional teaching assistant or teacher assigned. Each class has an assigned DRA who will stay with them during the lunchtime period.</p> <p>The 3 classes in each year group will be combined together to make one group for playtimes, lunchtimes. Within the year group, pupils may be withdrawn together to make a group for the purposes of intervention. E.g. RWI KS1 and ability groups where needed. Specialist teachers for Art and PE will be assigned to a key stage to teach these subject areas.</p> <p>Ebug posters are in place in every classroom. Year groups and staff stay together consistently and do not mix with other groups. Where staff are unable to keep to the -2m distance of 2m they should minimise contact and they may choose to wear a face covering.</p>	
Large spaces that need to be used as classrooms		<ul style="list-style-type: none"> Set group size limit for large spaces (e.g. hall, sports hall, 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	<p>Dining Hall limit for lunchtime = 90 (year group bubble). Organisation of seating with children sit in rows not facing each other in class groups. Sports Halls x 2 Each hall = 30 (2 classes)</p> <p>No large gatherings of staff or pupils. Signage up in the hall/room capacity signage on every door</p>	L
Staff rooms and offices do not allow for observation of social distancing guidelines		<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 Staff using a communal area do so in their designated groups only and the area is cleaned before being occupied by another group 	yes	<p>Staff room and offices have room limits and signs for maximum number of staff to allow social distancing.</p> <p>Staff have designated zones to minimize mixing with designated toilets and photocopiers within their zone and designated team. Each zone has 2 year groups. Staff are encouraged to leave the building, eat alone or with designated team in their designated staffrooms/outdoor space which are</p>	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

				<p>timetabled to enable them to eat with their designated team. Staffrooms are cleaned after lunch. Staff wipe their own table and chair with disinfectant wipes before use. Cleaning materials are available each room has a sink, hand sanitizer and signage in place.</p> <p>Staff Rooms:</p> <p>Nursery in Nursery</p> <p>Reception in Reception</p> <p>Y1 in Lunch Room</p> <p>Y2 in Lunch Room</p> <p>Y3 in Staff Room</p> <p>Y4 in Staff Room</p> <p>Y5 in Community Room</p> <p>Y6 in 6Alpha</p> <p>Face coverings worn by staff in all communal and social areas.</p>	
School kitchens may not be able to serve whole school return		<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) 	yes	<p>Kitchen staff follow guidance from Solihull catering and government guidance. School has a copy of the Solihull risk assessment and guidance.</p>	L
Securing good ventilation of occupied spaces results in areas being too cold to work in comfortably		<p>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):</p> <ul style="list-style-type: none"> 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 drafts 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>Met with H + S representative to look at school heating and ventilation system. A survey of the school building was conducted by the SSO to identify which rooms needed additional measures due to limited ventilation. The school is a relatively new school built 7 years ago and so therefore has an effective ventilation system. Ventilation is in place across all of the school. Rooms that are not ventilated appropriately will have signage to ensure they are not in use. We check all grills to and cleaned if necessary. Additional measures: 1 window open and internal doors to be left open. The 2 small rooms identified had limited use and capacity. Windows should be opened fully during break/lunchtime or when the room is unused to purge the air in the room. The heating is on at the highest level at all times to ensure a comfortable temperature. Children in school to wear school uniform. If needed we would advise parents to send their child in with an extra layer. We have purchase 19</p>	

