



**Trinity CE
Primary School**

To excel, to value, to enjoy, together

RISK ASSESSMENT

Guidance on Social Distancing is attached to this Risk Assessment and was circulated to all staff before the end of the Summer Term 2020.

COVID-19: Operational risk assessment for Trinity C.E. Primary School reopening Please

note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 2nd July 2020 as follows: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Assessment conducted by:	Beatriz Melero Jules Stow	Job title:	HT SBM	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	23/02/2021	Review interval:	EASTER Half Term	Date of next review:	Wb 22nd March

Related documents	
Local Authority documents:	<p>Government guidance:</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <p>https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</p> <p>https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm_source=1%20March%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19</p> <p>https://www.gov.uk/government/publications/face-coverings-in-education?utm_source=1%20March%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19</p> <p>https://www.gov.uk/government/news/all-households-with-children-of-school-aged-to-get-rapid-covid-19-tests-per-person-per-week?utm_source=1%20March%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19</p>

Risk matrix

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

		Risk rating High (H), Medium (M), Low (L)		Probable	
Likely impact	High:			H	
	Medium:			M	
	Low:			L	
Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1. Establishing a systematic process for full opening in primary schools					
1.1 Organisation of Phase Group Bubbles					
<p>Unintended mixing between phase group bubbles will increase the risk of the virus spreading</p> <p>Sharing of resources will increase the risk of the virus spreading</p>		<ul style="list-style-type: none"> There is full compliance with the PHE system control measures set out in the latest government guidance. Each class/phase remains within its designated room/space and predominantly stays within this area. Any facilities used by more than one class are cleaned and disinfected after use and before use by a new group. (Hall for lunch; Pupils observe hygiene guidance and wash hands frequently. Teachers moving between groups comply with social distancing and hygiene guidance.(NA before Easter) Timetable and arrangements for each class/phase avoid contact between discrete classes/phases when moving outside their designated space (e.g. when moving to different rooms at break times; on arrival or leaving). When pupils are withdrawn for small group work (e.g. SEND pupils) social distancing guidelines are fully observed. Staggered arrival and leaving times; break times and lunch times for each phase group bubble. Resources will be shared within the Phase Group Bubble only. If the resources are needed by another Phase Group Bubble the resources are cleaned and left for 48hours before use; plastics 72hours 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>EYFS – EYFS Areas Lunch in Hall – 11:20am-12:00pm Y1 -12:00pm Y2 12:15pm Y1/Y2 – KS1 Area Field Paddock KS1 Playground</p> <p>Y3/Y4 – Upstairs/ER room Area on the field Lower Playground</p> <p>Y5/Y6- Log Cabin/Phase Area Area on field Lower playground</p> <p>Large Play Equipment x2 rota needed Wb 8th March Y3/Y4 Wb 15th March Y5/Y6 Wb22nd March Y3/Y4</p>	
1.2 Organisation of teaching spaces					
Teaching pupils in full classes will increase the risk of the virus spreading		<ul style="list-style-type: none"> There is full compliance with the PHE system control measures set out in the latest government guidance. Pupils observe hygiene guidance and wash hands frequently. Good respiratory hygiene is ensured by promoting the 'catch it, bin it, kill it' approach. 	<p>Y</p> <p>Y</p> <p>Y</p>		

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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		<ul style="list-style-type: none"> Extra cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents Staff maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults maintain 2 metres distance from each other, and from children. Exceptions to this include younger children; children with SEND, complex needs Pupils are seated side by side and facing forwards, rather than face to face or side on. Unnecessary furniture is moved out of classrooms to make more space. All doors, windows are open – good ventilation throughout the school 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
1.3 Staffing					
<p>Due to COVID-19, the number of staff who are available is lower than that required to teach classes in school</p>		<p>There is full compliance with the PHE system control measures set out in the latest government guidance.</p> <ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. The updated guidance and expectations for those who have been shielding and those who are clinically vulnerable or clinically extremely vulnerable is communicated to relevant staff and discussions held regarding their work Risk assessments are undertaken for staff who are clinically vulnerable, clinically extremely vulnerable, or who have contextual factors related to age or ethnicity (Staff who are BAME or aged 55+ may be susceptible to risk of poor outcomes should they contract COVID-19). Dialogue is held with Trade Unions Reps (staff) on the school's approach to staff returning to work. School RA is compared to union RA 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>RA staff who are vulnerable</p> <p>RA staff using govt criteria e.g. BAME, 55+, medical conditions</p> <p>RA SEND pupils (SENDCO)</p> <p>Undertake return to work interview (SBM)</p> <p>Contact Supply Agencies to provide cover if needed</p> <p>CEV shielding until 31st March 2021</p>	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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1.4 The school day					
The start and end of the school day create risks of contact between phase group bubbles		<ul style="list-style-type: none"> • Departure times are staggered • Arrival times – children walk into school into their classrooms; different entrances are used e.g. Y5 and Y6 enter through the lower playground Y6 door etc. • The number of entrances and exits to be used is maximised. • Different entrances/exits are used for different phases. • Staff and pupils are briefed • 	Y Y Y Y N Y	One way system used for entry/exit to the school	
1.5 Planning movement around the school					
Movement around the school risks contact between different phase group bubbles		<ul style="list-style-type: none"> • Phase group bubbles 'remain in their areas for most of their learning. • Timetabling avoids more than one class/ group in circulation at any one time in the same part of the building. • Staff moving between class groups observe social distancing and hygiene procedures at all times. 	Y Y Y		

