



**COVID-19
Operational Risk Assessment
September 2021**

COVID-19: Operational Risk Assessment for Bell Lane Primary School

SCHOOL NAME:

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Harsha Patel	11/5/20	2/1/21 11/2/21 – Highlighted Yellow LA H&S recommendations 28/2/21 – highlighted green reopening plans 1/9/21	Staff, pupils, parents, visitors, volunteers, contractors High

Purpose of this document:

- > [School coronavirus \(COVID-19\) operational guidance](#) (applies from 8 March)
- > [Annex A: health and safety risk assessment](#)
- > [Coronavirus: advice for pregnant employees](#)
- > [Coronavirus: asymptomatic testing in schools and colleges](#)
- > [Rapid asymptomatic testing in specialist schools](#)
- > [Safe working in education, childcare and children's social care](#)

<https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021>

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision>

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

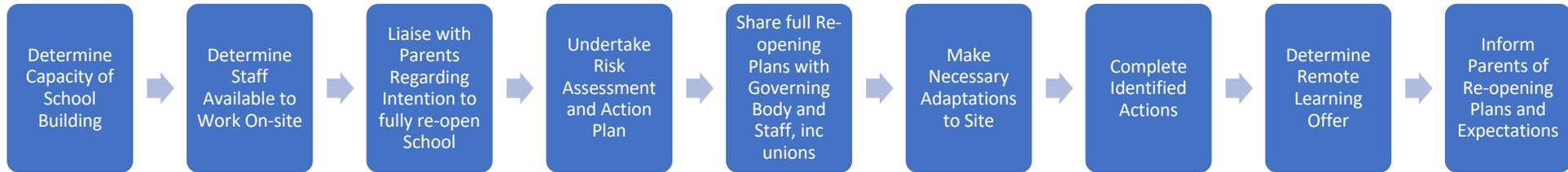
Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
<p>Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2002 The Health Protection (Notification) Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</p>	<p>Covid19 Education and Skills Service Strategy (July 2021)</p> <p>Education and Skills Service Recovery Planning support for schools (May 2021)</p> <p>Note: The Joint Trade Unions have called on the Government to reintroduce the use of face mask for pupils and staff in secondary schools. Therefore, the unions recommend the wearing of face masks should be included as an additional control measure to reduce the risk of infection</p>	<p>New operational guidance has been published, in line with step 4 of the road map:</p> <ul style="list-style-type: none"> • Actions for schools during the coronavirus outbreak • Guidance for special schools and other specialist settings • Actions for FE colleges and providers during the coronavirus outbreak • Actions for early years and childcare providers during the coronavirus outbreak • Use of PPE in education, childcare and children's social care <p>Covid-19 Action for out-of-school settings guidance has been added which applies from step 4. It removes restrictions such as keeping children in consistent groups, 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 contact</p> <p>The special schools and other specialist settings guidance 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.</p> <p>Apprenticeships guidance 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 assessment</p> <p>Transport guidance 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.</p> <p>The public health guidance has been updated for exams with advice that applies from step 4. The guidance removes restrictions such as keeping students in consistent groups and wearing face coverings in classrooms and communal areas, and on dedicated transport</p>

[Protect vulnerable workers - Working safely during the coronavirus \(COVID-19\) pandemic \(hse.gov.uk\)](#)

[Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#)

Steps of Re-opening for 20/21



Risk matrix

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	Imp act score (a)	Probabi lity score (b)	Curre nt 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)
A. Staffing Resources							
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.	Y	CEV working from home as and when directed by the government or individual medical professionals.	3 x 2 =6
				<ul style="list-style-type: none"> Staff in settings who are CEV should attend their place of work if they cannot work from home. Note: we are awaiting further DfE guidance re; CEV staff. 			
				<ul style="list-style-type: none"> Establish how many and which staff will be available, if staff develop COVID-19 symptoms and isolating, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments for the CEV staff where appropriate (guidance to be published by the DHSC). 	Y	Completed and ongoing.	
				<ul style="list-style-type: none"> Based on available staffing and any cover you are able to secure, decide how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises. 	Y	Attendance procedures will continue as per DfE and LA guidance and remote learning will be provided where needed.	
				<ul style="list-style-type: none"> Ensure flexible and responsive use of teaching assistants. 	Y		
<ul style="list-style-type: none"> Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with 	Y	Risk assessments written where needed for children requiring a					

				SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible.		high level of support with an EHCP.	
				<ul style="list-style-type: none"> 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 actively supports test and trace.	
				<ul style="list-style-type: none"> Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school). 	Y	In place and communicated with staff and parents/carers as appropriate. Class Dojo and text messaging	
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	4	12	<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. 	Y	Ongoing review of all those who are clinically extremely vulnerable (CEV) through individual risk assessment process.	3 X 2=6
				<ul style="list-style-type: none"> Full use is made of all qualified teachers. 	Y		
				<ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. 	Y	School staffing timetable updated.	
				<ul style="list-style-type: none"> Full use is made of test and trace to inform deployment i.e. ensure staff who have been instructed to self-isolate through test and trace are not attending school. 	Y	Staff are using LFD tests regularly.	
				<ul style="list-style-type: none"> 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 'identifying vulnerable pupils' document has been agreed by senior leaders, shared with	

						staff and governors and available on request		
					• Where possible, ensure pupils with SEND are prioritised to be in school.	Y	School places for SEND pupils is a priority.	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	4	4	16		• Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.	Y	Supply staff will be used to keep classes open for the children. Supply staff will need to use LFD tests.	4x2=8
					• Ensure visiting staff are aware of hygiene measures and minimise contact to only pupils who need to be taught.	Y	Lateral Flow Device (LFD) tests used by visiting staff before attendance.	
					• Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.	Y	Individual risk assessments will be supplied by the appropriate agencies.	
					• 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	In line with our staff body.	
4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	4	4	16		• 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	Carried out on request by a member of staff with an CEV member of their household and/or special arrangements agreed if staffing levels allow. LFD tests offered to all staff, including visiting staff.	4x2=8
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	2	6		• Provide cover for the role from within available staffing.	N/A	All staff covering essential functions will be in place as usual and additional capacity is available.	3x1=3
					• Or remote support via another school, Academy Trust or the LA.	N/A	Not necessary.	

				<ul style="list-style-type: none"> • Ensure First Aid certificates are up to date. 	Y	Sufficient number are in date and we will follow our usual rolling programme of training.	
				<ul style="list-style-type: none"> • 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	Disseminated with staff on site. Medical lead in post within the wider inclusion team. Access to PPE on site.	
				<ul style="list-style-type: none"> • Programme of training for additional staff in place (e.g. Safeguarding). 	N	All staff will attend online safeguarding training during September or their induction if recruited after and further training is available through our online subscription. Weekly safeguarding briefings are in place for all staff virtually. Staff will attend training as usual as training providers are ensuring this is covid secure and currently be delivered virtually. Internal CPD continues for all staff.	
6. Risks to health and safety because staff are not trained in new procedures.	3	3	9	<ul style="list-style-type: none"> • All new staff have been trained. 	Y	Shared with all staff during INSET on 1 st Sept and any new staff during their induction process. Available on the shared network for all staff to refer to.	3X1 =3
				Induction and CPD programmes are in operation for all staff prior to reopening, including breakfast and after school activities and include:	Y	Induction for any new staff, including agency staff, will take place in line with school policies.	

				<ul style="list-style-type: none"> ○ Infection control ○ Fire safety and evacuation procedures ○ Constructive behaviour management ○ Safeguarding ○ Risk management 			
7. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them.	4	3	12	<ul style="list-style-type: none"> • 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. Further guidance to be released by the DHSC. 	Y	As and when needed.	4X2=8
			<ul style="list-style-type: none"> • 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	'Live' staff confidential information document which is kept up to date as staff are made aware they have a duty to inform SLT of any changes.		
			<ul style="list-style-type: none"> • 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. 	Y	CEV working from home as and when directed by the government or individual medical professionals.		
			<ul style="list-style-type: none"> • 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	DFE guidance has been shared with all. Regular reminders are in place.		

