

TEMPLATE OPERATIONAL RISK ASSESSMENT FOR SCHOOL OPENING – 27th May 2022

**CHECKS AND BALANCES:
RESPONDING TO COVID-19
Christ Church C.E Primary School**

A toolkit to support leaders

Version 4 **28.2.2022**

Staying COVID Secure – Our Commitment

- ✓ We recognise the risk posed by Coronavirus (COVID-19) to our staff, pupils, and their families. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment.
- ✓ We will put in place appropriate protective measures to ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and pupils.
- ✓ We will share this Risk Assessment and its findings with employees and consult on its contents.
- ✓ We will review this risk assessment regularly
- ✓ We will continue to comply with all relevant Health and Safety Legislation.
- ✓ We will have regard to statutory guidance in particular the guidance issued by the Department of Education r
- ✓ We have regard to advice and guidance issued by Public Health England and Salford Public Health.
- ✓ We will maximise the number of children and young people in face-to face education or childcare and minimise any disruption, in a way that best manages the COVID-19 risk.

COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the operational guidance for schools; updated by the Department for Education as follows: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

| Assessment conducted by: | Jane Bailey | Job title: | Head of School | Covered by this assessment | Staff, pupils, contractors, visitors, volunteers |
|--|---------------------------|--|----------------|-----------------------------------|--|
| Date of assessment: | 27 th May 2022 | Review interval: | 4 weeks | Date of next review: | 1 st September 2022 |
| Related documents | | | | | |
| School/Trust/Local Authority documents/: | | Government guidance: | | | |
| Schools and trusts should work closely with parents and carers (future references to parents should be read as including carers), staff and unions when agreeing the best approaches for their circumstances | | <p>This advice remains subject to change as the situation develops.</p> <p>Schools COVID-19 operational guidance (publishing.service.gov.uk) updated February 2022</p> <p>Contingency framework: education and childcare settings - GOV.UK (www.gov.uk) Updated February 2022</p> <p>Actions for early years and childcare providers during the COVID-19 pandemic early years and childcare settings Updated February 2022</p> <p>Special schools and other specialist settings: coronavirus (COVID-19) Updated February 2022</p> <p>Guidance for parents and carers of children attending out-of-school settings during the coronavirus (COVID-19) outbreak Updated February 2022</p> <p>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 Updated July 2021</p> | | | |

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| | Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk) Updated January 2022 |
|--|--|

| Record of Review | |
|---------------------------------|---|
| Review Date | Overview of review |
| 27th May 2022 | Updates from latest LA guidance – adult isolation to 5 days; child isolation to 3 days. Risk Assessment reviews from 2 weeks to 4 weeks; no routine asymptomatic testing – only testing if symptomatic; children do not need to test unless directed by healthcare professional. |

Risk matrix

| Risk rating High (H), Medium (M), Low (L) | | Likelihood of occurrence | | |
|--|---|--------------------------|----------|--------|
| | | Probable | Possible | Remote |
| Likely impact | Major: Causes major physical injury, harm or ill-health. | H | H | M |
| | Severe: Causes physical injury or illness requiring first aid. | H | M | L |
| | Minor: Causes physical or emotional discomfort. | M | L | L |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|---|-------------------------------------|------------------|--|--|------------------------------|
| 1. Stepping measures up and down | | | | | |
| 1.1 Risk assessment | | | | | |

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|---|-------------------------------------|--|---|---|------------------------------|
| Risks are not comprehensively assessed in the school to minimise and manage the risk from COVID-19, | M | <ul style="list-style-type: none"> Comply with health and safety law and put in place proportionate control measures. Regularly review and update the risk assessments - treating them as 'living documents', as the circumstances in school and the public health advice changes. Monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls. When undertaking reviews, look for ways to improve the practices and procedures. Involve staff in developing control measures to make sure they are suitable for the way they carry out their work. Encourage them to suggest improvements, and to report anything they think might be going wrong. Share the results of their risk assessment with workforce. Risk assessment to be published on website (unless staff group is less than 50) to provide transparency of approach to parents, carers, and pupils. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Each updated RA shared with all stakeholders and placed on school website every 4 weeks. | L |
| Outbreak in school / area becomes an area of enhanced concern | M | <ul style="list-style-type: none"> Put in place an outbreak management plan outlining how school would operate if there were an outbreak in school or local area. The outbreak management plan is communicated with and understood by stakeholders. In an outbreak school should contact 0800 952 1000 to gain Salford Public Health advice on any additional action that is required, such as implementing elements of your outbreak management plan. Refer to the contingency framework. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Reviewed in the case of an outbreak and shared with all stakeholders. In-school monitoring of COVID cases. | L |
| Infection transmissions within school rise | M | <p>The outbreak management plans should include:</p> <ul style="list-style-type: none"> How the school would manage events The possibility of additional testing measures e.g. LFD testing of some staff and pupils The use of face coverings in communal areas Possible attendance restrictions | <p>Y</p> | | L |
| Tracing close contacts and isolation line removed | | | | | |

