**COVID-19: Operational Risk Assessment for School Re-opening in Sept 2021**

**SCHOOL NAME: St Michael’s Catholic Grammar School**

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| **Member of Staff and Job Title:** | **Date of Assessment:** | **Date of Review:** | **Covered by this assessment:** |
| **Headteacher** | **18th August 2021** | **Ongoing…** | Staff, pupils, parents, visitors, volunteers, contractors |

**Purpose of this document:**

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

**Other Related Documents:**

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| **Relevant Existing Policies**  | **Local Authority/Trust documents** | **Recent Government Guidance:** |
| Health and Safety PolicyFirst Aid PolicyChild Protection and Safeguarding PoliciesReporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012The Health Protection (Notification Regulations 2010Public Health England (PHE) (2017) ‘Health protection in schools and other childcare facilities’Existing Risk Assessment for school phased re-opening | Covid19 Education and Skills Service Strategy (April 2020)Education and Skills Service Recovery Planning support for schools (May 2020) | New operational guidance has been published, in line with step 4 of the road map: * [Actions for schools during the coronavirus outbreak](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Factions-for-schools-during-the-coronavirus-outbreak%3Futm_source%3D06%2520July%25202021%2520C19%26utm_medium%3DDaily%2520Email%2520C19%26utm_campaign%3DDfE%2520C19&data=04%7C01%7C%7Cdd1f5618149142ca728008d945055da3%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637616711625475465%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=dbGBrw9bryFBtAYG4DOKryjda29UvNu1poapTpZZ37g%3D&reserved=0)
* [Guidance for special schools and other specialist settings](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fguidance-for-full-opening-special-schools-and-other-specialist-settings%3Futm_source%3D06%2520July%25202021%2520C19%26utm_medium%3DDaily%2520Email%2520C19%26utm_campaign%3DDfE%2520C19&data=04%7C01%7C%7Cdd1f5618149142ca728008d945055da3%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637616711625485461%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=6Rko8uMSWlfAstEL8aUhkY8dBMYKyKF5Lv%2FA9CEdH9o%3D&reserved=0)
* [Actions for FE colleges and providers during the coronavirus outbreak](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fcoronavirus-covid-19-maintaining-further-education-provision%3Futm_source%3D06%2520July%25202021%2520C19%26utm_medium%3DDaily%2520Email%2520C19%26utm_campaign%3DDfE%2520C19&data=04%7C01%7C%7Cdd1f5618149142ca728008d945055da3%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637616711625495457%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=LC2RLQqgjVa1u3F1C07oJFhi32C7VxYiqu6We9bMOTo%3D&reserved=0)
* [Actions for early years and childcare providers during the coronavirus outbreak](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fcoronavirus-covid-19-early-years-and-childcare-closures%3Futm_source%3D06%2520July%25202021%2520C19%26utm_medium%3DDaily%2520Email%2520C19%26utm_campaign%3DDfE%2520C19&data=04%7C01%7C%7Cdd1f5618149142ca728008d945055da3%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637616711625505453%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=PdefV4VdyiFRF6nPfsdqBbojAVmTba%2F0bzuDnxikei4%3D&reserved=0)
* [Use of PPE in education, childcare and children’s social care](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fsafe-working-in-education-childcare-and-childrens-social-care%3Futm_source%3D06%2520July%25202021%2520C19%26utm_medium%3DDaily%2520Email%2520C19%26utm_campaign%3DDfE%2520C19&data=04%7C01%7C%7Cdd1f5618149142ca728008d945055da3%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637616711625515450%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=I6%2FJhQiJY2ouBK462D3RScGGKor3CrOGQczDc0BebHs%3D&reserved=0)

