

# **Moorfield Primary School OPERATIONAL RISK ASSESSMENT FOR SCHOOL OPENING – February 2022**

## **CHECKS AND BALANCES: RESPONDING TO COVID-19**

A toolkit to support leaders  
Version 4 28.2.2022

### Staying COVID Secure – Our Commitment

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

## COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance for schools Step 4 issued by the Department for Education (August 2021) as follows: : [Schools COVID-19 operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/schools-covid-19-operational-guidance)

Assessment conducted by:	David Nightingale	Job title:	Headteacher	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	31.8.21	Review interval:	2 weekly intervals from 06/09/21	Date of next review:	17/09/21
Related documents					
<b>School/Trust/Local Authority documents/ :</b>		<b>Government guidance:</b>			
Schools and trusts should work closely with parents and carers (future references to parents should be read as including carers), staff and unions when agreeing the best approaches for their circumstances		This advice remains subject to change as the situation develops.			
		<a href="https://publishing.service.gov.uk/government/publications/schools-covid-19-operational-guidance">Schools COVID-19 operational guidance (publishing.service.gov.uk)</a> updated February 2022			
		<a href="https://www.gov.uk/government/publications/contingency-framework-education-and-childcare-settings">Contingency framework: education and childcare settings - GOV.UK (www.gov.uk)</a> Updated February 2022			
		<a href="https://www.gov.uk/government/publications/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic">Actions for early years and childcare providers during the COVID-19 pandemic early years and childcare settings</a> Updated February 2022			
		<a href="https://www.gov.uk/government/publications/special-schools-and-other-specialist-settings-coronavirus-covid-19">Special schools and other specialist settings: coronavirus (COVID-19)</a> Updated February 2022			
		<a href="https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">Guidance for parents and carers of children attending out-of-school settings during the coronavirus (COVID-19) outbreak</a> Updated February 2022			
		<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> Updated July 2021			

	<p><a href="#">Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk) Updated January 2022</a></p>
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Record of Review	
<b>Review Date</b> 31.8.21	Overview of review Added additional items from updated guidance 17.8.21
20/9/21	Change of staggered starts/finish times, testing updated information for staff and parents/carers; vulnerable staff and individual Risk Assessments; Guidance from PHE to support minimising spread due to positive cases in the same class
15/10/21	Guidance from PHE to support minimising spread due to positive cases in different classes, warn and inform letters shared
12/11/21	
13 <sup>th</sup> December 2021	Fire drill completed before half term -no updates for muster point needed; personal RAs updated fortnightly and staff encouraged to receive booster jab if eligible; ventilation – CO2 monitors arrived and have been distributed and in use in classes and office
30 <sup>th</sup> December 2021	Omicron variant updates; face coverings in corridors and communal areas reinstated; guidance from LA re: Christmas events; follow PHE guidance in light of positive cases; individual RAs discussed
February 2022	Updates from LA
	Updates from a local and national level

**Risk matrix**

Risk rating	Likelihood of occurrence
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Template operational risk assessment for school opening in January 2022

High (H), Medium (M), Low (L)		Probable	Possible	Remote
Likely impact	<b>Major:</b> Causes major physical injury, harm or ill-health.	H	H	M
	<b>Severe:</b> Causes physical injury or illness requiring first aid.	H	M	L
	<b>Minor:</b> Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
<b>1. Stepping measures up and down</b>					
<b>1.1 Risk assessment</b>					
<b>Risks are not comprehensively assessed in the school to minimise and manage the risk from COVID-19,</b>	M	<ul style="list-style-type: none"> <li>Comply with health and safety law and put in place proportionate control measures.</li> <li>Regularly review and update the risk assessments - treating them as 'living documents', as the circumstances in school and the public health advice changes.</li> <li>Monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.</li> <li>When undertaking reviews, look for ways to improve the practices and procedures.</li> <li>Involve staff in developing control measures to make sure they are suitable for the way they carry out their work. Encourage them to suggest improvements, and to report anything they think might be going wrong.</li> <li>Share the results of their risk assessment with workforce.</li> <li>Risk assessment to be published on website (unless staff group is less than 50) to provide transparency of approach to parents, carers and pupils.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	Risk Assessments discussed at SLT/LT/Phase Meetings	Low
<b>Outbreak in school / area becomes an area of enhanced concern</b>	High	<ul style="list-style-type: none"> <li>Put in place an outbreak management plans outlining how school would operate if there were an outbreak in school or local area.</li> <li>The outbreak management plan is communicated with and understood by stakeholders.</li> </ul>	<p>Y</p> <p>Y</p>		Medium

