

## Covid-19 : Operational Risk Assessment: March 2021

**NOTE : A risk assessment is a dynamic document that should be reviewed and adjusted regularly. This version identifies some changes to earlier versions to support full reopening from 8th March. All changes are coloured RED for ease of incorporation into your existing running operational risk assessment . YOU DO NOT NEED TO REWRITE THE WHOLE RISK ASSESSMENT**

**Relevant gov.uk documents:**      **Schools Coronavirus (Covid-19) - Operational Guidance Feb 21**  
   **Safe working in education** - preventing and controlling infection

### **System of Controls as defined in gov.uk guidance**

#### **Prevention:**

- minimising contact with individuals who are required to self-isolate by ensuring they do not attend the school
- ensuring face coverings are used in recommended circumstances
- ensuring everyone is advised to clean their hands thoroughly more often than usual
- ensuring good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach
- maintaining enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents
- consider how to minimise contact between individuals and maintain social distancing wherever possible
- keep occupied spaces well ventilated

#### **Response to any infection:**

- Promote and engage with NHS Test and Trace process
- Manage and report confirmed cases of Covid-19 amongst the school community
- Contain any outbreak by following local health protection team advice

<p><b>Activity – Risk assessment for full opening. To be adapted by each Academy to reflect local specifics. Document to be read in conjunction with the TEFAT Full Opening Guidance. This is a dynamic risk assessment and will need to be reviewed by each Academy weekly.</b></p>			
Hazard	Control measures	Further Actions / school specific	Assessed by school Y/N By whom?
ROUTINE BUILDING RELATED TASKS FOLLOWING LONG PERIOD OF CLOSURE			
<b>Building safety issues</b>	<p><b>Routine checks as would normally be followed after lengthy closure:</b></p> <ul style="list-style-type: none"> <li>● <b>Legionella</b> flushing, routine temperature testing and appropriate disinfection undertaken if necessary</li> <li>● <b>Fire</b> doors, alarm call points, emergency lighting tested and functional</li> <li>● Site and building <b>safety checks</b></li> <li>● <b>Catering equipment</b> checked and run on full clean cycle</li> </ul>	Are all of these necessary as school has not been closed?	
<b>Fire safety issues</b>	<ul style="list-style-type: none"> <li>● Pre opening <b>fire safety</b> checks completed (per above)</li> <li>● <b>Fire evacuation</b> procedures reviewed &amp; communicated</li> <li>● <b>Fire drills</b> planned &amp; executed</li> <li>● <b>Fire marshalls</b> identified &amp; trained on evacuation strategy</li> </ul>	Updated fire evacuation plan procedures shared with staff	Staff handbook - SH

PRE OPENING ROOM PREPS			
<p><b>Infection Control</b></p>	<p>Cleaning and Hygiene</p> <ul style="list-style-type: none"> <li>● Take water fountains out of use</li> <li>● <b>PPE Policy</b> covering use, specification, disposal and storage of used face masks or coverings.</li> <li>● All staff refresher of PHE PPE video</li> <li>● PPE supplies, in line with TEFAT PPE policy</li> <li>● <b>Visitor sign in</b> arrangements to be reviewed to ensure no shared pen &amp; antiviral wipes for touchscreens</li> <li>● <b>Lidded bins</b> provided across the school and a regime of regularly emptying</li> <li>● Signage displayed in key areas reinforcing <b>handwashing and respiratory hygiene</b></li> </ul> <p>Social distancing measures</p> <ul style="list-style-type: none"> <li>● TEFAT Social Distancing Policy</li> <li>● Assess spatial restrictions to be applied to office areas to achieve 2m distancing /non facing layouts</li> <li>● Implement <b>arrival and departure arrangements</b> for parents to reduce simultaneous arrivals / departures to site - consider staggered timings, different routes in, parent drop off protocols</li> <li>● Encourage parents to wear face coverings when dropping off/collecting particularly where social distancing between parents is failing</li> </ul>	<p>Billesley site Pre-opening checklist Cleaning Schedule</p> <p>Clean as you go</p> <p>Car park risk assessment</p> <p>Visitors in school guidance</p> <p>Contractors / visitors checklist at reception</p> <p>PPE Policy</p>	<p>Clean as go - staff handbook - SH</p> <p>Visitors in school - Staff handbook - SH</p> <p>PPE policy - staff handbook - SH</p> <p>Social distancing policy - SH /SH</p>