[Covid-19 Action for out-of-school settings guidance](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fprotective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak%3Futm_medium%3Demail%26utm_campaign%3Dgovuk-notifications%26utm_source%3Da509fa77-4846-4e65-9d1d-b5ed772a4136%26utm_content%3Dimmediately&data=04%7C01%7C%7Cdd1f5618149142ca728008d945055da3%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637616711625525443%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=EOUy9iZ%2FKMaNZeUlyY%2FhNPckczcJdxhM0rJhc35Hs7E%3D&reserved=0) has been added which applies from step 4. It removes restrictions such as keeping children in consistent groups (bubbles), wearing face coverings in classrooms, communal areas and in community settings, limits on parental attendance, and restrictions on group sizes for residential visits. It also includes information about updating your outbreak management plan and what to do when an individual in your setting tests positive for Covid-19. From 16 August, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contactThe [special schools and other specialist settings guidance](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fguidance-for-full-opening-special-schools-and-other-specialist-settings%3Futm_medium%3Demail%26utm_campaign%3Dgovuk-notifications%26utm_source%3Da049d5cf-7892-49d2-93e9-c885741febb5%26utm_content%3Dimmediately&data=04%7C01%7C%7Cdd1f5618149142ca728008d945055da3%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637616711625525443%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=5Iw9Ad%2FUnjGTFPvtHLSq8utqvncoi28FplGHdjnZ4pE%3D&reserved=0) has been updated to confirm that over the summer, staff and secondary pupils should continue to test regularly if they are attending settings that remain open. Advice has also been confirmed for testing in the autumn term.Apprenticeships [guidance](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fcoronavirus-covid-19-apprenticeship-programme-response%3Futm_medium%3Demail%26utm_campaign%3Dgovuk-notifications%26utm_source%3Ddc127d47-8124-4adc-b0ac-8e4ccd03b4e8%26utm_content%3Dimmediately&data=04%7C01%7C%7Cdd1f5618149142ca728008d945055da3%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637616711625535440%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=02v9yM1ic4I2qYX%2BJsQ9lX7QWkgwWBToRZQfv2haVdQ%3D&reserved=0) has been updated to reflect the change in the return to the workplace which will apply to apprenticeships as part of step 4 of the roadmap. This includes updated links and references to the redundancy support service, ending of flexibility permitting end-point assessment prior to functional skills qualification achievement, and an extension of the temporary policy on suspending the requirement for Level 2 apprentices to attempt Level 2 functional skills assessmentTransport [guidance](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Ftransport-to-school-and-other-places-of-education-autumn-term-2020%3Futm_medium%3Demail%26utm_campaign%3Dgovuk-notifications%26utm_source%3D05c0145b-82ce-4fa5-ad02-9e20c32407da%26utm_content%3Dimmediately&data=04%7C01%7C%7Cdd1f5618149142ca728008d945055da3%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637616711625545435%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=HbJfRG92BNtuFHKR76ypx%2B%2FNWknOC0pBXKMzUjBiofk%3D&reserved=0) has been updated to reflect step 4 of the roadmap out of lockdown. It removes the recommendations that distancing should be maximised and mixing should be minimised, and that children and young people aged 11 and over should wear face coverings. It provides advice on continuing to take proportionate measures to reduce the spread of infection.The [public health guidance](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fresponsibility-for-autumn-gcse-as-and-a-level-exam-series%3Futm_medium%3Demail%26utm_campaign%3Dgovuk-notifications%26utm_source%3D617843b1-c6f8-4a23-a32e-3e8841d56c7f%26utm_content%3Dimmediately&data=04%7C01%7C%7Cdd1f5618149142ca728008d945055da3%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637616711625555429%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=TYV0LCcC61JbcN8wtCaX7MjuOUxHahOUY7jwSZFNQc4%3D&reserved=0) has been updated for exams with advice that applies from step 4. The guidance removes restrictions such as keeping students in consistent groups (bubbles) and wearing face coverings in classrooms and communal areas, and on dedicated transport[Protect vulnerable workers - Working safely during the coronavirus (COVID-19) pandemic (hse.gov.uk)](https://www.hse.gov.uk/coronavirus/working-safely/protect-people.htm)[Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe) |

**Suggested Steps of Re-opening Preparation:**

**Risk matrix**

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

| **Specific Concern/ Risk** | **Impact score (a)** | **Probability score (b)** | **Current Risk Rating****(a) x (b)** | **Control Measures** | **In Place (Y/N)** | **Implications for opening the school and further action proposed** | **Risk rating following controls (1-25)** |
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| **A. Staffing Resources** |