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|---|-------------------------------------|--|---|---|------------------------------|
| 2. Control measures | | | | | |
| 2.1 Ensure good hygiene for everyone | | | | | |
| Staff and pupils come into contact with each other in communal areas references to face coverings line removed | | | | | |
| Pupils and staff forget to wash their hands regularly and frequently | M | <ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently to include start of school day, after using the toilet, after breaks and after using any shared equipment. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so - building these routines into school culture. Frequent and thorough hand cleaning should now be regular practice. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. Pupils should be encouraged where possible not to touch their faces or to put objects in their mouths. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Reimders are part of classroom routines with pupils washing hands at key points in the day in a thorough manner. Check placing of hand washing reminder posters through a school walkround. Action: JBa and SR Continued access to sanitiser stations. | L |
| Pupils may not observe respiratory hygiene | M | <ul style="list-style-type: none"> Continue to promote the 'catch it, bin it, kill it' approach with all staff, pupils, and parents. Continue to promote the e-Bug COVID-19 website. It contains free resources, including materials to encourage good hand and respiratory hygiene. | <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Posters displayed to remind and access to bins remain in pplace. Additional supplies of tissues available. | L |
| Use of personal protective equipment PPE is unclear | M | <ul style="list-style-type: none"> Staff are clear that most schools will not require PPE beyond what they would normally need for their work. Adhere to the guidance on the use of PPE in education, childcare and children's social care settings which provides more information on the use of PPE for COVID-19. Ensure the guidance is understood and communicated to relevant staff. | <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Guidance communicated through FOC and emails. PPE to be worn when managing a symptomatic/ COVID positive case. | L |

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| Provision of PPE for staff where required is not in line with government guidelines | M | <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 have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. Staff are reminded that wearing gloves is not a substitute for good handwashing. Ensure that 3rd party employers (e.g., catering and cleaning companies) have shared risk assessments with the school. | Y Y Y Y | <ul style="list-style-type: none"> Additional PPE available from office. | L |
| 2.2 Maintain appropriate cleaning regimes, using standard products as detergents | | | | | |
| Cleaning capacity is reduced | M | <ul style="list-style-type: none"> An appropriate cleaning schedule is in place and maintained. Includes regular cleaning of areas and equipment (for example, twice per day using detergent and hot water followed by a chlorine based disinfectant solution), with a particular focus on frequently touched surfaces, e.g: <ul style="list-style-type: none"> Toilets Door Handles/ Access Buttons Kitchen areas and associated equipment Water dispensers/ coolers Printers/ Photocopiers White Boards Play Equipment Shared resources UKHSA guidance on the cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk) Updated July 2021 is understood and communicated. A work plan for cleaning staff (including any environmental cleans) is agreed with contracting agencies prior to opening. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all frequently touched surfaces and welfare areas. More frequent cleaning of rooms that are used by different groups. Regular cleaning of toilets. Working hours for cleaning staff are amended/increased if required. Continue a culture of shared responsibility for keeping areas clean. | Y Y Y Y Y Y Y Y Y | Regular cleaning of areas to be revisited. Action: SR/RT/JBa | L |