				<ul style="list-style-type: none"> Current government guidance is being applied. 	Y	And, staff are encouraged regularly to discuss their particular situation and read updated LA, PHE, DfE guidance as it becomes available. Key points are highlighted to staff.	
B. Teaching Spaces, the Learning and School Environment							
8. Risk of transmission during use of the outdoor learning environment for young children	3	4	12	<ul style="list-style-type: none"> Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside. 	Y	Regular handwashing and hand sanitising will be part of the school day. Hand cream can be used by children if needed and provided by their parents/carers. Lidded bins have replaced open bins. Additional sanitiser, tissues and soap is in stock in school and will be replenished as needed by staff. Cleaning materials are all stored centrally with access for all staff so ongoing replenishment can happen.	3x1=3
				<ul style="list-style-type: none"> Close down drinking fountains and make arrangements for individual water bottles for children. 	Y	No use of drinking fountains and each child will have their own water bottle to refill as needed.	
				<ul style="list-style-type: none"> Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam. 	Y	No very hard to clean items will be available. Cleaning regimes in place when equipment is shared across classes	

						and enhanced cleaning in the EYFS used within each class.	
				<ul style="list-style-type: none"> Resources are limited to facilitate effective cleaning daily. 	Y	As Above.	
				<ul style="list-style-type: none"> Only equipment that can be washed or easily cleaned can be used. 	Y		
9. Risk of transmission due to movement around the school	4	4	16	<ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible. 	Y	Classes will continue to move around the school following the one-way system which is now fully embedded for all with the exception of those who need 'reasonable adjustments' due to a SEND. If this is the case, that person will maximise distance and apply an appropriate degree of common sense eg. by waiting until others pass so they do not go against oncoming traffic.	4 x 2 =8
				<ul style="list-style-type: none"> Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance. 	Y	Classes will continue to use set routes into and out of the building to maximise distance.	
				<ul style="list-style-type: none"> Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping year groups. 	Y	Expectation made very clear to parents/carers and staff. All school entrance and exit points will be used and a 'soft' start and end to the school day introduced to give more time to avoid	

						congestion and mingling.	
10. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	4	16	<ul style="list-style-type: none"> Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department. 	Y	Coppetts Wood is a 1 form entry school on an expansive site. All 3 exits and entrances will be used and an additional path created at a congestion point.	4 x 2 = 8
				<ul style="list-style-type: none"> 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. 	Y	Regular handwashing and hand sanitising will be part of the school day. Hand cream can be used by children if needed and provided by their parents/carers. Lidded bins have replaced open bins. Additional sanitiser, tissues and soap is in stock in school and will be replenished as needed by staff. Cleaning materials are all stored centrally with access for all staff so ongoing replenishment can happen.	
				<ul style="list-style-type: none"> 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	Those new to the school will be greeted by staff and there is high levels of SLT presence at all times around the site during drop off and collection times.	

				<ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can reduce contacts and maximise distance. 	Y	Expectation made very clear to all parents/carers and staff and are now well embedded.	
				<ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing. 	N/A	Not required as above.	
				<ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits routes. 	Y	Expectation made very clear to all parents/carers and staff and are now well embedded.	
				<ul style="list-style-type: none"> A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. 	Y	Classes will open early on wet days when there is a tendency for grouping under cover which is possible by cancelling staff briefings if needs be.	
				<ul style="list-style-type: none"> Parents given advice on walking/cycling to school, avoiding public transport and minimising driving. 	Y	In line with usual practice, pupils are encouraged to walk, scoot or cycle to school, most are living close to school.	
				<ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage. 	Y	Ongoing practice.	
				<ul style="list-style-type: none"> Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space. 	N	Not required due to the space and number of entrances.	
11. Increased risk of slips, trips and falls and collisions between vehicles	3	3	9	Advice to pupils and families on maintaining road safety procedures despite changes.	Y	Ongoing practice.	3 x 1 = 3