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> ▪ Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces ▪ Carbon Monoxide detectors can be used as a monitor for measuring the quality of air in a room 		<p>fleece for FSM children in school. (LA Warm Clothing Grant)</p> <p><u>All classrooms have air handling units fitted, these are set to run throughout the school day. Along with this each class has a carbon di-oxide detector within, which will independently control the air exchange rate according to pupil numbers in the class at any given time, more pupils higher exchange rate. Other air handling units within shared spaces are controlled by occupancy detectors.</u></p>	
Physical activity in school		<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 group ▪ 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 ▪ <u>guidance on the phased return of sport and recreation and Sport England include activities such as active miles and active travel to promote social distancing exercise</u> 	yes	<p>Pupils are kept in class groups of 30 with a PE teacher. PE teachers move between classes. (SF Y1 to Y3 and CR Y4-Y6)</p> <p>Sports equipment is cleaned in between each class group.</p> <p>Planning is in place for non-contact PE lessons. Wherever possible, PE will take place outside. If not, 2 large hall spaces are available for class groups (30) per hall to allow for social distancing. Awaiting government guidance to resume swimming when pools re-open.</p> <p>We have an active mile and orienteering course set up on our school grounds to enable outdoor physical exercise to take place.</p> <p>No use of external facilities until further notice.</p> <p>Promote cycling and walking to school via newsletter and Twitter (PE Team)</p>	L
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		<ul style="list-style-type: none"> ▪ The health status and availability of every member of staff is known and this is regularly updated so that deployment can be planned. ▪ Any staff member who is identified as clinically extremely vulnerable is strongly advised by the NHS to stay at home and cannot be allowed in school for their own protection ▪ Staff members who are clinically vulnerable can work in school if it is not possible to work from home but must adhere to Covid-19 safety measures for their protection and the protection of others as set out in their VERA ▪ 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 	yes	<p>Staff are aware of procedures for absence.</p> <p>Office Manager to record all staff absence (illness related as usual)</p> <p>SLT keep record of staff working at home.</p> <p>Vulnerable employee risk assessments completed for all relevant staff. (Vera are updated regularly using the latest pro-forma)</p> <p>Current symptom checker and testing procedures are sent out to staff regularly (latest March 2021)</p> <p>There is a staffing plan for staff working at home due to self-isolating or shielding or clinically vulnerable (pregnancy).</p> <p>Teaching assistants/members of the pastoral team to supervise classes for a short period of</p>	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> All staff are aware of the testing procedure and know that they are required to 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. Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required If classes in school cannot be delivered because is staffing capacity is depleted a blended model of home learning and attendance at school will be utilised temporarily, until staffing levels improve. Any temporary change in provision for vulnerable or critical worker children will be risk assessed against safeguarding criteria in consultation with partners, with a clear plan of return. An appropriate hierarchy of deputisation is in place should a senior leader be unavailable. This might include external leadership capacity 		<p>time under the direction of a teacher.</p> <p>Hierarchy of SLT - if the HT is unavailable the DHT will deputise. If the HT and DHT are unavailable either/or of the AHTs will deputies with the support of the HT from our federated school.</p>	
2.3 Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing		<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 	yes	<p>Guidance is sent out to staff on a regular basis (March 2021)</p> <p>Information for parents is on the school website and in the parent handbook.</p>	L
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms		<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. Any household members within school will be sent home to self-isolate for 10 days or until the test result is known and is negative 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. 	yes	<p>Testing information advice to stay at home if tested positive information shared via Parent handbook and school website. Staff and parents have been encourage to engage with NHS Track and Trace and information is in the parent handbook. Attendance team to track using appropriate codes following LA training session.</p> <p>Follow all public Health guidance following an outbreak.</p> <p>Procedure shared for isolation room March 2021. Inform a member of admin team and child goes to Community Room. Designated first aider to take over Procedures or using PPE are in place. Emergency PPE is in First Aid Room and Community Room</p>	M

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

Lateral Flow Tests are not used routinely by the school community resulting in a continuing unknown number of asymptomatic pupils and staff in school		<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 (primary schools) and report the result 		<p>Staff were signposted to an allocated community test Centre on 11.1.21</p> <p>The school has received LFTs for staff to use for twice weekly testing and this commenced on 27/1/2021. Staff have received all the relevant information and guidance to help them make an informed decision, as to whether or not they wish to take part.</p> <p>All staff who are returning to work on site are strongly recommended to use the lateral flow tests twice a week. latest information March 2021</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		<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	<p>Communicated regularly to staff -via staff meetings and additional briefing were used. Communicated to parents via the Health and Safety section on the weekly newsletter and handbook and links on the COVID-19 page on the website.</p> <p>Pupils will be informed when they return in March in child friendly language as part of reset and recovery curriculum</p>	M
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school		<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	<p>Communication is sent to parents informing them of a positive COVID case using the LA letter pro-formas.</p> <p>Staff are also informed using the LA letter pro formas.</p> <p>Individual parents are phoned where necessary to confirm arrangements re- individual isolating parents.</p>	L
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school		<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 Consistent and repetitive reinforcement supported by high vigilance of the requirement to self-isolate at home for 10 clear days if identified as a close contact of a positive Covid-19 case. This includes household members Reinforce the new requirement to self-isolate for travel reasons should that occur 	yes	<p>Weekly reinforcement of key messages via the school newsletter in the Health + Safety section and in other communication. We send out the latest DFE and LA guidance to parents and staff. Verbal communication with staff and parents to reinforce messages.</p> <p>New requirements to self-isolate are communicated to staff and parents and reinforced (March 2021)</p>	L
3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene					

