

COVID19: Full Opening from March 2021 Risk Assessment and Action Plan

SCHOOL NAME: Holy Trinity Catholic School

OWNER: Lorna Buchanan

DATE: 3.3.21

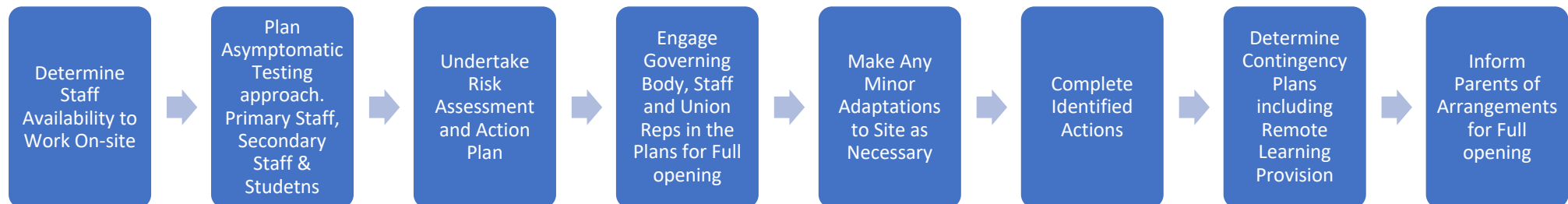
Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken, and measures put in place [to plan for the return to onsite education from March 8th](#) and ensure the school continues to operate in a safe way [following full opening](#).

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

- Health and Safety Policy
- First Aid Policy
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

Risk Assessment for Full opening:



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**The below table includes examples in grey, these are not exhaustive.*

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Action Completed Date	Risk Level Post-Action
Engagement in Risk Assessment and Planning	Risk assessment process fully engages staff, governing body and union representatives.					
Site Arrangements	Office spaces re-designed to allow office-based staff to work safely (considering any continuing remote working where appropriate).	<i>Office does not allow for adequate space between staff members, no windows for ventilation.</i>	M	<i>Office staff desks repositioned. Staff working from home until necessary. Only essential cover on site.</i>	03/21	L
	Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.	<i>Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained.</i>	M	<i>2-meter markers are present on floors. One-way system in place to enter and exit the school.</i>		L
	Consideration given to the arrangements for any deliveries.					
	Regular communication with Parents/Carers for the continuation of social distancing, no congregating in large numbers					
	Safe Contractor management					
Emergency Evacuations	Evacuation routes are confirmed, and signage accurately reflects these.	<i>Evacuation routes would cause multiple groups/bubbles of people to come into contact. More</i>	M	<i>Revised evacuation procedure and share with all staff and children.</i>	L	

	<p><i>NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.</i></p> <p>Consideration given to PEEP – buddies are assigned or reassigned according to available persons.</p> <p>Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff.</p>	<p><i>appropriate alternatives are possible.</i></p> <p><i>Staff needing to work from home are current PEEP buddies and so reassignment necessary.</i></p>		<p><i>Buddy system updated</i></p> <p><i>Fire drill.</i></p>		
<p>Cleaning and waste disposal</p>	<p>Enhanced cleaning regime is in place in line with COVID19: Cleaning in non-healthcare settings guidance.</p>			<p><i>Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, worksurfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.</i></p> <p><i>Hand towels and handwash are to be checked and replaced as needed by (insert name or job titles) and cleaning staff</i></p> <p><i>Enhanced cleaning regime for toilet facilities particularly door</i></p>		