and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.				<ul style="list-style-type: none"> For those that have to drive, advice on places they should and should not pick up, drop off and park. 	Y	As usual.	
				<ul style="list-style-type: none"> Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families. 	N	Not recommended – do not want parents stopping in road and letting children out into road.	
				<ul style="list-style-type: none"> Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented. 	N/A		
				<ul style="list-style-type: none"> Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc. 	N	Pre-existing markings.	
				<ul style="list-style-type: none"> Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. 	N		
12. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	4	12	Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.	Y	Each class allocated ample staff to ensure safe supervision at all times throughout the school day.	3 x 2 = 6
13. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and	3	4	12	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	Regular handwashing is part of the school routine with ample sanitiser dispensers available. Children can bring in their own sanitiser for use also.	3 x 2 = 6

maximising distance at lunchtimes				<ul style="list-style-type: none"> 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	Nursery to 6 will eat with their class and lunch in the dining hall.	
				<ul style="list-style-type: none"> If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food 	Y		
				<ul style="list-style-type: none"> Eating areas are thoroughly cleaned after lunchtime 	Y	And, between each class sitting.	
14. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4			<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for maximising distance between users. 	Y	On going	4 x 2 = 8
				<ul style="list-style-type: none"> Staff have been briefed on the use of these rooms 	Y	On going	
15. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	4	12	<ul style="list-style-type: none"> Reduction of contacts and maximising distance provisions are in place for medical rooms. 	Y	Only 1 child in at a time. Staff allocated to classes will deal with the medical needs of their class unless it requires additional support from the medical lead or SLT.	3 X 2 = 6
				<ul style="list-style-type: none"> Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged. 	Y	Use of HT office.	
				<ul style="list-style-type: none"> PPE available if staff dealing with pupil with symptoms. 	Y	Ample PPE with it stored in the medical room as well as in other locations in the school.	

				<ul style="list-style-type: none"> Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas. 	Y		
16. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	4	12	<ul style="list-style-type: none"> 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	Well embedded and reminders communicated regularly.	4x2=8
C. Hygiene and protective controls							
17. Risk that reducing contacts and maximising distance between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	5	15	<ul style="list-style-type: none"> Ensure frequent hand cleaning and good respiratory hygiene practices. 	Y	'Catch it, Bin it, Kill it' reinforced regularly; hand sanitising dispensers available widely and class/area cleaning caddies well stocked.	3 X 2 = 6
				<ul style="list-style-type: none"> Regular cleaning. 	Y	Cleaning schedule throughout every day and a thorough 'deep clean' took place during the Summer break & is planned for the upcoming half term break.	
18. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	4	16	<ul style="list-style-type: none"> Testing of staff or pupil - 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	LFD tests for all staff, volunteers, visiting professionals, agency staff and specialist staff available. Home LFD and PCR tests in school to give to those in need.	4 X 2 = 8
				<ul style="list-style-type: none"> Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and 	Y	Symptoms, quarantining and isolation rules clearly understood and	

				ensuring anyone developing those symptoms during the school day is sent home.		followed up with those affected.	
				<ul style="list-style-type: none"> • Make arrangements to isolate anyone with symptoms and have clear guidance and protocols. 	Y		
				<ul style="list-style-type: none"> • PPE on hand. 	Y		
				<ul style="list-style-type: none"> • Active engagement with NHS Test and Trace. 	Y	Including aiding contact tracing during school holidays.	
19. Risk of the virus spreading via surfaces in the school unless there is regular cleaning.	4	4	16	<ul style="list-style-type: none"> • Establish arrangements for all frequently touched surfaces and equipment e.g. <ul style="list-style-type: none"> ○ door handles ○ handrails ○ tabletops ○ play equipment ○ toys ○ electronic devices (such as phones) • specialist equipment, including equipment used by pupils with SEN 	Y	Regular cleaning of surfaces and equipment or removal from use. Regular handwashing/sanitising before using equipment especially when shared between children or classes.	4 X 2= 8
				<ul style="list-style-type: none"> • 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		
				<ul style="list-style-type: none"> • Teachers should make sure they wash/sanitise their hands and surfaces, before and after handling pupils' books. 	Y		
				<ul style="list-style-type: none"> • Teachers should make sure they wash/sanitise their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations. 	Y	Staff have all been provided with individual sanitisers which attach to their ID lanyards and are to take responsibility for their own hygiene. Sanitisers positioned at key locations eg. the photocopier room.	

