

COVID-19: Operational Risk Assessment and Action Plan template for schools March 2022

School name:	Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Wessex Gardens Primary School	Ruth Charteris Business Leader	22/03/3022	7 th June 2022	Staff, pupils, parents, visitors, volunteers, contractors

Overview - On 21 February the Prime Minister set out the next phase of the Government's COVID19 response. COVID-19 continues to be a virus that we learn to live with and the imperative to reduce the disruption to children and young people's education remains. Government priority is to support you to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances and mental and physical health. They have worked closely with the Department of Health and Social Care (DHSC) and the United Kingdom Health Security Agency (UKHSA) to revise the guidance below.

Purpose of this document - This COVID19: Risk Assessment and Action Plan document sets measures to put in place to enable schools to 'Live with Covid19' and ensure schools can continue to operate in a safe way. This risk assessment should be undertaken in conjunction with the following guidance issued by the Department for Education;

- [Health and safety: responsibilities and duties for schools](#)
- [Schools COVID-19 operational guidance \(publishing.service.gov.uk\)](#);
- [Actions for early years and childcare providers during the COVID-19 pandemic](#)

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.

Approach to COVID-19 risk estimation and management - Some types of control are more effective at reducing COVID-19 risks than others. Risk reduction measures should be assessed in order of priority as set out below. Schools should not simply adopt the easiest control measure to implement.

Schools should work through the following steps to address their COVID-19 risks, considering for each risk whether there are measures in each step they can adopt before moving onto the next step.

1. Elimination: stop an activity that is not considered essential if there are risks attached.
2. Substitution: replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.
3. Engineering controls: design measures that help control or mitigate risk.
4. Administrative controls: identify and implement the procedures to improve safety (for example, markings on the floor, signage).
5. Having gone through this process, personal protective equipment (PPE) should be used in circumstances [where the guidance says it is required](#).

Risk Matrix

I = Impact P = Probability R = Risk RR = Residual Risk

Impact (I) risk rating:	Probability (P) risk rating:	Overall risk rating:
5. Catastrophic	5. Almost certain to happen	16 or more - red
4. Major – e.g. likely to result in school closure	4. Likely	12 to 15 - amber
3. Moderate – e.g. likely to result in one or more classes having to close	3. Possible	9 to 11 – amber
2. Minor	2. Unlikely	Below 9 – green
1. Negligible	1. Negligible	Below 9 – green

Risk Assessment

Risk Concern	I	P	R	Control Measures	Y/N	Proposed further action	RR
Positive or symptomatic people	3	3	9	<p>When an individual develops COVID-19 symptoms or has a positive test</p> <ul style="list-style-type: none"> Pupils, staff and other adults should follow guidance on COVID-19: people with COVID-19 and their contacts if they have Symptoms of coronavirus (COVID-19) - NHS Pupils and staff should return to school as soon as they can, in line with COVID-19: people with COVID-19 and their contacts 	Y	<ul style="list-style-type: none"> Guidance shared with parents/carers and staff The school is prepared for a possible outbreak and have contingency plans in place Staff testing positive are asked to continue to self-isolate until they have two consecutive negative tests from day 5 onwards If 3+ cases in a class children will not attend assemblies and will not mix with other children in the lunch hall. 	6
Former Clinically Extremely Vulnerable (CEV) people	1	1	1	<p>CEV</p> <ul style="list-style-type: none"> Staff or pupils who were CEV are no longer advised to shield, they should follow this Guidance for people previously considered clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk) Children and young people previously considered CEV should attend school and should follow the same Coronavirus (COVID-19): guidance and support as the rest of the population. In some circumstances, a child or young person may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice 	N/A	<ul style="list-style-type: none"> There are no CEV children or staff Individual RAs will be carried out if the school receives specific guidance from GP/medical professional and the information will be considered as part of the RA process 	1