				<i>handles, locks and toilet flush.</i>		
	Cleaning staff capacity is adequate to enable enhanced cleaning regime.					
	Adequate cleaning supplies and facilities around the school are in place. Arrangements for longer-term continual supplies are also in place.	<i>No hand sanitiser for visitors to reception.</i> <i>Classrooms do not have tissues.</i> <i>Low supply of soap.</i>	<i>M</i>	<i>Hand sanitiser available at the school entrance</i> <i>Lidded bins in classrooms</i> <i>Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach</i> <i>Stock check and ordering schedule reviewed, and order made.</i>		<i>L</i>
	Sufficient time is available for the enhanced cleaning regime to take place.		<i>M</i>	<i>All staff advised to leave the site by X time in order for cleaning to be undertaken.</i>		<i>L</i>
	Waste disposal process in place for potentially contaminated waste, including testing waste.			<i>Waste bags and containers - kept closed and stored separately from communal waste for 72 hours</i>		

				Waste collections made when the minimum number of persons are on site (i.e. after normal opening hours). COVID-19: cleaning in non-healthcare settings outside the home - GOV.UK (www.gov.uk)		
	Process in place for safe removal and/or disposal of face masks.					
	Safe and appropriate storage of large supplies of alcohol gel	<i>No flammable store</i>	<i>H</i>	<i>Source appropriately sized flammable store</i>		
Classrooms	Classrooms allow as much space between individuals as practical.					
	Classroom entry and exit routes have been determined and appropriate signage in place.					
	Appropriate resources are available within all classrooms e.g. IT, age specific resources. NB: sharing of equipment should be limited to the bubble where possible and cleaned between uses if sharing across bubbles. Non-essential equipment or resources which are not easily	<i>Inappropriate sized equipment for smaller children in Classroom B.</i>	<i>L</i>	<i>Move 10 smaller chairs from classroom A to B due to reception class halved over two classrooms.</i>		<i>L</i>

	<p>washable or wipeable have been removed.</p> <p>Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.</p>	<p><i>Soft toys, cushions and beanbags in classroom B not easily washable.</i></p> <p><i>No COVID19 information posters currently in place. Limited reminders/awareness for children.</i></p>	<p>M</p> <p>L</p>	<p><i>Remove soft furnishings</i></p> <p><i>e-Bug posters displayed:</i></p> <ul style="list-style-type: none"> • <u><i>Horrid hands</i></u> • <u><i>Super sneezes</i></u> • <u><i>Hand hygiene</i></u> • <u><i>Respiratory hygiene</i></u> <p><u><i>Microbe mania</i></u></p>	<p>L</p> <p>L</p>
	<p>Furniture arranged to minimise contact as much as possible e.g. Desks side by side, facing front, where age appropriate.</p>	<p><i>Chairs not comfortable for long term use i.e. science lab re-purposing as a classroom.</i></p>		<ul style="list-style-type: none"> • <i>Acquiring more suitable chairs/stools.</i> 	
	<p>Increased ventilation (where reasonably practicable)</p>			<p><u>ventilation during the coronavirus pandemic</u></p>	
Staffing	<p>Staffing numbers required for full opening have been determined including support staff such as facilities, IT, midday and office/admin staff.</p>				
	<p>Approach to staff absence reporting and recording in place. All staff aware.</p>				
	<p>Risk assessments in place for those staff who are shielding, (clinically extremely vulnerable), and appropriate arrangements for mitigating risk are identified.</p>	<p><i>Teaching Assistant shielding when return implement individual risk assessment</i></p>	<p>H</p>	<p><i>Specific RA template available H&S A-Z</i></p>	<p>L</p>

	<p>Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</p> <p>National lockdown: Stay at Home - GOV.UK (www.gov.uk)</p> <p>Staff who are <u>Clinically Extremely Vulnerable</u> must only work from home unless guidance for this group changes.</p> <p>Shielding measures will apply until at least 31/03/2021</p> <p>For other staff who are Clinically Vulnerable - school to ensure review of their individual risk assessments for any necessary adjustments.</p> <p>NB CEV category has widened- more complicated process using formula of different factors, must be if you've been written to by Government.</p> <p>Government advice has changed around pregnant workers – over 28 weeks, 3rd trimester, these staff should work from home.</p> <p>Communication arrangements are in place with those staff and their</p>					
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	role in continuing to support the working of the school is clear.					
	Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.					
	Consideration given to staff clothing expectations and information shared with staff. to ensure clothes worn are easily washable (e.g. no ties).					
	Approaches for meetings and staff training in place.					
	Staffing roles and responsibilities with regards to the contingency remote provision alongside in-school provision agreed and communicated.					
	Consideration given to the options for redeployment of staff to support the effective working of the school. If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with.	<i>TA s are required to lead some groups as not enough teachers on site to cover numbers.</i>				
	Approach to support wellbeing, mental health and resilience in			<i>Staff are aware of support and advice for</i>		

