

## Trust risk assessment for school opening

Updated 4<sup>th</sup> December 2020

Area of review	Actions to control risk	Residual Risk Rating (H,M,L)	Areas of concern/ Outstanding actions
Health and safety	Ensure the Public Health System of (11) Controls (detailed below) has been reviewed. Ensure prevention measures 1-5 and 8 are in place and 6-7 where relevant. Ensure response to infection steps 9-11 are followed in every case where they are relevant.	Overall curriculum and timetabling risk rating is <b>low</b>	School plans incorporate the Public Health System of (11) Controls detailed below, including operational detail to minimise contact between defined 'bubbles'. This includes staggered start and finish times, staggered break and lunch times, and zoning of playground areas.  Most Trust schools have rated Health and Safety as a low risk. Bishop Chavasse School has rated this as medium risk, as they continue to review rotas for ongoing cleaning of shared areas through the
	Ensure consultation of risk assessment has taken place with staff		
	Ensure statutory site checks are carried out (see updated Guidance for School Opening <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc</a> ).		
	Commission cleaning of school using <a href="#">guidance on cleaning non-health care settings</a> - likely to include but not limited to toilets to be cleaned after each break and lunchtime, door handles, common equipment and vertical surfaces commonly touched cleaned more frequently, hand sanitiser at school entrance, lidded bins in every classroom		
	Review arrangements to ensure good ventilation. The updated Guidance for School Opening <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc</a> includes guidance and further links including suggestions to balance the need for increased ventilation while maintaining a comfortable temperature including: <ul style="list-style-type: none"> <li>opening high level windows in preference to low level to reduce draughts</li> </ul>		

	<ul style="list-style-type: none"> <li>• increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</li> <li>• rearranging furniture where possible to avoid direct drafts</li> </ul>		school day, and change external cleaning provider
	<p>Agree &amp; communicate to staff procedures should a child or adult fall ill with the coronavirus on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site (use DfE guidance on the system of controls as summarised in Annex A below, response to any infection points 7-9 <a href="#">here</a> and guidance on testing <a href="#">here</a>.)</p>		
	<p>Ensure there is a critical path decision making process/ contingency plan in case of the need for further closures, or scaling back operations, to address local infections (local lockdown guidance can be found <a href="#">here</a>)</p>		
	<p>For secondary schools in areas with local restriction tiers in ‘high alert’ or ‘very high alert’ face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. For secondary schools in local restriction tier 1: medium alert, headteachers have the discretion to require face coverings.</p> <p>For primary schools in any local restriction tier, headteachers have the discretion to ask staff or visitors to wear face masks, where social distancing is not possible in indoor areas outside of classrooms.</p>		
	<p>Minimise contact between individuals and maintain social distancing wherever possible using measures included in Annex A below as appropriate</p>		
	<p>Assess transport-related health and safety risks and how these can be mitigated. Children aged 11 and over must wear a face covering when travelling on dedicated transport to secondary school, unless exempt from wearing a face covering on public transport. Determine a queuing system at the school entrance/gate and a process for staff to manage pupil arrival and departure, to ensure they wash/sanitise</p>		

	their hands immediately on arrival and then go straight to their classroom. Limit external visitors to school during school hours. Determine arrangements for parents to come into school by appointment only, and ensure meetings take place at a safe distance.		
<b>Pupils and parents</b>	Assess parental confidence and ensure processes are in place to communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year, using Tenax letter template	<b>Overall pupils and parents risk rating is low</b>	All schools have rated this as a low risk.
	Children who remain in the clinically extremely vulnerable group should return to school from 2 <sup>nd</sup> December, in all local restriction tiers, unless they are under NHS or paediatric care and have been specifically advised by their GP or clinician not to attend an education setting. The government will write to families separately to inform them if clinically extremely vulnerable children are advised to shield and not attend school. Schools should immediately offer access to remote education where a pupil is unable to attend school because they are complying with clinical or public health advice. Children who live with someone who is clinically extremely vulnerable, but are not clinically extremely vulnerable themselves, should attend school.		
	Ensure appropriate support and arrangements are in place for pupils with EHC plans		
	Ensure that pupils most at risk of disengagement/most in need of additional support are identified and support is in place		
	Audit wider family services supporting mental health, bereavement, domestic violence etc in order to be able to signpost/refer families where required (Public Health England has published <a href="#">guidance on supporting children and young people's</a>		

