

## Little Paxton Operational Risk Assessment during COVID Restrictions



### COVID-19: Operational risk assessment

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Date of assessment:	9 July 2020 (R1)	Review date	16 July 2020 (R2) 23 September 2020 (R3) 11 November 2020 (R4)	Date of next review:	January 2021

#### Related documents

<p><b>Government guidance:</b></p> <p>Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening published by the Department for Education on 2<sup>nd</sup> July 2020 (and associated updates) as detailed in associated documents</p>	<ul style="list-style-type: none"> <li>• Guidance for full opening: schools can be found <a href="#">here</a></li> <li>• Managing school premises during the coronavirus (COVID-19) outbreak can be found <a href="#">here</a></li> <li>• The Government Guidance for implementing protective measures in educational and childcare settings can be found <a href="#">here</a></li> <li>• The NASUWT has also produced a useful checklist for reopening of schools which can be found <a href="#">here</a>.</li> <li>• Conducting a SEND risk assessment during the coronavirus outbreak guidance can be found <a href="#">here</a></li> <li>• COVID-19: guidance on supporting children and young people’s mental health and wellbeing can be found <a href="#">here</a></li> <li>• Actions for early years and childcare providers during the coronavirus outbreak can be found <a href="#">here</a></li> <li>• Coronavirus (COVID-19): implementing protective measures in education and childcare settings can be found <a href="#">here</a></li> <li>• Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) can be found <a href="#">here</a></li> </ul>
<p><b>Little Paxton Primary School documents</b></p>	<ul style="list-style-type: none"> <li>• Little Paxton Full Opening Plan (FOP)) – September 2020</li> <li>• Behaviour Policy</li> <li>• Letter to Parents 7 September 2020</li> <li>• Operational protocols – Toilets, First Aid, Suspected case, Wearing PPE, Fire Process</li> </ul>

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### Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	<b>Major:</b> Causes major physical injury, harm or ill-health.	H	H	H
	<b>Severe:</b> Causes physical injury or illness requiring first aid.	H	M	L
	<b>Minor:</b> Causes physical or emotional discomfort.	M	L	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)
<b>1. Establishing a systematic process for re-opening, including social distancing</b>					
<b>1.1 Net capacity</b>					
<b>Guidance reducing social distancing to 1m will reduce the impact on space in school but will require careful consideration regarding movement around school and shared spaces.</b>	H	<ul style="list-style-type: none"> <li>In order to accommodate all children in school from September social distancing in classrooms will be maintained only where possible.</li> <li>One way system from the office to the staffroom will remain in place. Additional one way system around the staffroom has been implemented.</li> <li>Children should remain in their class areas and only travel in school to access lunch in the hall (only applicable to the younger years)</li> <li>Staff will wear masks or visors whilst moving around school.</li> </ul>	Y		L

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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)
<b>1.2 Organisation of teaching spaces</b>					
<b>Classrooms to be organised according to government guidance and offering children and staff as much space as possible.</b>	L	<ul style="list-style-type: none"> <li>• Tables to be set out with children all facing the front in KS2.</li> <li>• Children to be given their own resource packs to avoid movement within the classroom.</li> <li>• Group rooms to be clearly labelled with maximum capacity to enable space to be given. The member of staff using the group room will be responsible for wiping down touch points at the end of the session ready for subsequent groups to use.</li> <li>• Timetables for group rooms and allocate rooms to specific bubbles to minimise mixed use.</li> <li>• Children may work in different groups within their bubbles ensuring the tables are wiped down before another child uses it.</li> </ul>	Y		L
<b>1.3 Availability of staff and class sizes</b>					
<b>School will reopen 14 classes as planned and currently staff are available for each class.</b>	L	<ul style="list-style-type: none"> <li>• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. There is now greater flexibility for cover between bubbles.</li> <li>• Flexible and responsive use of teaching assistants to supervise classes is in place if required.</li> <li>• TA's will be used in the event of absence to avoid the need to use supply teachers.</li> <li>• Where possible staff will be restricted to a maximum of 2 bubbles unless either unavoidable or they are working outside.</li> <li>• Where supply teachers are used they will be logged on the track and trace visitor log and close liaison with the agency regarding health updates.</li> </ul>	P		L

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<b>1.4 The School Day</b>					
<p><b>The start and end of the school day create risks of breaching social distancing guidelines due to the number of pupils and their parents being in the area around the school site.</b></p>	M	<ul style="list-style-type: none"> <li>• Departure times are staggered – full details in the FOP</li> <li>• Y6 children have been asked to walk to school unaccompanied where possible.</li> <li>• Parents have been asked to come individually with their children and not to congregate around school – drop and go.</li> <li>• The number of entrances and exits to be used has been maximised and mean that staggered start times are no longer required now the children are used to the new way of coming into school.</li> <li>• Different entrances/exits are used for different groups.</li> <li>• Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. This has been adapted to allow parents to wait in specific areas on site to avoid the pavements becoming blocked.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> <li>• Separate risk assessments available for drop off and pick up. These have been amended to take into account the improvements to the process that have been put in place.</li> </ul>	Y	<p>Regularly remind parents and carers to come to school individually and to adhere to social distancing.</p>	M