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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		<p>from any visitors. Where possible, they are further protected by screens.</p> <ul style="list-style-type: none"> • Dining area layouts are configured to ensure social distancing is in place. • Breaks are staggered and designated areas are used by particular groups of pupils during social times (both inside and outside the building). • Senior management closely monitor compliance with the phase group bubble arrangements and social distancing and adjust procedures where necessary. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
1.6 Curriculum organisation					
<p>Having missed up to 8 months' learning, pupils may well have fallen behind in their progress during school closures and achievement gaps will have widened</p>		<ul style="list-style-type: none"> • The school develops and implements a comprehensive 'catch-up' plan which will identify the learning gap for individual and groups of pupils in terms of curriculum and knowledge, and will put in place plans to address this. This will include revising schemes of work, prioritising key elements of the curriculum (refer to pg), engaging in the National Tutoring Programme and additional planned intervention programmes. • Gaps in learning will be assessed and addressed systematically in teachers' planning. • Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils' knowledge. To achieve this, we will look at any modification to the curriculum • Prioritise gaps and re-establish good progress in phonics, reading, increasing vocabulary, writing and maths 	<p>Y</p> <p>Y</p>		

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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		<ul style="list-style-type: none"> More use of the outdoor space and creative teaching to enable teachers to focus on small group interventions 			
Some learning activities (for example singing, wind and brass playing and some sports) pose increased risks of spreading COVID-19 infection		<ul style="list-style-type: none"> Learning activities for which there is a greater risk of infection are identified and relevant staff informed.e.g. use of HMS 1:1 only The teaching of music, dance and drama is part of the curriculum Singing up until Easter is not permitted Any clubs/PE coaches etc. need to provide risk assessments EnergyKidz to provide wraparound care as of the 8th March 2021 	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> HMS provide SBM with RA Sports Coaches provide RA to SBM EnergyKidz provide RA to SBM 	
Non-overnight school visits poses risks to infection control		<ul style="list-style-type: none"> No school visits permitted during this time 	<p>Y</p> <p>Y</p> <p>Y</p>		
1.7 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines		<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms, which may need to be more limited than is normal. Staff from each phase group bubble will have their own allotted area and will not mix with other staff from a different phase group bubble. KS1 staff to use staffroom; Y3/Y4 staff use terrapin; Y5/Y6 use Science lab; EYFS to use library; office/HT/DHT – use office/Staffroom 	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> 	
1.8 Managing the school lifecycle					

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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Limited progress with the school's 2020-21 calendar and workplan because of COVID-19 measures		<ul style="list-style-type: none"> School calendar for 2020-21 finalised within the context of the latest guidance on full re-opening. Whole school events will be celebrated if possible e.g. World Book Day which is a week long celebration; Chinese New Year etc. Senior Management Team (SMT) and staff work plans informed by reopening plans and latest guidance. Staff recruitment for 2020-2021 underway 	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> 	
1.9 Governance and policy					
Governors are not fully informed or involved in making key decisions about reopening		<ul style="list-style-type: none"> Online GB meetings held on a termly basis with governors. HT regularly liaises with Chair of GB – meetings as and when required. Calls as and when required Governing bodies are involved in key decisions on reopening. Governors are briefed regularly on the latest government guidance and its implications for the school and the Chair of Governors is kept fully informed. Review RA on a half termly basis 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> GB use Governor Zone for up to date information and key government guidelines Different scenarios for partial opening etc. produced by Governors 	
1.10 Policy review					
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		<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on full reopening and its implications for the school. This applies particularly to guidance and policies on attendance and behaviour from March Staff, pupils, parents and governors have been briefed – RA on website. 	<p>Y</p> <p>N</p>		

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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1.11 Communication strategy					
Key stakeholders are not fully informed about the plans for reopening and their implications		<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff Pupils Parents Governors Local authority Professional associations – if required Other partners - Nursery 	Y	<ul style="list-style-type: none"> Weekly email to all stakeholders sent by HT on a weekly basis Update email to all staff sent either on a weekly/fortnightly basis Phase Leaders/SBM liaise with staff teams 	
An unforeseen lockdown situation prevents effective communication with pupils, parents and staff regarding contingency arrangements		<ul style="list-style-type: none"> Contingency plans are in place, including arrangements for home/remote learning, pastoral care and safeguarding. A communication strategy for pupils, parents and staff in the event of an unforeseen lockdown is in place, building on the experience of the school closure period. Contact records for pupils, parents and staff are kept up to date. 	Y Y Y	<ul style="list-style-type: none"> Contingency Plans sent out to the community before the end of the Summer Term 2020 Use of GOOGLE Classroom Remote Learning Plan on the website 	
1.12 Pupil attendance					
<p>Pupil attendance is lower than expected due to parental concerns about pupils' safety from infection</p> <p>Child who is self isolating/ CEV cannot come into school and access his/her education</p>		<ul style="list-style-type: none"> School attendance will be mandatory for all pupils from March 8th 2021 Communications with parents reassure them about the safety of full reopening under the latest government guidance. Dialogue is held with parents who have concerns. <p>Remote Learning Plan in place and available on the website</p>	Y Y	<ul style="list-style-type: none"> Monitor, evaluate and review (MER) attendance first weeks back 	
1.13 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health		<ul style="list-style-type: none"> Staff Meeting/Briefing is in place for all staff prior to reopening, and include: <ul style="list-style-type: none"> The PHE system control measures set out in the latest government guidance Organisational arrangements (i.e. Phase Group bubbles) Infection control 	Y Y Y	<ul style="list-style-type: none"> INSET September Infection Control - SBM 	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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		<ul style="list-style-type: none"> • Fire safety and evacuation procedures • Behaviour management • Safeguarding • Risk Assessment 	Y Y Y Y		
New staff are not aware of policies and procedures prior to starting at the school when it reopens		<ul style="list-style-type: none"> • Induction programmes are in place for all new staff – either online or in-school. • The revised staff handbook is issued to all new staff prior to them starting. 	Y Y	<ul style="list-style-type: none"> • Induction/Handbook given during Transition Days • Regular contact with mentors • H&S Induction 2nd September 2020 	
1.14 Free school meals					
Pupils eligible for free school meals do not receive them due to discontinuity during the school closure period		<ul style="list-style-type: none"> • A member of the school's administrative team is tasked with ensuring that the list of pupils eligible for free school meals is accurate and up to date and that pupils receive free meals when in school • FSM and school lunches will be available wb 8th March 2021 	Y		
1.15 Risk assessments					