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		<ul style="list-style-type: none"> <li>When required, work with Salford Public Health to implement the outbreak management plan.</li> <li>In an outbreak (not yet defined - awaiting guidance on this) school should contact 0800 952 1000 to gain Salford Public health advice on any additional action that is required, such as implementing elements of your outbreak management plan., NB A DfE helpline is also available 0800 046 8687 and selecting option 1</li> <li>Refer to the contingency framework.</li> </ul>	Y Y Y		
Infection transmissions within school rise	High	<p>The outbreak management plans should include:</p> <ul style="list-style-type: none"> <li>How the school would manage events</li> <li>The possibility of additional testing measures e.g. LFD testing of some staff and pupils</li> <li>The use of face coverings in communal areas</li> <li>Possible attendance restrictions</li> </ul>	Y Y	If there are suspected or confirmed cases of Omicron variant, all close contacts will self-isolate immediately and be asked to book a PCR test; advice from PHE will be followed	Low
Tracing close contacts and isolation		Tracing close contacts and isolation line removed			
<b>2. Control measures</b>					
<b>2.1 Ensure good hygiene for everyone</b>					
Pupils and staff forget to wash their hands regularly and frequently	High	<ul style="list-style-type: none"> <li>Face coverings to be worn by personal choice</li> <li>In primary schools, face coverings recommended for staff and adults (including visitors) when moving around corridors and communal areas.</li> <li>Comply with the Equality Act 2010 and make reasonable adjustments for disabled pupils and staff.</li> <li>Have a small contingency supply of face coverings available in school.</li> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> <li>Pupils should be encouraged where possible not to touch their faces or to put objects in their mouths.</li> </ul>	Y Y Y Y Y	All pupils wash/sanitisehandson entry to school each morningand throughout the day	Low

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Pupils may not observe respiratory hygiene	High	<ul style="list-style-type: none"> <li>Continue to promote the 'catch it, bin it, kill it' approach with all staff, pupils and parents.</li> <li>Continue to promote the e-Bug COVID-19 website. It contains free resources, including materials to encourage good hand and respiratory hygiene.</li> </ul>	Y Y	Tissues provided in each classroom and dialy checks and replenishment where necessary	Low
Use of personal protective equipment PPE is unclear	High	<ul style="list-style-type: none"> <li>Staff are clear that most schools will not require PPE beyond what they would normally need for their work.</li> <li>Adhere to the guidance on the use of PPE in education, childcare and children's social care settings which provides more information on the use of PPE for COVID-19.</li> <li>Ensure the guidance is understood and communicated to relevant staff.</li> </ul>	Y Y Y		Low
Provision of PPE for staff where required is not in line with government guidelines	M	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>Staff are reminded that wearing gloves is not a substitute for good handwashing.</li> <li>Ensure that 3<sup>rd</sup> party employers (e.g., catering and cleaning companies) have shared risk assessments with the school.</li> </ul>	Y Y Y Y		Low
<b>2.2 Maintain appropriate cleaning regimes, using standard products as detergents</b>					
Cleaning capacity is reduced	M	<ul style="list-style-type: none"> <li>An appropriate cleaning schedule is in place and maintained.</li> <li>Includes regular cleaning of areas and equipment (for example, twice per day using detergent and hot water followed by a chlorine based disinfectant solution), with a particular focus on frequently touched surfaces, e.g:                             <ul style="list-style-type: none"> <li>Toilets</li> <li>Door Handles/ Access Buttons</li> <li>Kitchen areas and associated equipment</li> <li>Water dispensers/ coolers</li> <li>Printers/ Photocopiers</li> <li>White Boards</li> </ul> </li> </ul>	Y Y	Cleaning resources available for the shared areas/photocopiers–sanitiser/wipes	Low