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| 1. Risk that there are Insufficient staff to support all the pupils to be in school | **3** | 4 | 12 | * Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus.
* Staff in settings who are CEV should attend their place of work if they cannot work from home.
 | **Y** | **All staff in school.****Individual risk assessments for CEV staff.** | **8** |
| * Establish how many and which staff will be available, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate (see guidance distributed previously)
 | **Y** | **List of Clinically Vulnerable and Extremely Clinically Vulnerable has been maintained** |
| * Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises.
 | **Y** | **School employed additional cover supervisors in July 2021 to allow for possible staff absence.** |
| * Ensure flexible and responsive use of teaching assistants
 | **N/A** |  |
| * Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible
 | **N/A** |  |
| * From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be
* contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.
 | **Y** | **Staff will be issued with home testing kits in line with government expectations.** |
| * Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school) and home learning (for those who are learning at home)
 | **Y** | **Will operate as normal face-to-face and students isolating will access through Google Classroom.** |
| 2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning.  | **3** | 3 | 9 | * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.
 | **Y** | **HR maintains up to date list which responds to changing individual circumstances.** | **8** |
| * Full use is made of all qualified teachers.
 | **Y** | **All teachers either return to live teaching or (for ECV) teach from home.** |
| * Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.
 | **Y** | **SLT will supervise when necessary and will remain on standby in case of absence on day.** |
| * Full use is made of test and trace to inform staff deployment i.e. ensure staff who have been instructed to self-isolate through test and trace are not attending school
 | **Y** | **Staff are encouraged to make use of available testing and to inform school of result if necessary.** |
| * A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve.
 | **Y** | **School will endeavour to maintain 100% face-to-face provision depending upon national picture and DfE directives. Home learning is reserve if situation demands.** |
| * Where possible, ensure pupils with SEND are prioritised to be in school.
 | **Y** | **SENCO will oversee when appropriate** |
| 3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees. | **4** | 3 | 12 | * Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.
 | **Y** | **Normally school does not use external agencies for supply** | **6** |
| * Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught.
 | **Y** | **Signage is in place and highly visible.** |
| * Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.
 | **Y** | **Will be actioned if and when appropriate** |
| * Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.
 | **Y** | **Will be actioned if and when appropriate** |
| 4. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff. | **4** | 3 | 12 | * Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible
 | **Y** | **Completed and ongoing as situation changes.** |  |
| 5. Risk of not covering essential functions (first-aid, DSL, SENCo). | **3** | 4 | 12 | * Provide cover for the role from within available staffing
 | **Y** | **All students have DSL mobile phone number.** | **6** |
| * Or remote support via another school, Academy Trust or the LA
 | **N/A** | **Will explore if necessary amongst neighbouring schools or Loreto Education Trust** |
| * Ensure First Aid certificates are up to date (previously extended for 3 months)
 | **Y** | **All current** |
| * Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals.
 | **Y** | **Face masks and plastic gloves available to all who request and issued to First Aiders.** |
| * Programme of training for additional staff in place (e.g. Safeguarding)
 | **N/A** | **No additional staff required – all current staff received full Safeguarding training in Oct 2019, update every September and next full training in January 2021** |
| 6. Risks to health and safety because staff are not trained in new procedures. | **3** | 3 | 9 | * A revised staff handbook is issued to all staff in September
 | **Y** | **Any alterations to policies and procedures will be made very clear.** | **3** |
| * Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include:
	+ Infection control
	+ Fire safety and evacuation procedures
	+ Constructive behaviour management
	+ Safeguarding
	+ Risk management
 | **Y** | **Staff training has been ongoing through weekly Staff Briefing Notes. All new staff were trained in July 2021 (new staff induction day).** |
| 7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them. | **4** | 4 | 16 | * An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance,
 | **Y** | **RAs in place.** | **4** |
| * All members of staff with underlying health conditions have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated. Staff sharing their household with people with underlying health conditions places them at higher risk
 | **Y** | **This has been communicated and an up-to-date record is with HR.** |
| * Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice
 | **Y** | **Audit completed w/c 1st June made this expectation clear. Has been revisited regularly with individuals.** |
| * Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable
 | **Y** | **Audit completed w/c 1st June made this expectation clear.** |
| * Current government guidance is being applied.
 | **Y** | **Yes** |

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| **B. Teaching Spaces, the Learning and School Environment** |

