**Oaktree Nursery and Primary School Operational risk assessment**

# **COVID-19: Operational risk assessment for September 2021 (updated January 2022)**

**This risk assessment is undertaken in conjunction with guidance on school reopening issued by the Department for Education:**

[Annex A - health & safety risk assessment](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/annex-a-health-and-safety-risk-assessment)

[What parents and carers need to know about early years providers, schools and colleges - step 4 update](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/step-4-update-what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges)

[COVID-19: cleaning in non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)

**Purpose of this document:**

This COVID19: Operational Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to ensure the school operates in a safe way under Step 4 of the government’s Roadmap. Existing policies and guidance (with appropriate adjustments for COVID19) continue to apply alongside the actions within this document, including but not limited to:

* + Health and Safety Policy
  + First Aid Policy
  + Child Protection Policy
  + Behaviour Policy
  + DFE Guidance relating to COVID19
  + Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
  + The Health Protection (Notification) Regulations 2010
  + Public Health England (PHE) (2017) ‘Health protection in schools and other childcare facilities’

This risk assessment supports a framework for school leaders to put in place proportionate protective measures for children and staff, whilst also ensuring that all pupils receive a high quality education. Schools are asked to implement the system of controls outlined below to reduce the risk of transmission of coronavirus (COVID-19) in their school. When these controls are implemented in line with this revised risk assessment, these measures create a safer environment for children and staff where the risk of transmission of infection is substantially reduced.

**Should there be a COVID-19 outbreak either in the school or local infection rates are extremely high and/or there is increased infection due to a variant of concern, then the school’s Outbreak Management Plan will be implemented on the advice of the local authority or Public Health England. Please refer to the school’s Outbreak Management Plan for further information and possible actions to be implemented.**

**The purpose of a risk assessment is not to eliminate all risks, but to put in place control measures in order to mitigate against them as far as possible. It is not realistic to expect that all risk measures should be rated as low (green). The probability of something happening may be remote or possible, but should it happen, the impact may be deemed as severe or major. Any residual risk measures that remain at amber or red after control measures are applied will be reviewed by the trust and support offered to ensure that all possible control measures have been considered.**

**Risk matrix**

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

**All elements of the system of controls are required**. The school must cover them all, but the way the controls are implemented will differ based on the school’s individual circumstances. School leaders are best placed to apply the principles to their own setting.

**Control measures:**

You should:

1. Ensure good hygiene for everyone.
2. Maintain appropriate cleaning regimes.
3. Keep occupied spaces well ventilated.
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

**1. Ensure good hygiene for everyone**

**Hand hygiene**

Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.

**Respiratory hygiene**

The ‘catch it, bin it, kill it’ approach continues to be very important. The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene.

**Use of personal protective equipment**

Most staff in schools will not require PPE beyond what they would normally need for their work. The [guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999722/PPE_in_education_childcare_and_childrens_social_care_settings.pdf) on the use of PPE in education, childcare and children’s social care settings provides more information on the use of PPE for COVID-19.

**2. Maintain appropriate cleaning regimes, using standard products such as detergents**

You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment with a particular focus on frequently touched surfaces. PHE has published [guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) on COVID-19: cleaning in non-healthcare settings.

**3. Keep occupied spaces well ventilated**

When the school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained. You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example school plays. Mechanical ventilation is a system that uses a fan to draw fresh air, or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.

Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so). You should balance the need for increased ventilation while maintaining a comfortable temperature.

**4. Follow Public Health advice on testing, self-isolation and managing confirmed cases of COVID-19**

Pupils, staff and other adults should follow public health advice on [when to self-isolate and what to do](https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/) . They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine). If anyone in your school develops [COVID-19 symptoms](https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/) , however mild, you should send them home and they should follow public health advice.