	<a href="#">mental health, Every Mind Matters</a> and <a href="#">advice for groups with specific mental health needs</a> )		
<b>Workforce and HR</b>	<p>Individuals who are deemed clinically extremely vulnerable will have been identified through a letter from the NHS or a specialist doctor.</p> <p>All staff can continue to attend school in all three local restriction tiers. Under local restriction tier 3, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff. In future, the government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.</p> <p>Identify those staff who may be at increased risk from COVID (eg clinically extremely vulnerable, clinically vulnerable inc pregnant woman; BAME, aged 60+)</p> <p>Carry out individual staff risk assessments as required for those staff expected to return to school who may be at increased risk from COVID-19 (as above) as per Tenax template</p> <p>In light of this assessment, consider the roles more vulnerable staff may be deployed &amp; any additional protection measures needed to reduce risk of infection</p>	<b>Overall workforce and HR risk rating is low</b>	All schools have rated this as a low risk. Individual risk assessments are updated for staff, in response to guidance
	Confirm government advice of use of PPE (ie when administering first aid to symptomatic pupils) is to be followed and any wearing of PPE in excess of guidance is recorded on individual risk assessment		
	Consider use of supply teachers if necessary and applicable in your circumstances		
	Determine whether additional staff training Consider what arrangements might be put in place for staff wellbeing		
	Consider whether designated safeguarding leads (and deputies) are provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the		

	handling of referrals to children social care and other agencies where these are appropriate		
<b>Curriculum and timetabling</b>	Prepare plans for identifying the most important missed knowledge and how this will be covered, within a broad curriculum in all subjects Ensure the curriculum remains broad and ambitious and that all pupils continue to be taught a wide range of subjects	<b>Overall curriculum and timetabling risk rating is low</b>	All schools have rated this as a low risk.
	Ensure that there is a staffing plan and timetable including any special arrangements where necessary and practicable e.g. staggered starting and ending times of the school day, drop off and collection and/or break and lunch arrangements		
	Plan how remote education will be offered where a class, group or small number of pupils need to self-isolate, or where there is a local lockdown (online learning resources <a href="#">here</a> , Oak National Academy <a href="#">here</a> , technology support <a href="#">here</a> , guidance for parents on supporting home learning <a href="#">here</a> , guidance for parents of children with SEND to support home learning <a href="#">here</a> and EEF best evidence in remote learning can be found <a href="#">here</a> - there is also a <a href="#">summary</a> of findings and a <a href="#">toolkit</a> to support home learning. DfE has also published case studies using various methods to <a href="#">adapt the curriculum for remote education</a> to best meet the needs of pupils and <a href="#">adapt teaching practice for remote education</a> and <a href="#">keep pupils engaged</a>		
	Review how physical education, sport and physical activity will be provided whilst following the measures in the school's system of controls, taking account government guidance <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</a>		

	<p>Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p> <p>Schools are able to work with external coaches, clubs and organisations for curricular activities where they are satisfied that it is safe to do so.</p>		
	<p>Schools should be working to resume all their breakfast and after-school provision and can consult guidance provided in planning extra-curricular provision.</p> <p><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/protective-measures-for-out-of-school-settings-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/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p> <p>Schools and external providers should seek to keep children in small consistent groups with the same children each time, as far as this is possible.</p>		Overall policies and procedures risk rating is <b>low</b>
<b>Policies and procedures</b>	<p>Consider whether enhanced safeguarding and welfare provision needs to be put in place – plan for the potential increase in disclosures and welfare needs including mental health</p> <p>Adopt &amp; publish on website COVID19 annexes for following policies:</p> <ul style="list-style-type: none"> <li>- Child protection and safeguarding (Tenax template being reviewed to see if needs updating for SEPT)</li> <li>- Attendance (Tenax template being UPDATED FOR SEPT)</li> <li>- Behaviour (inc Exclusions)</li> <li>- First Aid procedures</li> </ul> <p>Review Pastoral/Welfare procedures</p>		

	Review, amend & communicate evacuation procedures and schedule fire drill for first week of return		
<b>School kitchens, supply chains and contracts</b>	<p>Agree plans to reopen school kitchens and request caterers to evidence compliance with the <a href="#">guidance for food businesses</a> on COVID-19 and a risk assessment</p> <p>Reactivate and amend catering and/or cleaning contracts, and ensure suppliers bring staff out of furlough where necessary if this has not already been done</p> <p>Reactivate supply chains if this has not already been done</p> <p>Check suppliers know and understand the system of controls and hygiene arrangements</p> <p>Ensure any hirers of school facilities or external providers returning have communicated arrangements &amp; provided risk assessment</p> <p>Agree approach to any scheduled or ongoing building works in relation to safety</p>	<b>Overall school kitchens, supply chain and contracts risk rating is low</b>	Schools working to restore hot lunches on a reduced menu basis.
<b>Comms</b>	<p>Agree &amp; deliver plan to take staff through new arrangements (using Tenax training materials and any school specific procedures) including but not limited to:</p> <ul style="list-style-type: none"> <li>• Arrangements for keeping staff and pupils safe</li> <li>• Staff deployment and attendance expectations</li> <li>• Curriculum and timetabling</li> <li>• Workload and wellbeing</li> <li>• Training</li> </ul> <p>Arrange regular opportunities to get feedback from staff on new arrangements</p> <p>Plan and agree communications to parents/carers so that they know arrangements (using Tenax template letters, publish on school website)</p>	<b>Overall comms risk rating is low</b>	