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<b>1.5 Planning movement around the school</b>					
<b>Movement around the school risks breaching social distancing guidelines</b>	M	<ul style="list-style-type: none"> <li>• Guidance advises that chances of infection when walking past someone is low but measures have been taken to reduce this.</li> <li>• Children will walk from their allocated gate to their outside classroom door to enter the building. Staff will facilitate this until the children get used to where they need to go.</li> <li>• Pinch points and bottle necks are identified and managed.</li> <li>• Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms.</li> <li>• Pupils are regularly reminded to observe social distancing guidance.</li> <li>• One way system will continue to be used and a new one way system from the staff room clockwise to Heads office. Access to the toilets both ways from the staff room as this area is wider</li> </ul>	P		L
<b>1.6 Curriculum organisation</b>					
<b>Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened</b>	M	<ul style="list-style-type: none"> <li>• Children have settled well into school and their new classes.</li> <li>• There will be a focus on their social and mental well-being with appropriate class and 1:1 discussions to help the children.</li> <li>• Children have been assessed to give an accurate starting point.</li> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Plans for intervention will be put in place for those pupils who have fallen behind in their learning.</li> <li>• Tutoring plan is being developed.</li> </ul>	P	<ul style="list-style-type: none"> <li>• Ongoing review of the role of TA's to ensure that appropriate interventions and individual support where needed is in place.</li> </ul>	M

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<b>1.7 Staff workspaces</b>					
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>	M	<ul style="list-style-type: none"> <li>• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>• Reduction of the number of staff in the room at any time – limited to 6 people.</li> <li>• Opening of a second staff room and other spaces for staff</li> <li>• Set up safe refreshment stations that will allow staff to have drinks without using the staff room</li> <li>• Staff have been briefed on the use of these rooms.</li> </ul>	P		L
<b>1.8 Managing the school calendar</b>					
<b>Carefully consider extra-curricular activities and trips</b>	H	<ul style="list-style-type: none"> <li>• School calendar for the Autumn term has been cancelled.</li> <li>• There will be no after school clubs or trips for the foreseeable future.</li> <li>• Whole school assemblies will not take place in the hall.</li> <li>• Central Leadership Team (CLT) to still meet weekly.</li> <li>• Teacher’s staff meetings may continue to take place via zoom.</li> <li>• Plan to celebrate once guidance allows – e.g. Year 6 celebration, staff leaving event etc.</li> </ul>	Y	<ul style="list-style-type: none"> <li>• Ongoing review of the calendar and normal events after the first half term to assess their feasibility.</li> </ul>	L
<b>1.9 Transition</b>					
<b>Pupils due to move into Early Years do not feel prepared for the transition</b>	H	<ul style="list-style-type: none"> <li>• Regular communications with the parents of incoming pupils.</li> <li>• Online induction days for pupils and parents are planned.</li> <li>• Separate transition plan for EYFS children to facilitate a smooth transition with a phased return.</li> </ul>	Y		L

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<b>1.10 Governance and policy</b>					
<b>Governors are fully informed or involved in making key decisions</b>	L	<ul style="list-style-type: none"> <li>• Online meetings are held regularly with governors.</li> <li>• Governors are briefed regularly on the latest government guidance and its implications for the school as appropriate.</li> </ul>	Y		L
<b>1.11 Policy review</b>					
<b>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies to be adapted or original versions re-instated when appropriate/</b>	H	<ul style="list-style-type: none"> <li>• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>• Safeguarding has been updated</li> <li>• Behaviour policy is being updated further.</li> <li>• Staff, pupils, parents and governors have been briefed accordingly.</li> <li>• All new policies will be on the website.</li> </ul>	O	<ul style="list-style-type: none"> <li>• Include in communication to parents/staff and update website</li> </ul>	M
<b>1.12 Communication strategy</b>					
<b>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</b>	L	<ul style="list-style-type: none"> <li>• Regular communications with the following groups:                             <ul style="list-style-type: none"> <li>· Staff</li> <li>· Pupils</li> <li>· Parents</li> <li>· Governors</li> <li>· Local authority</li> <li>· Regional Schools Commissioner</li> <li>· Professional associations</li> <li>· Other partners</li> </ul> </li> </ul>	O		L