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| 8. Risks of transmission during use of the outdoor learning environment for young children | **3** | 4 | 16 | * Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside
 | **Y** | **In place around school** | **8** |
| * Close down drinking fountains and make arrangements for individual water bottles for children
 | **Y** | **Actioned** |
| * Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam
 | **Y** | **Departmental RA considered this.** |
| * Resources are limited to facilitate effective cleaning daily
 | **Y** | **Departmental RA considered this.** |
| * Only equipment that can be washed or easily cleaned can be used.
 | **Y** | **Where possible – equipment not shared between bubbles** |
| 9. Risks of transmission due to movement around the school. | **4** | **3** | **12** | * Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible
 | **Y** | **Continue with one-way system in Junior and Senior Buildings. Promote face masks as voluntary in corridors.** | **7** |
| * Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance
 | **Y** | **In place** |
| 10. Risk of transmission due to number of people near entrances and exits at the start and end of the school day. | **4** | **2** | **8** | * Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council’s Highways Department
 | **Y** | **Gate replaced June 21 to make wider opening.** | **6** |
| * Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom
 | **N/A** | **Students go to form class at start of day.** |
| * Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible
 | **Y** | **Induction days for Year 7 and Year 12 in place.** |
| * Identify drop off and pick up waiting areas that can reduce contacts and maximise distance
 | **N/A** | **Not needed in secondary school.** |
| * Extend gate/entrance opening times to prevent queueing
 | **N/A** | **Not needed in secondary school.** |
| * Staff, pupils and parents are briefed and signage provided to identify entrances, exits routes
 | **N/A** | **No change.** |
| * A plan is in place for managing the movement of people on arrival to avoid groups of people congregating
 | **N/A** | **Not needed in secondary school.** |
| * Parents given advice on walking/cycling to school, avoiding public transport and minimising driving
 | **Y** | **Email to parents went out the day before school in January 21** |
| * Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage
 | **N/A** | **Very few students choose this form of transport.** |
| * Liaise with the council’s Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space
 | **Y** | **Governors in consultation with LBB over traffic calming measures on Nether street.** |
| 11. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing. | **3** | 3 | 9 | * Advice to pupils and families on maintaining road safety procedures despite changes.
 | **Y** | **Regular updates to parents – in particular those in Year 7.** | **7** |
| * For those that have to drive, advice on places they should and should not pick up, drop off and park.
* Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols.
 | **Y** | **Parents were emailed guidance back in September 20****No provision for parking at school.** |
| * Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.
 | **N/A** | **Not needed in secondary school.** |
| * Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.
 | **N/A** |  |
| * Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.
 | **Y** | **Governors in consultation with LBB over traffic calming measures on Nether street.** |
| * Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.
 | **Y** | **Governors in consultation with LBB over traffic calming measures on Nether street.** |
| 12. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes | **3** | 2 | 6 | * Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.
* If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.
 | **Y** | **Supervision levels appropriate.** | **6** |
| 13. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes | **3** | 2 | 6 | * Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area.
 | **Y** | **Students will be reminded upon return in September** | **5** |
| * If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.
 | **Y** |  |
| * Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat.
 | **Y** | **Continue to keep bubbles apart in canteen.** |
| * If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not ‘share’ food
 | **Y** | **Already told parents.** |
| * Eating areas are thoroughly cleaned after lunchtime
 | **Y** | **Enhanced cleaning rota since return in March 21** |
| 14. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines | **4** | 2 | 8 | * Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for maximising distance between users.
 | **Y** | **Already in place – will be reminded in September** | **4** |
| * Staff have been briefed on the use of these rooms
 | **Y** | **Already in place – reminder in September** |
| 15. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures | **3** | 4 | 12 | * Reduction of contacts and maximising distance provisions are in place for medical rooms
 | **Y** | **Screen in place in medial room – will remain.** | **8** |
| * Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged
 | **Y** | **In place** |
| * PPE available if staff dealing with pupil with symptoms
 | **Y** | **In place** |
| * Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas
 | **Y** | **Cleaner/Caretaker on duty during day.** |
| 16. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines | **3** | 4 | 12 | * Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.
 | **Y** | **This RA will be communicated to parents with summary.** | **6** |