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

3.1 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health		<p>A virtual 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	<p>We will use the teacher days on 1.9.20 and 2.9.20 to provide CPD and induction including Behaviour management</p> <p>The staff meetings and the 2 staff meetings were used to share risk assessments. Ongoing training in place throughout the term.</p> <p>Policies are updated and amended where appropriate. Fire Drill March 20021.</p>	L
New staff are not aware of policies and procedures prior to starting at the school when it reopens		<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. 	yes	<p>New staff have attended the Health and Safety and Risk Assessment meetings and briefings. Induction for new staff will include policies and procedures.</p>	L
3.2 Communication strategy					
A failure to comply and/or sustain Covid compliance at all levels of school life, leads to school transmission outbreaks		<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 		<p>All leaders in the school model the guideline for wearing face coverings, social distancing and avoiding corridor conversations. They challenge any breaches in the school.</p> <p>Health and Safety messages are sent weekly by the SBM.</p> <p>The Health + Safety team meet following a positive incident in school to determine if any further actions are needed.</p> <p>Staff report any issue/incident that they believe to be unsafe to the SBM.</p>	
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health		<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	<p>Communication to staff via Teams, staff meetings, email or face to face. For parents via Schoolcomms, Gateway, website and telephone</p> <p>For pupils in school communication from teachers. Seesaw and telephone communication for pupils at home. Weekly agenda meetings with chair and vice chair and Head Teacher.</p> <p>Full governing body meetings half termly.</p> <p>Ongoing consultation with Trade Union rep</p> <p>Staff protocol and parent handbook</p> <p>Teams meetings with Partnership meetings with LA and network.</p> <p>Email, Teams and phone for peripatetic staff and health professionals</p>	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

There is a lack of clarity and understanding in maintaining social distancing and good hygiene		<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. 	yes	Age appropriate signage in all areas (March 2021) inside and outside Floor areas marked 2 metres and replaced (March 2021) Systems and procedures modelled by all staff and reviewed by leaders.	L
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school		<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 are created. 	yes	Weekly newsletter to inform all parents of up to date information in addition to letters. Covid section set up Parent/pupil handbook leaflet Letters are uploaded to the website	L
Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19		<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 	yes	Key government messages sent weekly via the newsletter. Links to government guidance are on the www website and in the Parent Handbook regularly updated. Key information is translated to enable parents to understand government guidance. External support sought for identified families.	L
4 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines		<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 	yes	School is zoned and pupils are only allowed in their own zone. Access from each zone leading straight onto the playground. Corridors are marked. Staggered timetable ensures that there are no cross over points and pinch points are managed, Pupils stay in class for lunch KS2 Daily reminders for children in class Toilet allocated to each zone. Face coverings worn by staff in all communal and social areas.	L
4.1 Management of social distancing in the reception area					