| **Areas for concern** | | **Risk rating prior to action**  **(H/M/L)** | | **Control measures** | | **In place?**  **(Yes/No)** | | **Further action/who responsible/comments** | | **Residual risk rating**  **(H/M/L)** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Ensuring good hygiene for everyone** | | | | | | | | | | | |
| **1.1 Hand hygiene** | | | | | | | | | | | |
| **Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency** | | M | | * Stocks of soap, sanitiser, paper towels checked. * Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day and accessible to all staff without leaving their workspace. | | Y | | * Supplies ordered and school has sufficient resources for September. * Existing restocking system in place, site manager to check stock and all staff to liaise with Admin staff re-ordering/stocking. | | L | |
| **Pupils/staff/visitors forget to wash their hands/use anti-bac regularly and frequently** | | M | | * Staff remind pupils of the need to wash their hands/use anti-bac regularly and frequently – after coming into school, after sneezing or coughing, before and after eating, after going to the toilet, returning to classroom * Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. * Posters and notices reinforce the need to wash hands regularly and frequently. * Staff and visitors wash hands/anti-bac when entering and leaving school and regularly when on site. * School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | | Y | | * Established routines adhered to and children are reminded of the protocols. * Existing signage remains in place * All staff are aware that it is their responsibility to ensure routines are adhered to and how/who to report concerns to. * Notices/reminders in entrance for visitors | | L | |
| **1.2 Respiratory hygiene** | | | | | | | | | | | |
| **Poor respiratory hygiene risks increasing transmission of the virus** | | M | | * Ensure disposable tissues are readily available. * Monitor stock levels for re-ordering. * Encourage “Catch it, bin it, kill it” approach to all staff and pupils. * Dispose of all tissues in the nearest lidded bin. * Bins are regularly emptied and disinfected. (cleaning team) * Make staff aware that they can continue the use of face masks when in communal areas or not able to socially distance. * Younger children supported to maintain good respiratory hygiene. * Teachers have access to the e-Bug COVID-19 website. * A stock of disposable face masks are made available for staff who cannot socially distance when providing first aid/intimate care. | | Y | | * Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas. * Staff informed of new face-mask obligations – with common sense and mindfulness of others * Facemasks are available from the office and are regularly re-stocked | | ~~L~~ | |
| **1.3 Use of Personal Protective Equipment (PPE)** | | | | | | | | | | | |  | **1.2 Respiratory hygiene** |
| **Provision of PPE for staff where required is not in line with government guidelines** | | ~~M~~ | | * Government guidance on wearing PPE is understood and communicated to all staff. * Sufficient PPE has been procured and stock levels monitored (office staff) * Those staff required to wear PPE (e.g. intimate care, first aid) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. * Staff are reminded that wearing of gloves is not a substitute for good handwashing. | |  | | * PPE is provided in all areas of the school, replacements from office | | ~~L~~ | |
| **2. Maintaining appropriate cleaning regimes** | | | | | | | | | | | |
| **2.1 Cleaning** | | | | | | | | | | | |
| **Cleaning capacity is reduced so that ongoing cleaning of surfaces are not undertaken to the standards required** | | M | | * An enhanced cleaning plan continues to be carried out, is agreed and implemented which minimises the spread of infection. School is cleaned fully at end of school day; frequently touched areas (doors, banisters, light switches, desks, toilets) also cleaned during the school day. * Ensure that the latest [guidance on cleaning](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings#general-principles-of-cleaning-during-the-covid-19-pandemic) is shared with all premises and cleaning staff. * If a person with coronavirus comes into the school building, ensure that a thorough clean takes place in the areas they have visited. | | Y | | * There is an established enhanced cleaning routine in place that will be continued in September. * Staff will continue to be offered PPE | | L | |
| **Use of shared resources increases risk of transmission of virus** | | M | | * For individual and frequently used items, such as books and pens, pupils and staff have their own items that are not shared and kept in their own places. * Classroom resources can be shared within a class group but should be cleaned regularly. * Avoid sharing resources between groups, where this is unavoidable, these items should be cleaned regularly. * Where possible, marking is completed in school. * Where possible, children’s reading books are quarantined in school before being re-issued to children. | | Y | | * PE lead will monitor government guidance on team sports and modified rules and update staff about when different sports will be added to the curriculum. * All equipment will be quarantined or cleaned thoroughly before other classes use | | L | |
| **3. Keeping occupied spaces well ventilated** | | | | | | | | | | | |
| **3.1 Maximising ventilation in occupied spaces** | | | | | | | | | | | |
| **Poor ventilation of shared spaces increases risk of transmission of virus** | | M | | * Ensure good ventilation by opening windows and doors where safe to do so maintaining a comfortable environment for staff and pupils. * Breaks should be used as an opportunity to purge the air in a shared space. * Use large, well-ventilated rooms for staff/other meetings (halls). * Fans can be used to facilitate the direction of fresh air. * Review [HSE guidance](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/index.htm) on ventilation and air conditioning during the pandemic. * Wear additional clothing in colder weather. * Rearrange seating to avoid direct drafts. * Install carbon dioxide monitors, when issued, to monitor effectiveness of air flow and take appropriate action if required. | | Y | | * All staff/visitors ensure good ventilation (windows open) * Where possible, all external meetings will be remote. Some staff meetings may be remote. Remote meetings will take place when necessary – all staff have access to MS Teams * Limit visitors to professionals only, to maximise space | | L | |
