



# Coundon Primary School Covid-19: Operational Risk Assessment. March 2022

## Coventry School Partnership: Covid19 Operational Risk Assessment

### 1. Introduction:

Coventry's Partnership of schools agreed a collaborative and consistent approach to secure the safe re-opening of schools across the City as set out in 'Coventry Schools Covid-19 Re-set and Recovery Plan' in May 2020. On 2<sup>nd</sup> July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published. This was revised on 22<sup>nd</sup> February 2021. On the 19<sup>th</sup> July 2021 the Government removed the requirement for some mitigations within schools, these were further ratified on 17<sup>th</sup> August 2021. In response to the Omicron variant, the Government announced on the 8<sup>th</sup> December 2021 that it had enacted Plan B, as set out in the autumn and winter plan 2021. The additional measures required to enable schools to continue to offer face to face teaching to pupils as set out in [Schools COVID-19 January 2022](#)

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

In preparing and reviewing this guidance the Local Authority has had regard to advice from both the Health and Safety Executive and Government. It has noted that the Government has made explicit within the guidance those actions that are statutory, those actions that MUST be undertaken (Public Health Advice) and those that are advisory (for consideration) if it is reasonably practicable to do so.

The risk assessment must be considered alongside the Outbreak Management Plan to ensure schools are able to respond rapidly to any outbreak requiring implementation of more robust mitigations to break the chain of transmission, ensuring that the school community are safe and pupils have minimal disruption to face to face high quality teaching within school.

It is made clear by the Government that Departmental advice "*does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations*". Consequently, Health and Safety Legislation continues to take precedence in law.

### **This risk assessment guidance:**

- Sets out the current context and statutory health and safety obligations as at 2<sup>nd</sup> January 2022, to take effect on 4<sup>th</sup> January 2022
- Sets the national and local context for conducting a risk assessment to reduce transmission of a disease within school
- Provides an exemplar risk assessment (revised) that can be adopted and adapted to any educational setting
- Provides a template to record a risk assessment method statement – setting out safe methods of working (control measures), which all staff should read, understand and sign
- Incorporates hyperlinks to current sources of helpful information and resource

**What is the risk?** Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk, is the potential transmission of Covid19 between members of the school community and consequently the wider community balanced with the risk of disrupting the education of pupils and the inherent loss of learning and the potential impact their emotional mental health, life outcomes and wider impact on families.

The Government is clear that the context of the pandemic has changed as a direct consequence of Covid-19 vaccine take-up, thereby reducing the impact on the NHS and loss of life. This risk assessment therefore reflects the fact that whilst the virus remains in general circulation the risk of harm, particularly to children and adults who have been vaccinated, is significantly lower now than in the Spring/early Summer of 2020.

**Step 4 of the Government's Roadmap:** moved away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk.

Plan B recognises the rapid transmission of the Omicron variant across the nation. Whilst there is no evidence that Omicron has increased hospital admission the infection is having a significant impact on staffing absence and therefore availability across the national workforce, impacting on all key services specifically the availability of teaching and ancillary staff for schools, transport and support services.

**Who is responsible?** The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. For maintained schools the employer is Coventry City Council, for Academies it is the Academy Trust.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the head teacher and school management team.

Reference: <https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

## 2. Overview of Actions required for safe methods of working:

- Put in place sensible approaches to minimise the risk of Covid19 transmission to staff, pupils and visitors whilst in school.
- Communicate the risks and required safe methods of working to all building users including parent/carer
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.
- Exercise vigilance and ongoing monitoring, underpinned by accurate recording to ensure that an outbreak is identified promptly and the outbreak plan is triggered.

### 2.1 Key message:

Good health and safety is about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. Good leadership is about getting the balance right on managing risk rationally, it is not about trying to eliminate it altogether.

### 2.2 What leaders need to do:

- Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.
- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.
- Consult and work with recognised TU safety representatives/employee representatives and safety committees.

- Consult and engage employees in the development of the risk assessment and ongoing review
- Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
- Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.

See: <https://www.hse.gov.uk/services/education/sensible-leadership/leadership-test.pdf>

### 3. Locally agreed Principles:

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

### 4. What we know:

The World Health Organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with Covid19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eyes, nose or mouth. It is understood that people can be infectious before their illness starts. Therefore, to minimise the risk of transmission, settings must put into place effective infection protection and control. Vaccination, meticulous hand and respiratory hygiene practice, regular testing and self-isolation when required all serve to reduce risk significantly.

The balance of risk is now overwhelmingly in favour of children remaining in school and accessing a broad curriculum offer, including enrichment activities alongside their peers. For the vast majority of children, it is deemed that the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19). For young people and adults age 12 and over, the strongest mitigation is two doses of an authorised Covid-19 vaccination, followed by a booster vaccination

“COVID 19 is a virus that we learn to live with and the imperative to reduce the disruption to children and young people’s education remains” The Government’s priority is to sustain face-to-face high quality education for all pupils “...being out of education causes significant harm to educational attainment, life chances, mental and physical health” Source: [Schools COVID-19 January 2022](#)

**The hierarchy of controls:** if properly implemented will substantially reduce the risk of transmission of infection.

### These include:

#### Exclusion:-

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, do not attend childcare settings, schools or colleges, and those that have been in contact with a positive case
- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions should be supported in undertaking a Vulnerable Employee Risk Assessment (VERA) [Guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19](#)

#### Hygiene:-

- A stringent cleaning regime should be in place [COVID-19: cleaning in non-healthcare settings](#). At the highest level this could follow the advice set out in: [Covid-19-decontamination-in-non-healthcare-settings](#)

- Frequent cleaning and disinfecting of objects and surfaces that are touched regularly (touch points), should be undertaken using standard cleaning products or antiseptic wipes, both of which kill the virus. This may require settings to enhance cleaning capacity. It should be recognised that cleaners and caretakers provide the frontline in protecting everyone in school, but health and safety is everyone's responsibility so cleaning tasks may be undertaken by any member of staff as appropriate.
- Socialising hygiene routines including regular hand-cleaning regimes - washing hands thoroughly for 20 seconds with running water and soap, drying them thoroughly or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Identify specific situations when additional handwashing is required
- Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with follow up handwashing and cleaning/wiping of any contaminated area followed by safe disposal of waste
- Maximising natural ventilation and access to the external learning environment remain strong control methods