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		<ul style="list-style-type: none"> <li>- Play Equipment</li> <li>- Shared resources</li> <li>• PHE guidance on the cleaning of non-healthcare settings. <a href="https://www.gov.uk/government/guidance/covid-19-cleaning-of-non-healthcare-settings-outside-the-home">COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk)</a> is understood and communicated.</li> <li>• A work plan for cleaning staff (including any environmental cleans) is agreed with contracting agencies prior to opening.</li> <li>• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all frequently touched surfaces and welfare areas.</li> <li>• More frequent cleaning of rooms that are used by different groups.</li> <li>• Regular cleaning of toilets.</li> <li>• Working hours for cleaning staff are amended/increased if required.</li> <li>• Continue a culture of shared responsibility for keeping areas clean.</li> <li>• UKHSA guidance on the cleaning of non-healthcare settings <a href="https://www.gov.uk/government/guidance/covid-19-cleaning-of-non-healthcare-settings-outside-the-home">COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk)</a> is understood and communicated.</li> <li>• A work plan for cleaning staff (including any environmental cleans) is agreed with contracting agencies prior to opening.</li> <li>• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all frequently touched surfaces and welfare areas.</li> <li>• More frequent cleaning of rooms that are used by different groups.</li> <li>• Regular cleaning of toilets.</li> <li>• Working hours for cleaning staff are amended/increased if required.</li> <li>• Continue a culture of shared responsibility for keeping areas clean.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
<b>The use of water fountains increases the risk of transmission</b>	N/A	<ul style="list-style-type: none"> <li>• Water fountains to be sanitised/flushed regularly.</li> <li>• Signage to be put in place to prohibit face-to-tap drinking.</li> <li>• Water fountains are to be used ONLY to refill personal water bottles or containers.</li> </ul>	<p>NA</p> <p>NA</p> <p>NA</p>		
<b>Toilet areas are not kept clean and well stocked</b>	Medium	<ul style="list-style-type: none"> <li>• Pupils are reminded regularly on how the toilet facilities should be used and young children are supervised in doing so - building these routines into school culture.</li> <li>• The toilets and sinks are cleaned frequently.</li> <li>• Monitoring ensures a constant supply of soap, paper towels and toilet tissue.</li> </ul>	<p>Y</p> <p>Y</p>		Low



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		<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>	Y		
<b>Resources and equipment may not be cleaned frequently enough</b>	Medium	<ul style="list-style-type: none"> <li>Outdoor equipment to be regularly cleaned.</li> <li>Limit unnecessary sharing of resources as much as possible.</li> <li>Staff and pupils have their own pens and pencils and other such frequently used equipment.</li> <li>Classroom based resources such as books and games can be used and shared within the group. These should be cleaned regularly.</li> <li>Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).</li> </ul>	Y Y Y Y		Low
<b>Staff and reception areas cannot be cleaned thoroughly</b>	Medium	<ul style="list-style-type: none"> <li>Remove soft furnishings and items that cannot be regularly cleaned.</li> </ul>	Y		Low
<b>New and existing staff are not trained in new procedures, leading to risks to health</b>	M	<ul style="list-style-type: none"> <li>An updated staff handbook is issued to all staff.</li> <li>Induction and CPD programmes are in operation for all staff prior to reopening, and include:                             <ul style="list-style-type: none"> <li>Infection control including hand hygiene, respiratory hygiene and enhanced cleaning regimes.</li> <li>Changes to fire safety and evacuation procedures.</li> <li>Constructive behaviour management.</li> <li>Safeguarding.</li> <li>Risk management.</li> </ul> </li> </ul>	Y Y	Updated Fire Procedures circulated to all staff and all staff and fire drill for Autumn 2 carried out	Low
<b>2.3 Keep occupied spaces well-ventilated</b>					

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<p><b>Occupied spaces are not sufficiently ventilated</b></p>	<p>High</p>	<ul style="list-style-type: none"> <li>• Increase natural ventilation to all enclosed classrooms and workspaces by fully or partially opening windows, air vents and doors.</li> <li>• Do not prop open fire doors unless fitted with magnetic locks or manned.</li> <li>• Review HSE video to ensure all aspects have been considered <a href="https://youtu.be/hkK_LZeUGXM">https://youtu.be/hkK_LZeUGXM</a></li> </ul> <p>Any poorly ventilated spaces to be identified and steps taken to improve fresh air flow in poorly ventilated areas by:</p> <ul style="list-style-type: none"> <li>• Opening external windows and internal doors where it is safe to do so and they are not fire doors.</li> <li>• The use of mechanical ventilation systems that uses a fan to draw fresh air, or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</li> <li>• When holding events where visitors such as parents are on site, for example school plays use spaces that have adequate ventilation.</li> <li>• Purge / air room as frequently as possible by opening all doors and windows fully to maximise ventilation when the room is unoccupied and where possible between appointments.</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature consider:</p> <ul style="list-style-type: none"> <li>• opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing</li> <li>• Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> <li>• Maintain mechanical ventilation systems in accordance with the manufacturers' recommendations.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>NA</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Most windows are at high level. In cold weather open alternate windows in classrooms and on corridors.</p> <p>CO2 monitors arrived and have been distributed to classes and main office . Staff instructed to purge air in classrooms if monitor levels fall into red – poor.</p>	<p>Low</p>