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines		<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 Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor 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 are required to wear face coverings in all public areas unless they have a medical exception and arrangements can be put into place to mitigate any additional risk 	yes	<p>Adopt the new LA visitor policy.</p> <p>Update our Visitor leaflet in line with guidance</p> <p>Admin team set up register of visitors</p> <p>Admin to register visitors on Inventory.</p> <p>Floor distance marked to admin hatch.</p> <p>Signage to identify capacity of adults in the reception area.</p> <p>Staff must use their fob to sign in. If they do not have their fob, the Admin team will sign them in via Inventory.</p> <p>Any visitors are required to wear face coverings whilst in school (only essential visitors are allowed in school)</p> <p>There is clear signage on the school gates as well as around the building.</p>	L
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		<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 A clear traffic management scheme is in place that allows safe queuing of vehicles monitored on the school gate with a drop-off and go procedure 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 to their parents Segregation of groups is considered wherever practicable Floor markings are visible where it is necessary to manage any queuing. 	yes	<p>Update parent handbook information including map and send out with new staggered start and finish, exit and entry points.</p> <p>Only Blue badge holders allowed on school site</p> <p>Teachers bring children out at home time to hand over to parents/carers</p> <p>Staff are required to wear face coverings when receiving and dismissing pupils.</p> <p>Groups are kept separate see timetable</p> <p>2 metre spaced floor markings, taped off and barriers are in place outside where required. March 2021</p> <p>Local Authority guidance - parents are strongly advised to wear face masks when dropping off and picking up children. Additional signage has been put up at all gates regarding the wearing of face coverings.</p>	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply		<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. 	yes	Systematic organisation in place for staggered start and finish time. Designated entrance and exit points. Additional gate opened to ease the flow on the site and enable parents to enter the site at the nearest point to their drop off/pick point. Barriers used to designate space to support social distancing outside. Social distancing posters outside, sanitiser outside for all parents and pupils entering the school site. Weekly reminders on the newsletter.	L
Pupils use public transport and thereby increase risk of infection and transmission		<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 	yes	Government guidance sent out to staff and parents ree using public transport. Parent handbooks updated for March.	L
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					
Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum		<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. The maximum group size is one year group. The ideal group size is one class group 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, they must be placed in a class group. 	yes	The children will be grouped in year groups with a maximum number 96. Where possible the year groups will remain within their own classes (30) with a designated teacher, DRA and teaching assistant in the majority of classes.	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> ▪ limit interaction, sharing of rooms and social spaces between groups as much as possible. ▪ 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. ▪ Face to face contact will be avoided if possible and the time spent in close contact (within 1 metre of anyone) will be minimised ▪ The provision for a child with complex needs who require close contact care can be delivered as normal 		<p>Specialist teachers for Art and PE will move between classes within either Y1-Y3 or Y4-Y6.</p> <p>Some withdrawal of small groups for intervention will take place within each year group by an identified member of staff working within the year group. eg. RWI for KS1 and vertically grouped for Y6.</p> <p>Pastoral support will take place where necessary with members of staff from the welfare team working 1:1 with identified pupils and who will keep face to face sessions to a maximum of 15 minutes.</p> <p>Year groups will be located in parallel classes alongside one side of a corridor. They will remain in their own zone and have access to the outdoor area via their own zone. For KS2 to access the hall (indoor PE) will be via a central stairway (not in another teaching zone) EYFS/KS1 will access the hall for lunchtime via their own zone. KS1 and EYFS leave the site via their own classrooms. Y3/4/5/6 via the stairwell in their zone (staggered entry and exit times)</p> <p>Staff will have a 2 metre distance from the class teacher's teaching space at the front of the class to where the first pupil sits. Where there is a TA in the room, staff are advised to keep a 2 metre distance. Signage is in place to support. During lunchtimes or whilst out on the playground, staff are advised to keep a 2 metre distance.</p> <p>Classes will have designated intervention rooms for year groups which will be cleaned at</p>	
--	--	--	--	--	--

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

				<p>the end of the day unless the year group changes.</p> <p>Breakfast club is provided by the school and pupils attend on a voluntary basis. 40 pupils will be accommodated in the hall in age related groups to enable social distance as much as possible. Staff will be in radio contact. Limited resources which are cleaned at the end of each session. Parents provide a cereal bar/fruit and a drink. No food preparation in breakfast club.</p> <p>After school club will provide a copy of their own risk assessment and guidance. Same location as breakfast club.</p> <p>Where planned care is in place eg. medical needs, changing of clothing, soiling or accidents PPE is provided.</p>	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures		<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 has been removed from classrooms and teaching spaces into safe storage Arrangements are reviewed regularly. 	yes	<p>We will adhere to the net capacity for all classrooms and group rooms. Signage will be displayed with room capacity.</p> <p>Pupil desks will be forward facing in Y1 to Y6 and children will sit side by side facing the front.</p> <p>Younger children are unable to follow social distancing rules, therefore in Nursery and Reception the children will remain in their grouping with hand washing and respiratory guidance in place.</p> <p>Teachers will be 2 metres away from the first row of pupils and any excess furniture is removed.</p>	L
4.4 Management of movement in corridors					

