**COVID-19: Operational Risk Assessment for School**

**SCHOOL NAME: Kisharon Noe School**

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| **Member of Staff and Job Title:** | **Date of Assessment:** | **Date of Review:** | **Covered by this assessment:** |
| **School Business Manager** | **27/04/2022** | **Ongoing…** | Staff, pupils, parents, visitors, volunteers, contractors |

**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.

**Other Related Documents:**

**Risk matrix**

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| **Impact risk rating:** | **Probability 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** |

| **Specific Concern/ Risk** | **Impact score (a)** | **Probability score (b)** | **Current Risk Rating**  **(a) x (b)** | **Control Measures** | **In Place (Y/N)** | **Implications for opening the school and further action proposed** | **Risk rating following controls (1-25)** |
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| 1. 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 and staff should return to school as soon as they can, in line with [COVID-19: people with COVID-19 and their contacts .](https://www.gov.uk/guidance/people-with-symptoms-of-a-respiratory-infection-including-covid-19)  Asymptomatic testing  • From April 2022, staff and pupils in SEND schools will not be expected to continue taking part in regular asymptomatic testing and should follow asymptomatic testing advice for the general population. Further information is available in the [NHS Get tested for coronavirus.](https://www.nhs.uk/conditions/coronavirus-covid-19/testing/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. | **Y** | • Communicate policy and guidance – available on the website  • Prepare for possible outbreak scenarios - contingency plans in place and on website School comments Risk assessment with updated guidance uploaded on to school website.  Outbreak management plan in place and will be followed should the school have an outbreak. School has kept some LFTs for families who cannot afford to buy them once free provision has ended | **5** |
| Former Clinically Extremely Vulnerable (CEV) people | **3** | 3 | 9 | • 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](http://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](https://www.gov.uk/government/publications/covid-19-guidance-for-people-whose-immune-system-means-they-are-at-higher-risk/covid-19-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](https://www.gov.uk/coronavirus) 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 precaution | **Y** | School comments CEV individuals identified and risk assessments in place | **8** |
| Airborne transmission of COVID | **4** | 3 | 12 | 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.](https://www.gov.uk/government/publications/covid-19-vaccination-resources-for-schools/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. | **Y** | School comments  In-school vaccination programme completed – two in-school programmes completed  Parents made aware of vaccinations offered  Plenty of PPE for staff who would like to use face masks. | **8** |
| Airborne transmission of COVID | **3** | 3 | 9 | 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. | **Y** | 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.  Windows and doors opened to ensure adequate ventilation in shared spaces Carbon dioxide monitors used to assess ventilation levels. | **7** |
| Hygiene | **3** | 3 | 9 | **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](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus) 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 personal protective equipment (PPE) in education, childcare and children’s social care settings, including for aerosol generating procedures (AGPs) - GOV.UK (www.gov.uk) | **Y** | School comments Enhanced cleaning schedules in place | **7** |
| Cleaning | **3** | 2 | 6 | 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](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings) | **Y** | School comments Enhanced cleaning schedules in place | **3** |
| Vulnerable Children | **4** | 2 | 8 | 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 lookedafter 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. | **Y** | Vulnerable students monitored by safeguarding team. | **6** |

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| Staff and pupil wellbeing and support | **3** | 3 | 9 | 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](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges) | **Y** | • Provide wellbeing support for pupils  • Provide wellbeing support for staff such as and Employee Assistance program | **8** |
| Events | **3** | **2** | **5** | 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-covid19/symptoms/>  • Offer Information and advise to the CEV group on measures in place for the events | **Y** | • 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.  Attendees reminded not to attend if they have any COVID symptoms. Indoor spaces are well ventilated. | **3** |