| **4. Follow Public Health advice on testing, self-isolation and managing confirmed cases of COVID-19** | | | | | | | | | | | |
| **4.1 Testing and managing symptoms** | | | | | | | | | | | |
| **Testing is not used effectively to help manage staffing levels and support staff wellbeing** | | M | | * The guidance and procedure for staff who have or develop symptoms has been explained to staff. * Staff encouraged to continue with asymptomatic LFD testing (Sunday and Wednesday evenings) and reporting of result. * Post-testing support is available for staff. | | Y | | Adapt to any updated guidance on LFD testing beyond September 2021.  Ensure staff aware that LFD testing is for asymptomatic cases only. Anyone with symptoms must inform school, contact NHS, self-isolate and book PCR test. | | L | |
| **Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms** | | M | | * Robust collection and monitoring of absence data, including tracking return to school dates, is in place. * Procedures are in place to deal with any pupil or staff displaying symptoms at school: report to office, take to identified quarantine area until able to leave site/collected by parents. Use of accessible toilet only. All areas cleaned following exit from school site. * 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 extremely vulnerable should these apply. * School to ensure staff and parents are aware of steps to take for both suspected and confirmed cases. | | Y | | Follow PHE Flow-chart January 2022:  **Possible case:** A child or staff member with a new continuous cough and/or high temperature and/or loss of, or change in, normal sense of taste or smell (anosmia) prior to **PCR** testing.  **Confirmed case:** PCR or LFD positive case with or without symptoms.  **LFD testing:** seek a follow-up PCR test following an LFD positive test at home or at an assisted site.  Staff and pupils with a positive LFD test result should self-isolate in line with the**https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection**.  If the PCR is negative, and the case remains symptom free, the case can stop isolating.  NB: If any staff or pupils develop COVID19 symptoms ALWAYS seek a PCR test. | | L | |
| **Staff, pupils, parents and other site-users are not aware of the school’s procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19** | | M | | * Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. * This guidance has been explained to staff and pupils. * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. * Procedures are in place for identified areas to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | | Y | | * Parents have received most up to date guidance before school reopening. They will continue to receive any updates (see above) via all communication methods. * All staff and governors have received copies of this risk assessment * Staff and governors will be informed of any changes to this risk assessment. * Copies of the risk assessment are placed on the school website | | L | |
| **Staff, pupils and parents are not aware of the school’s procedures should there be a confirmed case of COVID-19 in the school** | | M | | * Staff, pupils and parents have received clear communications informing them of current government guidance on dealing with confirmed cases of COVID-19 and how this will be implemented in the school. * This guidance has been explained to staff. * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. * Procedures are in place for identified areas to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | | Y | | * All guidance and information has been communicated to parents * Staff are regularly updated through staff meetings and via whole staff emails * It is the responsibility of the Headteacher to stay up to date with the latest guidance * It is the responsibility of the SLT to make sure this information is communicated effectively | | L | |
| **5. Staffing** | | | | | | | | | | | |
| **5.1 Availability of staff** | | | | | | | | | | | |
| **The number of staff who are available is lower than that required to teach classes in school safely and maintain remote home learning where required** | | M | | * Review risk assessment immediately if key members of staff are not available to attend school. * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned in line with government guidance. * CEV risk assessments are reviewed for those previously shielded who have now returned to work. * Full use is made of those staff who are self-isolating by working from home where possible. * Flexible and responsive use of teaching assistants to supervise classes is in place. * Staff understand the steps to take if they display COVID19 symptoms and the importance of prompt, regular testing. * Full use is made of testing to inform staff deployment. * A consideration of employing supply teachers will be made if no other cover arrangements are possible. | | Y | | * School keep in touch with all staff who are self-isolating * There is a strong culture that teams who are providing remote learning must communicate together and have regular team meetings via platforms such as Teams * All staff are provided with testing kits and they are requested to pass the results on to the school via a designated channel (Covid email) * A full programme of risk assessments for CEV is in place and reviewed at pertinent points | | L | |
| **The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children’s safety at risk** | | M | | * First Aid training records are kept detailing all trained staff and expiry dates of certificates. Where applicable, the requirement for a paediatric first aid trained person to be on site at all times. * Medical needs training (Epilepsy) for all relevant staff booked for 7.9.21 * All staff are vigilant in monitoring and reporting any concerns about all children, especially those who are considered to be vulnerable in terms of safeguarding and medical needs. | | Y  Completed | | * Sufficient staff are first aid trained/paediatric trained, reducing the possibility of there not being anyone * Child protection/safeguarding policy reflects the local restrictions and remains effective. * There will always be a trained DSL or deputy DSL on site whilst the school is open whenever possible. * If DSL (or deputy DSLs) can’t be on site, they can be contacted at all times | | L | |
| **5.2 Staff induction and CPD** | | | | | | | | | | | |