### **Social Distancing:-**

- Whilst social distancing is no longer required within school, there may be circumstances where it is sensible to regulate movement at the school gate and school corridors to avoid crowded areas and queuing, where this is practicably possible and will not disrupt learning. This might include managed arrivals and departures; the continuation of designated entry points to the school; encouraging parents and older pupils not to assemble at the school gates but instead consider maintaining current disciplines including wearing a face covering, in crowded situation
- It is advisable to regulate entry so that the premises do not become overcrowded at any point ensuring no readily avoidable 'pinch points' are experienced at ingress or egress

### **5. Summary:**

These underlying principles are the key focus for organising all aspects of the school day and need to be built into the operational routine. A model Covid19 operational risk assessment was developed for City-wide use, which is pre-populated with generic safe methods of working. It was advised that if adopted, it would need to be adapted to each specific setting. The risk assessment template has been continuously reviewed to reflect the changes in risk and necessary controls from September 2020 when all pupils return to school on a full-time basis; the Lockdown of January 2021; the full reopening of schools from 8<sup>th</sup> March 2021, movement to Step 4 of the journey, which enables significant relaxation of necessary mitigations and the current step up to Plan B to respond to the rapid transmission of the Omicron variant throughout the general population. This will be reviewed by the Government on 26<sup>th</sup> January 2022.

### **The primary controls within a school setting are:**

- The promotion of vaccination (advised)
- The continuation of stringent hand and respiratory hygiene (required)
- The continuation of stringent cleaning regimes (required)
- Recommending face coverings for staff and visitors as part of outbreak management
- Good ventilation – improvement of fresh air flow (required)

In addition to infection control, the risk assessment template and supporting resources extends to support additional health and safety considerations related to the consequences of Covid19 specifically:

- Health and safety audit of the school building checklist – for use by class teachers (HSE) to ensure that the overall building is safe to use in terms of trips, falls, lighting, electricity hazards etc.
- Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL in response to infection spread and self-isolation requirements
- Maintaining communications with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school
- Ongoing implementation of the recovery curriculum
- Maintaining a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of self-isolation, as instructed by Track and Trace or remote learning as a temporary measure directed by Public health in the event of an outbreak or as a consequence of critical staffing shortages that cannot be remediated by class reorganisation, the use of supply and/or non-teaching instructors or other safe arrangements.

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

**Prevention:**

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

**In specific circumstances:**

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.

**Response to any infection**

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

## 6. Resources and references:

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| <p><a href="#">Covid-19-response-summer-2021-roadmap</a><br/> <a href="#">Health-and-safety-advice-responsibilities-and-duties-for-schools</a><br/> <a href="#">Actions-for-schools: Covid19 -operational-guidance 17th August 21</a><br/> <a href="#">Air conditioning and ventilation during the coronavirus outbreak</a><br/> <a href="#">COVID-19: cleaning of non-healthcare settings</a><br/> <a href="#">COVID-19: cleaning in non-healthcare settings</a><br/> <a href="#">Keeping-children-safe-in-education--2021</a><br/> <a href="#">Safe-working-in-education-childcare-and-childrens-social-care</a><br/> <a href="#">Self-isolation-and-treatment/when-to-self-isolate-and-what-to-do</a><br/> <a href="#">Guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a><br/> <a href="#">Travel and quarantine for pupils</a><br/> <a href="#">Coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries</a><br/> <a href="#">Covid-19-home-test-kits-for-schools-and-fe-providers</a><br/> <a href="#">Coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges</a></p> | <p><a href="#">Covid-19 vaccination-drop-in-clinics/ Covid-19-vaccination sites</a><br/> <a href="#">Advice-for-pregnant-employees</a><br/> <a href="#">Free-school-meals-guidance</a><br/> <a href="#">Health and safety risk checklist for classrooms</a><br/> <a href="#">E-bug posters</a><br/> <a href="#">HSE working-safely/talking-to-your-workers</a><br/> <a href="#">Get-help-with-remote-education.education.gov.uk</a><br/> <a href="#">Protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak</a><br/> <a href="#">Schools COVID-19 January 2022</a><br/> <a href="#">Face coverings</a><br/> <a href="#">Circumstances where people are not able to wear face coverings special schools, special post-16 providers and alternative provision</a><br/> <a href="#">General guidance about educational visits</a><br/> <a href="#">Outdoor Education Advisory Panel (OEAP). providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</a></p> |
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## COVID-19: Operational risk assessment for school reopening

|                          |                              |                  |   |                             |  |
|--------------------------|------------------------------|------------------|---|-----------------------------|--|
| Assessment conducted by: | Natasha Maude and Alex Scott | Job title:       | Headteacher and Deputy Headteacher  | Covered by this assessment: | Staff, pupils, contractors, visitors, volunteers |
| Date of assessment:      | 1 <sup>st</sup> March 2022   | Review interval: | Under continuous review - an infection outbreak will trigger additional mitigations | Date of next review:        | Continuous review                                |