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Use CO2 monitors to identify where ventilation needs to be improved.</li> </ul>			
<b>Use of shared spaces such as the hall, sports hall, dining hall</b>	Medium	<ul style="list-style-type: none"> <li>Shared indoor and outdoor spaces can be used, but arrangements should be in place for enhanced cleaning and hygiene.</li> <li>Maximise use of external areas for outdoor sports, ensuring sports equipment is thoroughly cleaned between each use by different groups.</li> </ul>	Y Y	Sports coaches to clean equipment between gym sessions. Possibly end the lesson earlier to allow for this.	Low
<b>2.4. Follow public health advice on testing, self isolation and managing confirmed cases of COVID-19</b>					
<b>An individual develops COVID-19 symptoms or has a positive test</b>	High	<ul style="list-style-type: none"> <li>Ensure pupils, staff and other adults follow public health advice on when to self-isolate and what to do <a href="https://www.nhs.uk">When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk)</a></li> <li>Ensure updated guidance is communicated to all stakeholders and understood.</li> <li>Pupils and staff do 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.</li> <li>Promote testing for staff and pupils who have symptoms in line with guidance.</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school.</li> <li>Pupils and staff displaying symptoms should go home as soon as possible avoiding the use of public transport and, wherever possible, pupils will be collected by a member of their family or household.</li> <li>If a pupil is awaiting collection, they are left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close</li> </ul>	Y Y Y Y Y Y	<p>Staff to wear PPE. Supervision, where possible, should be from outside the room (e.g. stay in the doorway)</p> <p>Follow guidance provided by PHE, including daily LFT tests in classes with confirmed cases and recommend PCR tests</p> <p>If there are suspected or confirmed cases of Omicron variant, all close contacts will self-isolate immediately and be asked to book a PCR test; advice from PHE will be followed.</p>	Medium

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		<p>contact is necessary, further information on this can be found <a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) (applies until Step 4) - GOV.UK (www.gov.uk)</a> .</p> <ul style="list-style-type: none"> <li>Any rooms they use should be cleaned after they have left.</li> <li>The index case and any unvaccinated adults in the household should follow the PHE <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</a></li> <li>The household (including any siblings) should follow the UKHSA stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.</li> </ul>	<p>Y</p> <p>Y</p>		
<b>Positive cases in class where staff are not double vaccinated pose a risk to health</b>	High	<ul style="list-style-type: none"> <li>School to request that all staff share their vaccination status to enable staff to be advised to isolate as appropriate should they be contacts of a positive case. If staff do not feel able to disclose this information this should be recorded.</li> </ul>	Y		Low
<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>	High	<ul style="list-style-type: none"> <li>Staff, pupils, and parents have received clear communications informing them of current government guidance and local authority process on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>		Low
<b>Medical rooms are not adequately equipped or configured to maintain infection control</b>	M	<ul style="list-style-type: none"> <li>Social distancing provisions and PPE where needed for personal care are in place for medical rooms.</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.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>		Low
<b>Secondary only Asymptomatic testing is not set up for the start of term</b>	N/A	<ul style="list-style-type: none"> <li>The importance of asymptomatic testing is communicated and understood by all stakeholders.</li> <li>All secondary school pupils (with parental consent) receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term.</li> </ul>	<p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p>		