				<ul style="list-style-type: none"> 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. 	Y	Ensure parents/carers are aware of this.	
20. Risk of virus spreading because the school has insufficient materials and equipment.	4	4	16	<ul style="list-style-type: none"> Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms. 	Y	Ample stock and reliable suppliers. Stock evaluated and placed into 1 storage area for ease of access to all staff in order to replenish as and when.	4 X 1 = 4
				<ul style="list-style-type: none"> Use of hand sanitisers at appropriate locations. 	Y		
				<ul style="list-style-type: none"> Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste. 	Y	Lidded bins in place.	
				<ul style="list-style-type: none"> Bins to be double bagged and emptied. 	Y		
				<ul style="list-style-type: none"> Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom. 	Y		
21. Provision and use of PPE for staff where required is not in line with government guidelines.	3	3	9	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 	Y		3 X 1 = 3
				<ul style="list-style-type: none"> Those staff required to wear PPE (e.g. SEND intimate care) 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	Staff informed and NHS guidance on face coverings has been distributed to all staff, parents, visitors and governors with reminders given. The wearing of face coverings remains a choice unless being used as per government guidance (e.g. when supporting someone displaying symptoms or with	

						intimate care) or where social distancing between adults cannot happen. When worn, they must be worn correctly and NHS guidance followed.	
				<ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing. 	Y	Gloves are only to be worn as PPE in specific circumstances as previously detailed.	
22. Pupils forget to wash their hands regularly and frequently.	4	5	20	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. 	Y		4 X 2= 8
				<ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. 	Y	Regular reminders throughout the day.	
				<ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y		
D. Premises and Buildings							
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	5	20	<ul style="list-style-type: none"> A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to 1st September. 	Y	Cleaning is carried out on a daily bases. With deep cleans before the children return back to school.	4 X 1 =4
				<p>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. should include:</p> <ul style="list-style-type: none"> more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal, 	Y	Cleaner working through the school day to ensure that classrooms cleaning is maintained.	

				<ul style="list-style-type: none"> using standard products such as detergents and bleach the regular cleaning of toilets 			
24. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures.	4	5	20	<ul style="list-style-type: none"> Pupils are encouraged to access the toilet throughout the day to help avoid queues. 	Y		4 X 2=8
				<ul style="list-style-type: none"> The toilets are cleaned frequently as laid out in the enhanced cleaning schedule. 	Y	Handwashing in classes and whole groups/classes not being sent to shared toilet facilities to wash hands or use the toilet.	
				<ul style="list-style-type: none"> Monitoring ensures a constant supply of soap and paper towels. 	Y		
				<ul style="list-style-type: none"> Bins are emptied regularly. 	Y		
				<ul style="list-style-type: none"> Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	Y		
25. Fire procedures are not appropriate to cover new arrangements.	4	3	12	<p>Fire procedures have been reviewed and revised where required, due to:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> A possible need for additional muster point(s) where possible 	Y	Fire marshals given appropriate training.	4 X 1= 4
				<p>Staff and pupils have been briefed on any new evacuation procedures, including breakfast club and after school activities.</p>	Y	All new staff briefed.	
				<ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. 	Y	New/additional fire marshals appointed from January 2021 and training undertaking including refresher training for existing marshals.	

26. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively.	4	4	16	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with the School Fire Strategy. 	Y	Classes gather separate from each other so integrity remains.	4 X 1 = 4
				<ul style="list-style-type: none"> Review Personal Emergency Evacuation Plans – staff are assigned or reassigned according to available persons. 	Y	All children in need of a personal evacuation plan will have an up-to-date version which will be shared with all relevant staff.	
				<ul style="list-style-type: none"> 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. 	Y	Ongoing review.	
27. Fire marshals absent due to self-isolation.	4	5	20	<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	New/additional fire marshals appointed from January 2021 and training undertaking including refresher training for existing marshals. Fire marshals spread across year groups and areas of the school.	3 X 1 = 3
29. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown.	4	3	12	All statutory compliance is up to date.	Y		3 X 1 = 3
				Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.	N/A	Not been static.	
				The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm	Y		
30. Lack of good ventilation means	4	4	16	Ensure good natural ventilation in classrooms and common areas e.g. through opening a windows, doors etc.	Y	Windows and doors opened in all occupied rooms by site staff when	4 X 2 = 8