| Risk rating<br>High (H), Medium (M), Low (L)   |                                     | Likelihood of occurrence  |                    |   |                              |
|--|-------------------------------------|---|--------------------|---|------------------------------|
|  |                                     | High (very likely)  | Medium (possible)  | Low (remote)  |                              |
| Activity   | Risk rating prior to action (H/M/L) | Control measures  | In place? (Yes/No) | Additional controls   | Residual risk rating (H/M/L) |
| 1. Sustaining necessary controls to ensure the general safety of the building                      |                                     |   |                    |   |                              |
| <b>1.1 Establishing if the building remains following winter closure:</b>                          |                                     |   |                    |   |                              |
| Health and safety risk assessments have not been reviewed. The health and safety audit is overdue. | L                                   | <ul style="list-style-type: none"> <li>Health and safety audit conducted by nominated staff and Governor</li> <li>Classroom audits undertaken using the HSE <a href="#">Health and safety risk checklist for classrooms</a></li> <li>Risk assessments are updated or undertaken and mitigation strategies are put into place and communicated to staff with appropriate training covering:                             <ul style="list-style-type: none"> <li>Different areas of the school</li> <li>Procedures for when pupils and staff enter and leave school</li> </ul> </li> </ul> | Yes                | A standard Health and safety audit undertaken. All staff receive a copy of the new risk assessment, and policies for Behaviour, Fire Procedures and Attendance Hand sanitisers fitted at the entrance of every doorway throughout school. Children will sanitise hands at regular points through the day. Normal handwashing for will continue throughout the day. Entry for staff through main entrances – hand gel available and hand sanitisers. | Low                          |



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| Statutory compliance has not been completed   | L | <ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>  | Yes | Statutory compliance has been continued including water flushing. The LA Legionella checks have also taken place.   | Low |
| <b>1.2 First Aid/Designated Safeguarding Leads</b>  |   |  |     |   |     |
| The lack of availability of designated First Aiders and Designated Safeguarding Leads may put children's safety at risk | M | <ul style="list-style-type: none"> <li>Collaborative arrangements for sharing specialist staff with other schools in the locality have been agreed through the LA</li> <li>Potential deployment of LA central staff available</li> </ul> <p>If the DSL is not on site because of operational challenges, the following cover arrangements are in place:</p> <ul style="list-style-type: none"> <li>a trained DSL (or deputy) from the school will be available via phone or online video, e.g. working from home</li> <li>access to a trained DSL from a partner school, will be available via phone or online video</li> <li>Where a trained DSL (or deputy) is not on site, a senior leader should take responsibility for coordinating safeguarding on site.</li> </ul>   | Yes | All members of Leadership Team and 2 learning mentors have level 3 DSL training. There is always someone in school to fulfil DSL role and cpoms allows smooth communication. Continued provision for First Aid during the day and across the lunch hour.                                      | Low |
| <b>2. Maximising Good ventilation in all occupied spaces</b>  |   |  |     |   |     |
| Securing good ventilation of occupied spaces results in areas being too cold to work in comfortably                     | H | <p>To balance the need for increased ventilation whilst maintaining a comfortable temperature, the following measures should be used as appropriate (as advised by the Health and Safety Executive (HSE) see guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a>):</p> <ul style="list-style-type: none"> <li>Opening high level windows in preference to low level to reduce draughts. Windows should be opened just enough to provide constant background ventilation and opened more fully during breaks (for examples, during break and lunch, when a room is unused) to purge the air in the space).</li> <li>Opening internal doors can also assist with creating a throughput of air</li> <li>Opening external doors may be considered (as long as they are not fire doors and only where safe to do so)</li> <li>Where possible furniture will be arranged to avoid direct drafts</li> <li>Mechanical ventilation systems should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</li> <li>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces</li> </ul> | Yes | Where possible:<br>Windows in classrooms to be open to allow ventilation.<br>Windows open wider during break and lunch times<br>Exterior doors when possible<br>Internal doors open to allow movement of air<br>Children and adults encouraged to wear warm clothing and layers if necessary. | Low |

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|  |   | <ul style="list-style-type: none"> <li>Carbon Monoxide detectors can be used as a monitor for measuring the quality of air in a room</li> <li>Any poorly ventilated spaces will be identified, and effective steps taken to improve fresh air flow in these areas, this is particularly important for events bringing together groups of visitors for an event, e.g. school play. If this cannot be achieved the area will not be considered as fit for purpose and will not be used</li> </ul>  |     |  |        |
| <b>2.2 Availability of staff and class sizes</b>   |   |  |     |  |        |
| <b>The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school</b> | M | <ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Staff members who are clinically extremely vulnerable will continue with normal work, but will be supported if they choose to take extra precautions to protect themselves by following the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus.</li> <li>Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if they are symptomatic</li> <li>All staff are aware of the testing procedure and know that they are required to report their illness and follow required testing procedures</li> <li>Full use is made of those staff who are self-isolating but who are well enough to contribute to school activities or tasks</li> <li>Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required</li> <li>An appropriate hierarchy of deputisation is in place should a senior leader be unavailable. This might include external leadership capacity</li> </ul> | Yes | <p>Clinically extremely vulnerable staff who are still identified as at risk will undertake a risk assessment. Staff will be familiar with NHS Test and trace process and symptoms and testing procedures covered</p> <p>A Senior leader will be available on site should the HT not be available. There are 5 members of LT, so it is highly likely that at least one person will be available. Should additional support be required this would be sought from the LA.</p> | Low    |
| <b>2.3 Testing and managing symptoms</b>   |   |  |     |  |        |
| <b>Staff and pupils do not conform to Government guidance on testing for schools, which stimulates the risk of infection transmission leading to an outbreak</b>             | H | <ul style="list-style-type: none"> <li>A log of all pupils in the school who have tested positive for COVID-19 including dates for onset of symptoms (if relevant) and test dates will be maintained, subject to the school being informed. This will be used to review transmission rates, support the identification of an outbreak and to provide any necessary information to the NHS Test and Trace service if it is required</li> <li>Parents will be informed of a positive PCR test in school as appropriate</li> <li>A pupil with a positive LFT test will be required to self-isolate with immediate effect for a minimum of 5 days following the onset of symptoms or date of test if asymptomatic. Evidence of a day 5 and a day 6 negative LFD test will be required before healthy pupils can return to school.</li> <li>All pupils travelling to England must adhere to travel legislation</li> </ul>   | Yes | <p>Advice around sharing results with their employer.</p> <p>Parents/Carers are informed about LFT available for their children.</p>   | Medium |