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| **C. Hygiene and protective controls** |
| 17. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission. | **3** | 3 | 9 | * Ensure frequent hand cleaning and good respiratory hygiene practices
 | **Y** | **Parents were emailed guidance before school in September 20, this included advice on hygiene practices. Teachers remind students frequently. Further reminders sent to parents in Feb 21.** | **3** |
| * If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.
 | **Y** | **If necessary, bubble separation will become stricter.** |
| * Regular cleaning
 | **Y** | **School cleaning contract was reconfigured in March 21 to ensure cleaning of all areas in use each day, including during school day.** |
| 18. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.  | **4** | 3 | 12 | * Testing of staff or pupils – if school has PCR home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested.
 | **Y** | **School will implement two tests per child and encourage staff testing twice per week as per government initiative on rapid testing from Sep 21.** | **8** |
| * Ensure that pupils, staff and other adults do not come into the school if they have [coronavirus (COVID-19) symptoms](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus), or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home
 | **Y** | **Repeated school communication has make it clear that those displaying symptoms do not come in, nor do those testing positive.** |
| * Make arrangements to isolate anyone with symptoms and have clear guidance and protocols
 | **Y** | **Those displaying symptoms will be isolated and removed from school ASAP.** |
| * PPE on hand.
 | **Y** | **School has purchased PPE and has made this available in the Medical room and Reception areas.** |
| * Active engagement with NHS Test and Trace
 | **Y** | **School is ready to engage and to encourage parents to engage with NHS Test and Trace.** |
| 19. Risk of the virus spreading via surfaces in the school unless there is regular cleaning  | **4** | 4 | 16 | Establish arrangements for all frequently touched surfaces and equipment e.g.* door handles
* handrails
* tabletops
* play equipment
* toys
* electronic devices (such as phones)
* specialist equipment, including equipment used by pupils with SEN
 | **Y** | **Tables and chairs in classrooms are frequently cleaned as part of daily cleaning rota, as well as at the start of each lesson (bottle and paper in each room). Doors will be held open when possible – and cleaning stations will be placed at entranceways.** | **8** |
| * When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.
 | **Y** | **School has ensured that contract cleaning company is using such products.** |
| * Teachers should make sure they wash their hands and surfaces, before and after handling pupils’ books
 | **Y** | **Teachers received links and training on this in June 20** |
| * Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.
 | **Y** | **Hand sanitisers have been made available in communal staff areas. Teachers are issued with wipes to clean keyboards before use.** |
| * There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this
 | **Y** | **When school is open, students will be expected to wear uniform – this will provide continuity and security for students.** |
| 20. Risk of virus spreading because the school has insufficient materials and equipment | **4** | 4 | 16 | * Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms
 | **Y** | **Caretaking staff will have responsibility to check soap in each location each day and replenish as appropriate.** | **4** |
| * Use of hand sanitisers at appropriate locations
 | **Y** | **As above.** |
| * Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,
 | **Y** | **Each classroom has an appropriate bin – SBM engaged contract cleaners to ensure new working practices in terms of double bagging and ensuring emptying each day are in place.** |
| * Bins to be double bagged and emptied
 | **Y** | **As above.** |
| * Disposable tissues to implement the ‘catch it, bin it, kill it’ approach in each classroom
 | **Y** | **Expectation is that students bring in own tissues – but spare boxes will be available.** |
| 21. Provision and use of PPE for staff where required is not in line with government guidelines | **3** | 4 | 12 | * Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.
 | **Y** | **Instructions on how to correctly use has been issued to staff as part of training in w/c June 20** | **3** |
| * Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely
 | **Y** | **As above** |
| * Staff are reminded that the wearing of gloves is not a substitute for good handwashing
 | **Y** | **As above** |
| 22. Pupils forget to wash their hands regularly and frequently | **4** | 3 | 12 | * Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.
 | **Y** | **Staff instructions issued in w/c June 20 included the importance of reminding students of the need to wash hands, including assembly in March 21. Parents encouraged to provide child with own hand sanitiser.** | **4** |
| * Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.
 | **Y** | **Appropriate signage is deployed in class.** |
| * School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.
 | **Y** | **SLT monitor at beginning and end of day – reminding when appropriate.** |
| **D. Premises and Buildings** |

