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:
Underhill School and Children's Centre	Jennie Reed Co-Headteacher	14/03/22	Ongoing	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
- All Schools COVID-19 operational guidance (publishing.service.gov.uk) except;
- Actions for early years and childcare providers during the COVID-19 pandemic
- FE COVID operational guidance
- SEND and specialist settings: additional COVID-19 operational guidance
- Out of School Settings Provider guidance

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	**When an individual develops COVID-19 symptoms or has a positive test** ● 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 in schools should usually self-isolate in their boarding school. Only in exceptional circumstances, where there is an overriding health or safeguarding issue, should a pupil self-isolate away from school. ● Pupils and staff should return to school as soon as they can, in line with COVID-19: people with COVID-19 and their contacts **Asymptomatic testing** ● From 21 February 2022, staff and pupils in mainstream secondary schools will not be expected to continue taking part in regular asymptomatic testing and should follow asymptomatic testing advice for the general population.		● Communicate your policy and guidance ● Prepare for possible outbreak scenarios and have contingency plans in place **School comments** Children and adults to isolate if they test positive for Covid-19. They should test from days 5 and 6 and return to school following 2 negative results.	9

				Further information is available in the NHS [Get tested for coronavirus](#). - In the event of an outbreak, a school may also be advised by their LCRC or director of public health to undertake testing for staff and students of secondary age and above for a period of time. - Staff and pupils in specialist SEND settings, Alternative Provision, and SEND units in mainstream schools are advised to continue regular twice weekly testing. For further information, see [SEND and specialist settings: additional COVID-19 operational guidance](#)			
Former Clinically Extremely Vulnerable (CEV) people	3	3	9	**CEV** - 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 over the age of 12 with a weakened immune system should follow [guidance for people whose immune system means they are at higher risk](#) - 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		- Identify CEV, in particular those who in spite of vaccination, are at higher risk of serious illness from COVID-19 due to a weakened immune system (immunosuppressed) or specific other medical conditions and requires enhanced protections such as those offered by antibody and antiviral treatments, additional vaccinations and potentially other non-clinical interventions - Carry out an individual COVID19 risk assessment with them - If there is any specific guidance from GP/Medical professional then this should be considered and discussed as part of the individual risk assessment. **School comments**	9

					CEV identified and individual risk assessments are in place.	
Airborne transmission of COVID	3	4	1 2	**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 **Face coverings** ● 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. 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).		● Promote vaccinations ● Develop contingency plans **School comments** Vaccination is strongly encouraged Face coverings remain optional for pupils and staff. In the case of an outbreak, staff will wear face coverings in communal areas.	9
Airborne transmission of COVID	3	4	1 2	**Ventilation -** keep occupied spaces well ventilated When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained. You **should** identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas. Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to		● Identify areas of poor ventilation ● The Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and ● The CIBSE COVID-19 advice provides more information. ● CO2 monitors have been provided to state-funded education settings, so staff can quickly identify where ventilation needs to be improved. ● Carry out ventilation RA shared by the SHaW team.	9

					confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations. Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so). You should balance the need for increased ventilation while maintaining a comfortable temperature		● Seek advise from the ventilation contractors if necessary **School comments** Classroom windows and doors to remain open when possible. Air to be refreshed during break and lunch by increasing the ventilation. CO2 monitors to remain in use and monitored.	
Hygiene	3	4	12	**Ensure good hygiene for everyone** **Hand hygiene** Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser. **Respiratory hygiene** The 'catch it, bin it, kill it' approach continues to be very important. The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene. **Use of personal protective equipment (PPE)** Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on The use of		● Provide sufficient supplies of soap and hand sanitiser ● Review the e-Bug COVID-19 website ● Review PPE needs **School comments** Handwashing to remain as part of daily timetables. Tissues to be disposed of in a lidded bin. PPE available for staff when required.	9

				personal protective equipment (PPE) in education, childcare and children's social care settings, including for aerosol generating procedures (AGPs) - GOV.UK (www.gov.uk)		
Cleaning	3	4	12	**Maintain appropriate cleaning regimes, using standard products such as detergents** You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (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)	● Review your cleaning regime and identify high frequency touch points **School comments** Cleaning in school happens before and after school. Frequently touched areas are a focus	9
Vulnerable Children	2	3	6	**Vulnerable Children** 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. When a vulnerable pupil is self-isolating, you should: ● 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 ● keep in contact with them to check their wellbeing and refer onto other services if additional support is needed.	● Identify Vulnerable children and have contingency plans in place **School comments** Procedure in place to support vulnerable children if they need to isolate.	6
Staff and Pupil wellbeing and support	3	4	12	**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	● Provide wellbeing support for pupils	9

				[Promoting and supporting mental health and wellbeing in schools and colleges](#)	• Provide wellbeing support for staff such as and Employee Assistance program **School comments** Circle time in class used to provide support for children. Learning mentor support available Access to counselling support for staff	
Events	3	3	9	• **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 advise to the CEV group on measures in place for the events**	• Provide information on the LFT and self-isolation when planning an event • Although, there is no legal requirement to test, it could be a strategy for the school to consider as ways to manage the risk of transmission. **School comments** Events will have individual risk assessments carried out during the planning stages.	6

Action Plan

Ser	Action required	By who	By when	Progress/comments	Status
1.					
2.					
3.					

4.					
5.					