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| <p><b>Close contacts promote transmission infection across the school community</b></p>                                    | <p>M</p> | <ul style="list-style-type: none"> <li>▪ In response to managing outbreaks / or where the triggers in the national contingency framework have been met, the school will respond to a positive case by:               <ul style="list-style-type: none"> <li>• identify all close contacts of the infected pupil/staff member during their infected period in school, this will include class, break, lunch-times, after school activities and transport</li> <li>• Notify parents/carers that the pupil may have been in close contact and issue a template letter</li> <li>• Notify staff and visitors that they may have been a close contact</li> </ul> </li> <li>▪ Information on a child or staff member’s close contact details will be provided to NHS Test and Trace on request, subject to the school validating the authenticity of the contact and ensuring that there is no inadvertent risk of a data breach, or safeguarding risk by providing sensitive and personal information to a third party - Settings must not provide any personal information if asked to by parents and/or contacts that would be a breach of GDPR or data protection legislation. In exceptional circumstances, education and childcare settings may be contacted by NHS Track and Trace in response to a local outbreak, In this scenario settings may share proportionate and relevant information as requested by NHS Track and Trace without consent. Settings may also be contacted by PHE/Local Authority teams to confirm information about a positive case</li> </ul> | <p>Yes</p> | <p>All members of SLT and office staff aware of process and of sharing of key information and validation to ensure GDPR adhered to.</p>  | <p>Low</p>    |
| <p><b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b></p> | <p>H</p> | <ul style="list-style-type: none"> <li>▪ Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 5 days and ensure anyone developing these symptoms during the school day is safely sent home and instructed to arrange a Covid-19 test.</li> <li>▪ Children and staff who are unwell will be advised that they should not attend school/setting. Any child or staff member with one or more of the COVID-19 symptoms (new continuous cough, high temperature, loss/change in taste/smell), irrespective of how mild, will be asked to isolate with their household and book a PCR test: <a href="https://www.gov.uk/get-coronavirus-test">https://www.gov.uk/get-coronavirus-test</a></li> <li>▪ If a parent of a pupil with Covid symptoms insists their child attends school, the school will exercise its reasonable judgement to refuse the pupil entrance on the grounds that it is necessary to protect other pupils and staff from possible infection</li> <li>▪ Consideration will be given to the range of wider symptoms of COVID-19: which are: headache, sore throat, fatigue, muscle aches, blocked/runny nose, shortness of breath, cold like symptoms, diarrhoea and vomiting, in determining if there is an outbreak of infection at the point outbreak plan triggers are met.</li> <li>▪ Engage with the NHS Test and Trace process</li> </ul>  | <p>Yes</p> | <p>Home school agreement sets out clear advice and guidance on what to do if they or their child has symptoms.<br/>Information on websites including links to updated legislation.<br/>Medical rooms used to isolate pupils with symptoms and staff who are supervising will wear PPE and sit 2 M away.<br/>Parents informed accordingly and advice given from Health Protection Agency if necessary.<br/>All advice given to parents will be in light of any updated any DFE or NHS guidance, including Track and Trace.<br/>Schools will inform the local health protection Team if a child or member of Staff tests positive.<br/>Registers will be kept and records kept of all absentees.</p> | <p>Medium</p> |

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|  |   | <ul style="list-style-type: none"> <li>Contain any outbreak by following local public health protection advice contact: <a href="#">Public Health England health protection team</a></li> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms.</li> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning.</li> <li>A record of any COVID-19 cases are recorded in school to assist outbreak management. Cases are reported to the LA through the Covid-inbox to support local area intelligence on virus spread and potential outbreaks.</li> </ul> |     | All rooms where someone has taken ill with symptoms will be disinfected using the Fogging Machine and cleaned again at the end of the day. All rooms where someone has tested positive will be disinfected using the Fogging Machine.  |  |
| <b>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</b> | H | <ul style="list-style-type: none"> <li>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.</li> <li>This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners</li> </ul>  | Yes | Letter and information that informs parents of procedures of NHS Test and Trace process and what to do if their child displays symptoms of Covid 19. Home School agreement outlines expectations of parents and school if they or their children display symptoms; parents will be updated of these symptoms via the home school agreement and the website. To contain outbreak school will follow Health Protection Team advice. Schools will inform the local health protection Team if a child or member of Staff tests positive. | Med Unknown<br>Can't always be sure parents read communication |
| <b>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</b>                           | H | <ul style="list-style-type: none"> <li>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.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>   | Yes | Shared via letters, emails, texts and Home/School Agreement. If anyone becomes ill with a new continuous cough, high temperature or loss of taste/smell they will be sent home and advised to follow COVID 19 guidance for households with possible coronavirus infections. Testing will be advised Inform staff and parents of the updated guidance around testing and tracing of both staff and pupils and members of their household.   | Medium   |