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		<ul style="list-style-type: none"> <li>• Procedure and process are communicated, understood and followed by pupils, parents and staff.</li> <li>• Commence testing from 3 working days before the start of term and stagger return of pupils across the first week to manage this.</li> <li>• Staff are identified in Secondary schools to implement the governments on-site testing requirements and are fully trained.</li> <li>• Operational procedures are followed.</li> <li>• Pupils then continue to test twice weekly at home until the end of September, when this will be reviewed.</li> <li>• All schools have a Lateral Flow Testing risk assessment in place for the provision, supply and storage for home Lateral Flow Device Tests.</li> <li>• A small on-site LFD test centre should be maintained in secondary schools to allow for those unable to take LFD test at home on site.</li> <li>• Pupils and parents and carers understand the importance of twice weekly testing at home for pupils and all procedures are followed.</li> <li>• Home testing kits are available for all pupils with parental consent.</li> <li>• Pupils with a positive LFD test result should self-isolate in line with the stay at home guidance. They will also need to get a free PCR test to check if they have COVID-19.</li> <li>• Close contacts will be identified via NHS Test and Trace.</li> </ul>	<p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p> <p>Y/N/NA</p>		
<b>Secondary Only Pupils and parents are not aware of the schools plans to implement onsite testing (before the return to school in September)</b>	N/A	<ul style="list-style-type: none"> <li>• Parents of secondary age pupils are informed of the staggered start arrangements in place to accommodate the requirement for 2 on-site LFD tests for each child before they return to school in September.</li> </ul>	Y/N/NA		
<b>Asymptomatic testing for staff and pupils (secondary age) in specialist SEND settings, Alternative Provision, and SEND units is not established.</b>		<ul style="list-style-type: none"> <li>• The importance of asymptomatic testing is communicated and understood by all staff, pupils and parents</li> <li>• Encourage staff and secondary age pupils to undertake twice weekly home tests in line with government guidance until reviewed. Staff with a positive LFD test result should self-isolate in line with the stay at home guidance.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
<b>Asymptomatic testing for staff in mainstream schools line removed</b>					
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	High	<ul style="list-style-type: none"> <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.</li> <li>Pupils, parents, and staff are aware of what steps to take if they, or any member of their household, displays symptoms (no one with symptoms should attend a setting for any reason).</li> </ul>	Y  Y  Y		Low
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	High	<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> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders</li> </ul>	Y  Y  Y		Low
The NHS Test and Trace guidance in the workplace isn't adhered to	High	<ul style="list-style-type: none"> <li>Share the <a href="#">NHS Test and Trace workplace guidance</a> document with staff and governors.</li> <li>Follow the <a href="#">NHS Test and Trace workplace guidance</a>. Call the Self-Isolation Service Hub on 020 3743 6715 as soon as school are made aware that any of their workers have tested positive.</li> <li>Provide the 8-digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who tested positive, alongside the names of co-workers identified as close contacts during the infectious period. This will ensure that all workplace contacts are registered with NHS Test and Trace and can receive the necessary public health advice, including the support available to help people to self-isolate.</li> </ul>	Y  Y  Y		Medium
<b>3. Other considerations</b>					

Template operational risk assessment for school opening in January 2022

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
<b>3.1 CEV children</b>					
<b>Pupils with underlying health issues are not identified and so measures have not been put in place to protect them</b>	High	<ul style="list-style-type: none"> <li>CEV children and young people should attend their education setting unless they have been advised by their GP or clinician not to attend.</li> <li>Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>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.</li> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y Y Y Y	Update Medical Needs Register (Sept 21)	Low
<b>3.2 Admitting children into school</b>					
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	High	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced and updated regularly via email, text and the school's website.</li> </ul>	Y	A list of parents who cannot access emails/text message is kept in the office to ensure they receive all communications.	Low
<b>A parent wants a symptomatic pupil to attend school</b>	High	<ul style="list-style-type: none"> <li>Communicate to parents and carers, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19.</li> <li>Parents and carers are aware the decision would be carefully considered in light of all the circumstances and current public health advice.</li> </ul>	Y Y		Low
<b>3.3 Attendance</b>					
<b>Staff do not use the correct codes to record pupil absence</b>	Low	<ul style="list-style-type: none"> <li>School attendance is mandatory for all pupils of compulsory school age and it is priority to ensure that as many children as possible regularly attend school.</li> <li>This is communicated and understood by parents and carers.</li> <li>Staff code absences appropriately. Further guidance about the use of codes is provided in the school attendance guidance. <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91242/school-attendance-guidance.pdf">School attendance guidance (publishing.service.gov.uk)</a></li> </ul>	Y Y Y		Low
<b>3.4 Travel and quarantine</b>					





Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>• check if a vulnerable pupil is able to access remote education support</li> <li>• support them to access it (as far as possible)</li> <li>• regularly check if they are accessing remote education</li> <li>• keep in contact with them to check their wellbeing and refer onto other services if additional support is needed.</li> </ul>			
<b>3.6 Travel and quarantine</b>					
<b>Parents do not consider the possibility of quarantine when planning a holiday</b>		Travel legislation is communicated in a timely and effective way to parents and carers to help them understand that: <ul style="list-style-type: none"> <li>• All pupils travelling to England must adhere to travel legislation, details of which are set out in government travel advice. <a href="#">The Health Protection (Coronavirus, International Travel and Operator Liability) (England) Regulations 2021 (legislation.gov.uk)</a></li> <li>• Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.</li> </ul>	Y Y		Low
<b>3.7 Pupil wellbeing and support</b>					
<b>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>	Medium	<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/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>• Resources/websites and other sources of support to improve the mental health of pupils are provided.</li> </ul>	Y Y Y Y	P2B	Low
<b>Pupils and staff are grieving because of loss of friends or family</b>	High	<ul style="list-style-type: none"> <li>• The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>• Support is requested from other organisations when necessary.</li> </ul>	Y Y		Medium
<b>3.8 School workforce</b>					
Employees with additional risk factors and measures have not been put in place to protect them.		<ul style="list-style-type: none"> <li>• If staff were previously identified as CEV, they are advised to continue to follow the guidance contained in <a href="#">Coronavirus: how to stay safe and help prevent the spread - GOV.UK (www.gov.uk)</a></li> </ul>	Y		Low

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
(Additional risk factors are BAME, smoking, high blood pressure, obesity, age, disability, pregnancy)		<ul style="list-style-type: none"> <li>All members of staff with underlying health issues, those within vulnerable groups or those with extreme vulnerabilities have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.</li> <li>Whilst individual risk assessments are not required, employers are expected to discuss any concerns that people previously considered CEV may have.</li> <li>Staff may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice.</li> <li>Employees have had discussions with their line managers and provided with clear guidance specific for their needs based on their specialist or clinician advice..</li> <li>Employers will need to follow this specific guidance for pregnant employees. <a href="#">COVID-19 vaccination: a guide on pregnancy and breastfeeding - GOV.UK (www.gov.uk)</a> contains further advice on vaccination.</li> <li>Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers.</li> <li>You should also consider the needs of pregnant pupils.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
<b>Staff are reluctant to end social distancing measures in the workplace</b>	High	<ul style="list-style-type: none"> <li>Managers should communicate that it is no longer necessary to instruct people to work from home.</li> <li>Employers should be able to explain the measures they have in place to keep CEV staff safe at work.</li> <li>Staff are encouraged to maintain social distancing where possible.</li> <li>The Health and Safety Executive (HSE) guidance on <a href="#">protecting vulnerable workers</a>, including advice for employers and employees on <a href="#">how to talk about reducing risks in the workplace, has been shared with staff.</a></li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	Weekly reminders via email and staff meetings	Medium
<b>Staff take up of the vaccine is low</b>	High	<ul style="list-style-type: none"> <li>Managers are encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible, even during term time.</li> </ul>	<p>Y</p>	Continue to encourage unvaccinated staff re vaccine take up.	Low