| **Staff are not trained in new procedures, leading to risks to health** | | M | | * Whole school risk assessment shared with staff. | | Y | | * The latest documents and information have been shared with staff. * Any new members/supply staff of staff need to receive a copy of this risk assessment * Fire and evacuation procedures practised and agreed | | N | |
| **New staff are not aware of policies and procedures prior to starting at the school** | | M | | * Induction programmes are in place for new staff – either online or in-school * Whole school risk assessment shared with staff. * Staff understand that they can raise concerns in respect of the controls in place and any concerns are given proper consideration by school. | | Y | | * Revised risk assessment shared with all staff in September. * Staff informed of revised risk assessment January 2022. | | L | |
| **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** | | H | | * All members of staff with underlying health issues, those within vulnerable groups or who have previously shielded have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. * Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable and those with protected characteristics. * All staff with underlying health conditions are risk assessed to determine if they can attend school or work from home in line with national guidance * Staff with underlying health conditions that put them at increased risk from COVID-19 are attending the workplace. The school has implemented robust mitigation measures to reduce risk or the staff member will work from home where appropriate in line with national guidance. * Current government guidance is being applied and school leaders seek support from HR team as required. | | Y | | * Reviews of risk assessments for shielding staff have been updated over the course of the school year and they will be updated as and when necessary * Headteacher continues to follow guidance and seek advice when necessary. | | L | |
| **Pregnant staff do not have additional measures in place to protect them** | | H | | * Pregnancy risk assessments carried out to identify suitable modifications and alterations to work activities and patterns. * Consideration given to social distancing measures and hygiene controls to ensure they are stringently applied – this will form part of the risk assessment * For pregnant staff after 28 weeks gestation or for pregnant staff with an underlying health condition consider whether to work in school or from home in line with national guidance * If continuing to work in school review risk assessment to ensure the role is adapted to meet all the control measures * Seek midwife/occupational health agreement on individual risk assessments | | No | | * The HT and office staff communicate regularly with HR with regards to sharing and distributing the most up-to-date guidance and information. * Pregnant staff members would not be expected to be involved in First Aid or cleaning duties that they may otherwise be expected to do * SLT and office staff regularly communicate to discuss the latest guidance and information | | L | |
| **The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general** | | L | | * Staff are encouraged to focus on their wellbeing. * Visibility of leadership and key staff. * Line managers are proactive in discussing wellbeing with the staff that they manage. * Staff can be signposted to useful websites and resources, including Care First | | Y | | The school have been clear about prioritising staff mental health/well-being.  SLT and Mental Health First Aiders have made themselves available to discuss mental health with staff at any time.  Staff are aware of other forms of help such as Carefirst and support through well-being policy.  SLT available to support staff mental health | | L | |
| **Working from home can adversely affect mental health** | | M | | * Staff working from home due to self-isolation have regular catch-ups. * Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. * Staff working from home may help provide remote learning for any pupils who need to stay at home. | | Y | | * Teams have regular catch ups and there is the opportunity to speak to members of staff in school * Members of the SLT are proactive in ensuring members of staff do not feel isolated and too remote * Teams have breaks together, providing a chance to talk. | | L | |
| **6. Educational provision** | | | | | | | | | | | |
| **6.1 Curriculum organisation and supporting pupils** | | | | | | | | | | | |
| **Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened** | | M | | * Gaps in learning are assessed and addressed in teachers’ planning. * Plans for intervention are in place for those pupils who have fallen behind in their learning. * Curriculum re-developed to focus on recovery and intervention. * Plans in place to continue remote learning, via MS Teams and/or learning packs for those not attending school due to COVID reasons. | | Y | | * Teacher have made on-going assessments and have identified any areas in which topics have been missed. These have been discussed in Progress Meetings and teachers use the information to inform planning * All teachers are ready to deliver remote education via MS Teams within a day if needed to * If a teacher is unable to deliver remote learning (eg illness) this will be coordinated by the rest of the appropriate Yr Gp Team | | L | |
| **Limited progress with the school’s annual calendar and workplan because of COVID-19 measures** | | M | | * School calendar for 2021-22 reviewed. * SLT and staff workplans to include short- and medium-term planning. * ‘In-house’ staff meetings – in person (well-ventilated hall)/ via Teams when necessary, external meetings/CPD via Teams * Curriculum and timetable for September 2021 completed. * Consider any future booked visits, visitors and events and events. | | Y | | * Calendar for 2021 2022 has been reviewed and will be communicated to staff in September * School Improvement in 2020-2021 has been sustained and effective | | L | |
| **As pupils move into the next phase in their education, they are not prepared for the transition** | | M | | * There is regular and effective liaison with other Nursery settings and secondaries to assist with pupils’ transition. * Regular communications with the parents of incoming pupils are in place, including phone calls, letters and meeting. * Transition days for pupils and parents are planned. * Consider specific requirements for vulnerable children or those with additional needs | | Y | | * SLT/office has provided tours for all parents who have requested them * Vulnerable children were provided with specific additional assistance | | L | |