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| The use of water fountains increases the risk of transmission | L | <ul style="list-style-type: none"> Water fountains to be sanitised/flushed regularly. Signage to be put in place to prohibit face-to-tap drinking. Water fountains are to be used ONLY to refill personal water bottles or containers. | <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Reminders to be shared with pupils/staff in KS2 Action JBa and SR | L |
| Toilet areas are not kept clean and well stocked | M | <ul style="list-style-type: none"> Pupils are reminded regularly on how the toilet facilities should be used and young children are supervised in doing so - building these routines into school culture. The toilets and sinks are cleaned frequently. Monitoring ensures a constant supply of soap, paper towels and toilet tissue. Bins are emptied regularly. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Additional paper towels made available in classrooms and toilets. | L |
| Resources and equipment may not be cleaned frequently enough | M | <ul style="list-style-type: none"> Staff and pupils have their own pens and pencils and other such frequently used equipment. Classroom resources (e.g. books and games) to be shared only within the class, as far as possible, and cleaned regularly. Outdoor equipment to be regularly cleaned. Limit unnecessary sharing of resources as much as possible. Ensure any soft furnishings, soft toys etc. are cleaned at regular intervals. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Ordering of extra pencil cases and contents. <p>Action: JBr/EC</p> | L |
| Staff and reception areas cannot be cleaned thoroughly | M | <ul style="list-style-type: none"> Remove soft furnishings and items that cannot be regularly cleaned. | <p>Y</p> | | L |
| New and existing staff are not trained in new procedures, leading to risks to health | M | <ul style="list-style-type: none"> An updated staff handbook is issued to all staff. Induction and CPD programmes are in operation for all staff , and include: <ul style="list-style-type: none"> Infection control including hand hygiene, respiratory hygiene and enhanced cleaning regimes. Changes to fire safety and evacuation procedures. Constructive behaviour management. Safeguarding. Risk management. | <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Whole school safeguarding training (27th April); PREVENT training (9th March) | L |
| 2.3 Keep occupied spaces well-ventilated | | | | | |

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|---|-------------------------------------|--|---|---|------------------------------|
| Occupied spaces are not sufficiently ventilated | M | <ul style="list-style-type: none"> • Increase natural ventilation to all enclosed classrooms and workspaces by fully or partially opening windows, air vents and doors. • Do not prop open fire doors unless fitted with magnetic locks or manned. • Review HSE video to ensure all aspects have been considered https://youtu.be/hkK_LZeUGXM <p>Any poorly ventilated spaces to be identified and steps taken to improve fresh air flow in poorly ventilated areas by:</p> <ul style="list-style-type: none"> • Opening external windows and internal doors where it is safe to do so, and they are not fire doors. • The use of mechanical ventilation systems that uses a fan to draw fresh air, or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. • When holding events where visitors such as parents are on site, for example school plays use spaces that have adequate ventilation. • Purge / air room as frequently as possible by opening all doors and windows fully to maximise ventilation when the room is unoccupied and where possible between appointments. • Where mechanical ventilation is used ensure, these are set to maximise fresh air and minimise recirculation • Maintain mechanical ventilation systems in accordance with the manufacturers' recommendations. • Use CO2 monitors to identify where ventilation needs to be improved. • Consider if your school is eligible to apply for a DfE-funded air cleaning unit RP175.01 How to apply for a DfE funded air cleaning unit.pdf - Google Drive <p>To balance the need for increased ventilation while maintaining a comfortable temperature consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> • Additional signage displayed around school to remind staff to ensure good ventilation in all areas. • Walk rounds to check temperature/comfort levels whilst the weather starts to get cooler. • Staff order of fleeces/ waterproof coats to be prioritised. Action: SR/JBr • CO2 monitors are in classes where there are asthmatic children, smaller spaces, higher use areas. Staff instructed to purge air in classrooms if monitor levels fall into red – poor. | L |