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.		<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used RA is regularly reviewed by SMT and their teams. Staff to let HT/DHT know if there are any issues regarding the RA 	Y	<ul style="list-style-type: none"> RA staff RA vulnerable pupils/SEND 	
1.16 Responding to cases of COVID-19 and local lockdowns					
The school is unsure how to respond when there are suspected or confirmed cases of COVID-19 amongst pupils or staff		<ul style="list-style-type: none"> There is full compliance with the PHE system control measures set out in the latest government guidance. Phase group bubbles are kept separate from other phase group bubbles at all times. The local health protection team via DfE helpline is contacted immediately for advice. The school engages swiftly with NHS Test and Trace if cases are suspected. Appropriate action is taken once advised by the local health protection team – this may mean that phase group bubbles and some staff who have been in close contact with the person concerned may have to self-isolate for 10 days. Arrangements are in place for home and remote learning for pupils who are required to self-isolate. 	Y Y Y Y Y	<p>Follow PHE Flow Chart for guidance</p> <p>Confirm date of onset of symptoms and test date</p>	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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The school is unprepared for a local lockdown should the rate of infection rise in the area	H	<ul style="list-style-type: none"> There is full compliance with the PHE system control measures set out in the latest government guidance. Various contingency plans are in place should a local lockdown be announced and staff are briefed on its contents. There is regular liaison with the local health protection team. Systems put in place during the school closure period (e.g. home/online learning, pastoral systems, safeguarding systems) are ready to be reactivated. Lessons learnt during the school closure period are applied to the contingency plan. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>.</p>	M
2. Investing in health and safety arrangements and safety equipment to limit the spread of COVID-19					
2.1 Public Health England system control measures					
Lack of a comprehensive plan to implement PHE system control measures increases the risk of infection in the school	H	<ul style="list-style-type: none"> Current government guidance is being applied, and specifically the PHE system of control measures (PREVENTION) set out in the latest government guidance are in place as follows: <p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>Minimise contact with individuals who are required to self-isolate by ensuring they do not attend school</p> <p>This information will be issued at staff and pupil briefings and in letters home to parents</p> <ul style="list-style-type: none"> Anyone with symptoms must remain at home and self-isolate for 10 days from testing positive. Anyone in their household needs to self-isolate for 14 days (including siblings). The test date if they did not have any symptoms but have had a positive test (LFT or PCR) Any pupil or staff member needs to go home immediately if they have symptoms. They should take a test as soon as possible. A child with symptoms awaiting collection needs to be isolated and kept at a distance of 2m from the supervising staff member, ideally in a well-ventilated place. This will be in a small gazebo outside the HT 	<p>Y</p> <p>Y</p> <p>Y</p>		M