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|   |   |  |     | Advice will be sought from the Health Protection Agency and acted upon.<br>All rooms where someone has tested positive will be disinfected using the Fogging Machine.  |        |
| <b>Staff, pupils and parents are not aware or are not compliant with self-isolation requirements</b>                            | H | <ul style="list-style-type: none"> <li>▪ Consistent and repetitive reinforcement of the need for pupils and staff to stay home if they are unwell, reminding them that early onset symptoms can be complex</li> <li>▪ Consistent and repetitive reinforcement supported by high vigilance of the requirement to self-isolate at home for at least 5 clear days. Reinforce the new requirement to self-isolate for travel reasons should that occur</li> </ul>  | Yes | Shared via letters, emails, texts and Home/School Agreement.<br>If anyone becomes ill with a new continuous cough, high temperature or loss of taste/smell they will be sent home and advised to follow COVID 19 guidance for households with possible coronavirus infections. | Medium |
| <b>3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene</b>             |   |  |     |  |        |
| <b>3.1 Staff induction and CPD</b>  |   |  |     |  |        |
| <b>Staff are not trained in new procedures, leading to risks to health</b>  | M | <p>A CPD programme was delivered to all staff prior to reopening, which includes:</p> <ul style="list-style-type: none"> <li>▪ Infection control</li> <li>▪ Fire safety and evacuation procedures</li> <li>▪ Constructive behaviour management</li> <li>▪ Safeguarding</li> <li>▪ Risk management</li> </ul>   | Yes | All staff briefed on Action Plan, Risk Assessment and training on new policies for safeguarding and KCSIE, New Code of Conduct Policy, Fire and evacuation procedures, Behaviour and Attendance policies. Risk management, Infection control, Organisation issues.             | Low    |
| <b>3.2 Communication strategy</b>   |   |  |     |  |        |
| <b>A failure to comply and/or sustain Covid compliance at all levels of school life, leads to school transmission outbreaks</b> | H | <ul style="list-style-type: none"> <li>▪ Strong distributed leadership across the school will model and challenge breaches in compliance through education, training and behavioural expectations</li> <li>▪ Repetitive messaging will culturally embed safe practice and high expectations, reinforcing both the health consequences of transmission and the impact on learning</li> <li>▪ Staff will feel confident in reporting issues/incidents that they believe to be unsafe and concerns will be listened to, investigated and where appropriate learning implemented</li> <li>▪ Following a Covid-19 positive incident in school, staff will reflect on lessons learned as part of a drive for continuous improvement</li> </ul> | Yes | Messages repeated and shared in school and with parents of procedures and guidance to follow. Staff encouraged to highlight any issues with leadership<br>Records kept of any suspected and positive cases.<br>Reflect on lessons learnt if positive cases in school community | Med    |

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|  |          |   |            |   |   |
|--|----------|---|------------|---|---|
| <p><b>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</b></p>             | <p>M</p> | <ul style="list-style-type: none"> <li>▪ Communications strategies for the following groups are in place:                             <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents</li> <li>▪ Governors/Trustees</li> <li>▪ Local authority</li> <li>▪ Professional associations including Trade Unions</li> <li>▪ Other partners including peripatetic staff and health professionals</li> </ul> </li> </ul>  | <p>Yes</p> | <p>A variety of communication strategies are in place to ensure communication with all stakeholders. Emails, Parent mail and texts, telephone communication calls and texts, twitter and school website. Signposting to school nurse information.</p>   | <p><b>Medium/ can't say whether these are read or not</b></p> |
| <p><b>There is a lack of clarity and understanding in maintaining good hygiene</b></p>   | <p>H</p> | <ul style="list-style-type: none"> <li>▪ Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting good handwashing and 'catch it bin it' rules.</li> <li>▪ Systems in corridors and thoroughfares to encourage distancing when travelling in and around the building or the external environment, including arrival and leaving procedures are clearly laid out and signposted.</li> <li>▪ All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day.</li> </ul>  | <p>Yes</p> | <p>Leadership are in place on the school grounds at the start and end of the day<br/>Signage in place for 'Catch it, Bin it' message and posters for supporting good hand washing.<br/>Hand sanitisers have been fitted at every entrance<br/>Staff to provide verbal reminders about hand washing.</p>   | <p><b>Medium Unknown</b></p>                                  |
| <p><b>Parents and carers are not fully informed of the health and safety requirements of the school</b></p>  | <p>H</p> | <ul style="list-style-type: none"> <li>▪ As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>▪ The COVID-19 section on the school website is reviewed and updated.</li> <li>▪ Parent and pupil handbooks/information leaflets are reviewed and updated.</li> <li>▪ The vaccination programme is positively and sensitively promoted across the school community, highlighting that vaccination is the key barrier to the spread of infection which will reduce the risk of future school closures</li> </ul> | <p>Yes</p> | <p>Covid-19 section created on website<br/>Key messages for keeping safe are uploaded on to twitter and website e.g. new posters sent by Government posters are displayed in key areas around school and links added to website. Home School Agreement supports parents in understanding the expectations.<br/>Friday Focus used to share key information</p> | <p><b>Medium</b></p>  |
| <p><b>Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19</b></p> | <p>H</p> | <ul style="list-style-type: none"> <li>▪ Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> <li>▪ Parents are enabled to understand that they should not send their child to school if they are ill, for whatever reason</li> <li>▪ Parents are enabled to understand that the school will send any child who is symptomatic or generally unwell with the associated symptoms home and that they will not be permitted to attend school until a negative PCR test has been taken or 10 days from symptom onset has elapsed.</li> </ul>   | <p>Yes</p> | <p>Home School Agreement included update Test and Trace process.<br/>Key messages for keeping safe are uploaded on to twitter and website e.g. new posters sent by Government posters are displayed in key areas around school and links added to website. Home School Agreement supports parents in understanding the expectations.</p>                      | <p><b>Medium</b></p>  |

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| 4. Management of congested areas  |   |  |     |  |        |
|---|---|--|-----|--|--------|
| 4.1 Management of social distancing in the reception area   |   |  |     |  |        |
| Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines | H | <ul style="list-style-type: none"> <li>A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures</li> <li>Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit</li> <li>Non-essential deliveries and visitors to school are minimised.</li> <li>Arrangements are in place for segregation of visitors.</li> <li>General visitors, not providing a specialist teaching, intervention or health service to pupils are recommended to wear face coverings in all public areas unless they have a medical exception and arrangements can be put into place to mitigate any additional risk</li> </ul> | Yes | Signage in place to encourage wearing of masks in the office area  | Medium |
| 4.2 Management of Aggress and Egress – arrival and departure  |   |  |     |  |        |
| The start and end of the school day create risks of breaching social distancing guidelines                              | H | <ul style="list-style-type: none"> <li>Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place</li> <li>Start and departure times are staggered to reduce pinch points and risk of breach if this is possible without reducing the overall teaching time for pupils</li> <li>All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over to their parents</li> </ul>  | Yes | One-way system in place on the playground for drop-off and pick-up. At drop-off, classroom doors open before the school gates open to allow parents allow for speedy drop off. Drop off time slot of 15 minutes to allow parents to arrive in staggered way. Adults will be present on the playground to support | Medium |
| Pupils and parents congregate at exits and entrances, creating a potential chain of transmission                        | H | <ul style="list-style-type: none"> <li>Start times are staggered.</li> <li>The use of available entrances and exits is maximised.</li> </ul>   | Yes | Drop off time slot of 15 minutes to allow parents to arrive in staggered way. Two entrances used – Forfield Road and Southbank.  | Medium |
| Pupils use public transport and thereby increase risk of infection and transmission                                     | M | <ul style="list-style-type: none"> <li>Public transport is defined as transport used by the general public. If children use a public bus to come to school; current government guidelines will be shared</li> </ul>  | Yes | Where school have identified that parents / staff need to use public transport advice is given following government guidelines. Parents have also been advised to walk to school wherever possible by letter and Home school Agreement.  | Low    |