| **Pupils eligible for benefits related free school meals will not receive vouchers or food parcels when they are learning at home during term time due to self-isolation reasons** | | M | | * The school (Admin Officers) will ensure pupils eligible for free school meals receive free meals when in school or vouchers when learning at home during term time. * Remind parents of eligibility criteria for FSM as some children may have become eligible. * Communicate school meal arrangements to parents. * Continue to deliver UIFSM to all those eligible who attend school. | | Y | | * School has established system to provide FSM families with food vouchers * School has effective communication system and all children entitled to FSM have received meals/vouchers during lockdown periods * Parents reminded to check their eligibility for FSM | | L | |
| **Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them** | | H | | * Parents have been provided with clear guidance and this is reinforced on a regular basis. * Parents have been asked to make the school aware of pupils’ underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. * The school, and parents are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. * Schools have a regularly updated register of pupils with underlying health conditions. | | Y | | * All information distributed in a timely fashion * The HT and SLT will ensure they keep up-to-date with any new advice * The school know which children are identified as being vulnerable to COVID 19 | | L | |
| **Pupils’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general** | | M | | * There are sufficient numbers of trained staff within school and through external agencies available to support pupils with mental health issues: ELSA, Mental Health First Aiders, TaMHS, Trailblazers. * There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health (Rainbow Room staff) * Wellbeing/mental health is discussed regularly in PSHE Resources/websites to support the mental health of pupils are provided. | | Y | | * Supervision for staff in specific situations. Teams/telephone contact with vulnerable children if required - especially if there is an established relationship. * School has comprehensive communication system that is accessible to all members of the safeguarding team at all times. (CPOMS) | | L | |
| **7. Governance and policy** | | | | | | | | | | | |
| **7.1 Governance oversight** | | | | | | | | | | | |
| **Lack of governance oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.** | | M | | * The Governing Body has continued to meet throughout the pandemic and meetings include updates on how the school is continuing to meet its statutory obligations in addition to covering the school’s response to COVID-19. * Regular dialogue takes place between the Headteacher and Chair and Vice Chair of the Governing Body | | Y | | * The FGB has been regularly updated with all documents by the HT since start of pandemic. * A completed copy of this risk assessment will be shared on completion with all staff and governors * HT and CoG / Vice CoG have maintained contact as much as possible throughout school closure period and since school reopening via email and phone. * Regular correspondence with the FGB and discussion of situations (Governor Hub) | | L | |
| **7.1 Policy review** | | | | | | | | | | | |
| **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** | | M | | * All relevant policies have been revised to take account of latest National/local government guidance and its implications for school. * Staff, pupils, parents and governors have been briefed accordingly. | | Y | | * All policies are regularly reviewed/updated * Information is emailed out at the start of the school term – if not before. * Safeguarding policy has been produced alongside Sarah Turner and had external validation * Fire procedure has reverted to original and will be communicated to staff in September * There is a comprehensive review schedule of policies that is monitored by the clerk to governors | | L | |
| **Risks are not comprehensively assessed in every area of the school in light of current COVID-19 guidance** | | M | | * Risk assessments are reviewed should guidance change and mitigation strategies are put in place and communicated to staff. | | Y | | * Risk assessment is reviewed regularly over the course of the school year and each time communicated to all stakeholders * Staff understand the changes to the school day * There is close liaison between the HT, FGB and staff to discuss updates and advice on guidance and risk assessments | | L | |
| **7.1 Communication strategy** | | | | | | | | | | | |
| **Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health** | | Y | | * All relevant information will be placed on the school website and regularly updated/as guidance changes * Communication strategies for the following groups are in place: * Staff * Pupils * Parents * Governors * Other partners | | Y | | * All groups receive regular Parent Mail, email, Governor Hub notifications of important messages. * All staff members and governors are contactable via email | | L | |
| **Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19** | | H | | * Key messages in line with government guidance are reinforced on a regular basis via email, text and the school’s website. | | Y | | * Parents receive most up to date guidance before school reopening. They will continue to receive any updates via all communication methods. * Parents and staff have received the most up to date guidance and know that they must not attend school if they have coronavirus symptoms or have tested positive in the last 10 days (subject to updated guidance re vaccination status and LFD testing). | | L | |
| **8. Finance** | | | | | | | | | | | |
| **8.1 Costs of the school’s response to COVID-19** | | | | | | | | | | | |
| **The costs of additional measures to address COVID19 and loss of income streams places the school in financial difficulties** | | M | | * HT and SBM has worked together to identify potential savings in order to work towards a balanced budget. * Additional COVID-19 related costs are monitored and options for reducing costs over time and as guidance changes are under review. * The school’s projected financial position has been shared with governors and reported to the LA. | | Y | | * School budget has been set for coming school year * The school’s budget has been shared with governors during meetings and sent to the LA | | L | |