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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		<p>office. PPE is required if this distance cannot be maintained or there is a risk of contaminated bodily fluids.</p> <ul style="list-style-type: none"> If the child uses the bathroom, it must be thoroughly disinfected before use by anyone else. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with disinfectant after they have left to reduce the risk of passing the infection on to other people. Routinely taking the temperature of pupils is not recommended by National Institute for Health Protection as this is an unreliable method for identifying coronavirus (COVID-19). Be vigilant of anyone returning from abroad as they are required to quarantine having recently visited countries outside the Common Travel Area <p>In addition:</p> <ul style="list-style-type: none"> Staff are reminded that they have received training on infection control that gives them a good understanding of how the spread of coronavirus occurs and can be mitigated. <p>2. Ensure face coverings are used in recommended circumstances Face coverings must be worn when moving around the school site, corridors by staff and visitors Face coverings/visors can be worn by staff at all times if staff want to wear them Face visors or shields should not be worn as an alternative to face coverings (p12)They are unlikely to be effective in reducing aerosol transmission when used without an additional face covering (unless there is an medical/other exemption)</p> <p>3. Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> Handwashing / sanitising is scheduled into the school day. It takes place as a minimum: when pupils, staff or visitors enter the school; at break; before and after lunch; before leaving school; whenever the toilet is used. It is defined which phase bubbles are using which toilets and sinks. Handwashing routines are re-taught to pupils using suitable video. 	<p>Y</p> <p>Y</p>	<p>Toilets/sinks EYFS – own toilets and sinks Y1/Y2 – Toilets and sinks in KS1 area Y3/Y4 – Toilets and sinks located upstairs Use disabled toilet – known chd only Y5/Y6 – In phase Y5/Y6 – Log Cabin – children use terrapin toilets</p> <p>No access to toilets to delivery drivers; visitors on site can use the main toilet but must take part in leaving contact details as part of Test and Trace</p> <p>Caretaker to clean whole school toilets and sinks during lunchtime</p>	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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		<ul style="list-style-type: none"> • Staggered start and finish times, staggered break times and staggered lunch times are implemented. • Children are taught in age appropriate ways about coronavirus, how it is spread and how they can play their part in keeping everyone safe. • KS1/EYFS will provide equipment for the children. KS2 children can bring in a small pencil case which will stay at school. • Resources are boxed, that are needed for particular classes, to avoid pupils using shared areas such as the school library. • Tape can be used in the classroom to demarcate 2m distance for staff <p>7. Keep occupied spaces well ventilated Classroom windows, doors open; corridor doors open; windows open in all toilets including staff toilets</p> <p>8. Where necessary, wear appropriate personal protective equipment (PPE)</p> <ul style="list-style-type: none"> • The school continues to maintain and monitor stocks of PPE and has access to supplier lists. • Staff are supplied with PPE when supervising a pupil who has symptoms of COVID-19 (if 2m social distancing cannot be ensured) and for the provision of routine intimate care to pupils that involves the use of PPE. • Gloves and aprons are provided for cleaning staff. • Face masks are worn by staff when cleaning visible bodily fluids from suspected COVID-19 case. • Stocks of PPE are regularly monitored and replenished <p>9. Promote and engage in asymptomatic testing LFD available. Test 2x a week and record results. Sports coaches, EnergyKidz also test. We will provide staff with a privacy notice so they can consent to testing. Staff will be offered 2 lateral flow tests per week, for use at home. We will ask them to carefully read the government's guidance on self-administering tests, alongside the instructions in their test kit, to make sure they know how to safely do this. We won't need to see evidence of a negative test result in order to allow staff to attend school.</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>https://www.gov.uk/guidance/cont-acts-PHE-health-protection-teams</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>If a child is unwell they should not attend school</p> <p>Number:0800 046 8687 select option 1</p> <p>Following a period of self isolation parents/carers need to follow Reporting and Returning to school after self isolation procedure</p>	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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		<p>Any staff members receiving a positive lateral flow test result will be told:</p> <ul style="list-style-type: none"> To remain at home, take a standard coronavirus (PCR) test and let us know the result (if a home testing kit is available in school, this can be given to them, if they have barriers to accessing testing elsewhere) That they, and members of their household, should self-isolate in line with the latest government guidance That they should report their lateral flow test result, either via the test reporting website or by calling 119 <p>As soon as we hear that a staff member has tested positive with a lateral flow test, we will follow the same cleaning measures (laid out above) as if that staff member had been symptomatic while in school.</p> <p>All staff and pupils will continue to follow the measures set out in this risk assessment, even if we're participating in rapid testing.</p> <p>We will keep accurate records of all test results, and only share health records with the relevant people</p> <p>Whole families and households with primary school age children, including childcare and support bubbles, will be able to test themselves twice every week from home as schools return from 8 March.</p> <p>10. Promote & engage with the NHS Test and Trace process</p> <ul style="list-style-type: none"> • School leaders understand the complexity of the arrangements for testing and self-isolation and ensure that staff and parents are fully aware of them. Handouts are prepared in the event that a child is sent home with symptoms, for the parents of that child and other members of the bubble. • Staff induction for return to school includes information about the NHS Test and Trace process. <p>10Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community</p> <ul style="list-style-type: none"> • The contact details for local PHE team and local authority health and safety team are readily to hand. • A clear process is in place for notifying the local health protection team and the local authority of any cases that test positive. 			