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| 4.3 Management of social distancing and hygiene in the toilets   |          |  |            |  |            |
|--|----------|--|------------|--|------------|
| <p><b>Poorly ventilated toilet areas become overcrowded and create an area of high transmission risk</b></p>   | <p>H</p> | <ul style="list-style-type: none"> <li>▪ Pupils know that they can only use the toilet one at a time.</li> <li>▪ Pupils are encouraged to access the toilet throughout the day to help avoid queues.</li> <li>▪ The toilets are cleaned regularly</li> <li>▪ Monitoring ensures a constant supply of soap and paper towels.</li> <li>▪ Bins are emptied regularly.</li> <li>▪ Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place</li> </ul>   | <p>Yes</p> | <p>Use of toilets will be communicated to children.<br/>Children reminded to wash hands for 20 seconds.<br/>Children will also be encouraged to use hand sanitiser on return to class.<br/>Children encouraged to use toilets during break times (which are staggered)<br/>Signage about hand washing and catch it bin it kill it are also displayed.<br/>Review the toilets being cleaned during the day and items replenished.</p>   | <p>Low</p> |
| 4.4 Safety arrangements for the use of medical rooms   |          |  |            |  |            |
| <p><b>The configuration of medical rooms may compromise social distancing measures</b></p>   | <p>M</p> | <ul style="list-style-type: none"> <li>▪ Social distancing provisions are in place for medical rooms behind a closed door if possible</li> <li>▪ Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>▪ Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. It is advised that household bleach is used after the room is vacated.</li> <li>▪ Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff</li> <li>▪ Any member of staff providing assistance to someone with symptoms and any pupils who have been in close contact with them must wash their hands thoroughly for at least 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell</li> </ul> | <p>Yes</p> | <p>Two isolation/Medical rooms have been set up – both of which have windows<br/>These rooms will be cleaned in line with the Government guidance. All of these rooms have appropriate PPE equipment available,<br/>PPE will be available for first aiders- gloves mask, apron and visor. PPE packs will be stored in the isolation room. Lidded bins for disposal.<br/>Waste to be double bagged before disposal. Any member of staff monitoring the child will be advised to wear PPE.</p> | <p>Low</p> |
| 5. Securing and sustaining robust hygiene systems and procedures   |          |  |            |  |            |
| 5.1 Cleaning   |          |  |            |  |            |
| <p><b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</b></p> | <p>H</p> | <ul style="list-style-type: none"> <li>▪ An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>▪ Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day</li> </ul>   | <p>Yes</p> | <p>Staff have agreed to clean what they can safely throughout breaks during the day and lock away any cleaning products.<br/>Supplies of cleaning materials both in stock and ordered regularly and</p>  | <p>Low</p> |



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|--|---|--|-----|--|------------|
|  |   | <ul style="list-style-type: none"> <li>Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every teaching and washing space.</li> </ul>  |     | <p>audit incoming stock so that they can be replenished as often as needed throughout the day.</p> <p>Cleaners to check anti bac soap and hand sanitisers and towels are replenished.</p> <p>All rooms where someone has tested positive will be disinfected using the Fogging Machine.</p>                            |            |
| <b>5.2 Hygiene and handwashing</b>   |   |  |     |  |            |
| <b>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</b> | H | <ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> </ul>  | Yes | <p>Supplies ordered. Supplies will be checked periodically throughout the day and replenished. Orders will be placed in a timely manner. Admin Team.</p> <p>Machine dispensers have been fitted at each entry point.</p>   | <b>Low</b> |
| <b>Pupils forget to wash their hands regularly and frequently</b>  | H | <ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> <li>Pupils and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person</li> </ul> | Yes | <p>Staff training has included the list of things that staff need to remind pupils to do including hand washing. Catch it bin it kill it posters are placed in toilets and above sinks hand washing posters in toilets and above sinks.</p>  | <b>Low</b> |
| <b>Equipment and resources</b>   | M | <ul style="list-style-type: none"> <li>Classroom based resources including books and games can be shared</li> <li>Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationary and mobile 'phones when permitted</li> </ul>   | Yes | <p>There is a central PPE pack in the main entrance etc.</p> <p>Where children bring coats, these will be hung on pegs.</p> <p>Children will be discouraged from bringing mobile phones into school. When it's an emergency parents will be asked to contact leadership and phones will be kept with class teacher</p> | <b>Low</b> |