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

Social distancing guidance is breached when pupils circulate in corridors		<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. ▪ 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. 	yes	<p>Walk on the left policy followed. Pinch points managed through staggered breaks/lunches and good communication.</p> <p>Pupils do not move around the school apart from breaks to go outside and EYFS/KS1 to go to lunch.</p> <p>Pupils and staff stay in designated zones.</p> <p>Allocated outside areas for break, lunchtimes and outdoor learning.</p> <p>Regular reminders from teachers, TAs and DRAs when pupils are moving around the school.</p>	L
4.5 Management of social distancing at break times					
Pupils may not observe social distancing at break times		<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. 	yes	<p>Break times are staggered and external play areas are designated</p> <p>Frequent reminders from all staff and outdoor signage.</p> <p>Supervision in class, at break and lunchtimes.</p> <p>Rotas will be in place for enhanced supervision at break and lunchtimes for EYFS/KS1</p>	L
4.6 Management of social distancing at lunch times					
Pupils may not observe social distancing at lunch times		<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 and avoid mixing of bubbles. Seating and staffing arrangements are consistent ▪ Floor markings are used to manage queues and enable social distancing. ▪ Additional arrangements are in place, such as staggering lunch times, , pupils eating in other appropriate spaces. ▪ 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 	yes	<p>Dedicated DRAs assigned to the class and staff remind pupils of social distancing at beginning of lunch.</p> <p>Pupils are supervised for handwashing at lunchtime.</p> <p>KS2 pupils eat in classroom with designated DRA</p> <p>Lunches are brought to classroom by DRAs. Rooms are cleaned afterwards by cleaners.</p> <p>New guidance to be sent to parents re. plastic bags for EYFS and KS1 and</p>	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

				<p>things that children can open themselves.</p> <p>EYFS and KS1 will eat in the dining room in their designated classes. Children sit in rows side by side not facing each other.</p> <p>Staggered lunchtimes for year groups.</p> <p>Food will be taken to children at their tables to avoid queuing at the servery. Pupils will pre-order the week's hot meals.</p> <p>In KS2 pupils will have cold lunches delivered to classrooms by DRAs.</p>	
4.7 Management of social distancing and hygiene in the toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures		<ul style="list-style-type: none"> ▪ Queuing zones for toilets and hand washing have been established and are monitored. These do not have to be segregated for different groups, but should not be used by members of different groups at the same 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 	yes	<p>2 year groups will use the toilets in each zone apart from Reception and Nursery who have their own toilet. In Y1-6 there will be staggered times for pupils to use the toilets and queuing systems on either side of the corridor.</p> <p>Floor markings are in place.</p> <p>4 children are allowed in the toilets at a time (from the same year group).</p> <p>Children are encouraged to go to the toilet throughout the day and frequently reminded of the social distancing rules (4 in a toilet block)</p> <p>Enhanced cleaning schedule is in place includes monitoring soap and paper towel and emptying bins. SSO/additional cleaner throughout the day.</p> <p>Handwashing posters are in place.</p>	L
4.8 Safety arrangements for the use of medical rooms					

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

The configuration of medical rooms may compromise social distancing measures		<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	<p>Designated Room for suspected Covid symptoms.</p> <p>Only 1 child in Non Covid first area at a time.</p> <p>PPE available in Covid and First aid rooms</p> <p>SBM/SSO to talk First aiders through procedures</p> <p>Cleaner on site – procedures for cleaning suspected Covid room are in place.</p>	
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		<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	<p>See enhanced cleaning plan which includes additional hours for cleaners. There will be cleaning staff on site throughout the day.</p> <p>Currently fully resourced for soap/sanitiser/paper towels. March 2021.</p> <p>The school is fogged weekly.</p>	L
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		<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	<p>SSO audits provision continually and order regularly to ensure that we have a sufficient supply.</p> <p>SSO and cleaners schedule for monitoring areas of the school (office, reception, hall) in place. Cleaners complete tick sheets.</p>	L
Pupils forget to wash their hands regularly and frequently		<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 and electronic messaging boards 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. 	yes	<p>Weekly H + S bulletin to staff</p> <p>Daily reminders from teachers, TAs and DRAs</p> <p>Poster in place in toilets and classrooms.</p> <p>Leaders monitor handwashing daily –</p>	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

		<ul style="list-style-type: none"> 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 		Spot checks + check bins Teachers share handwashing posters and videos weekly and remind daily.	
Equipment and resources		<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 	yes	<p>All children from Y1-6 will be provided with individual pencil cases with their own pencils, rubber etc. Any equipment used frequently will be assigned to individuals. Where possible equipment will be assigned to a classroom where possible and cleaned at the end of the day. PE equipment will be cleaned by the PE team in between sessions where needed and at the end of the school day. Lunchtime sports equipment is allocated to each class. Any large items can be left at out at the end of the week when the classroom are disinfected using the fogging. Pupils can bring bags, water bottles, coats, hats, books and mobile phones (Y6 only) Mobile phones will be put into plastic bags and kept in a box in the teacher's cupboard.</p>	L
5.3 Personal Protective Equipment (PPE)					
Pupils and teachers can take books and other shared resources homes, but unnecessary sharing should be avoided					
Provision of PPE for staff where required is not in line with government guidelines		<ul style="list-style-type: none"> 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 	yes	<p>Intimate care guidance has been shared with staff through briefings. PPE is available in First Aid rooms and guidance issued Infection control guidance written and shared Goggles have been purchased in addition to gloves and aprons and face coverings. Local Authority advised all staff who are monitoring drop off/pick up of pupils on site to wear face coverings.</p>	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