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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		<ul style="list-style-type: none"> A spreadsheet is maintained to record all staff and pupils who are self-isolating who have tested positive. These spreadsheets are kept up to date. Use is made of any template letters provided by National Institute for Health Protection / local authority as directed locally. Strict measures are in place at school following a period of self isolation <p>11. Contain any outbreak by following local health protection team advice</p> <ul style="list-style-type: none"> Advice provided by the local health protection team is acted on immediately. Good working relationships are established and maintained enabling rapid communication with local authorities and local National Institute for Health Protection. 			
2.2 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required		<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Working hours for cleaning staff/caretaker are increased 	<p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> Deep clean over the Summer Term Deep Clean during every half term 	
2.3 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency		<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	<p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> 	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils forget to wash their hands regularly and frequently		<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Posters reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y Y Y	•	
2.4 Clothing/fabric					
Not wearing clean clothes each day may increase the risk of the virus spreading		<ul style="list-style-type: none"> Expectations and guidance are communicated to parents. Children to wear school uniform 	Y Y	• School uniform reminder to parents/carers	
The use of fabric chairs may increase the risk of the virus spreading		<ul style="list-style-type: none"> Fabric chairs are taken out of use where possible. Where that is not possible, chairs are limited to single person use. 	Y Y	•	
2.5 Testing and managing symptoms					
NHS Test and Trace is not used effectively to help manage infection control amongst pupils and staff, maximise staffing levels and support staff wellbeing		<ul style="list-style-type: none"> Guidance on engaging with the NHS Test and Trace process has been explained to staff as part of induction. Staff, parents and pupils are clear that they should <u>book a test</u> if they are displaying symptoms. Staff, parents and pupils are clear that they should provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace. Staff, parents and pupils are clear that they should <u>self-isolate</u> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19). 	Y Y Y Y Y	•	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>	<p style="background-color: red; color: black; text-align: center;">H</p>	<ul style="list-style-type: none"> • Robust collection and monitoring of absence data, including tracking return to school dates, return to school after self-isolation procedure is in place. • Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of NHS Test and Trace for both staff and pupils and appropriate action, in line with the most recent government guidance, should the tests prove positive or negative. • 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 vulnerable and clinically extremely vulnerable should these apply in line with the most recent government guidance. • A record of any COVID-19 symptoms in staff or pupils is reported to the school office • Staff test using a LFD 2x a week • Temperatures recorded if children have a temperature 	<p style="text-align: center;">Y Y Y Y</p>	<p style="text-align: center;">•</p>	<p style="background-color: #90EE90; text-align: center;">M</p>
<p>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</p>	<p style="background-color: yellow; text-align: center;">M</p>	<ul style="list-style-type: none"> • 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. • This guidance has been explained to staff and pupils as part of the briefing updates • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	<p style="text-align: center;">Y Y Y</p>		<p style="background-color: #90EE90; text-align: center;">M</p>

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school		<ul style="list-style-type: none"> 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. This guidance has been explained to staff and pupils as part of the training/briefing Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y Y Y		
2.6 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk		<ul style="list-style-type: none"> First Aiders up to date with training. Each Phase has a first aider. No First Aid is sent to the office unless it is an emergency A programme for training additional staff is identified. DSL on call if not on school site; DDSL on site every day 	Y Y Y	•	
2.7 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school		<ul style="list-style-type: none"> As part of the overall communications strategy referenced in 1.11, parents are kept up to date with information, guidance and the school's expectations A COVID-19 section on the school website is created and updated. 	Y Y Y		
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. 	Y		
2.8 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in		<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 	Y Y	<ul style="list-style-type: none"> Links sent to staff before the end of the Summer Term 	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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line with government guidelines		<ul style="list-style-type: none"> • Those staff required to wear PPE (e.g. staff supervising pupils with symptoms where 2m distancing cannot be maintained, and cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • “ 	Y	with video of putting on/taking off PPE	
3. Adopting the new organisational model of phase group ‘bubbles’ TEACHING & LEARNING					
3.1 Pupil behaviour					

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<p>Pupils' behaviour on return to school does not comply with the new guidance on operating within discrete class group 'bubbles'</p>		<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for operating in phase group 'bubbles' and on social distancing at other times is reinforced throughout the school day by staff and through posters, etc • Staff continue to model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured to avoid different class groups coming in to contact with each other and are closely supervised. • The school's behaviour policy has been revised to include compliance with the new arrangements and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of the phase group bubble model and arrangements are reviewed. • Messages to parents reinforce the importance of adhering to the new arrangements. • Wilful disobeying of rules relating to staying within phase group bubbles and following hygiene procedures will be sanctioned appropriately and proportionately, by exclusion where necessary. E.g. spitting at other children/adults 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>.</p>	
<p>3.2 Classrooms and teaching spaces</p>					