	<ul style="list-style-type: none"> <li>• Communicate arrangements with staff and parents</li> <li>• Establish <b>visitor control protocol</b> to minimise visits to essential only (encourage parents to phone/email with any issues)</li> <li>• Configure <b>reception desk</b> to maintain social distancing. Temporary screen installed where no current provision</li> </ul>		
<b>OPERATIONAL - Infection Control</b>			
<b>Symptomatic people in school</b>	<ul style="list-style-type: none"> <li>• Reinforce protocols to staff and parents re not attending school if they, or a member of their household have <b>Covid-19 symptoms</b>, or have tested positive in the last 10 days</li> <li>• Or if they have been contacted by the NHS Test and Trace system and advised to isolate</li> <li>• All staff briefed on being <b>vigilant</b> to look out for symptoms in children arriving and through the day.</li> <li>• Procedure in place for <b>managing symptomatic</b> adult or child in school as per TEFAT Infection Control Policy</li> <li>• Identified ventilated hygiene / <b>isolation spaces</b> to “hold” symptomatic child pending collection (This should be outside the main office on the picnic table when weather permits or small meeting room during poor weather)</li> </ul>	<p>Staff Health and Safety</p> <p>Circumstances guidance</p> <p>Burst Bubble Protocol</p>	<p>Burst bubble protocol - SH/SH</p> <p>INfection control - SH/SH</p>
<b>Asymptomatic testing of staff</b>	<ul style="list-style-type: none"> <li>• Staff briefed and encouraged to use LFDs for home testing, and kits regularly issued to support twice weekly testing</li> </ul>	<p>Staff have received CPD - here</p> <p>Remind staff in briefing to see Ciara</p>	<p>Lateral flow testing - SH/SH</p>

	<ul style="list-style-type: none"> <li>Data on kits issued and results returned are held securely and confidentially</li> </ul>	when they need to refresh supplies.	
<p><b>Engagement with NHS Test &amp; Trace process</b></p> <p><i>“Schools must ensure they understand the NHS T&amp;T process”</i></p>	<p><b>Staff and parents/carers made aware of requirement to :</b></p> <ul style="list-style-type: none"> <li>book a test if symptomatic and follow stay at home guidance as appropriate</li> <li>Provide details of anyone they have been in close contact with if test positive</li> <li>Use the home testing kit supplied by the school in line with instructions</li> <li>self-isolate 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> <li>Inform school of results (evidence should not be requested) - and follow PHE guidance in respect of self isolation</li> </ul>		SH/ SH
<p><b>Cleaning and Hygiene</b></p> <p><i>“Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products”</i></p>	<p><b>Refer to TEFAT Cleaning Guidance</b></p> <ul style="list-style-type: none"> <li><b>Regular cleaning</b> of spaces, sports/play equipment and teaching resources based upon an assessment of the cleaning needs for each space / item</li> <li>All teaching rooms have <b>hygiene boxes</b> and protocol displayed for “clean as you go”</li> <li>Protocol in place for <b>daytime clean</b> of toilet and other shared areas, including contact points</li> <li>Protocol in place for effective <b>end of day</b></li> </ul>	<p>Cleaning staff working hours staggered to give daytime cover</p> <p>Place a copy of the COSHH data sheet for products in the Hygiene box for ease of reference</p> <p>Handwashing: On arrival Returning from breaks Changing rooms</p>	Updated staff handbook with handwashing

	<p><b>routine clean</b> (see guidance)</p> <ul style="list-style-type: none"> <li>● Proactive arrangement for regular <b>handwashing and good respiratory hygiene</b> for all staff and children</li> <li>● Protocol in place to manage risk of <b>ingestion of hand sanitiser</b></li> <li>● Protocol in place for <b>children’s belongings</b> (coats, bags, water bottle, etc)</li> <li>● <b>Lidded bins</b> in all rooms for used tissues, emptied regularly</li> <li>● Protocol established for managing potentially <b>contaminated waste</b></li> <li>● Windows and doors opened to increase air circulation</li> </ul>	<p>Before and after eating Before leaving</p> <p>Supervision during use of sanitiser, or use skin cleaning wipes instead</p> <p>Open windows and doors fully periodically throughout the day - ideally every 90mins for at least 15 minutes</p> <p>Review uniform requirements to support children wearing an extra layer, enabling windows to remain open</p>	
<p><b>Social Distancing</b></p> <p><i>“Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum”</i></p>	<ul style="list-style-type: none"> <li>● <b>Bubbles</b> : Establish consistent pupil groupings, staffing arrangements, activities to maintain distancing, with no switching between groups</li> <li>● <b>Minimise staff movement</b> between bubbles and where unavoidable, maintain 2m distancing if possible</li> <li>● Where social distancing between adults is not possible, staff and adult visitors are recommended to wear face coverings</li> <li>● <b>Avoid gatherings</b> of more than one group</li> <li>● <b>Staggered start / finish times:</b> Meet and greet arrangements : staff / pupils / parents</li> <li>● School transport arrangements achieve social distancing compliance / encourage to</li> </ul>	<p>NOTE: Face visors or shields should not be worn as an alternative to face coverings (they may protect against droplet spread but are unlikely to be effective in reducing aerosol transmission when used without a face covering).</p>	<p>Updated staff handbook</p>