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| | | <ul style="list-style-type: none"> Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. | Y | | |
| Use of shared spaces such as the hall, sports hall, dining hall | M | <ul style="list-style-type: none"> Shared indoor and outdoor spaces can be used, but arrangements should be in place for enhanced cleaning and hygiene. Maximise use of external areas for outdoor sports, ensuring sports equipment is thoroughly cleaned between each use by different groups. | Y Y | | L |
| 2.4. Follow public health advice on testing, self isolation and managing confirmed cases of COVID-19 | | | | | |
| An individual develops COVID-19 symptoms or has a positive test | H | <ul style="list-style-type: none"> Ensure pupils, staff and other adults follow public health advice on when to self-isolate and what to do When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk) Ensure updated guidance is communicated to all stakeholders and understood. Pupils and staff know they do not come into school if they have symptoms (however mild), have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19. Procedures are in place to deal with any pupil or staff displaying symptoms at school. Pupils and staff displaying symptoms should go home as soon as possible avoiding the use of public transport and, wherever possible, pupils will be collected by a member of their family or household. If a pupil is awaiting collection, they are left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary, further information on this can be found Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) (applies until Step 4) - GOV.UK (www.gov.uk) . Any rooms they use should be cleaned after they have left. The household (including any siblings) should follow the UKHSA stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. | Y Y Y Y Y Y Y Y | <ul style="list-style-type: none"> Additional sessions if needed and regular updates shared at whole school staff meetings to ensure all staff have a clear understanding of procedures. Messages shared with parents/carers through school communications. Pupils/staff with classic symptoms (cough/ temperature/ loss of taste or smell) not to attend school or are sent home if they become ill in school. Staff may take a test if they wish to do so; pupils do not need to test unless directed by healthcare professional. | M |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--|-------------------------------------|---|--|--|------------------------------|
| Staff and pupils are not aware of when and how to get a PCR test | M | <ul style="list-style-type: none"> Ensure updated guidance is communicated to all stakeholders and understood. Ensure staff and pupils know how to book a PCR test Get a free PCR test to check if you have coronavirus (COVID-19) - GOV.UK (www.gov.uk) Ensure staff and pupils know to self-isolate in line with the guidance whilst awaiting the PCR result. | Y Y Y | <ul style="list-style-type: none"> Continue to communicate with all stakeholders. | L |
| Staff, parents and pupils are not aware of the changes in self-isolation guidance for the positive case | M | <ul style="list-style-type: none"> Staff, pupils, and parents have received clear communications informing them of current government guidance. Many people will no longer be infectious to others after 5 days. They may choose to take an LFD test from 5 days after symptoms started (or the day the r test was taken if they did not have symptoms) followed by another LFD test the next day. If both these test results are negative, and they do not have a high temperature, the risk that they are still infectious is much lower and they can safely return. | Y | <ul style="list-style-type: none"> Communicated to all stakeholders and reminders given as needed. People with COVID symptoms or positive test result should not attend school. For other infectious diseases, including sickness/diarrhoea, cases should remain at home until 48 hours symptom free. Where tests are negative cases can return to school provided they are well enough and have not had a fever for 48 hours. No legal requirement to isolate but adults advised to try and stay at home/avoid contact with people for 5 days; children and young people for 3 days. | L |
| Positive cases in classes where staff are not double vaccinated pose a risk to health | M | <ul style="list-style-type: none"> School to request that all staff share their vaccination status to enable risk assessments If staff do not feel able to disclose this information this should be recorded. | Y | <ul style="list-style-type: none"> SBM and HoS hold this list Un-vaccinated staff follow same guidance as above. | M |
| Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) | M | <ul style="list-style-type: none"> Staff, pupils, and parents have received clear communications informing them of current government guidance and local authority process on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. | Y Y | | L |

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|--|-------------------------------------|---|--|---|------------------------------|
| should anyone display symptoms of COVID-19 | | <ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | Y | | |
| Medical rooms are not adequately equipped or configured to maintain infection control | M | <ul style="list-style-type: none"> Social distancing provisions and PPE (where needed for personal care) are in place for medical rooms. 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. | Y Y Y | <ul style="list-style-type: none"> PPE in place and staff reminded of this on a regular basis. Medical room – in entrance foyer | L |
| Asymptomatic testing for staff and pupils (secondary age) in specialist SEND settings, Alternative Provision, and SEND units is not established. | | <ul style="list-style-type: none"> The importance of asymptomatic testing is communicated and understood by all staff, pupils and parents Encourage staff and secondary age pupils to undertake twice weekly home tests in line with government guidance until reviewed. Staff with a positive LFD test result should self-isolate in line with the stay at home guidance. | NA NA NA NA | <ul style="list-style-type: none"> Asymptomatic twice weekly testing is no longer in place. Staff with classic symptoms can test if they wish; no requirement for pupils to test unless advised to do so by healthcare professionals. | |
| Asymptomatic testing in secondary schools line removed Asymptomatic testing for staff in mainstream schools line removed | | | | | |
| Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms | M | <ul style="list-style-type: none"> 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. Pupils, parents, and staff are aware of what steps to take if they, or any member of their household, displays symptoms (no one with symptoms should attend a setting for any reason). | Y Y Y | <ul style="list-style-type: none"> Registers are updated each day and internal systems track dates when two consecutive negative LFT can be collected. DfE return completed weekly (Thursdays). | 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 | M | <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. | Y Y | Messages shared via RA updates, FOC/Staff meetings. | L |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
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| | | <ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders | Y | | |
| 3. Other considerations | | | | | |
| 3.1 CEV children | | | | | |
| Pupils with underlying health issues are not identified and so measures have not been put in place to protect them | M | <ul style="list-style-type: none"> CEV children and young people should attend their education setting unless they have been advised by their GP or clinician not to attend. Parents have been provided with clear guidance and this is reinforced on a regular basis. Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. Schools have a regularly updated register of pupils with underlying health conditions. | Y Y Y Y | Medical needs are known by class teachers; SENDco and CFO. | L |
| 3.2 Admitting children into school | | | | | |
| Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19 | M | <ul style="list-style-type: none"> Key messages in line with government guidance are reinforced and updated regularly via email, text, and the school's website. | Y | | L |
| A parent wants a symptomatic pupil to attend school | M | <ul style="list-style-type: none"> Communicate to parents and carers, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from infection with COVID-19. Parents and carers are aware the decision would be carefully considered in light of all the circumstances and current public health advice. | Y Y | <ul style="list-style-type: none"> Communication around this to be shared. Action: HoS See also section 2.4 for guidance regarding symptoms. | L |
| 3.3 Vaccination | | | | | |