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<p>The size and configuration of classrooms and teaching spaces does not allow teachers to comply with social distancing measures</p> <p>Children sitting in rows facing the front will present a challenge due to the lack of teaching strategies that can be employed to motivate learning e.g. group work; pair work</p>		<ul style="list-style-type: none"> • All classrooms have been assessed and configured to allow for teachers to maintain 2 metres social distancing with pupils' desks facing the front in rows. • All furniture not in use has been removed from classrooms and teaching spaces. • Arrangements are reviewed regularly. • Teachers can experiment with the arrangement of the furniture to suit the needs of a particular lesson. E.g. chairs can be placed in a circle/semi circle for whole class discussions; groups can be organised in a semi circle • Use technology to further engage and motivate learning • 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> • SENDCo discuss arrangements with the TAs providing 1:1 support 	
<p>3.3 TAs supporting intervention/EHCP support</p>					
<p>TAs cannot be 2m apart from the children</p>		<ul style="list-style-type: none"> • Look at the layout of the classroom/intervention space • Use additional space e.g. area outside Y3 classroom; under the stairs area for Y3/Y4; Y5/Y6 area outside classroom; KS1 area • Adhere to PHE system of controls • Support staff providing interventions to a small group of pupils across more than one class across the Phase Group Bubble. Pupils from each phase bubble will be allocated intervention time for either a morning or an afternoon session. Interventions will take place in an identified area, where the member of support staff will maintain a 2m distance from the pupils. Staff can wear masks and/or visor • Pupils will bring all equipment they require with them to the intervention area. The area will be cleaned before/after intervention Staff will wash their hands between each group. 		<ul style="list-style-type: none"> • 	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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		<ul style="list-style-type: none"> Staff members working in this way will provide interventions across either KS1, lower KS2 or upper KS2 			
TAS providing specialist support e.g. EHCP Plans; 1:1 are at a higher risk of COVID-19		<ul style="list-style-type: none"> The school has made plans for specialist staff providing 1:1 support (e.g. as part of an EHCP) as follows: <ul style="list-style-type: none"> Staff wash hands before and after working with a pupil PPE/Mask and/or visor/mask can be worn A space is identified for the intervention to take place, and set up with two separate desks placed a suitable distance apart if applicable All equipment needed for the child is set up in the space before the start of the session Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom) if applicable The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way <ul style="list-style-type: none"> The intervention is provided at a distance wherever possible After the child has returned to class, the member of staff cleans the desk /area and washes any equipment that needs to be used by another pupil Support staff for pupils with SEND should provide interventions as usual Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group The provision of physio – ensure staff member has full PPE and mask/visor, antiseptic gel etc. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	SENDCO liaise with 1:1	
3.4 Shared spaces					
The use of shared spaces and specialist classrooms increases (e.g. hall, Science Lab) risks different phase group bubbles mixing		<ul style="list-style-type: none"> Larger spaces and specialist classrooms are used by one discrete class at a time. (Hall/Science Lab) and timetable in place. (If applicable) Large and specialist spaces are cleaned and disinfected. thoroughly before and after use using sprays/wipes Large gatherings prohibited Design layout and arrangements are in place to enable social distancing where possible. No more than one phase group is scheduled to occupy a shared space at any one time. E.g. hall 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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		<ul style="list-style-type: none"> Shared spaces are cleaned after use 	Y		
3.5 Movement in corridors					
The phase group 'bubble' arrangements are breached when pupils circulate in corridors		<ul style="list-style-type: none"> Phase group 'bubble' arrangements are in place The use of shared learning spaces is timetabled to avoid different bubbles groups coming in to contact with each other if applicable One-way systems are in operation where feasible Corridors are divided where feasible Circulation routes are clearly marked with appropriate signage Any pinch points/bottle necks are identified and managed accordingly. Appropriate supervision levels are in place. 	Y Y Y Y Y Y	•	
3.6 Break time					
Phase group bubbles mix at break times		<ul style="list-style-type: none"> Break times are staggered. Pupils are kept within their assigned 'bubbles' /areas during social times. External areas are designated for different groups. Pupils are reminded about staying in their assigned 'bubbles' as break times begin. 	Y Y Y Y	•	
3.7 Lunch times					
Phase group bubbles mix at lunch times		<ul style="list-style-type: none"> Lunch times are staggered. Pupils are reminded about staying in their assigned bubbles as lunch times begin. Pupils wash their hands before and after eating. If on the playground, antiseptic gel is given to the children to clean hands 	Y Y Y Y	EYFS Phase 11:20-12:00 Y1 – 12:00 in hall Y2 – 12:15 in hall	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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		<ul style="list-style-type: none"> Dining areas are cleaned before and after each class group has used them. KS2 have their lunch in classrooms and lunches are in a box Additional arrangements are in place, such as staggering lunch times, delivering lunch boxes to classrooms, pupils eating in classrooms or other spaces. Pupils eat lunch with others in their phase group bubbles 	Y Y Y Y Y	Y3,Y4,Y5,Y6 – Lunch in classrooms. Tables wiped before and after lunch with spray	
3.8 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures between pupils from different Phase group 'bubbles'		<ul style="list-style-type: none"> Pupils know that they can only use the toilet one at a time. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. This can be achieved by pupils from a specified bubble visiting the toilets at set times. The toilets are cleaned at lunchtime. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	Y Y Y Y Y Y	<ul style="list-style-type: none"> Check regular cleaning on a daily basis 	
3.9 Medical Rooms/Disabled Toilet					

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<p>The medical rooms/another designated room may compromise social distancing measures</p> <p>The disabled toilet may be used as an isolation room for suspected symptoms of COVID-19</p> <p>Medical rooms/disabled toilet are not adequately equipped or configured to maintain infection control</p>		<ul style="list-style-type: none"> Social distancing provisions are in place for the disabled toilet Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Gazebo outside. The disabled toilet will not be used as an area for children to isolate. <ul style="list-style-type: none"> Social distancing provisions are in place in the medical area/disabled toilet Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged – gazebo outside. 	<p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> Posters in disabled toilet to remind about social distancing Medical room not used for suspected COVID-19 symptoms, but rather gazebo outside by HT office Medical room is also disabled toilet and will be needed General accidents – First Aid provided by TA Any sickness – child sits outside classroom with a disposable sick box Thermometers available in classrooms/phases 	
3.10 Reception area					
<p>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</p>		<ul style="list-style-type: none"> Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). Non-essential deliveries and visitors to school are minimised. Arrangements are in place for segregation of visitors. No visitors to the school unless an appointment has been made. Promote the use of electronic forms (i.e. School Gateway) 	<p>N</p> <p>N</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> Floor markings/tape needed Guidance displayed Front office only used to collect deliveries, welcome visitors No outside person to use the toilet e.g. delivery driver 	
3.11 Face Coverings					
<p>Movement along corridors/spaces does not allow for social distancing</p>		<ul style="list-style-type: none"> Staff wear face coverings when moving around the school and when talking to members of staff not in their Phase Group Bubble e.g. office staff Face coverings can be worn when teaching/intervention work if staff want to Face covering must be worn with a face shield 			