	<p>place, including bereavement support.</p> <p>How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</p>			<p><i>schools and pupils available from OCC</i></p> <p><i>Schools who subscribe to the EAP can access this link</i></p> <p>http://schools.oxfordshire.gov.uk/cms/content/employee-assistance-programme</p>		
	<p>Arrangements for accessing testing are in place. Staff are clear on how and when to access a test.</p>			<p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p>		
	<p>The approach for inducting new starters has been reviewed and updated in line with current situation.</p>					
	<p>Any staff contracts that need to be issued, extended or amended considering the current situation have been.</p>					
	<p>Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.</p>					
	<p>Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.</p>			<p><i>Check with the contractor any requirements their employer has specified</i></p>		

	<p>NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.</p>			<p><i>before visit. Share school protocols.</i></p>		
	<p>Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.</p> <p>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</p>			<p><i>Music lessons via Zoom or Teams.</i></p> <p><i>Share amended procedures, obtain their assessments outlining controls, e.g. only offering limited activities which maintain distancing, all equipment stringently cleaned.</i></p>		
<p>Group Sizes</p>	<p>All bubbles have been determined in accordance with the principle of limiting social interaction and small, consistent groups of CYP, that can remain separate from other people and groups.</p> <p>All children and young people are included in distinct groups/ 'bubbles' that do not mix and the number of children and young people in each bubble is as small as possible.</p>	<p><i>toilet block shared by classes.</i></p>	<p><i>M</i></p>	<p><i>Bubble set at the size of two classes/ year group.</i></p>	<p><i>L</i></p>	

	Staffing allocations to groups determined, minimising contact with multiple groups as much as possible					
	Identified solutions to any workforce capacity issues are in place.					
Social Distancing	<p>Arrangements for social distancing in place to consider:</p> <ul style="list-style-type: none"> • Staggered school drop off/pick up times and locations (if possible) without reducing teaching time • Staggered or limited amounts of moving around the school/ corridors • Classroom design • Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches • Toilet arrangements 			<i>Organise the school into zones per bubble, to reduce movement and interaction between bubbles in corridors and communal spaces.</i>		
	Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.			<i>On arrival, students move straight to their classroom and sit at named table and wait for rest of class to arrive/class to begin.</i>		
	Approach to potential breaches of social distancing in place, including			<i>Handwashing and cleaning (if needed)</i>		

	in the case of repeat or deliberate breaches.			<p><i>Conversations with parents</i></p> <p><i>Risks assessments and individualised approach in place for students who might struggle to follow expectations</i></p>		
	<p>Approach to assemblies – if still occurring, plan in place to manage social distancing.</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</p>	<p><i>Currently assemblies are cancelled. Bringing all children together for assembly would breach the bubble arrangements.</i></p>				
	Social distancing plans communicated with parents, including approach to breaches.					
	Arrangements in place for the use of the playground, including equipment.			<p><i>Where reasonably practicable to do so, enhanced safe cleaning process in place for outdoor equipment</i></p>		
Transport	Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible.					