that there is risk of transmission.					unlocking the school. Reminders to keep windows and doors open. Flexible central heating use to ensure the temperature of the school is comfortable and reminders regarding the wearing of layers.	
				Identify poorly ventilated areas and decide how to improve ventilation. There are some simple ways to identify poorly ventilated areas: <ul style="list-style-type: none"> - 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	Y	Part of site manager's regular 'site walk' checks which happen numerous times each day. Air conditioning only in office area in Children's Centre and it replaces the air from outside.
				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.	Y	
				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	
				Follow guidance in the following link:	Y	

				<ul style="list-style-type: none"> • air conditioning and ventilation during the coronavirus outbreak. https://www.cibse.org/coronavirus-covid-19 			
31. Visitors to the site (including parents) may pose a risk to reduction of contacts and maximising distance and infection control.	4	4	16	<ul style="list-style-type: none"> • Signage giving routes, procedures, entrances and exits to be followed. 	Y		4 X 1=4
				<ul style="list-style-type: none"> • 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		
				<ul style="list-style-type: none"> • Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. 	Y	Use of inventory system introduced in response to COVID-19.	
				<ul style="list-style-type: none"> • 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	Use of outdoor venues eg. The Cabin/ Children Centre for essential meetings when appropriate. Where social distancing cannot be kept, visitors will be asked to wear face coverings indoors.	
				<ul style="list-style-type: none"> • Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually'. 	Y	Virtual meetings will be continue as and when most appropriate.	
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	<ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. 	Y		4 X 1=4
				<ul style="list-style-type: none"> • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. 	Y	Request risk assessments for all contractors on site.	

				<ul style="list-style-type: none"> 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 maximise distance is maintained at all times. 	Y		
				<ul style="list-style-type: none"> Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed. 	Y	Contractors will work away from the children and staff and so visit times will be arranged accordingly.	
				<ul style="list-style-type: none"> In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	Y		
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	3	9	<ul style="list-style-type: none"> 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. 	N/A	Policies and procedures remain relevant. If this changes, appendices will be added to existing policies.	3 X 1=3
				<ul style="list-style-type: none"> The school has carried out a full Health and Safety Risk Assessment to ensure it is compliant with Government guidelines. 	Y		
				<ul style="list-style-type: none"> Staff, pupils, parents and governors have been briefed accordingly. 	Y	Regular communication is in place and ongoing.	
34. Curriculum/ Learning Environment.	4	4	16	<p>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.</p> <ul style="list-style-type: none"> - In PE, sports equipment thoroughly cleaned between each use by different individual groups. Outdoor sports will be 	Y	Specific risk assessments where required.	4 X 1=4

				<p>prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p> <ul style="list-style-type: none"> o - In music lessons, physical distancing and playing outside will be done wherever possible 			
				<ul style="list-style-type: none"> • 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. 	Y		
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	<p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> o Staff, including breakfast club and after school activities o Pupils o Parents o Governors/Trustees o Local authority o Health services o Regional Schools Commissioner o Professional associations o Other partners o Neighbouring schools/EY settings o Highways department 	Y	Clear communication channels exist between the relevant groups except the highways department which is not currently required.	4 X 1 = 4
				<p>Parents are communicated with to make sure they know: they know:</p> <ul style="list-style-type: none"> - whether their child will be able to attend from the start of the Autumn 2021 term - 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) 	Y		