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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3.12 Arrival and departure from school					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply and risking pupils from different class groups mixing		<ul style="list-style-type: none"> • Times are staggered for each phase group 'bubble' • The use of available entrances and exits is maximised. • Social distancing guidelines are reinforced at entrances and exits through signage • Weekly messages to parents stress the need for social distancing at arrival and departure times. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	•	
Entry/Exit to school		<ul style="list-style-type: none"> • Arrangements for dropping off and picking up pupils have been reviewed. Staggered arrivals/pick-ups have been scheduled. • Parents have been told to avoid getting out of cars where possible and to avoid congregating at the school entrance. • Staff, pupils and parents have been briefed regarding new arrangements, including staggered start/finish times. • Supervision supports the observation of social distancing rules when pupils get in and out of vehicles near the school entrance. • The number of entrances and exits to be used has been maximised. Separate managed entrances/exits are used for different groups. • Outside doors are used to access classrooms directly where these are available. • No non-essential visitors are admitted to school. • Use of toilet to delivery drivers etc is not given • Procedure is in place for receptionist to check that no one enters the school who has COVID-19 symptoms or lives with someone who has COVID-19 symptoms. • Designated person(s) are assigned to receive deliveries. • Deliveries are managed effectively in a timely manner, with recipients adhering to social distancing and wearing PPE where appropriate. 		•	
4. Continuing enhanced protection for children and staff with underlying health conditions					
4.1 Pupils with underlying health issues					
Pupils who are clinically vulnerable or clinically extremely vulnerable do not attend school even		<ul style="list-style-type: none"> • Parents of pupils with underlying health conditions have been provided with updated guidance and discussions have been held with them on a case by case basis regarding attendance at school from March 	Y	• SENDCO to review RA of clinically vulnerable or extremely clinically vulnerable children and liaise	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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<p>though it is deemed safe to do so</p>		<ul style="list-style-type: none"> • Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. • The school, and parents are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance. • The register of pupils with underlying health conditions is regularly updated. • Pupils who are BAME may be more susceptible to poor outcomes if infected by COVID-19. Leaders take account of this in their risk assessments. • If pupils need to shield due to Government directive/health etc. they will be provided with remote learning 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>with HT/SBM/Parents before Trinity re-opens</p> <ul style="list-style-type: none"> • List of BAME children and classes updated • At the time of this RA there are no cases of children needing to shield 	
<p>4.2 Staff with underlying health issues</p>					

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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Staff who are clinically vulnerable do not return to work even though it is deemed safe to do so		<ul style="list-style-type: none"> Staff with underlying health issues have been provided with updated guidance and discussions have been held with them regarding returning to work. All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance. Leaders are cognisant of additional contextual factors that may make staff more susceptible to poor outcomes should they become infected with COVID-19. These include ethnicity and age. BAME staff and those over 55 years of age may be at heightened risk. Leaders take account of this in their risk assessments. Current government guidance is being applied. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> List of staff over 55+ List of staff with medical conditions BAME lists List of other criteria 	
5. Enhancing mental health support for pupils and staff					
5.1 Mental health concerns – pupils					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general		<ul style="list-style-type: none"> There is a mental wellbeing focus at Trinity during the first few weeks back at school and then it is an ongoing priority in the SDP There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites to support the mental health of pupils are provided. Sharron Harrison in school 2 days a week. One day focusing on mental wellbeing workshops with pupils Peer Mentor support service for phase group bubbles 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> PSHCE Lead to signpost resources available on GOOGLE Drive 	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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5.2 Mental health concerns – staff					
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		<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff have been signposted to useful websites and resources. NAHT resources shared with staff before the Summer Holidays Well being area set up 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> 	
5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family		<ul style="list-style-type: none"> Use in house resources to support Support is requested from other organisations when necessary. LA signpost services available 	<p>Y</p>	<ul style="list-style-type: none"> Resources available. SENDCo 	
6. Operational issues					
6.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements		<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Pupils operating in Phase group 'bubbles' Staff moving between phase group 'bubbles' Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>N (1 Fire Marshall only)</p>	<ul style="list-style-type: none"> H&S Audit 8th October DHT – train to be Fire Marshall (Summer 2021) 	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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Fire evacuation drills - unable to apply social distancing effectively between Phase group 'bubbles'		<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which take account of the new arrangements and apply social distancing where necessary. Fire procedures have been updated/adapted to take account of COVID-19 impact. E.G pupils in phase group bubbles; social distancing rules during evacuation 	Y Y	<ul style="list-style-type: none"> 	
6.2 Managing premises on reopening after lengthy closure					
All systems may not be operational		<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. All utilities and systems (including gas, heating, water supply, mechanical and electrical systems and catering equipment) have been re-commissioned before reopening as would have been the case after a long holiday period. H&S Audit 8th October 2020 	Y Y	<ul style="list-style-type: none"> 	
Statutory compliance has not been completed due to the availability of contractors during lockdown		<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Y Y	<ul style="list-style-type: none"> 	
6.3 Contractors working on the school site					

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		<ul style="list-style-type: none"> 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. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. 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 social distancing is maintained at all times. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. 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). 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>.</p>	
7. Finance					
7.1 Costs of the school's response to COVID-19					
The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties		<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. The school's projected financial position has been shared with governors and LA 	<p>Y</p> <p>Y</p> <p>Y</p>		
8. Governance					
8.1 Oversight of the governing body					