Review/changes to RA – November 2021 Updated January 2022

|  |  |  |  |
| --- | --- | --- | --- |
| **Additional Control Measures**  *(to take account of local/individual circumstances including changes such as working practices, equipment, staffing levels).* | **Action by Whom**  *(list the name of the person/people who have been designated to conduct actions)* | **Action by When**  *(set timescales for the completion of the actions – remember to prioritise them)* | **Date actioned** |
| Restrict numbers of children mixing where possible:   * No mass gatherings – assemblies on Teams, TD Day and staff meetings on Teams * Year groups eating separately at lunchtime – Year 1,3 and 6 in classrooms | SLT | November 2021 | November 2021 |
| Ensure guidance on visitors is being followed   * All visitors requested to make an appointment in advance, carry out a LFD test and wear a mask on entering the school building | SLT  All staff to ensure these requirements are being reinforced | December 2021 | December 2021 |
| Manage staff absence:   * Avoid class merging wherever possible * Have updated staff and pupil lists available at all times so that staffing gaps can be filled * Regular check-ins with staff isolating | SLT | November 2021 | November 2021 |
| Contingency plan for event of pupils isolating or class closure:   * Teachers planning includes provision for on-line learning so that resources/lessons can be delivered on-line in event of pupils isolating or necessary class closure | SLT  All teaching staff | November 2021 | November 2021 |