Failure to fit, wear, store and dispose face coverings safely contributes to the transmission of infection		<ul style="list-style-type: none"> Face coverings should be worn safely by adults and pupils (year 7 and above) when moving around the premises, specifically outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This should cover entrance and egress of the premises see: safe working in education (face coverings should be put on before entering the building and not removed until leaving the building when outside of the classroom) Those 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, may be exempted (clear pane face coverings may be appropriate in some instances) see: face coverings An emergency supply of face coverings for contingency purposes is available if required. All staff are aware of the process for managing face coverings in school which includes the hygienic fitting, removing, storage and disposal (sealable plastic bags between use). Unless exempt, pupils in year 7 and above should wear face coverings when moving within the school building including corridors and communal areas Face coverings should be worn in classrooms if social distancing cannot be maintained or it would negatively impact on the pupils ability to take part in exercise or strenuous activity, for example in PE lessons. Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can be worn. Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately. 		<p>All adults wear a face covering when walking around the school, and when in communal areas (staff rooms) and should only be removed to eat.</p> <p>Staff also wear face coverings whilst receiving and dismissing children.</p> <p>Clear face coverings are available on request for any staff who require one whilst working with a pupil with an impairment or disability.</p> <p>We have an emergency supply of face coverings in the admin office.</p> <p>Guidance provided to staff re. managing face covering safely 18.1.21 and in staff meeting briefings (March 2021)</p> <p>Guidance issued to staff re. not wearing visors (March 2021)</p>	
6. Curriculum organisation					
Children may need to re-socialise and familiarise with new routines		<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. 	yes	<p>Agreed rationale for Curriculum with a focus on re-socialisation based on DFE guidance and research. See Curriculum Handbook for information updated Feb. 2021 and shared with leaders and all staff Feb 2021.</p> <p>Identified curriculum priorities are in place. Daily structure created (balance of learning/well being prioritise resocialisation and early reading/reading across the school and across the curriculum. Gaps in learning will be identified and a</p>	L

Formatted Table

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

				<p>programme of support for pupils to make rapid progress by the end of the academic year. Ensure the curriculum remains broad and ambitious with particular regard to pupil premium, SEND pupils.</p> <p>Ensure the remote education is high quality and remains as close to possible as in school provision.</p>	
Children may have fallen behind in their learning during the school closure and achievement gaps will have widened		<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	<p>Subject leaders audit missing learning from Spring Term and have adjusted Long Term planning for 2020/21 to cover critical content, gaps in learning. Make effective use of regular formative assessment to address the gaps in knowledge and skills. Re-visit feedback policy. Staffing plan includes additional adults and appropriate skills sets in each year group to support the planning and delivery of effective intervention. SENDco available to support with pastoral and Well Being interventions.</p> <p>Daily RWI phonics for Reception and Y1, Y2 and Ks2 where appropriate. Focus on reading across the curriculum. See Curriculum Handbook March 2021</p>	L
Pupils moving on to the next phase in their education do not feel prepared for the transition		<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. 	yes	<p>New Nursery pupils have been allocated a place to start Spring Term 2021 will be joining the school, a transition plan is in place. Inclusion team speak to parents regularly and have identified children who may need additional support with a re-integration plane due to loss/anxiety/bereavement/attachment when they return and pastoral intervention in school and referrals to external agencies.</p> <p>NSPCC buddy training for all support staff. Think Smart training for all support staff (cognitive behavior</p>	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