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| 23. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required | **4** | 4 | 16 | * A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.
 | **Y** | **SBM has been in contact with cleaning contractor to implement new cleaning regime from September.** | **4** |
| * An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include:
	+ more frequent cleaning of rooms / shared areas that are used by different groups
	+ frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach
	+ the regular cleaning of toilets
 | **Y** | **New cleaning rota focuses upon those areas in use and involves cleaning each day.** |
| * Working hours for cleaning staff are increased
 | **Y** | **Cleaning hours have been increased to ensure new cleaning regime is secure and effective.** |
| 24. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures | **4** | 4 | 16 | * Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.
 | **Y** | **Not logistically possible to clean toilets after each person – but frequency has been maximised through negotiation with cleaning contractor.** | **8** |
| * The toilets are cleaned frequently as laid out in the enhanced cleaning schedule
 | **Y** | **See above.** |
| * Monitoring ensures a constant supply of soap and paper towels
 | **Y** | **Caretakers have stocks and will monitor during day.** |
| * Bins are emptied regularly.
 | **Y** | **Daily** |
| * Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.
 | **Y** | **Reminders are in every classroom.** |
| 25. Fire procedures are not appropriate to cover new arrangements | **4** | 3 | 12 | * Fire procedures have been reviewed and revised where required, due to:
	+ Reduced numbers of pupils/staff
	+ Possible absence of fire marshals
	+ The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points
	+ A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible
 | **Y** | **New fire procedures were written and were ratified by governors 11th June 2020, this includes social distancing at muster point – it also encompasses increased distance between bubbles.** | **8** |
| * Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)
 | **Y** | **Procedures have not changed – same muster point – just spaced out more.** |
| * Incident controller and fire marshals have been trained and briefed appropriately.
 | **Y** | **Procedures have not changed – same muster point – just spaced out more.** |
| 26. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively  | **4** | 3 | 12 | * Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points
 | **Y** | **New fire procedures have been ratified by governors on 11th June, this includes social distancing at muster point.****Procedures for student in wheelchair have not changed.** | **4** |
| * Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.
 |
| * Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency
 |
| 27. Fire marshals absent due to self-isolation | **4** | 2 | 8 | * An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.
 | **Y** | **School system does not depend upon named fire marshals.** | **4** |
| 28. All systems may not be operational | **3** | 2 | 6 | * Government guidance is being implemented where appropriate.
 | **Y** | **The comprehensive systems monitoring schedule has been maintained and is up to date.** | **3** |
| * All systems have been recommissioned including:

Water systems (particularly legionella testing and controls in place)Electrical and gas safety checks Emergency escapes, lighting and fire detection systemsSecurity systemsLifts and escalatorsHeatingVentilation systemsMechanical ventilation systems should be checked before reopening | **N/A** | **See above** |
| 29. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown | **4** | 2 | 8 | * All statutory compliance is up to date.
 | **Y** | **The comprehensive systems monitoring schedule has been maintained and is up to date.** |
| * Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.
* The following guidance has been followed where appropriate: <https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm>
 | **N/A** | **See above** | **4** |
| 30. Lack of good ventilation means that there is risk of transmission | **3** | 4 | 12 | * Ensure good natural ventilation in classrooms and common areas e.g. through opening a windows, doors etc
* Identify poorly ventilated areas and decide how to improve ventilation
* There are some simple ways to identify poorly ventilated areas:
* Look for areas where people work and where there is no mechanical ventilation or natural ventilation such as open windows, doors, or vents
* Check that mechanical systems provide outdoor air, temperature control, or both. If a system only recirculates air and has no outdoor air supply, the area is likely to be poorly ventilated
* Identify areas that feel stuffy or smell bad
* If the school has carbon dioxide (CO2) monitors, consider using these to monitor ventilation level, If there is a build-up of CO2 in an area it can indicate that ventilation needs improving.
* Although CO2 levels are not a direct measure of possible exposure to COVID-19, checking levels using a monitor can help you identify poorly ventilated areas.
* Carry out an assessment of fresh air (ventilation) in the workplace – Use the HSE link below to undertake the assessment and make appropriate adjustment.
 | **Y** | **Windows will be open during school day when possible – ensuring that students are not too cold – students permitted to wear scarves in class during cold weather.****Caretaker Team Leader will undertake a survey of ventilation prior to opening in September 21 in order to cover all of these points.** | **8** |
| * Follow guidance in the following link:
* [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm).
 |
| 31. Visitors to the site (including parents) add to the risk | **4** | 3 | 12 | * Limit the external visitors to the school during school hours. The school needs to weigh up the risks (how many sites they visit, how many individuals there are coming, how close they get to pupils & staff, etc) versus the specific benefits for each group before deciding whether the visit is allowable.
 | **Y** | **Most parents meetings and events will be virtual for academic year 2021-22. Visitors are only permitted to enter if receptionist permits this through ‘buzzing through’. Parents will be asked not to attend school without appointment.** | **4** |
| * Signage giving routes, procedures, entrances and exits to be followed.
 | **Y** | **Signage is in place** |
| * Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.
 | **Y** | **Visitors are asked to use own pen.** |
| * Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)
 | **Y** | **Parental visits will be minimised and by appointment only. Any visits will take place in large rooms to enable social distancing. Parents will be notified by email. Most parents meetings will be virtual.** |
| * Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings ‘virtually’
 | **Y** | **These no longer take place in person and will be virtual until further notice.** |
| 32. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control | **4** | 3 | 12 | * Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.
 | **Y** | **The major building work has been concluded and contractors are off site, minor refurbishing work is ongoing and will not impinge on operation of school.** | **8** |
| * An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe
 | **Y** | **See above** |
| * Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times.
 | **Y** | **See above** |
| * Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.
 | **Y** | **Social Distancing will be a requirement of contract.** |
| * In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).
 | **Y** | **Contractor induction now includes reference to Social Distancing and not working if suspected of being infected.** |