## Annex A: The Public Health System of Controls

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc>

The system of *eleven* controls is the set of actions schools **MUST** take, grouped into ‘prevention’ and ‘response to any infection.’ If you follow the guidance set out here, you will effectively reduce risks in the school or groups of schools and create an inherently safer environment.

<p><b>The system of controls:</b> <b>PREVENTION: STEPS TO TAKE</b></p> <p>Numbers 1 to 5 and number 8 must be in place in all schools, all the time.</p> <p>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances (see further detail in the guidance)</p> <p>Number 7 applies in specific circumstances</p>	<p><b>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b></p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home. Put in place a procedure for anyone becoming unwell.</p>
	<p><b>2) Where recommended (see above) the use of face coverings in schools</b></p>
	<p><b>3) Clean hands thoroughly more often than usual</b></p> <p>Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly:</p> <ul style="list-style-type: none"> <li>● After coming into school</li> <li>● After sneezing or coughing</li> <li>● Before and after handling or eating food</li> <li>● After going to the toilet</li> </ul> <p>Ensure there are enough hand washing or hand sanitiser stations available</p> <p>Put in place supervision of hand sanitisers given risks around ingestion</p>
	<p><b>4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</b></p> <p>Promote the ‘catch it, bin it, kill it’ approach, e.g. by providing tissues, bins, posters</p>
	<p><b>5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></p> <ul style="list-style-type: none"> <li>● Read PHE’s COVID-19: <a href="#">cleaning of non-healthcare settings guidance</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal</li> <li>• Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas</li> <li>• Plan for the daily removal and safe disposal of rubbish</li> <li>• Schedule frequent cleaning of resources (e.g. books, toys) shared within groups</li> <li>• Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups</li> <li>• Purchase additional standard cleaning equipment if needed</li> </ul> <p><b>6) Minimise contact between individuals and maintain social distancing wherever possible</b></p> <ul style="list-style-type: none"> <li>• Plan group sizes</li> <li>• Revise timetables to accommodate groups and minimise movement between classrooms, where possible</li> <li>• Where possible, stagger start, break, lunch and finish times</li> <li>• Cancel large gatherings, such as assemblies and staff meetings</li> <li>• Revise extra-curricular offer to minimise mixing between groups</li> <li>• Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems</li> <li>• Divide playground to minimise mixing between groups</li> <li>• Plan arrangements for drop off/collection and communicate these to parents</li> <li>• Plan measures for lunchtimes, including: <ul style="list-style-type: none"> <li>○ Managing lunch queues</li> <li>○ Reconfiguring dining spaces</li> <li>○ Communicating new arrangements to catering suppliers and lunchtime supervisors</li> </ul> </li> </ul> <p><b>7) Where necessary, wear appropriate personal protective equipment (PPE)</b> Put in place a PPE policy that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school and where a pupil already has routine intimate care needs that involve the use of PPE.</p> <p><b>8) Always keeping occupied spaces well ventilated (see above)</b></p>
<b>The system of controls:</b>	<p><b>9) Engage with the NHS Test and Trace process</b> Ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they or their child are displaying symptoms</li> </ul>

<p><b>RESPONSE TO INFECTION: STEPS TO TAKE</b></p> <p>Numbers 9 to 11 must be followed in every case where they are relevant</p>	<ul style="list-style-type: none"> <li>• provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</li> </ul> <p>Use the test kits sent to schools where an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. See <a href="#">Coronavirus (COVID-19): test kits for schools and FE providers</a>.</p> <hr/> <p><b>10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p> <p>Put in place procedures to manage suspected/ confirmed cases</p> <p>Read process for dealing with symptomatic pupils</p> <p>Read procedure for dealing with a suspected outbreak</p> <p>Identify a room that symptomatic pupils will wait in until parents collect them, ideally with:</p> <ul style="list-style-type: none"> <li>• A door you can close</li> <li>• A window for ventilation</li> <li>• A separate bathroom (either attached to the room or nearby)</li> </ul> <p>Plan staff training on the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take in the event of an outbreak</p> <p>Schools can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice.</p> <p>Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</p> <hr/> <p><b>11) Contain any outbreak by following local health protection team advice</b></p> <p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.</p>
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