				informed intervention) Boomerang (PHS) intervention with SENDCo. Refresher training for attachment/bereavement/anxiety.	
Resuming full support for pupils with SEND (SEND Support and EHC Plans		<ul style="list-style-type: none"> All children with SEND will return full-time to school 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 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 	yes	<p>Non classroom based SENDco to support SEND pupils returning. Reintegration plans for individual plans for identified pupils to transition back into school after lockdown in place. Identified staffing in classes to support SEND pupils return. Refresher training in aspects of SEND. SEND in Ofsted Framework training with Education Consultant. 9th March 2021</p> <p>Risk assessments reviewed and completed for ECHP and identified pupils/SEND – March 2021</p> <p>Behaviour Policy reviewed to take into account pupils who may have disengaged from learning following DFE guidance. Review positive handling plans. March 2021</p> <p>Continue to work with external agencies to support individual pupils at the point of need. Widening the offer for types of support eg. CBT Boomerang – school based and Ed. Phys for CBT therapy.</p> <p>Our Thrive Practitioner has received accreditation March 2021.</p> <p>Implementation of the Thrive programme following whole staff and leadership training in the autumn term and Jan. teacher day.</p>	L
Risk of infection from singing, chanting, playing wind or brass instruments and shouting		<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/full term to be reviewed at Christmas 	yes	<p>Music curriculum will be taught in the Summer term following COVID safe lesson plans. This will be managed by the additional adult in the classroom and the teacher taking groups. Instruments will be allocated to pupils and cleaned at the end of the session.</p>	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

				School choir suspended.	
6.3 Provision of remote learning					
Arrangements for remote learning are insecure or unsustainable to ensure provision for pupils self-isolating		<p>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:</p> <ul style="list-style-type: none"> the remote learning offer is equivalent to the core teaching pupils would receive in school (delete as appropriate):- <ul style="list-style-type: none"> 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 checking, daily, whether pupils are engaging with their work A named senior leader with overarching responsibility for the quality and delivery of remote education is in Information for pupils, parents and carers about the remote education provision is published on the school website (required action by 25 January 2021 – an <u>optional template</u> is available for this purpose) 		<p>Sue Squires (DH) and Jamie Payne (AHT) are leading on and have responsibility for quality and delivery of Remote learning.</p> <p>We have a Remote Learning Policy which meets the requirements of the DFE guidance in full.</p> <p>Systems of communication for checking daily which children are accessing Seesaw or Showbie are in place and for support staff to call parents to support children to access remote learning and remove barriers. Updated March 2021 Rewards are in place to encourage and praise children with their learning. Daily feedback is provided to children via the learning platforms. Information re. Remote Learning is on the school website 25th January.</p>	
Pupils are unable to access the online offer		<ul style="list-style-type: none"> Set out arrangements to overcome digital poverty Set out arrangements to support parents Set out arrangements to consider support that can be offered to parents to enable them to construct a learning environment within their home Set out the arrangements for disengagement 		<p>Children who do not have a device or internet access are identified via parent communication and from telephone calls made by support staff. We are loaning equipment provided by the DFE and our own devices to support all children without a device. Routers have been received from the DFE for children without internet access at home. BT vouchers and dongles where the BT cover is not accessible have been provided. Continue to identify pupils who do not have access to the internet and provide support. SEND parents are supported by weekly phonecalls from an identified member of staff and work is differentiated.</p>	

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

				<p>We signpost parents of children with mental health or well-being to our Welfare Team.</p> <p>All parents are supported via weekly phone calls.</p> <p>Guidance provided to parents around learning environment, timetable for the day, quiet space to work.</p> <p>If pupils are not engaged, initial support from support staff, then class teacher/year group leader, Remote learning lead or refer to welfare where appropriate</p>	
7. Enhancing mental health support for pupils and staff					
7.1 Mental health concerns – pupils					
<p>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>		<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	<p>All staff have completed online bereavement training and safe return to school training.</p> <p>Welfare team and TAs have NSPCC buddy training and will support children in class and signpost to Welfare Team to support mental health where appropriate.</p> <p>Information gathered to identify newly vulnerable pupils who may need additional support alongside information from Inclusion Team. Re-integration plans put in place.</p> <p>Additional staff in classes to support pastoral interventions.</p> <p>Daily PHSE lessons in classes.</p> <p>Signpost to mental health websites on school website.</p> <p>PSHE curriculum using -resource Jigsaw will support well-being and pastoral interventions including mindfulness.</p> <p>Provide access to the MindED learning for teachers to access resources on trauma, stress, fear.</p> <p>Provide School nursing service provision for mental health support.</p>	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