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| 5.3 Personal Protective Equipment (PPE)  |          |  |            |  |            |
|--|----------|--|------------|--|------------|
| <p><b>Provision of PPE for staff where required is not in line with government guidelines</b></p>                        | <p>M</p> | <ul style="list-style-type: none"> <li>▪ Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</li> <li>▪ Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>▪ Children under the age of 11 are not required to wear face coverings in or out of school including public transport</li> <li>▪ Clinically vulnerable staff and /or pupils may personally elect to use PPE as an additional control for their own safety and emotional well-being. This will be supported if it is agreed through the VERA process.</li> </ul>   | <p>Yes</p> | <p>A PPE station has been set up in the studio hall cupboard<br/>Guidance is given to staff to use PPE when dealing with any illness and to dispose of immediately afterwards. Face masks are available from the school office (Face visors or shields should not be worn as an alternative to face coverings)</p> | <p>Low</p> |
| <p><b>Failure to fit, wear, store and dispose face coverings safely contributes to the transmission of infection</b></p> | <p>M</p> | <ul style="list-style-type: none"> <li>▪ An emergency supply of face coverings for contingency purposes is available if required.</li> <li>▪ <b>Staff and pupils are trained in the safe donning and disposal of face covering as follows:</b><br/>When wearing a face covering, staff, visitors and pupils should:wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on                         <ul style="list-style-type: none"> <li>▪ avoid touching the part of the face covering in contact with the mouth and nose,</li> <li>▪ change the face covering if it becomes damp or if they've touched the part of the face covering in contact with the mouth and nose</li> </ul> </li> <li>▪ When removing a face covering, staff, visitors and pupils should:                         <ul style="list-style-type: none"> <li>▪ wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing</li> <li>▪ only handle the straps, ties or clips</li> <li>▪ not give it to someone else to use</li> <li>▪ if single-use, dispose of it carefully in a household waste bin and do not recycle</li> <li>▪ once removed, store reusable face coverings in a plastic bag until there is an opportunity to wash them.</li> <li>▪ if reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric</li> </ul> </li> <li>▪ wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed</li> </ul> | <p>Yes</p> | <p>Face masks are worn as personal choice and are encouraged in confined spaces<br/>Message of fitting, removing, storage and disposal shared.</p>   | <p>Low</p> |

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| 6. Curriculum organisation  |   |   |     |   |        |
|---|---|---|-----|---|--------|
| <b>Children may have fallen behind in their learning during the school closure and achievement gaps will have widened</b> | M | <ul style="list-style-type: none"> <li>Gaps in learning are assessed and addressed in teachers' planning.</li> <li>Home and remote learning is continuing and is calibrated to complement in-school learning and address any gaps identified to minimise inequality</li> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> </ul>  | Yes | Assessment used to plan for closing the gaps and minimising any inequality<br>Support staff used effectively to close gaps.<br>'Revisit and Strengthen' classes after school for Y2-Y6 with children identified from assessments.   | Low    |
| <b>Ensuring full support for pupils with SEND (SEND Support and EHC Plans</b>   | M | <ul style="list-style-type: none"> <li>Small children and children with complex needs will continue to be helped to wash their hands properly</li> <li>Vulnerable children risk assessments will be completed for children with additional needs who are unable to regulate their behaviour e.g. involuntary spitting using the LA's vulnerable children risk assessment template</li> <li>External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing the school's visitors policy and mirroring expectations on staffing behaviours in terms of hygiene and interaction</li> </ul>                               | Yes | Inclusion leader continues to review provision for those with SEND, and will continue to liaise with external agencies and facilitate safe direct contact for those children who require specialist support.<br>Inclusion Team will assist our SEN children and vulnerable children with regular handwashing.<br>A separate room called the 'Nurture Room' is set up in school to accommodate and support with high level SEN | Low    |
| 6.1 Extra-curricular activity including school visits   |   |   |     |   |        |
| <b>Pupils and or staff are exposed to infection whilst on a school visit</b>  | M | A full and thorough risk assessments in relation to all educational visits will be undertaken to ensure that any public health advice, such as hygiene and ventilation requirements, is taken into account and mitigated where possible. Guidance <a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits</a> and the Outdoor Education Advisory Panel (OEAP) <a href="https://oeapng.info/">https://oeapng.info/</a> will be taken into account  | Yes | DHT supports staff to plan and carry out risk assessments in regard to school visits.   | Low    |
| <b>Safe practice is not replicated in wraparound provision and extra-curricular activity</b>                              | H | The school's risk assessment will be applied to all wraparound and extra-curricular activity taking into account additional and specific for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children ( <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak</a> ). | Yes | Guidelines explained to all providers of extra-curricular clubs. Registers kept by all clubs and also kept in school office for reference.<br>Clear communication between school and 'Kidz Club' in relation to risk assessment and provision.  | Medium |

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| 6.1 Provision of remote learning for self-isolation  |          |  |            |  |                   |
|--|----------|--|------------|--|-------------------|
| <p><b>Arrangements for remote learning are insecure or unsustainable to ensure provision for pupils self-isolating</b></p> | <p>M</p> | <ul style="list-style-type: none"> <li>▪ See Contingency Plan for more details</li> </ul> <p>To secure the statutory duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The following arrangements are in place and are subject to constant monitoring and review:</p> <ul style="list-style-type: none"> <li>▪ the remote learning offer is equivalent to the core teaching pupils would receive in school                             <ul style="list-style-type: none"> <li>▪ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>▪ Key Stage 2: 4 hours a day</li> </ul> </li> <li>▪ Systems are in place for checking, daily, whether pupils are engaging with their work</li> <li>▪ A named senior leader with overarching responsibility for the quality and delivery of remote education is identified</li> </ul> | <p>Yes</p> | <p>Remote Learning in place using MS Teams. Shared with parents via letters, emails and school website. For more details see Contingency Plan and Remote Learning Policy Deputy Headteacher has overarching responsibility and ability to review all provision.</p>  | <p><b>Low</b></p> |
| <p><b>Pupils are unable to access the online offer</b></p>   | <p>M</p> | <ul style="list-style-type: none"> <li>▪ Set out arrangements to overcome digital poverty</li> <li>▪ Set out arrangements to support parents</li> <li>▪ Set out arrangements to consider support that can be offered to parents to enable them to construct a learning environment within their home</li> <li>▪ Set out the arrangements for disengagement</li> </ul>  | <p>Yes</p> | <p>Letters / Emails sent out to parents to contact school if they are unable to access remote learning because of technology. Laptops / tablets lent to parents to support learning at home. Letters / Emails sent out to parents to contact school if they did not have broadband at home. Technology shared to support families to access. (For more details see Contingency Plan and Remote Learning Policy) Support videos / information on how to access Remote Learning shared. Whole school channels set up to support with extra activities / disengagement (e.g. Well Being Channel, Cooking Channel, Active Channel, Arts Channel)</p> | <p><b>Low</b></p> |