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| **E. General** |
| 33. 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 | **3** | 4 | 12 | * All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school.
 | **Y** | **Policies altered, ongoing.** | **6** |
| * The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.
 | **Y** | **This Risk Assessment forms a key element of our Risk Planning and management** |
| * Staff, pupils, parents and governors have been briefed accordingly.
 | **Y** | **All stakeholders will have access to this Risk Assessment as part of a consultation process.** |
| 34.Curriculum/Learning Environment | **4** | 4 | 16 | * Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.:
* in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.
* In music lessons physical distancing and playing outside will be done wherever possible.
 | **Y** | **HODs have discussed the difficulties of maintaining the current curriculum activities and have explored ways of doing without shared resources. If any shared resources are used, teachers will assess the risk to ensure that this does not increase risk beyond acceptable levels.****All departments have undertaken risk assessments before school began in September 20, these will be reviewed for September 21.** | 4 |
| * If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.
* Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.
 |
| 35. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | **4** | **4** | **16** | * Communications strategies for the following groups are in place:
	+ Staff (inc staff at breakfast club and after school activities)
	+ Pupils
	+ Parents
	+ Governors/Trustees
	+ Local authority
	+ Health services
	+ Regional Schools Commissioner
	+ Professional associations
	+ Other partners
	+ Neighbouring schools/EY settings
	+ Highways department
 | **Y** | **Specifically for staff, students and parents, detailed instructions were shared immediately before return in September, with ongoing updates by email.****All other groups – existing communications systems are robust.** | **4** |
| * Parents are communicated with to make sure they know:
	+ whether their child will be able to attend from 1st Sept
	+ what protective steps you’re taking to make the school a low-risk place for their child
	+ what you need them to do (such as on drop off and collection)
* For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan
 | **Y** | **See above.****Parents have already been told about the opening of school from 1st Sep 21.****This RA will help communicate steps taken to reduce risk further.** |
| 36. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education  | **4** | 3 | 12 | * All state-funded schools should provide remote education for school-aged children who are unable to attend school due to following government guidance or law relating to COVID-19 (for example if they need to self-isolate, or if they have tested positive but are well enough to learn from home).
* Schools should provide remote education equivalent in length to the core teaching your child would usually get in school.
* School is aware of current guidelines for remote learning
 | **Y** | **School has effective Remote Education procedures which will be in place should another lockdown demand – or for any student/group in isolation.** | **6** |
| * Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.
 | **Y** | **This has been provided and email updates have been provided.** |
| * Parents have been asked to make the school aware of pupils’ health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.
 | **Y** | **Reminders have been sent out regularly.** |
| * Schools have a regularly updated register of pupils with underlying health conditions.
 | **Y** | **Student Medical Conditions – available to all staff electronically.** |
| * Staff are available to ensure pupils at home continue to be provided with remote education
 | **Y** | **School will make available online materials to support those who are absent – see Remote Education procedures on website.** |
| 37. Pupils’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | **2** | 5 | 10 | * There are sufficient numbers of trained staff available to support pupils with mental health issues.
 | **Y** | **Existing pastoral system has continued via telephone or Google Meet to vulnerable students through lockdown and will be transferred to face-to-face support.** | **6** |
| * There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.
 | **Y** | **Phone support was established at the start of lockdown and continues to be in place, will be transferred to face-to-face.** |
| * Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).
 | **Y** | **Virtual assemblies have covered these issues and will continue to do so.** |
| * Resources/websites to support the mental health of pupils are provided.
 | **Y** | **These have been provided in a booklet before lockdown – school will continue to flag up resources of this nature with students and families, similar materials sent out at start of January 2021.** |
| 38. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | **3** | 5 | 15 | * Staff are encouraged to focus on their wellbeing.
 | **Y** | **Elements of the weekly briefing notes have had and will continue to have aspects related to encouraging positive mental health.****Staff have been invited to put themselves forward for counselling if required,** | **6** |
| * Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.
 | **Y** | **Wellbeing is already part of the Performance Management process and has become an element of the responsibility of each line manager.** |
| * Staff briefings and training have included content on wellbeing
 | **Y** | **School leaders are very conscious of the additional strain lockdown has put on staff and has taken steps to limit workload.** |
| * Staff briefings/training on wellbeing are provided.
 | **Y** | **Weekly briefing notes have flagged up resources.** |
| * Staff have been signposted to useful websites and resources.
 | **Y** | **Online counselling continues to be available, offers of support have gone out in emails to staff at regular intervals.** |
| 39. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements. | **2** | 2 | 4 | * The governing body continues to meet regularly.
 | **Y** | **Governors have been active during lockdown.** | **2** |
| * The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.
 | **Y** | **Full Governor Meetings have been virtual and contain all key elements.** |
| * The headteacher’s report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school’s response to COVID-19.
 | **Y** | **All Full Governors meetings include an update on the Covid-19 situation at school.** |
| * Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.
 | **Y** | **Head has regular telephone conversations with CofG.** |
| * Minutes of governing body meetings are reviewed to ensure that they accurately record governors’ oversight and holding leaders to account for areas of statutory responsibility.
 | **Y** | **All committees are continuing during lockdown.** |
| 40. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing | **3** | **3** | **9** | * Guidance on test and trace has been published.
 | **Y** | **This has been shared, and reminders by email since.** | **6** |
| * From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be

contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases. | **Y** | **School is prepared to help.** |
| * The guidance has been explained to staff
 | **Y** | **This took place on INSET day in September 20, reminders sent since.** |
| * Post-testing and tracing support is available for staff.
 | **Y** | **In place on a case-by-case basis.** |
| 41. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms | **4** | **4** | **16** | * Robust collection and monitoring of absence data, including tracking return to school dates, is in place.
 | **Y** | **Attendance administrator oversees absence rates and return dates.** | **8** |
| * Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.
 | **Y** | **Those displaying symptoms will be isolated and removed from school ASAP.****Appropriate action will be followed if tests prove positive.** |
| * Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays 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
 | **Y** | **Staff and parents have been given guidance in September and email reminders since.** |
| * A record of any COVID-19 symptoms in staff or pupils is reported to the local authority and, in the case of academies, the trust
 | **Y** | **School reports cases to statutory body, if required.** |
| 42. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school’s procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 | **4** | **4** | **16** | * Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.
 | **Y** | **Staff, parents and pupils have been informed before return in September about such procedures, and have been reminded by email since.** | **8** |
| * This guidance has been explained to staff and pupils as part of the induction process.
 | **Y** | **This formed part of the welcome back to school in September, including assemblies and email reminders.** |
| * Staff should undertake twice weekly home tests whenever they are on site until the end

of September, when this will also be reviewed. | **Y** | **School distributes kits to staff.** |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.
 | **Y** | **By weekly briefing notes to staff and email to other stakeholders.** |
| 43. Staff, pupils and parents are not aware of the school’s procedures should there be a confirmed case of COVID-19 in the school including test and trace | **4** | **4** | **16** | * From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be

contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases | **Y** | **In place** | **8** |
| * 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.
 | **Y** | **Weekly communication with staff, frequent with families.** |
| * This guidance has been explained to staff and pupils as part of the induction process.
 | **Y** | **Yes – reminders in September** |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.
 | **Y** | **See above** |
| 44. Staff, parents and carers are not aware of recommendations on transport to and from school | **4** | **4** | **16** | * Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12).
* Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures
 | **Y** | **As part of communication to parents before starting in September 20 – this included expectations on public transport, reminders will be sent.** | **8** |