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.		<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The HT 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. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 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 Y Y (Autumn) Y Y	<ul style="list-style-type: none"> Call an ad hoc GB Meeting if and when required 	
9. Additional Updates Autumn 2 2020					
Settings to add any site-specific issues/arrangements here and ensure mitigation str					
Children not receiving an education if they are self-isolating		<ul style="list-style-type: none"> Remote Learning Plan in place and sent out to the community 	Y	<ul style="list-style-type: none"> 	
Everyone will be asked not to come into school if they need to self-isolate under current government guidance . Regular reminders will be given about this. If pupils or staff have travelled abroad, they will be asked not to come into school and to quarantine under the current government guidance .		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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<p>Anyone self-isolating with symptoms will be advised to do so in line with current government guidance, and to access testing and engage with the NHS Test and Trace process.</p> <p>If a symptomatic person comes into school or develops symptoms while in school,</p> <p style="padding-left: 20px;">If contact is necessary, supervising staff will also wear disposable gloves and a disposable apron/PPE</p> <p style="padding-left: 20px;">If there's a risk of splashing to the eyes, such as from coughing, spitting or vomiting, supervising staff will also wear eye protection</p> <p>Supervising staff will wash their hands thoroughly for 20 seconds after the pupil has been picked up.</p> <p>In exceptional circumstances, if parents/carers cannot collect their child and they agree it's age-appropriate and safe to do so, the pupil can walk, cycle or scoot home. If the pupil cannot be collected or travel home independently, we will make alternative arrangements to transport</p>					

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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<p>the pupil home. In this case one of the following steps will be taken:</p> <ul style="list-style-type: none"> • Use of a vehicle with a bulkhead or partition that separates the driver and passenger; or • The driver and passenger will maintain a distance of 2 metres from each other; or • The driver will use PPE (the same PPE as when supervising a symptomatic pupil, as explained above) and the passenger will wear a face mask if they are old enough and able to do so <p>We will speak to the local authority about sourcing a vehicle that would provide appropriate protection for the driver, and we will inform the driver that the pupil is displaying symptoms</p> <p>A deep clean will take place in the areas that the symptomatic person has</p>					

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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<p>been, and PPE will be disposed of properly, following decontamination guidance.</p> <p>If the school becomes aware that a pupil or a staff member has tested positive for coronavirus [If you're participating in the government's rapid testing programme, add: , either with a lateral flow test or PCR test,] and needs advice on next steps, the school will contact the DfE helpline on 0800 046 8687 and select option 1. (If no advice is required, the school will report the case using the DfE's 'online attendance form daily return'). The advice service (or local health protection team, if the call is escalated to them), will carry out a rapid risk assessment to confirm who's been in close contact with the person when infectious.</p> <p>The school will ask (using a template letter from the local health protection team) all close contacts to self-isolate in line with current government guidance.</p> <p>If there are 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where</p>					

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MARCH 2nd 2021

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<p>coronavirus is suspected, the school will work with the local health protection team, who can be reached by calling the DfE helpline and selecting option 1, to decide if additional action is needed. Any advice given by the team will be followed.</p> <p>To help with identifying staff's and pupils' close contacts, records will be kept of:</p> <ul style="list-style-type: none"> • The pupils and staff in each group • Any close contact that takes place between children and staff in different groups <p>Close contact with an infected person means:</p> <ul style="list-style-type: none"> • Face-to-face contact, including: <p>Being coughed on</p> <p>A face-to-face conversation within 1 metre</p> <p>Being within 1 metre for 1 minute or longer without face-to-face contact</p> <p>Being within 2 metres for more than 15 minutes</p>					

Operational risk assessment for Trinity School reopening

MARCH 2nd 2021

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(either as a one-off contact or added up together over one day)					
Face coverings not being worn by MDS who move between bubbles		<ul style="list-style-type: none"> MDS required to wear face masks inside and outside of the hall 	Y	•	
Visitors not wearing masks in school communal areas		<ul style="list-style-type: none"> All visitors wear a face mask in communal areas and when moving around the school 	Y	•	
Staff moving around the school and bubbles when walking to their staffroom, main office etc.		<ul style="list-style-type: none"> All staff to wear masks and visors if they want to All staff walk around the outside of the building to access different parts of the school 	Y		
Parents/carers not wearing face coverings in the playground		<ul style="list-style-type: none"> Face coverings to be worn at all times on the playground Restricted entry to the playground during pick up 	Y	•	
The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties e.g. increased demand for masks/visors/staff		<ul style="list-style-type: none"> Funded from main school budget as there is no support/help from the Government If funding becomes available, have a spreadsheet of costs available 	Y	<ul style="list-style-type: none"> Monitor school budget DfE bulletins regarding any financial assistance with costs 	
Senior leadership team meet together as do staff for meetings etc.		<ul style="list-style-type: none"> All meetings taking place using a virtual platform 	Y	•	
DHT and HT in same bubble		<ul style="list-style-type: none"> Wear face masks and meetings take place in a well ventilated, big space 2M+ away from each other or virtually 	Y	•	
Wraparound Provision and extra-curricular activities whereby children mix bubbles		<ul style="list-style-type: none"> Try to keep children in their bubbles when supervising them and maintain social distancing 		•	