	Support in place for CYP who have no alternative, to access public transport safely, adhering to social distancing protocols where possible.					
	Arrangements in place with transport providers to support any staggered start/end times.					
Catering	Arrangements in place to provide food to CYP on site, including the requirement of universal free school meals.		<i>M</i>			<i>L</i>
	Arrangements for the continued provision of FSMs for eligible children not attending school due to shielding or self-isolation are in place.					
	Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that children do not mix with children from other groups.				Lunch sitting Rec, Year 1 and 2 to have lunch in classrooms time: 12.15- 1.15 location: Hall KS2 Tables to be separated either side of the hall to reduce contact 12.15 Years 3 and 4 then tables cleaned and Years 5 and 6 to follow	
	Arrangements for food deliveries in place					

PPE	PPE requirements understood and appropriate supplies in place.					
	Approach to face coverings considered and updated, where appropriate, to include inside the classroom where social distancing is not possible, for secondary schools and outside of the classroom only for primary staff.					
Visors/face covering	A visor alone is not acceptable and must be worn with a face mask/covering: Face coverings in education - March 2021 (publishing.service.gov.uk)					
Response to suspected/confirmed case of COVID19 in school	Approach to confirmed COVID19 cases in place: during school day <ul style="list-style-type: none"> Which staff member/s should be informed/take action Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated Cleaning procedure in place Arrangements for informing parent community in place 			Disposable mop heads recommended, see link: COVID-19: cleaning in non-healthcare settings outside the home - GOV.UK (www.gov.uk)		

	<p>Approach to confirmed COVID19 cases in place: outside of school hours</p> <ul style="list-style-type: none"> • Cleaning procedure in place • Arrangements for informing parent community in place • Contact tracing arrangements if needed 					
<p>Pupil Re-orientation</p> <p><i>back into school after a period of closure/ being at home</i></p>	Approach and expectations around school uniform determined and communicated with parents.					
	Changes to the school day/timetables shared with parents.					
	All students instructed to bring a NAMED water bottle each day.					
	<p>Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff.</p> <p>This includes bringing together pupils who have remained in school during closure and those at home and celebrating non-academic achievements of pupils whilst at home/ during school closure.</p>					
	Approach to supporting wellbeing, mental health and resilience,					

	including bereavement support is in place.					
	Re-orientation support for school leavers is developed.					
	<p>Consideration of the impact of COVID19 on families and whether any additional support may be required:</p> <ul style="list-style-type: none"> • Financial • Increased FSM eligibility • Referrals to social care and other support • PPG/ vulnerable groups 					
Remote Education Plan	Contingency plan for remote learning developed should self-isolation or restricted attendance be required.	<i>Bubble needs to self-isolate because of a positive case of COVID19.</i>		<i>Remote learning contingency available and ready to be 'switched-on' when needed.</i>		
	Technology support in place. DFE laptop allocation ordered, for contingency purposes.			<i>Refer to GOV.UK guidance</i>		
Safeguarding	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.			<i>Staff refresher training session on processes and procedures and the revised wellbeing material.</i>		
	Updated Child Protection Policy in place			<i>Adopted most recent Child Protection Policy</i>		

	Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable CYP and families to complete risk assessments and planning.					
	Where physical contact is required in the context of managing behaviour, ensure appropriate hygiene measures are in place to mitigate any risk of transmission.			<i>Review individual consistent management plans to ensure they include protective measures.</i>		
Curriculum / learning environment	Current learning plans, revised expectations and required adjustments have been considered.					
	<p>Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?</p> <p>Each activity should be risk assessed and should not be run unless the risks can be mitigated insert link</p> <ul style="list-style-type: none"> PE guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport. Advice from organisations such as 					

	<p>the Association for Physical Education and the Youth Sport Trust</p> <ul style="list-style-type: none"> • Practical science lessons https://www.cleapss.org.uk/ • DT/ FT https://www.data.org.uk/or-education/primary/ • Swimming https://www.swimming.org/swimengland/pool-return-guidance-documents/ • EVC advice/guidance states non-overnight visits acceptable • Contents (oeapng.info) <p>REMAINS UNDER REVIEW BY DfE</p>					
	<p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> • Wellbeing curriculum • recognising 'non-curriculum' learning that is being done at home • capturing pupil achievements/ outcomes • utilising the DfE 'catch-up' funding and programmes • contingency remote learning plan 			<p><i>staff are trained and supported in front of classroom delivery style and aware of how best to provide students with additional support.</i></p>		