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| Staff and pupils are unsure of how to get vaccinated | M | <ul style="list-style-type: none"> Ensure all stakeholders are aware of the eligibility to take up the offer of a vaccine. | Y | | L |
| COVID pass line removed | | | | | |
| 3.4 Attendance | | | | | |
| Staff do not use the correct codes to record pupil absence | M | <ul style="list-style-type: none"> School attendance is mandatory for all pupils of compulsory school age, and it is priority to ensure that as many children as possible regularly attend school. This is communicated and understood by parents and carers. Staff code absences appropriately. Further guidance about the use of codes is provided in the school attendance guidance. School attendance guidance (publishing.service.gov.uk) Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by UKHSA or the DHSC, they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness). For pupils abroad who are facing challenges to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. | Y Y Y Y Y | CFO/JBr works closely with EWO and clear systems are in place to ensure persistent absences are recorded and communicated. | L |
| 3.5 Vulnerable children | | | | | |
| Vulnerable children are isolating | M | <ul style="list-style-type: none"> Make reference to the updated definition of vulnerable children Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk) Put systems in place to keep contact with them, particularly if they have a social worker. Seek to support any children who may have challenging circumstances at home but are not officially in statutory systems. Notify their social worker (if they have one) and, for looked-after children, the virtual school virtualschoolteam@salford.gov.uk | Y Y Y Y | <ul style="list-style-type: none"> Regular contact made through class teacher, LSA, CFO. Social workers are informed if pupils are absent. | L |

