COVID-19: Operational Risk Assessment for School Reopening in Sept 2021

SCHOOL NAME: Foulds School

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Kim Sanett – Headteacher Amy Ingall - Deputy Headteacher	04.01.22	31.01.22	Staff, pupils, parents, visitors, volunteers, contractors

Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the re-opening of the school after the Winter Break and ensure the school continues to operate in a safe way. This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education: Actions for schools during the coronavirus outbreak - GOV.UK (www.gov.uk)

Other Related Documents:

Relevant Existing Policies	Local Authority/Trust/Union documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012 The Health Protection (Notification Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (July 2021) Education and Skills Service Recovery Planning support for schools (May 2021)	New operational guidance has been published, in line with step 4 of the road map: - Actions for schools during the coronavirus outbreak - Guidance for special schools and other specialist settings - Actions for FE colleges and providers during the coronavirus outbreak - Actions for early years and childcare providers during the coronavirus outbreak - Use of PPE in education, childcare and children's social care The public health guidance has been updated for exams with advice that applies from step 4. The guidance removes restrictions such as keeping students in consistent groups (bubbles) and wearing face coverings in classrooms and communal areas, and on dedicated transport Protect vulnerable workers - Working safely during the coronavirus (COVID-19) pandemic (hse.gov.uk) Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)

Risk matrix

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)
A. Staffing Resources							
1. Risk that there are Insufficient staff to support all the pupils to be in school	4	4	16	- All staff wear masks in communal areas (corridors, toilets, staff room, photocopy area, office, PPA room). - Staff to keep a conscious distance at all times from one another where possible. - Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus.	Y	All staff to wear masks in corridors and communal areas and remain socially distanced from the children. Limit the number of children that the CEV member of staff interact with.	16

				● Staff in settings who are CEV should attend their place of work if they cannot work from home.		
				● Establish how many and which staff will be available, if staff develop COVID-19 symptoms and isolating, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments for the CEV staff where appropriate (guidance to be published by the DHSC)	Y	HT to carry out Individual Risk Assessments for CEV and pregnant staff.
				● Based on available staffing and any cover you are able to secure, decide how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises.	Y	Cover to be provided by HLTA, cover teachers and/or HT. Remote Education can be easily put into place if needed. Remote education plan ready if needed.
				● Ensure flexible and responsive use of teaching assistants	Y	Teaching assistants cover more than one pupil if necessary in the short term.
				● Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible	Y	Teaching assistants cover more than one pupil if necessary in the short term.

				From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	Y		
				● Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school).	Y		
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning in tandem.	4	4	16	● The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.	Y	All staff to follow normal absence procedures.	16
				● Full use is made of all qualified teachers.	Y		
				● Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	Y		
				● Full use is made of test and trace to inform staff deployment i.e. ensure staff who have been instructed to self-isolate through test and trace are not attending school	Y		
				● A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve.	Y		
				● Where possible, ensure pupils with SEND are prioritised to be in school.	Y		

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3. Risk of infection from use of peripatetic teachers and deployment of trainees.	3	2	6	● Ensure visiting staff are aware of hygiene measures and minimise contact to only pupils who need to be taught.	Y	All music lessons in music room, well ventilated Children to go to the room to minimise travel of the teacher.		6
				● Carry out individual risk assessments for all visiting teachers and ensure these are shared with the visitor.	Y	BEAT teachers to share own risk assessment and are aware of our procedures.		
4. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff.	3	2	6	● Discussions with any members of staff for whom this is the case and where necessary an Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximise distance from others, as far as is reasonably possible	Y	Any members of staff where a family member is extremely clinically vulnerable to speak to Kim		6
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	4	4	16	● Provide cover for the role from within available staffing	Y	DHT, EYFS Lead and SENCo deputy DSLs. Many staff hold first aid certificates. HT to support with SEND if needed.		16
				● Or remote support via another school	Y	Discuss with FAB partnership		
				● Ensure First Aid certificates are up to date	Y			
				● Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals.	Y			

				● Programme of training for additional staff in place (e.g. Safeguarding)	Y		(red)
6. Risks to health and safety because staff are not trained in new procedures.	3	2	6	● A revised staff handbook was issued to all staff prior to September start. This is shared with any new staff during the year.	Y	Staff handbook and risk assessment shared with all staff on 1.9.21 Inductions have taken place during autumn term having included handbook.	6

				● Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club), and include:
				  o Infection control
				  o Fire safety and evacuation procedures
				  o Safeguarding
				  o Risk management
					Y		