	<p>walk/cycle</p> <ul style="list-style-type: none"> <li>● Staggered <b>lunch</b> and break times</li> <li>● <b>Staffroom provision</b> dispersed to minimise numbers using one space</li> </ul>		
<p><b>Arriving and departing the school site</b></p> <p><i>“..schools should consider staggered starts or adjusting start and finish times to keep groupings apart”</i></p>	<ul style="list-style-type: none"> <li>● <b>Stagger arrival and departure times</b></li> <li>● Implement measures to <b>avoid parents gathering</b> in one area and encourage parents to wear face coverings when dropping off/collecting particularly where social distancing between parents is failing</li> <li>● Local protocols for <b>safe removal and storage or disposal</b> of individuals’ face coverings used for travelling to and from school</li> </ul>	<p>RA for site exit via the car park</p> <p>AG to remove any contaminated waste</p>	
<p><b>Classroom arrangements</b></p> <p><i>“Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face contact...”</i></p>	<ul style="list-style-type: none"> <li>● <b>Social distancing</b> applied <u>where possible</u>:</li> <li>● Adults 2m distance from each other and from children</li> <li>● Adults avoid close face-to-face contact and minimise the time spent within 1m of anyone.</li> <li>● Support children to maintain distance and not touch staff and their peers</li> <li>● <b>Adapt seating</b> to avoid face to face</li> <li>● Maximise ventilation as much as the space permits by keeping a number of windows open at all times and opening all available doors and windows at regular (90minute) intervals throughout the day</li> </ul>	<p>Social Distancing Policy</p> <p>Clean as you go protocol</p> <p>Pupils have own equipment</p>	<p>Updated staff handbook</p>

<p><i>“.. there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting.”</i></p>	<ul style="list-style-type: none"> <li>● Frequently used equipment such as pens/pencils should <b>not be shared</b></li> <li>● Resources such as books and games can be shared within a bubble but should be <b>cleaned</b> frequently</li> <li>● Pupils to limit the amount of equipment they bring into school to essentials such as a lunch box, coat, book, stationery, this can be in a bag</li>   <li>● PE : prioritise outdoor sport</li> <li>● Indoor PE in large spaces to maximise distancing</li>   <li>● Music: singing, playing brass or wind instruments to be outside or, if inside, in small groups of less than 15 and arranged to avoid face to face. Instruments not to be shared.</li> </ul>		
<p><b>Use of PPE</b> <i>“The majority of staff .. will</i></p>	<ul style="list-style-type: none"> <li>● PPE Policy aligns with gov.uk guidance and is updated to reflect recommendation that adult</li> </ul>	<p>Safe use of PPE</p>	



<p><i>not require PPE beyond what they would normally need for work.”</i></p>	<p>visitors and staff who are unable to socially distance (eg in communal areas) should wear face coverings</p> <ul style="list-style-type: none"> <li>• Staff <b>refresh</b> / trained (via PHE Video) on safe use of PPE</li> <li>• Ensure <b>adequate PPE supplies</b> maintained on site</li> <li>• Local protocols for <b>safe removal and storage or disposal</b> of individuals’ face coverings</li> </ul>	<p>Staff to advice CC when/if stocks are low</p>	
<p><b>Managing toilets</b>  <i>“Different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils.. Encouraged to clean their hands ...”</i></p>	<ul style="list-style-type: none"> <li>• <b>Designated toilets</b> per group or groups where possible (not essential)</li> <li>• Regime of regular <b>cleaning</b> pre, post and during school day</li> <li>• Consider displaying a <b>log of cleaning</b> in the space</li> </ul>	<p>Cleaning schedule  toilet rota,  Signed weekly record of cleaning  AG/SW</p>	<p>Updated staff handbook</p>
<p><b>Managing circulation areas</b></p>	<ul style="list-style-type: none"> <li>• Timetabling to ensure <b>minimal need to move</b> between class base and other areas</li> <li>• Implement <b>one way system</b> along corridors, where appropriate / achievable - <b>STICK TO THE LEFT.</b></li> <li>• One way system on site for parent drop off and pick up</li> </ul>		<p>Updated staff handbook</p>
<p><b>Managing teaching resources / equipment</b></p>	<ul style="list-style-type: none"> <li>• No <b>sharing of frequently used</b> equipment eg pens, pencils</li> <li>• Shared resources (books, games etc) to be regularly cleaned</li> <li>• Sports equipment cleaned between uses</li> <li>• Resources shared between bubbles to be meticulously cleaned or taken out of use for 48</li> </ul>	<p>Pupils have their own equipment to remain on desks.  No pencil cases from home.  Parent Handbook</p>	<p>Updated staff handbook</p>