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
<b>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</b>	Medium	<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. (e.g. Salford Wellbeing Programme)</li> </ul>	Y Y Y Y Y		Low
<b>Working from home can adversely affect mental health</b>	Medium	<ul style="list-style-type: none"> <li>Staff working from home due to self-isolation have regular catchups with line managers.</li> <li>Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.</li> <li>Appropriate work plans have been agreed with support provided where necessary.</li> <li>Staff working from home may help provide remote learning for any pupils who need to stay at home.</li> </ul>	Y Y Y Y	Work plans to be put in place for staff who may have to isolate.	Low
<b>The number of staff who are available is lower than that required to teach classes in school and operate effective home learning if needed</b>	High	<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>Full use is made of those staff who are self-isolating but who are well enough to plan/prepare/teach lessons online.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>Full use is made of testing to inform staff deployment.</li> <li>If any school has concerns about staffing capacity, then contact the LA or Trust Board</li> </ul>	Y Y Y Y Y		Low
<b>Pupils and staff are grieving because of loss of friends or family</b>	High	<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary.</li> </ul>	Y Y		Medium
<b>4. Operational issues</b>					
<b>4.1 Managing the school lifecycle</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
<b>Making progress with the school's autumn term calendar and future work plan considering of COVID-19 measures</b>	Low	<ul style="list-style-type: none"> <li>School calendar for the autumn term is rationalised and is informed by DFE expectations of a broad curriculum from the start of the Autumn term.</li> <li>Schools continue to build capacity to educate pupils remotely where this is needed.</li> <li>School recruitment continues as usual.</li> </ul>	Y Y Y		Low
<b>Pupils joining the next phase in their education do not feel prepared for the transition</b>	Medium	<ul style="list-style-type: none"> <li>A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition.</li> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts</li> <li>Induction days for pupils and parents are planned.                             <ul style="list-style-type: none"> <li>Primary and secondary schools work together within the Salford KS2-KS3 transition policy</li> </ul> </li> </ul>	Y Y Y Y		Low
<b>4.2 Educational visits</b>					
<b>Booked educational visits need to change or be cancelled with short notice</b>	Low	<ul style="list-style-type: none"> <li>Ensure that any new bookings have adequate financial protection in place.</li> <li>Visits coordinators are aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red.</li> <li>Visit coordinators are aware the travel lists may change during a visit and you must comply with international travel legislation and should have contingency plans in place to account for these changes.</li> <li>Visit coordinators communicate with the visit provider, commercial insurance company, or the Risk Protection Arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI)</li> <li>Undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment.</li> </ul>	Y NA NA Y Y Y	Office staff to follow up re coach bookings.  LA guidance regarding Christmas events to be followed(see section 5 below)	Low

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed <b>only if N is put by a bullet point</b>	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Follow the guidance <a href="https://www.gov.uk">Health and safety on educational visits - GOV.UK (www.gov.uk)</a></li> <li>Follow specialist advice from the Outdoor Education Advisory Panel (OEAP). <a href="https://oeapng.info">https://oeapng.info</a></li> <li>Visit coordinators communicate regularly with parents and carers to keep them informed</li> </ul>	Y Y		
<b>4.3 Wraparound provision and extra-curricular activity</b>					
<b>Providers do not adhere to guidance</b>	High	<ul style="list-style-type: none"> <li>The information on planning extra-curricular provision for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, has been communicated and is followed <a href="https://www.gov.uk">Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak (applies until Step 4) - GOV.UK (www.gov.uk)</a></li> </ul>	Y		Low
<b>4.4 Governance and policy</b>					
<b>Governors are not fully informed or involved in making key decisions</b>	Low	<ul style="list-style-type: none"> <li>Meetings (online or face-to-face) held with governors following the usual timetable</li> <li>Governing bodies are involved in key decisions</li> <li>Governors are briefed regularly on the latest government guidance and its implications for the school.</li> <li>Governors are briefed on the school's use of additional funding and approaches to catch up and the impact of these</li> <li>Governors are briefed on the school's decision making about the planned curriculum.</li> </ul>	Y Y Y Y		Low
<b>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b>	Low	<ul style="list-style-type: none"> <li>The governing body continues to meet as per statutory guidance and when key decisions need to be made, consider a blended approach of face-to-face and meetings via online platforms to ensure meetings are effective and well attended.</li> <li>Governing board meetings taking place face-to-face comply with the latest government guidance on reducing the spread of coronavirus,</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> </ul>	Y Y Y		Low

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			Y		
<b>4.5 Policy review</b>					
<b>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance, visits visitors and other policies are no longer fit for purpose in the current circumstances</b>	Medium	All relevant policies: <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Health and Safety</li> <li>• Fire Evacuation</li> <li>• Behaviour</li> <li>• Attendance</li> <li>• Visitors</li> <li>• Visits</li> </ul> have been revised to take account of government guidance (Schools operational guidance -updated 17/8/2021). Staff, pupils, parents and governors have been briefed accordingly. <ul style="list-style-type: none"> <li>• Safeguarding Leads (and deputies) are designated extra time during the first few weeks of term to support staff and pupils regarding new safeguarding and welfare concerns</li> </ul>	Y Y Y Y Y Y  Y	Revised policies shared with stakeholders in Autumn term 2020. To be updated and shared in Autumn 2021 (by Oct half term)	Low
<b>4.6 Communication strategy</b>					
<b>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</b>	Medium	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</li> <li>• Other partners including visitors</li> </ul>	Y Y Y Y Y Y		Low
<b>4.7 First Aid/Designated Safeguarding Leads</b>					