Risk Concern	I	P	R	Control Measures	Y/N	Proposed further action	RR
Airborne transmission of COVID	3	3	9	<p>Vaccination We recommend all school staff and eligible pupils take up the offer of a vaccine where possible to do so. You can find out more about the in-school vaccination programme in COVID-19 vaccination programme for children and young people: guidance for schools</p> <p>Face coverings</p> <ul style="list-style-type: none"> No longer required in school, but pupils/staff should be allowed to wear if they want to. Staff and pupils should follow wider advice on face coverings outside of school, including on transport to and from school. Circumstances where face coverings are recommended. <p>A director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt). You should make sure your contingency plans cover this possibility. (See the stepping measures up and down section).</p>	Y	<ul style="list-style-type: none"> The school promotes vaccinations Contingency plans are in place for classes that have more than 3 positive cases Staff and parents/carers follow government, NHS and LA guidance. Staff choose if they wish to wear face coverings. 	6
Airborne transmission of COVID	3	3	9	<p>Ventilation - keep occupied spaces well ventilated</p> <p>Keep windows and doors open to ensure that rooms are well ventilated if safe to do so.</p> <p>Small work areas and offices have the CO2 monitors to ensure that improve the air flow in these areas.</p> <p>The school buildings do not have mechanical ventilation</p>	Y	<ul style="list-style-type: none"> Identify areas of poor ventilation The school follows the Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and information provided by the CIBSE COVID-19. CO2 monitors are used in all small offices and workrooms to enable staff to quickly identify where ventilation needs to be improved. 	6
Hygiene	3	3	9	<p>Ensure good hand hygiene for everyone Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.</p> <p>Respiratory hygiene</p>	Y	<ul style="list-style-type: none"> Hygiene measures continue to be in place. Provide sufficient supplies of soap and hand sanitiser Review the e-Bug COVID-19 website The school has sufficient PPE 	6

Risk Concern	I	P	R	Control Measures	Y/N	Proposed further action	RR
				<p>The 'catch it, bin it, kill it' approach continues to be very important. The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene.</p> <p>Use of personal protective equipment (PPE) Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on The use of personal protective equipment (PPE) in education, childcare and children's social care settings, including for aerosol generating procedures (AGPs) - GOV.UK (www.gov.uk)</p>			
Cleaning	3	3	9	<p>Maintain appropriate cleaning regimes, using standard products such as detergents</p> <p>You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces. UKHSA has published guidance on the cleaning in non-healthcare settings outside the home - GOV.UK (www.gov.uk)</p>	Y	<ul style="list-style-type: none"> High frequency touchpoints have been identified Cleaning is reviewed frequently 	6
Vulnerable Children	3	3	9	<p>Vulnerable Children</p> <p>Where pupils who are self-isolating are within our definition of vulnerable, it is very important that you put systems in place to keep in contact with them, particularly if they have a social worker. Some children may be vulnerable who are not officially in statutory systems and schools should seek to support any children who they believe may have challenging circumstances at home.</p> <p>When a vulnerable pupil is self-isolating, you should:</p> <ul style="list-style-type: none"> notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head agree with the social worker the best way to maintain contact and offer support You should have procedures in place to: check if a vulnerable pupil is able to access remote education support support them to access it (as far as possible) regularly check if they are accessing remote education 	Y	<ul style="list-style-type: none"> The school has a list of vulnerable children contingency plans in place for for notifying their social worker and keeping in regular contact if they are unable to attend school 	6

Risk Concern	I	P	R	Control Measures	Y/N	Proposed further action	RR
				<ul style="list-style-type: none"> keep in contact with them to check their wellbeing and refer onto other services if additional support is needed. 			
Staff and Pupil wellbeing and support	3	3	9	<p>Staff and Pupil wellbeing and support Some staff and pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. You can access useful links and sources of support on Promoting and supporting mental health and wellbeing in schools and colleges</p>	Y	<ul style="list-style-type: none"> The school provides wellbeing support for children Wellbeing support is offered to staff through the LA's Employee Assistance programme 	6
Events	3	3	9	<ul style="list-style-type: none"> Hold events outdoor where possible Ensure good hygiene for everyone Cleaning – As above especially before and after the event Ventilation – As above, ensure area is well ventilated and where possible keep windows door open where large gathering of group is taking place Ask attendees to carry out LFT before attending, if the result is positive they should self-isolate and follow Government guidelines https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/ Offer Information and advice to the CEV group on measures in place for the events 	Y	<ul style="list-style-type: none"> Large events are not currently taking place indoors The school will provide information on the LFT and self-isolation when planning an event to manage the risk of transmission. 	6

Action Plan

Ser	Action required	By who	By when	Progress/comments	Status
1.	Monitor cleaning and soaps / sanitisers daily	Site manager	Daily		
2.	Monitor ventilation	SLT	Daily		
3.					
4.					
5.					