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| 7. Enhancing mental health support for pupils and staff  |   |   |     |  |        |
|--|---|---|-----|--|--------|
| 7.1 Mental health concerns – pupils  |   |   |     |  |        |
| Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general      | H | <ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>Wellbeing/mental health is discussed regularly in PSHE/ /pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>  | Yes | Learning mentors and Inclusion Leader – THRIVE trained to support pupils<br>Well being is a focus during PSHE lessons.   | Medium |
| 7.2 Mental health concerns – staff   |   |   |     |  |        |
| The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | H | <ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> </ul>  | Yes | Consultation with all staff.<br>Phase leaders to check in on members of staff in their phase and feedback concerns to SLT.<br>Signpost resources for mental health of staff.<br>Staff are welcome to contact the HT on her mobile phone and email at any time.<br>HT and SBM check in on staff identified as vulnerable with regard too mental well-being.<br>Referrals have already been made to OH and will continue if necessary. | Medium |
| 8 Safeguarding Vulnerable Pupils   |   |   |     |  |        |
| Pupils 'out of site' may come to harm  | M | <ul style="list-style-type: none"> <li>Robust systems are in place to keep in contact with vulnerable pupils (both within the national definition or as a consequence of school-based concerns) who are self-isolating or are not attending school for whatever reason. This includes those who have a social worker and those who are not currently open to statutory services, but the school believes that they may face challenging circumstances at home.</li> <li>When a vulnerable pupil is asked to self-isolate, the school will:                             <ul style="list-style-type: none"> <li>notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head</li> <li>agree with the social worker the best way to maintain contact and offer support</li> </ul> </li> </ul> | Yes | School office contact parents.<br>Concerns raised with learning mentors if child is identified as vulnerable<br>Learning mentors to liaise with parents and outside agencies to support (if appropriate)   | Low    |

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|  |   |  |     |  |     |
|--|---|--|-----|--|-----|
|  |   | <ul style="list-style-type: none"> <li>▪ procedures in place include a system to check if a vulnerable pupil is able to access remote education support and to support them to access it (as far as possible)</li> <li>▪ regularly check if they are accessing remote education</li> </ul> <p>keep in contact with them to check their wellbeing and refer onto other services if additional support is needed.</p>  |     |  |     |
| <b>9.1 The role of Governors</b>   |   |  |     |  |     |
| <b>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b>   | M | <ul style="list-style-type: none"> <li>▪ The governing body continues to meet regularly</li> <li>▪ The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>▪ The Headteacher’s report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school’s response to COVID-19.</li> <li>▪ Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>▪ 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.</li> </ul> | Yes | Governors meetings have been held through Microsoft Teams or in the large hall.<br>Governor’s minutes are provided.<br>HT updates governors and send new documentation/Risk assessments/policies   | Low |
| <b>Governors are not fully informed or involved in making key decisions</b>  | M | <ul style="list-style-type: none"> <li>▪ Meetings are held regularly with governors.</li> <li>▪ Governing bodies are involved in key decisions on reopening.</li> <li>▪ Governors are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>  | Yes | HT has kept Governors up to date with new developments.<br>Governors approved initial Covid 19 Risk Assessment and sent a copy of updated version  | Low |
| <b>9.2 Policy review</b>   |   |  |     |  |     |
| <b>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</b> | M | <ul style="list-style-type: none"> <li>▪ All relevant policies have been revised to take account of government guidance on COVID-19 and its implications for the school.</li> <li>▪ Behaviour policies recognise that adverse experiences of lockdown and or lack of routine and regular attendance at school may lead to levels of disengagement, anxiety and behavioural responses setting reasonable and proportionate expectations of behaviour and make appropriate provision to support</li> <li>▪ Staff, pupils, parents and governors have been briefed accordingly.</li> <li>▪ Governors have approved revisions</li> <li>▪ A review of the child protection policy to reflect the move to remote education where necessary has been undertaken.</li> </ul>   | Yes | Safeguarding policy adapted and ratified by Governors and sent to all staff with read receipt.<br>Updated safeguarding policy is on website for parents.<br>Updated risk assessments- first aid and COVID – key worker children and EHCP children.<br>New Behaviour Policy in place.<br>Attendance Policy<br>Medical Policy updated. | Low |

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|  |   | <ul style="list-style-type: none"> <li>This is reflected as a coronavirus (COVID-19) addendum that summarises related changes</li> <li>All staff are aware of the revised policy.</li> </ul>   |     | Fire evacuation policy and procedures in place   |     |
| <b>Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning</b>                                   | M | <ul style="list-style-type: none"> <li>A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level</li> <li>High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups</li> <li>Remote education is integrated into the school’s curriculum planning</li> <li>Printed resources are available for those that cannot access the internet physically or cognitively</li> <li>The curriculum is planned to ensure that knowledge and skills are built incrementally and clear explanations of content are delivered by a teacher in school though high quality curriculum resources and/or videos with face to face virtual contact as appropriate – ideally daily</li> </ul> | Yes | School Contingency Plan in place for outbreaks / further disruption to learning<br>Learning uploaded for any children isolating at home that follows school curriculum and work children would be completing in school.<br>High quality resources used to share learning<br>Printed packs available if requested | Low |
| <b>10. Additional site-specific issues and risks</b>   |   |  |     |  |     |
| <b>Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them</b>   |   |  |     |  |     |
| Children who routinely attend more than one setting (e.g. dual registered, KEYS intervention programme or alternative provision) | H | <ul style="list-style-type: none"> <li>The school, working with the setting will ensure that all risk are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum</li> </ul>  | Yes | School work with staff at KEYS intervention for one child who attend with clear communication between both settings.   | Low |
| <b>Contractors on-site whilst school is in operation may pose a risk to infection control</b>                                    | M | <ul style="list-style-type: none"> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free)</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>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).</li> </ul>   | Yes | Admin team discuss expectations prior to site visit.<br>Most visits organised out of school hours<br>Documents at office to inform and sign<br>SSO support contractors when on site where possible   | Low |