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| | | <ul style="list-style-type: none"> • Agree with the social worker the best way to maintain contact and offer support • Have procedures in place to: <ul style="list-style-type: none"> • check if a vulnerable pupil is able to access remote education support • support them to access it (as far as possible) • regularly check if they are accessing remote education • keep in contact with them to check their wellbeing and refer onto other services if additional support is needed. | <p>Y</p> <p>Y</p> | | |
| 3.6 Travel and quarantine | | | | | |
| Parents do not consider the possibility of quarantine when planning a holiday | M | Travel legislation is communicated in a timely and effective way to parents and carers to help them understand that: <ul style="list-style-type: none"> • All pupils travelling to England must adhere to travel legislation, details of which are set out in government travel advice. The Health Protection (Coronavirus, International Travel and Operator Liability) (England) Regulations 2021 (legislation.gov.uk) • Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return. | Y | <ul style="list-style-type: none"> • CFO/EWO to continue to monitor and recorded in line with attendance expectations. • PN or referral to CME if required. | L |
| | | | Y | | |
| 3.7 Remote education | | | | | |
| Staff and pupils cannot attend school as they have tested positive but are able to learn and work | M | <ul style="list-style-type: none"> • Support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. • School understand their responsibilities set out in the remote education temporary continuity direction Remote Education Temporary Continuity Direction: explanatory note - GOV.UK (www.gov.uk) and provide remote education, as necessary. • Revisit and refresh remote learning policy, as necessary. • Schools should maintain their capacity to deliver high quality remote education for next academic year in case it is needed. • The remote education provided should be equivalent in length to the core teaching pupils would receive in school. • Work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education. | Y | <ul style="list-style-type: none"> • Remote learning policy in place to support pupils if they are able to learn from home. | L |
| | | | Y | | |
| | | | Y | | |
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| | | | Y | | |
| | | | Y | | |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--------------------------------------|-------------------------------------|---|---|--|------------------------------|
| | | <ul style="list-style-type: none"> Full expectations for remote education, support and resources can be found on the Statutory obligations and expectations - Get Help with Remote Education - GOV.UK | | | |
| <p>Workforce issues arise</p> | <p>M</p> | <ul style="list-style-type: none"> Recognise that the high rates of COVID-19 may cause difficulties with the availability of staff. The shared priority is to keep education settings open and children and young people continuing face-to-face education. Where workforce issues arise, you consider using existing teaching, temporary and support staff more flexibly where required to ensure your setting remains open, whilst ensuring that you continue to have appropriate support in place for pupils with SEND. As pupils do not need to be kept in consistent groups, you may wish to consider combining classes. Review case studies on developing and adopting flexible learning approaches. Where there is a need for remote education, live streaming is the preferred method for providing this wherever possible. There should be regular feedback and checking in with students and pupils. Inform the LA if there is a need for remote learning because of workforce issues. Further advice and support is available through our remote education service and you can also access bespoke one-to-one support from the EdTech Demonstrator network. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Staff absences are logged and communicated with phase leads. Cover plans organised and supply used when needed. Closure of classes is a last resort. Remote learning would be put in place with live lessons; use of Seesaw and allocation of laptops to families where needed. | <p>L</p> |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--|-------------------------------------|---|---|---|------------------------------|
| 3.8 Education recovery | | | | | |
| Pupils will have fallen behind in their learning and achievement gaps will have widened | M | <ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers' planning. Home and remote learning is continuing where necessary and is calibrated to complement in-school learning and address daps identified. Exam syllabi are covered. Plans for intervention are in place for those pupils who have fallen behind in their learning. Tutoring (including the National Tutoring Programme and 16 to 19 tuition fund) is in place. Staff are aware of information available in education recovery support wider continuous professional development resources, including to support teacher wellbeing and subject-specific teaching are being used. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> School led tutoring is in place for selected pupils in Years 1 - 6; school based support for Phase 1 pupils. Interventions are planned for with PiXL being used to support resources for identified gaps. Timetabling to ensure that pupils do not miss the same lessons regularly. | L |
| 3.9 Pupil wellbeing and support | | | | | |
| Pupils' mental health has been adversely affected by the COVID-19 crisis | M | <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 assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites and other sources of support to improve the mental health of pupils are provided. Access useful links and sources of support on promoting and supporting mental health and wellbeing in schools. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Well-being is a key priority for the school and Jigsaw is used to support PSHE objectives. Place2Be provides grup and 1:1 support; face-to-face counselling. Additional therapies in place –; Creative kids, sensory room | L |
| 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. Support is requested from other organisations when necessary. | <p>Y</p> <p>Y</p> | | |
| 3.10 School workforce | | | | | |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|---|-------------------------------------|---|---|--|------------------------------|
| <p>Employees with additional risk factors and measures have not been put in place to protect them.</p> <p>(Additional risk factors are Diverse Ethnic Backgrounds, smoking, high blood pressure, obesity, age, disability, pregnancy)</p> | M | <ul style="list-style-type: none"> If staff were previously identified as CEV, they are advised to continue to follow the guidance contained in Coronavirus: how to stay safe and help prevent the spread - GOV.UK (www.gov.uk) All members of staff with underlying health issues, those within vulnerable groups or those with extreme vulnerabilities have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. Whilst individual risk assessments are not required, employers are expected to discuss any concerns that people previously considered CEV may have. Staff may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. Employees have had discussions with their line managers and provided with clear guidance specific for their needs based on their specialist or clinician advice.. Employers will need to follow this specific guidance for pregnant employees. COVID-19 vaccination: a guide on pregnancy and breastfeeding - GOV.UK (www.gov.uk) contains further advice on vaccination. Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. You should also consider the needs of pregnant pupils. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>NA</p> | <ul style="list-style-type: none"> Updated CEV spreadsheet held by HoS. Pregnant staff to continue to complete pregnancy RA with HoS or SBM. Individual RA updated for those who need it, shared with the individual and saved in their file. Staff encouraged and reminded to take up booster jab if eligible. RTW interviews continue to be used to support staff well-being. | L |