	hours (72 hours for plastics) between use by different bubbles		
<p><b>Managing school meals</b></p> <p><i>“..kitchens will be fully open from the start of the autumn term..”</i></p>	<ul style="list-style-type: none"> <li>Consider lunchtime <b>timings</b> and arrangements to avoid bubbles conflicting</li> <li><b>Cleaning</b> regime for dining room after each bubble serving</li> </ul>	Timings for lunchtime	Staff handbook - SH
<p><b>Managing Wraparound care</b></p> <p><i>“Schools should consider resuming any breakfast and after-school provision, where possible..”</i></p>	<ul style="list-style-type: none"> <li>Children to be kept within their bubble if possible or establish <b>small consistent groups</b></li> </ul>	<p>CC and RH meeting DJ next week RH has redesigned the form <a href="#">here</a> for both before and after. Confirm and send out next week Confirm pick up times for after school club Discuss with AG Confirm staffing and numbers</p> <p>Breakfast club to be table based in bubbles.</p> <p>After school club: divided into four consistent groups to allow for social distancing. P</p>	RH update STaff handbook link
<p><b>Visitors, Visiting Professionals and Contractors on site</b></p> <p><i>“Supply staff and other temporary workers can move between schools, but</i></p>	<ul style="list-style-type: none"> <li>Maintain <b>record</b> of all visitors to site</li> <li><b>Minimise to essential</b> &amp; pre arranged only - No entry without prior agreement</li> <li><u>Instructions given in advance on <b>site specific</b> arrangements covering social distancing</u> face coverings, entry hygiene arrangements, avoiding contact with bubbles</li> </ul>	<p><u>Visitors on Site NOPS</u></p> <p><u>Guidance cards</u></p>	

<p><i>...minimise the number of visitors where possible”</i></p>	<ul style="list-style-type: none"> <li>• Arrival and departure times to fall outside of pupil timings where possible</li> <li>• <b>Check contractor company Covid-19 risk assessments</b> and method statements and align with academy operational risk assessment - Trust review and approval of contractor risk assessments required</li> <li>• Normal safer recruitment requirements for contractors/regular visitors apply</li> </ul>		
<p><b>Contaminated Waste Management</b></p>	<ul style="list-style-type: none"> <li>• Follow gov.uk guidance:</li> <li>• Designated space established for storing of potentially contaminated waste, pending testing results</li> <li>• Confirmed contaminated waste held for 72 hours before normal disposal</li> </ul>	<p>BSS exterior storage hut.</p> <p>BSS to move contaminated waste for disposal in school bins.</p>	
<p><b>Emergency evacuation / lockdown</b></p>	<ul style="list-style-type: none"> <li>• Fire escape doors operational and emergency exits unobstructed</li> <li>• Whilst social distancing should be observed as much as possible, in an emergency, the priority is to instigate the prescribed process (evacuation or lockdown) as quickly as possible</li> <li>• Evacuation and lockdown processes refined to take account of revised class organisation and site adjustments</li> <li>• Fire drills take place periodically</li> <li>• PEEPs revised and adapted to suit revised fire strategy</li> </ul>	<p>Fire emergency procedures revised <u>plan</u></p> <p>Lockdown Procedures</p> <p>Review <u>PEEPs</u> for identified children and shared with staff.</p>	<p>Staff handbook updated</p>
<p><b>First Aid</b></p>	<p>Administering first aid to children whilst ensuring social distancing:</p> <ul style="list-style-type: none"> <li>• Where appropriate, children should be</li> </ul>	<p>JW to ensure all classes have an up to date first aid box</p>	<p>Staff handbook updated</p>