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<b>The lack of capacity / availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</b>	High	<ul style="list-style-type: none"> <li>• Ensure staff First Aid training is booked and accessed if First Aid Certificate has expired.</li> <li>• A programme for training additional staff is in place.</li> <li>• Collaborative arrangements for sharing staff with other schools in the locality have been agreed.</li> <li>• All relevant staff are aware of all pupils in school with relevant health conditions</li> <li>• Ensure good communication with school nurses.</li> </ul>	Y  Y  Y  Y		Low
<b>4.8 Review of fire procedures</b>					
<b>Fire procedures are not appropriate to cover new arrangements</b>	High	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to:                             <ul style="list-style-type: none"> <li>• Possible absence of fire marshals</li> <li>• No further need to maintain bubbles and follow social distancing measures during evacuation and at muster points</li> </ul> </li> <li>• Staff and pupils have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>• New arrangements are tested and amended if necessary</li> </ul>	Y  Y  Y  Y  Y	<i>FIRE DRILL: Thursday 9<sup>th</sup> September</i>	Low
<b>Fire evacuation drills - unable to stop applying social distancing</b>	High	<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place for early in the autumn which are in line with removing the need for maintaining bubbles and social distancing measures.</li> </ul>	Y		Low
<b>Fire marshals absent due to self-isolation</b>	High	<ul style="list-style-type: none"> <li>• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y	Additional Fire Marshalls to receive training	Low
<b>4.9 Managing premises on reopening after closure during the school holidays</b>					
<b>All systems may not be operational</b>	High	<ul style="list-style-type: none"> <li>• Government guidance is being implemented where appropriate.</li> <li>• All systems have been recommissioned.</li> </ul>	Y  Y		Low
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	High	<ul style="list-style-type: none"> <li>• All statutory compliance is up to date.</li> <li>• Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>	Y  Y		Low

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<b>4.10 Contractors working on the school site</b>					
<b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>	High	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) are set to continue.</li> <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>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>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		Low
<b>4.11 Free school meals</b>					
<b>Pupils eligible for free school meals do not continue to receive their entitlement if they are unable to attend (e.g. due to self-isolation or following clinical advice)</b>	Low	<ul style="list-style-type: none"> <li>A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school.</li> </ul>	Y		Low
<b>4.12 School transport</b>					
<b>Changes to bus schedules and timings of the school day adversely affect pupils' attendance and punctuality</b>	Low	<ul style="list-style-type: none"> <li>The details of how pupils will travel to and from school are known prior to opening.</li> <li>Effective liaison with bus companies.</li> <li>Parents informed of changes to drop off and pick up routines,</li> </ul>	<p>Y</p> <p>NA</p> <p>Y</p>	Liaise with SEN transport (taxi)	Low



5. Additional site-specific issues and risks					
• Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
Congestion at start/end of day at drop off and pick up times and transmission of Covid.	Medium	<ul style="list-style-type: none"> <li>To continue to use the two different gates/entrances to reduce the number of people entering/leaving school site at the same time.</li> <li>Parents/carers to be asked to continue to wear face covering when on school premises.</li> </ul>	Y		Low
Staff no longer socially distancing and potentially transmit Covid amongst staff resulting high staff absence (bearing in mind >10% staff have not received the vaccine)	High	<ul style="list-style-type: none"> <li>Staff to continue to socially distance where possible.</li> <li>Staff to wear face coverings where they can't socially distance from each other.</li> <li>Continue to use staff room and staff toilet arrangements as per the staff handbook.</li> <li>Staff who have not been vaccinated to keep a record of all contacts and where possible socially distance from children as well as staff and parents.</li> </ul>	Y Y Y Y		Low

**School Leadership Use Only**

<b>Approved by (Head Teacher/ Chair of Governors)</b>	David Nightingale Jenny Davis	<b>Date of Approval</b>	<a href="#">28/02/2022</a>
<b>Date Provided to Unions</b>	<a href="#">28/02/2022</a>	<b>Date of Review</b>	<a href="#">14/03/2022</a>