| <p>Staff are reluctant to end social distancing measures in the workplace</p> | M | <ul style="list-style-type: none"> Managers should communicate that it is no longer necessary to instruct people to work from home. Employers should be able to explain the measures they have in place to keep CEV staff safe at work. Staff are encouraged to maintain social distancing where possible and appropriate. The Health and Safety Executive (HSE) guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace, has been shared with staff. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Regular reminders of social distancing and option available to wear face coverings as a personal choice. | L |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--|-------------------------------------|---|--|---|------------------------------|
| Staff take up of the vaccine is low | M | <ul style="list-style-type: none"> Managers are encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible, even during term time. | Y | <ul style="list-style-type: none"> Discussed at RA updates and RTW interviews. | L |
| The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | M | <ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. (e.g. Salford Wellbeing Programme) | Y Y Y Y | <ul style="list-style-type: none"> Well-being is incorporated with school key priorities and agenda items in LT meetings. Salford Wellbeing Programme shared again with staff, including new staff. | |
| Working from home can adversely affect mental health | M | <ul style="list-style-type: none"> Staff working from home due to self-isolation have regular catchups with line managers. Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. Appropriate work plans have been agreed with support provided where necessary. Staff working from home may help provide remote learning for any pupils who need to stay at home. | Y Y Y Y | <ul style="list-style-type: none"> Any staff working from home have check in with line manager/HoS. | L |
| The number of staff who are available is lower than that required to teach classes in school and operate effective home learning if needed | M | <ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Full use is made of those staff who are self-isolating but who are well enough to plan/prepare/teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. If any school has concerns about staffing capacity, then contact the LA or Trust Board | Y Y Y Y | <ul style="list-style-type: none"> AHT/Phase Leads are aware of staff capacity in line with timetables and planned training/staff absence. Supply teacher booked for term to support staff absence. | L |
| Pupils and staff are grieving because of loss of friends or family | M | <ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. | Y Y | | L |
| 4. Operational issues | | | | | |
| 4.1 Managing the school lifecycle | | | | | |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--|-------------------------------------|--|--|---|------------------------------|
| School calendar and timetables negatively impact on the quality of education | M | <ul style="list-style-type: none"> School calendar is informed by DFE expectations of a broad curriculum. Schools continue to build capacity to educate pupils remotely where this is needed. School recruitment continues as usual. | Y Y Y | | L |
| Pupils joining the next phase in their education do not feel prepared for the transition | M | <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. There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. Primary and secondary schools work together within the Salford KS2-KS3 transition policy Regular communications with the parents of incoming pupils are in place, including letters, newsletters, face to face meetings and online broadcasts School websites provide information to parents/carers about transition Induction days for pupils and parents are planned. | Y Y Y Y Y Y | <ul style="list-style-type: none"> Plan is in place for new N and R pupils and their parents/carers: Stay and play sessions and home visits. risk assessments to be undertaken and consideration made to use of outdoor/well-ventilated areas. Communication will continue with High Schools for current Year 7 and towards transition July 2022. Learner Reviews completed via phone call | L |
| 4.2 Educational visits | | | | | |
| Booked educational visits need to change or be cancelled with short notice | M | <ul style="list-style-type: none"> Consider whether to go ahead with planned international educational visits at this time, recognising the risk of disruption to education resulting from the need to isolate and test on arrival back into the UK Ensure that any new bookings have adequate financial protection in place. Visit coordinators communicate with the visit provider, commercial insurance company, or the Risk Protection Arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI) Undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. | Y Y Y Y | <ul style="list-style-type: none"> EVOLVE forms continue to be used and passed by visit coordinators to ensure RA and ratios are in line with guidance. | L |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--|-------------------------------------|---|--|--|------------------------------|
| | | <ul style="list-style-type: none"> Follow the guidance Health and safety on educational visits - GOV.UK (www.gov.uk) Follow specialist advice from the Outdoor Education Advisory Panel (OEAP). https://oeapng.info Visit coordinators communicate regularly with parents and carers to keep them informed | <p>Y</p> <p>Y</p> | | |
| 4.3 Wraparound provision and extra-curricular activity | | | | | |
| Providers do not adhere to guidance | M | <ul style="list-style-type: none"> The information on planning extra-curricular provision for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, has been communicated and is followed Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk) | Y | <ul style="list-style-type: none"> School RA shared with any providers. External providers to share reviewed Risk Assessments | L |
| 4.4 Governance and policy | | | | | |
| Governors are not fully informed or involved in making key decisions | M | <ul style="list-style-type: none"> Meetings (online or face-to-face) held with governors following the usual timetable Governing bodies are involved in key decisions Governors are briefed regularly on the latest government guidance and its implications for the school. Governors are briefed on the school's use of additional funding and approaches to catch up and the impact of these Governors are briefed on the school's decision making about the planned curriculum. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> Use of meetings and Governor Hub communicate guidance; RA; contingency plans and updates. Return to face-to-face meetings in Summer term. | L |
| Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements. | M | <ul style="list-style-type: none"> The governing body continues to meet as per statutory guidance and when key decisions need to be made, consider a blended approach of face-to-face and meetings via online platforms to ensure meetings are effective and well attended. Governing board meetings taking place face-to-face comply with the latest government guidance on reducing the spread of coronavirus, The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> EHT report shared with Governors. Committee and full GB meetings booked in for the academic year. | L |


| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|--|-------------------------------------|--|---|--|------------------------------|
| | | <ul style="list-style-type: none"> The headteachers 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. | <p>Y</p> <p>Y</p> | | |
| 4.5 Policy review | | | | | |
| Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance, visits visitors and other policies are no longer fit for purpose in the current circumstances | | <p>All relevant policies:</p> <ul style="list-style-type: none"> Safeguarding Health and Safety Fire Evacuation Behaviour Attendance Visitors Visits <p>have been revised to take account of any updates to government guidance (220224 Schools guidance.pdf). Staff, pupils, parents and governors have been briefed accordingly.</p> | <p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p> | <p>Last updated</p> <ul style="list-style-type: none"> September 2021 Summer 2020 December 2021 September 2021 Autumn 2021 November 2020 Autumn 2021 | |
| 4.6 Communication strategy | | | | | |
| Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | M | <p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> Staff Pupils Parents Governors/Trustees Local authority Professional associations Other partners including visitors | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <p>Updated policies shared on website.</p> | L |
| 4.7 First Aid/Designated Safeguarding Leads | | | | | |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|---|-------------------------------------|---|--|--|------------------------------|
| The lack of capacity / availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk | M | <ul style="list-style-type: none"> Ensure staff First Aid training is booked and accessed if First Aid Certificate has expired. A programme for training additional staff is in place. Collaborative arrangements for sharing staff with other schools in the locality have been agreed. All relevant staff are aware of all pupils in school with relevant health conditions Ensure good communication with school nurses. | Y | Additional training to be booked. ACTION: SR | L |
| | | | Y | | |
| | | | Y | | |
| | | | Y | | |
| | | | Y | | |
| 4.8 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"> Possible absence of fire marshals No further need to follow social distancing measures during evacuation and at muster points Implementation of contingency plans Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. New arrangements are tested and amended if necessary | Y/N/NA | <ul style="list-style-type: none"> Fire drill Spring Term – completed 16.3.22. Summer term – fire drill TBC. ACTION: JBa/RT/SR | |
| | | | Y/N/NA | | |
| | | | Y/N/NA | | |
| | | | Y/N/NA | | |
| | | | Y/N/NA | | |
| | | | Y/N/NA | | |
| Fire marshals absent due to self-isolation | M | <ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. | Y | ACTION: SR/JBa | L |
| | | | | | |
| 4.9 Managing premises on reopening after closure during the school holidays | | | | | |
| All systems may not be operational | M | <ul style="list-style-type: none"> Government guidance is being implemented where appropriate. All systems have been recommissioned. | Y | ACTION: SR | L |
| | | | Y | | |
| Statutory compliance has not been completed due to the availability of contractors | M | <ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained, chlorination, flushing and certification by a specialist contractor has been arranged. | Y | ACTION: RT | L |
| | | | NA | | |
| 4.10 Contractors working on the school site | | | | | |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating (H/M/L) |
|---|-------------------------------------|---|--|---|------------------------------|
| Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control | M | <ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g. estates related) are set to continue. • 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) • 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). | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <ul style="list-style-type: none"> • Programme of work scheduled for 17/1/22 – Easter - work continues • Contractors have additional Risk assessment in place • Visitor policy shared. • Times arranged with school to avoid busy times. • SBM/site manager and Hos to oversee contractor routines | L |
| 4.11 Free school meals | | | | | |
| Pupils eligible for free school meals do not continue to receive their entitlement if they are unable to attend (e.g. due to self-isolation or following clinical advice) | | <ul style="list-style-type: none"> • A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school. | Y | | L |

| 5. Additional site-specific issues and risks | | | | | |
|--|-----|---|--------------------|---|---|
| • Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them | | | | | |
| School mini bus is used across the partnership | • H | <ul style="list-style-type: none"> Additional cleaning resources available on board. Windows to be opened during use to ensure good ventilation. Staff advised to use face coverings whilst on board when cleaning the mini bus. Only MIDAS trained staff can drive the mini bus. | Y Y Y • Y | <ul style="list-style-type: none"> Additional MIDAS training to be booked. | M |
| Contractors on site for stair renewal from 17 th January 2022 - Easter | • M | <ul style="list-style-type: none"> Contractors have Risk assessment in place Contractors have own cabin as base Timetables shared with contractors to avoid cross over with staff/pupils | Y Y • Y | <ul style="list-style-type: none"> Weekly site visit by project manager and School's building liaison officer Daily briefing with site manager and contractors. Regular updates with HoS and SBM and contractor. | M |
| | • | • | • | • | |

School Leadership Use Only

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| Approved by (Head Teacher/ Chair of Governors) |  | Date of Approval | 27/05/2022 |
| Date Provided to Unions | 22/04/2022 | Date of Review | 01/09/2022 |