				<ul style="list-style-type: none"> For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan. 			
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	5	20	<ul style="list-style-type: none"> 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). 	Y	Very secure, well tested, systems in place for blended learning and remote learning.	4 X 1 = 4
				Schools should provide remote education equivalent in length to the core teaching your child would usually get in school. <ul style="list-style-type: none"> School is aware of current guidelines for remote learning 	Y		
				<ul style="list-style-type: none"> Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis. 	Y		
				<ul style="list-style-type: none"> 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		
				<ul style="list-style-type: none"> Schools have a regularly updated register of pupils with underlying health conditions. 	Y		
				<ul style="list-style-type: none"> Staff are available to ensure pupils at home continue to be provided with remote education. 	Y		
37. Pupils' mental health has been adversely affected during the period that the school has been closed and by	2	3	6	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. 	Y	This is a whole school priority as part of our school improvement plan and are fully supported by the governing body.	2 X 3=9

the COVID-19 crisis in general.				<ul style="list-style-type: none"> • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. 	Y		
				<ul style="list-style-type: none"> • 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		
				<ul style="list-style-type: none"> • Resources/websites to support the mental health of pupils are provided. 	Y		
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	3	9	<ul style="list-style-type: none"> • Staff are encouraged to focus on their wellbeing. 	Y	This is a whole school priority as part of our school improvement plan and clearly communicated by senior staff.	3 X 2 = 4
				<ul style="list-style-type: none"> • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. 	Y		
				<ul style="list-style-type: none"> • Staff briefings and training have included content on wellbeing. 	Y		
				<ul style="list-style-type: none"> • Staff briefings/training on wellbeing are provided. 	Y		
				<ul style="list-style-type: none"> • Staff have been signposted to useful websites and resources. 	Y	Qwell, an online mental health and wellbeing service for Barnet staff (qwell.io), is available to all school staff at no cost.	
39. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	3	3	9	<ul style="list-style-type: none"> • The governing body continues to meet regularly. 	Y		3 X 2 = 6
				<ul style="list-style-type: none"> • The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. 	Y		
				<ul style="list-style-type: none"> • The headteacher's report to governors includes content and updates on how the 	Y	Full governor and committee meetings	

				<p>school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</p> <ul style="list-style-type: none"> 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>following the usual timetable with additional meetings if required.</p>	
					Y		
					Y		
40. NHS Test and Trace is not used effectively to help manage staffing levels and support staff wellbeing.	3	5	15	<ul style="list-style-type: none"> Guidance on NHS Test and Trace has been published and explained to staff. 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. Post-testing and tracing support is available for staff. 	Y	LFD tests are in place.	2 X 1=3
					Y		
					Y	Through our staff insurance, additional support can be provided to staff members where appropriate.	
41. Infection transmission within school due to	4	5	20	<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. 	Y	Ongoing throughout.	4 X 2=8

staff/pupils (or members of their household) displaying symptoms.			16	<ul style="list-style-type: none"> Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of NHS 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		
				<ul style="list-style-type: none"> 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	Clear messages to staff regarding understanding definitions and the current DfE guidance for each category.	
				<ul style="list-style-type: none"> A record of any COVID-19 symptoms in staff or pupils is recorded. 	Y		
42. Staff (including 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	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. 	Y	Updated government guidance will be shared as appropriate with staff, pupils and parents.	4 X 1 = 4
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y	As required and appropriate.	
				<ul style="list-style-type: none"> Staff should undertake twice weekly home tests whenever they are on site until this is reviewed locally and nationally. 	Y		
				<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	As required and appropriate.	
43. Staff, pupils and parents are not aware of the	4	4	16	Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of	Y		4 X 2 = 8

school's procedures should there be a confirmed case of COVID-19 in the school including NHS Test and Trace.			16	COVID-19 and how this will be implemented in the school. 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.			
				<ul style="list-style-type: none"> The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. 			
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y	As appropriate.	
				<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		
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).	Y	There will be no penalties for punctuality to enable later (reasonable) arrival if less crowded buses are needed and rush hour is avoided.	4 X 2= 8
				<ul style="list-style-type: none"> Parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures. 			

Sign off

- I confirm that I have read and understood this risk assessment.
- I have been provided with appropriate information, training and equipment to carry out the tasks covered by this risk assessment.
- I have had the opportunity to ask any questions and seek clarification on this risk assessment.

Name	Signature	Date