7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	4	1	4	● Currently none. ● An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, Further guidance to be released by the DHSC	Y		4
				● All members of staff with underlying health conditions have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff	Y	All staff asked to share if CEV/change in circumstance and	

					are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated. Staff sharing their household with people with underlying health conditions places them at higher risk.		become CEV with Kim
					● Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus.	Y	Discuss as part of individual risk assessment
					● Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable	Y	
					● Current government guidance is being applied.	Y	

B. Teaching Spaces, the Learning and School Environment

8. Risks of transmission during use of the outdoor learning environment for young children	3	2	6	● Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside	Y		6
				● Drinking fountains remain out of bounds and individual water bottles for children are used	Y		
				● All Key Stages continue to use separate bags of equipment.	Y		
				● Resources are limited to facilitate effective cleaning daily	Y		
				● Only equipment that can be washed or easily cleaned can be used.	Y		
9. Risks of transmission due to movement around the school.	3	3	9	● Pinch points and bottle necks are identified and managed.	Y	Staff to ensure that travel through the KS1 corridors, into the dining hall are managed well.	9
				● Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance	Y		
10. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	4	16	● Children using both playgrounds, leaving parents at entrance to school and entering classrooms straight away to minimise traffic	Y		16
				● Staff in classrooms to sanitise children on arrival	Y		
				● Parents to wear face coverings for drop off and pick up	Y		
				● Identify drop off and pick up waiting areas that can reduce contacts and maximise distance - Drop offs to remain 'drop and	Y		

				• go'. Pickups in the playground to be spaced out.			
				• Extend gate/entrance opening times to prevent queueing - Gates open at 8:45 to allow soft start. Drop offs to remain 'drop and go'. Pickups in the playground to be spaced out.	Y		
				• Staff, pupils and parents are briefed and signage provided to identify entrances, exits routes	Y		
11. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	3	9	• If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.	Y	Contingency plans in place	9
12. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	3	9	• Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area.	Y		9
				• If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.	Y		
				• Dining room areas and other spaces are configured to ensure the reduction of	Y		

				contacts and maximising distance measures are in place when the children eat.			
				● If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food	Y		
				● Eating areas are thoroughly cleaned after lunchtime	Y		
13. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	2	6	● Reduction of contacts and maximising distance provisions are in place for medical rooms	Y		6
				● Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged - Sensory room	Y		
				● PPE available if staff dealing with pupil with symptoms	Y		
				● Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y	Ron to be made aware and clean	
14. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	3	9	● Parents are reminded of school procedures	Y		9

C. Hygiene and protective controls

15. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	2	6	• Ensure frequent hand cleaning and good respiratory hygiene practices • CO2 monitors in all classrooms in line with DfE guidance.	Y	Doors and windows in classrooms remain open Ron checking Co2 monitors 3x day - one pre children 1 pre lunchtime, 1 pre end of day and recording readings for 2 months.	6
				• If there is a confirmed positive case in a class group, School may have to consider bubbles or something similar in place to prevent outbreak.	Y	See above	
				• Regular cleaning	Y	Cleaning spray in classes incase staff want to clean tables between lessons	
16. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	4	16	• Testing of staff or pupils – ensure the staff/parents/pupils know the process to get tested.	Y	Reminder to parents that where they go to get tested	16
				• Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days (unless tested to release), and ensuring anyone developing those symptoms during the school day is sent home	Y	Reminder to parents	
				• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y		

				● PPE on hand.	Y		
				● Active engagement with NHS Test and Trace	Y		
17. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	5	20	Establish arrangements for all frequently touched surfaces and equipment e.g. ● door handles ● handrails ● tabletops ● play equipment ● toys ● electronic devices (such as phones) ● specialist equipment, including equipment used by pupils with SEN	Y	Cleaning products in classrooms and next to phones so that they can be wiped after use. Door handles to be cleaned during the day by Ron.	20
				● When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.	Y		
				● Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books	Y		
				● Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.	Y		
				● There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided.	Y		

18. Risk of virus spreading because the school has insufficient materials and equipment	4	1	4	• Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms	Y		4
				• Use of hand sanitisers at appropriate locations	Y		
				• Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,	Y		
				• Bins to be double bagged and emptied	Y		
				• Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom	Y		
19. Pupils forget to wash their hands regularly and frequently	4	1	4	• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.	Y		4
				• Posters reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.	Y		
				• School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	Y		
D. Premises and Buildings							
20. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning	4	3	12	• A plan for cleaning staff on return to school (including any deep cleans) is in place prior to January start	Y	SLT to stand in as cleaners if needed	12

of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required				● An enhanced cleaning plan is implemented which minimises the spread of infection. This enhanced cleaning schedule includes:
				
				   o more frequent cleaning of rooms / shared areas that are used by different groups
				   o frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach
				   o the regular cleaning of toilets
					Y		

21. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	3	12	Pupils are encouraged to access the toilet throughout the day to help avoid queues.	Y		12
				● The toilets are cleaned frequently as laid out in the enhanced cleaning schedule	Y		
				● Monitoring ensures a constant supply of soap and paper towels	Y		
				● Bins are emptied regularly.	Y		
				● Pupils are reminded regularly on how to wash hands and youngest children are supervised in doing so at first.	Y		

22. Fire procedures are not appropriate to cover new arrangements	4	1	4	● Fire procedures have been reviewed and revised where required, due to:
				
				   o Reduced numbers of pupils/staff
				   o Possible absence of fire marshals
				   o The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points
					Y		4

				• Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)	Y	Share at INSET (same as always)	
				• Fire marshals have been trained and briefed appropriately.	Y	Ron to ensure all fire marshals have training	
23. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	1	4	• Plans for fire evacuation drills are in place which are in line with the School Fire Strategy plan	Y		4
24. Fire marshals absent due to self-isolation	4	2	8	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	Y	Extra fire marshals trained as a precaution (Amy Ingall and Luke Morley) Di Seddon, Paddy Simon, Kiran Sethi and Sonya McElarney)	8
25. All systems may not be operational				• Government guidance is being implemented where appropriate	Y		
	3	2	6	• All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Heating	Y		6

				Ventilation systems Mechanical ventilation systems should be checked before reopening			
26. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	1	4	● All statutory compliance is up to date.	Y	Ron completes as required	4
				● Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. ● The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm	Y		
27. Lack of good ventilation means that there is risk of transmission	4	3	12	● Ensure good natural ventilation in classrooms and common areas e.g. through opening a windows, doors etc	Y	All staff to be reminded of the importance of ventilation and the function of the CO2 monitors. Ron checking Co2 monitors 3x day - one pre children 1 pre lunchtime, 1 pre end of day and recording readings for 2 months.	12
				● Identify poorly ventilated areas and decide how to improve ventilation There are some simple ways to identify poorly ventilated areas: - CO2 monitors in classrooms () - purchase fans/ ventilation system if required - Look for areas where people work and where there is no mechanical ventilation or natural ventilation such as open windows, doors, or vents - Check that mechanical systems provide outdoor air, temperature control, or both. If a system			

				only recirculates air and has no outdoor air supply, the area is likely to be poorly ventilated - Identify areas that feel stuffy or smell bad			
				● Carry out an assessment of fresh air (ventilation) in the workplace – Use the HSE link below to undertake the assessment and make appropriate adjustment.			
				● Follow guidance in the following link: ● air conditioning and ventilation during the coronavirus outbreak. ● https://www.cibse.org/coronavirus-covid-19			
28. Visitors to the site (including parents) add to the risk				● Limit the external visitors to the school during school hours.	Y		
				● Signage giving routes, procedures, entrances and exits to be followed.	Y		
				● All visitors to sanitise hands before signing in.	Y		
	4	4	16	● Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)	Y		16

				• Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' where possible.	Y		🟥
29. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	2	8	• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.	Y	Any work goes on out of school main occupancy hours/in half term	8
				• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe	Y		
				• Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times.	Y		
				• Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.	Y		
				• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).	Y		

E. General								
30. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3	2	6	● All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school.	Y			6
				● The school has carried out a full Health and Safety Risk Assessment to ensure it is compliant with Government guidelines	Y			
				● Staff, pupils, parents and governors have been briefed accordingly.	Y			
31.Curriculum/ Learning Environment	3	2	6	● Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: - in PE - sports equipment thoroughly cleaned between each use by different individual groups. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. - In music lessons physical distancing and playing outside will be done wherever possible	Y			6
				● If there is a confirmed positive case in a class group, Schools may have to consider				

				bubbles or something similar in place to prevent outbreak.			
				• Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.			

32. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	2	8	• Communications strategies for the following groups are in place:
				  o Staff (inc staff at breakfast club and after school activities)
				  o Pupils
				  o Parents
				  o Governors
				  o Local authority
				  o Health services
				  o Professional associations
				  o Other partners
					Y		8

				• Parents are communicated with to make sure they know:
				  o whether their child will be able to attend from 5th Jan
				  o what protective steps you're taking to make the school a low-risk place for their child
				  o what you need them to do (such as on drop off and collection)
					Y		

33. Pupils who are unable to attend school because they are complying with	4	1	4	• All state-funded schools should provide remote education for school-aged children who are unable to attend school due to following government guidance or law	Y		4

clinical and/or public health advice are not receiving access to remote education				relating to COVID-19 (for example if they need to self-isolate, or if they have tested positive but are well enough to learn from home). ● Schools should provide remote education equivalent in length to the core teaching your child would usually get in school. ● School is aware of current guidelines for remote learning			
				● Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.	Y		
				● Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.	Y		
				● Schools have a regularly updated register of pupils with underlying health conditions.	Y		
				● Staff are available to ensure pupils at home continue to be provided with remote education	Y		
34. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	4	12	● There are sufficient numbers of trained staff available to support pupils with mental health issues.	Y	Support from BICs if needed Staff training for mental health first aid	12
				● There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.	Y	Staff training for mental health first aid Jan INSET training around maintaining and building positive	

					• Wellbeing/mental health is discussed regularly in PSHE/assemblies.	Y	Planned in for January induction week and in assembly rota.
					• Resources/websites to support the mental health of pupils are provided.	Y	
35. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	4	3	9		• Staff are encouraged to focus on their wellbeing.	Y	
					• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Y	Agenda item weekly at SLT. Kim to have drop in sessions on Tuesday afternoons for anyone who needs.
					• Staff briefings and training have included content on wellbeing	Y	Jan INSET training around maintaining and building positive mindsets in challenging times.
					• Staff briefings/training on wellbeing are provided.	Y	
					• Staff have been signposted to useful websites and resources.	Y	Qwell
36. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	1	2		• The governing body continues to meet regularly.	Y	
					• The governing body agendas are structured to ensure all statutory requirements are discussed and school	Y	

The orange cell spanning rows shows **12**. The green cell for row 36 shows **2**.

				leaders are held to account for their implementation.			
				● The headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.	Y		
				● Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.	Y	Fortnightly meetings take place when needed.	
				● Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.	Y		
37. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	2	6	● Guidance on NHS test and trace has been published. *If you develop symptoms of COVID-19, stay at home and self-isolate immediately. If you have a positive test result but do not have symptoms, stay at home and self-isolate as soon as you receive the results.* *If you are notified by NHS Test and Trace of a positive test result you must complete a period of self-isolation. Your isolation period starts immediately from when your symptoms started, or, if you do not have any symptoms, from when your positive LFD or PCR test was taken, whichever test was taken first. Your isolation period includes the day your symptoms started (or the day your test was*	Y		6

					taken if you do not have symptoms), and the next 10 full days. *You can return to your normal routine and stop self-isolating after 10 full days if your symptoms have gone, or if the only symptoms you have are a cough or anosmia, which can last for several weeks. If you still have a high temperature after 10 days or are otherwise unwell, stay at home and seek medical advice.* <u>*You may be able to end your self-isolation period before the end of the 10 full days. You can take an LFD test from 6 days after the day your symptoms started (or the day your test was taken if you did not have symptoms), and another LFD test on the following day. The second LFD test should be taken at least 24 hours later. If both these test results are negative, and you do not have a high temperature, you may end your self-isolation after the second negative test result.*</u> *You should not take an LFD test before the sixth day of your isolation period, and you should only end your self-isolation after you have had 2 consecutive negative LFD tests which should be taken at least 24 hours apart. You should stop testing after you have had 2 consecutive negative test results.* <u>**This guidance also applies to children and young people who usually attend an education or childcare setting.**</u>		
					● From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to	Y	

				identify close contacts, as currently happens in managing other infectious diseases.			
				● The guidance has been explained to staff	Y		
				● Post-testing and tracing support is available for staff.	Y		
38. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	3	12	● Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	Y		12
				Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	Y		
				● Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically extremely vulnerable** should these apply	Y		
				● A record of any COVID-19 symptoms in staff or pupils is recorded	Y	Office to update spreadsheet	

39. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	4	2	8	• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.	Y		8
				• This guidance has been explained to staff and pupils as part of the induction process.	Y		
				• Staff should undertake twice weekly home tests whenever they are on site.	Y		
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y		
40. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including test and trace	4	2	8	• From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.			8
				• Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.	Y		
				• The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.			

				• This guidance has been explained to staff and pupils as part of the induction process.	Y		
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y		