	<p>supported from a 2m distance to address their own first aid needs (applying cold pack, antiseptic wipe, plaster etc)</p> <ul style="list-style-type: none"> <li>• Where younger children are involved, or greater invention is required resulting in 2m distancing not being achievable, first aider to work side by side not face to face with child, appropriate PPE to be used dependent upon situation.</li> <li>• Where child is symptomatic, full PPE of disposable apron, disposable gloves and face mask to be worn. Visor / goggles to be worn if first aider is at risk of bodily fluids entering eyes.</li> <li>• First Aider to wash hands for at least 20 seconds following contact</li> <li>• All surfaces / contact points to be antiviral cleaned</li> </ul>		
<b>Managing educational visits</b>	<ul style="list-style-type: none"> <li>• No residential visits</li> <li>• Non residential visits to be subject to specific risk assessment</li> </ul>		
<b>Pupil behaviour / needs</b>	<ul style="list-style-type: none"> <li>• Identify amendments to existing risk assessments that need to be in place for identified pupils</li> <li>• Ensure recently identified 'vulnerable pupils' have a risk assessment in place which is shared with appropriate staff and subject to regular review</li> <li>• Where possible allocating dedicated staff to care for individual pupils where personal care is needed</li> </ul>	<p>Complete and regularly review:</p> <p>Generic Risk Assessment for Vulnerable Pupils</p>	

<p><b>Staffing availability</b></p>	<ul style="list-style-type: none"> <li>• Identify staff requirements and availability</li> <li>• Refer to Staff Health &amp; Circumstances Guidance Feb 21 for guidance on which employees <b>must</b> work from home and which are higher risk to be to work and steps required</li> <li>• Ensure you ask every staff member to advise you if they receive notification they are on the new Shielders List or have any additional risks associated with their health or circumstances using the definitions on page 1 of the employee risk assessment for guidance</li> <li>• Complete an individual risk assessment for each employee with any additional risks using the employee risk assessment form or review and update the original risk assessments noting that the guidance for individuals previously advised to shield has been paused</li> <li>• Remind all staff to update you of any changes to their health or circumstances on an ongoing basis</li> <li>• Ensure you discuss and complete an employee risk assessment in advance for any new staff joining you or for staff returning from maternity leave, long term sick leave etc</li> </ul>	<p>NB - essential sufficient leadership, first aiders, fire marshalls, DSLs, SENDCo, premises team, cleaners</p>	
<p><b>Staff communications</b></p>	<ul style="list-style-type: none"> <li>• Ensure all staff attending school are aware of arrangements in advance of opening and any revisions to arrangements on an ongoing basis</li> </ul>	<p>UPDATED COVID-19 Guidance Acknowledgement Form</p> <p>Include contract cleaners / caterers in site specific training, protocols, policies etc</p>	
<p><b>Staff wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Use of Trust guidance for supporting pupils in</li> </ul>		<p>Staff handbook</p>

	<p>school Bereavement Guidance and Resources Pack</p> <ul style="list-style-type: none"> <li>• Access to safeguarding supervision through the Safeguarding SIG (case study discussions) or individual supervision (external source)</li> <li>• Regional SEND support for SENCOs - Lon and WM regional role, EA Education Psychologist</li> <li>• Coaching to be provided for middle leaders focussed on leadership skills to support teams</li> <li>• Online wellbeing resources available</li> <li>• Use of established wellbeing champions and HR leads in schools</li> </ul>		updated
<b>Pupil wellbeing</b>	<ul style="list-style-type: none"> <li>• Trust guidance for supporting pupils in school <u>Bereavement Guidance and Resources Pack</u></li> <li>• Strategies and ideas for supporting pupils shared at Safeguarding SIG and Vulnerable Pupil SIG</li> <li>• Regional SEND support for SENCOs - Lon and WM regional role, EA Education Psychologist</li> <li>• Individual pupil risk and mitigation for safety and learning identified through: <u>Generic Risk Assessment for Vulnerable Pupils</u></li> <li>• Vulnerable pupil safe and well checks in place following guidance: <u>TEFAT Safeguarding Risk Assessment - Home Visits</u></li> </ul>		Staff handbook updated

Signed on behalf of the Academy

Name



Date

4.3.21

Signed on behalf of TEFAT

Name



Date 4.3 21