				All children will have 5 minutes one to one with an adult to share any worries or concerns.	
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		<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. 	yes	<p>Staff health, well-being and safety is prioritised by HT and SLT – clear communication in meetings.</p> <p>Year group leaders check in with teams daily.</p> <p>Well Being leader to use the DFE wellbeing Toolkit and resources to support staff wellbeing and workload.</p> <p>Well-being staff meeting Feb 21</p> <p>Well-being is priority for the network. Designated well-being and workload leader who is working closely with HT and DH to develop policy and practice.</p> <p>SBM is our designated mental Health First aider.</p> <p>Continue to signpost staff re. looking after mental health and well-being.</p> <p>Referrals to occupational health where appropriate</p> <p>Good communication via Friday update for staff.</p> <p>Staff meetings/training are planned for wellbeing.</p> <p>Staff have the Education support partnership contact.</p>	L
7.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family		<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	<p>All staff have completed online bereavement training. SBM is point of contact for bereavement counselling.</p> <p>Inclusion team identify pupils and families who have suffered bereavement to support on individual basis. SBM is a trained mental Health first aider and the first point of</p>	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

				contact for staff. Education helpline number has been provided to staff. Referrals to occupational health where appropriate. In school support in through Buddy system and pastoral team for pupils.	
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.		<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 governors with designated responsibilities is in place. 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. 	yes	<p>HT provides meets fortnightly with chair and vice chair for agenda meeting which includes content and updates about the school's Covid-19 response.</p> <p>HT has weekly 'Teams' meetings with chair and vice chair.</p> <p>All governing body meeting have taken place in the Spring Term as planned. The meeting schedule will continue throughout the spring and summer term virtually with the usual full agenda. Updated guidance is posted on governor hub. Governor training sessions have continued. Half termly virtual full governing body meetings clerked and minuted with full reports to governors.</p>	L
Governors are not fully informed or involved in making key decisions		<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. 	yes	<p>Chair and vice chair fortnightly meetings with HT and written report provided</p> <p>Governors receive updated reports and guidance via the NGA and actively use Governor Hub for updates.</p>	L
8.2 Policy review					

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

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		<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 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 	yes	<p>Home school agreement is in place.</p> <p>Updated Safeguarding policy distributed March 2021 in line with the new KCSIE guidance.</p> <p>All staff have a copy of and have read and signed COVID-19 -safeguarding addendum.</p> <p>Addendum to Behaviour policy in place.</p> <p>Full Behaviour Policy will be reviewed and amended. March 2021.</p> <p>Parent will be handbook updated and sent to parents. March 2021</p> <p>Information to parents via newsletter and to governors via meetings.</p> <p>Acceptable use of IT policy, data protection policy and data protection/record management, GDPR/special category data and code of conduct policies have been updated.</p> <p>Review of the teaching and learning, marking and feedback policy and online safety and personal handling plan policy will take place for September. March 2021</p> <p>Policies will be approved by governing body at the next meeting.</p>	L
Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning		<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 	yes	<p>SLT have a remote education plan in place which caters for provision if a group, school or local lockdown takes place. (contingency plan) e.g.</p> <p>This will take into account online and offline resources and be integrated in the school's curriculum planning.</p> <p>Devices are provided where children have no suitable device. Printed devices will be made available in individual cases to enable access.</p> <p>Long term curriculum plans for knowledge and skills progression will be reviewed by subject leaders will be in place for March 2021. We completed a survey our parents re- our current home learning access and engagement provision to support us developing home learning. (Feb 21) Outcomes will</p>	L

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

				inform our practice and we will survey as appropriate.	
9. Other operational issues					
9.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements		<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. 	yes	Fire procedures reviewed and distributed (SBM + SSO) for March opening. March 2021	L
Fire evacuation drills - unable to apply social distancing effectively		<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. 		Fire procedures reviewed and distributed (SBM + SSO) March 2021 weekly review Fire Drill March 2021	L
Fire marshals absent due to self-isolation		<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	Fire procedures reviewed and distributed (SBM + SSO) March 2021 A rota is in place for additional Fire Marshalls to cover staff absence. weekly review	L
9.3 Contractors working on the school site					

Covid19 Operational Risk Assessment – planned re-opening of Primary Schools

Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		<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. ▪ 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). 	yes	SSO/SBM review information leaflet for visitors and contractors covering Covid 19 in consultation with H + S provider and update for March 2021. Minimise opportunities for visitors to come on to school site if necessary by appointment only.	L
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					
Children who routinely attend more than one setting (e.g. dual registered, KEYS intervention programme or alternative provision)	H	<ul style="list-style-type: none"> ▪ The school, working with the setting will ensure that all risk are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum 	yes	We do not currently have any dual registered pupils. Plans will be put in place should we have any during the year.	L