	Student behaviour policy reviewed and amended where necessary to reflect the current circumstances.					
	Arrangements for teaching pupils how to keep themselves safe online are in place and aligned to the contingency remote learning plan .					
SEND PUPILS	Approach to provision of the elements of the EHCP including health/therapies in place. https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#B					
	Annual reviews.					
	Consider any SEN pupils who may need support with their return to school and consult with the family and other agencies involved. <i>Including any support required for pupil to understand new rules i.e. social distancing.</i>					
	Requests for assessment considered.					

Attendance	Approach to promoting and supporting attendance for all pupils determined, including those who may be anxious.			<i>Refer to GOV.UK guidance</i>		
	Approach to support for parents where rates of persistent absence were high before closure.					
Communication	Information shared with staff around the full opening plan , including amendments to usual working patterns/practices and groups.			<i>Refer to GOV.UK guidance</i>		
	Union representatives informed of full opening plans.					
	Updated Risk Assessment published on website.					
	Communications with parents on the: <ul style="list-style-type: none"> • Plan for full opening • Social distancing plan • Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning • Attendance • Uniform • Transport • Behaviour • NHS Test and Trace 					

	<ul style="list-style-type: none"> • Staggered start and end times • Expectations when in school and at home (if self-isolating is necessary) • Anticipated sanctions for breach of school guidelines and processes • Contingency plans 					
	<p>Pupil communications around:</p> <ul style="list-style-type: none"> • Changes to timetable • Social distancing arrangements • Staggered start times • Expectations when in school and at home • Travelling to and from school safely 					
	On-going regular communication plans determined to ensure parents are kept well-informed			<i>Letters, website updates, social media</i>		
Governors/ Governance	Meetings and decisions that need to be taken are prioritised.					
	<p>Governors have oversight of full opening plans and risk assessments.</p> <p>Approach to communication between Leaders and governors is clear and understood.</p>					

	<p>Certain aspects of governance are on-hold in order to deal with the immediate situation, these are agreed and clear with all governors and there is a plan for then these will be reviewed and potentially reinstated.</p>					
	<p>Governors have oversight of all staff wellbeing and appropriate arrangements in place to support Headteacher and SLT. <i>Refer to Headteacher wellbeing materials.</i></p>					

<p>School events, including trips</p>	<p>The school's annual calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the immediate term, including school trips.</p> <p>Previous link has since been withdrawn on the Gov.uk website – under review for more info...</p> <p>DfE Guidance - Educational visits until March 8 (p46) after March 8 (p50). DfE advise against educational visits at this time. This advice will be kept under review. The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider. See links at the bottom of this document</p>					
<p>Finance</p>	<p>Additional costs incurred due to COVID19 are understood and clearly documented.</p> <p>Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM</p>					

	Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.					
	Insurance claims, including visits/trips booked previously.					
	Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> • Cleaning • IT support • Catering 					
	Consideration given to any support that may be brokered through working together, for example, partnerships, trusts etc.					
Before and after school clubs	Approach in place for before/after school clubs implements the necessary protective measures including restricted attendance 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					
Testing	Test kits are securely stored and distributed to staff					

	Rapid lateral flow testing guidance Rapid lateral flow testing guidance Schools (oxfordshire.gov.uk)					
	Staff are aware of how to report their test results to school and to NHS Test and Trace.					
	Staff are aware of how to report any incidents both clinical and non-clinical.					
	Process in place to monitor and replenish test supplies Process in place for appropriate PPE to be available (Secondary)					

[Schools coronavirus \(COVID-19\) operational guidance \(publishing.service.gov.uk\)](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958906/Restricting_attendance_during_the_national_lockdown_schools_guidance.pdf page 46

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf page 50