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<b>1.13 Staff induction and CPD</b>					
<b>Staff are not trained in new procedures, leading to risks to health</b>	H	<ul style="list-style-type: none"> <li>• All staff will be reminded of the current processes and any amendments on the training day in September.</li> <li>• Induction and CPD programmes are in operation for all staff prior to reopening, and include:</li> <li>• Infection control</li> <li>• Fire safety and evacuation procedures</li> <li>• Constructive behaviour management</li> <li>• Safeguarding</li> <li>• Risk management</li> </ul>	N		M
<b>New staff are not aware of policies and procedures prior to starting at the school when it reopens</b>	L	<ul style="list-style-type: none"> <li>• Induction programmes are in place for all new staff – either online or in-school – prior to them starting. Induction took place on 2 November for new staff to school. This included them receiving a copy of the reopening plan.</li> </ul>	Y		L
<b>1.14 Risk assessments</b>					
<b>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.</b>	M	<p>Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:</p> <ul style="list-style-type: none"> <li>• Different areas of the school</li> <li>• When pupils enter and leave school and movement around school</li> <li>• During break and lunch times</li> <li>• Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul>	O	<ul style="list-style-type: none"> <li>• Adapting accordingly</li> </ul>	L



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<b>1.15 Travelling to school</b>					
<b>Ability to get to school will affect attendance and punctuality and do not align with staggered start and departure times</b>	n/a	<ul style="list-style-type: none"> <li>The details of how pupils will travel to and from school are known prior to opening.</li> <li>Y6 children asked to come to school unaccompanied where possible to limit the number of additional people around school.</li> </ul>	Y		L
<b>2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19</b>					
<b>2.1 Cleaning</b>					
<b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</b>	H	<ul style="list-style-type: none"> <li>School will be deep cleaned during the summer break as well as having an isolation period when it is not accessed for 2 weeks.</li> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>Working hours for cleaning staff will be kept under constant review and increased if required.</li> <li>Fogging has been carried out in areas used by children who have tested positive.</li> </ul>	O		M
<b>2.2 Hygiene and handwashing</b>					
<b>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</b>	M	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. All items currently well stocked.</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> </ul>	Y		L

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<b>Pupils forget to wash their hands regularly and frequently</b>	M	<ul style="list-style-type: none"> <li>• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> <li>• Posters reinforce the need to wash hands regularly and frequently.</li> <li>• Set points during the day when they will be expected to wash their hands – after break, before lunch etc.</li> <li>• School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis via spot checks.</li> </ul>	Y		L
<b>2.3 Clothing/fabric</b>					
<b>Not wearing clean clothes each day may increase the risk of the virus spreading</b>	M	<ul style="list-style-type: none"> <li>• Policies are agreed prior to the school opening on the wearing of uniforms by pupils and normal dress by staff to minimise risks.</li> <li>• Expectations and guidance are communicated to parents.</li> </ul>	Y		M
<b>The use of fabric chairs may increase the risk of the virus spreading</b>	L	<ul style="list-style-type: none"> <li>• Take fabric chairs out of use where possible.</li> <li>• Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Y		L
<b>2.4 Testing and managing symptoms</b>					
<b>Testing is not used effectively to help manage staffing levels and support staff wellbeing</b>	M	<ul style="list-style-type: none"> <li>• See updated information about track and trace and other guidance on testing.</li> </ul>	N		L

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<p><b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>• Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> <li>• Flow chart displayed around school for everyone to be aware of the steps to be followed.</li> <li>• 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 <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply.</li> <li>• A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority.</li> </ul>	<p>ongoing</p>	<ul style="list-style-type: none"> <li>• Take advice from DfE Coronavirus Line on each individual case.</li> </ul>	
<p><b>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</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• This guidance has been explained to staff and pupils as part of the induction process.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	<p>Y</p>		<p>L</p>

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<b>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</b>	M	<ul style="list-style-type: none"> <li>• 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.</li> <li>• This guidance has been explained to staff and pupils.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y		M
<b>2.5 Designated Safeguarding Leads</b>					
<b>The lack of availability of Designated Safeguarding Leads puts children's safety at risk</b>	M	<ul style="list-style-type: none"> <li>• First Aid certificates extended for three months.</li> <li>• Collaborative arrangements for sharing staff with other schools in the locality have been agreed.</li> <li>• We have 3 safeguarding leads</li> <li>• Staff are all aware of contacts for these members of staff should sickness prevent one of them being at school. Details of support agencies are available for a safeguarding emergency.</li> </ul>	Y		L
<b>2.6 First Aid &amp; Medical rooms</b>					
<b>Medical rooms are not adequately equipped or configured to maintain infection control</b>	M	<ul style="list-style-type: none"> <li>• Additional staff have completed training.</li> <li>• First Aid to be given in the classroom area in the first instance</li> <li>• A plan is in place for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>• Procedures are in place for cleaning after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>	Y		L

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<b>2.7 Communication with parents</b>					
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	M	<ul style="list-style-type: none"> <li>As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations regularly using a range of communication tools.</li> <li>A COVID-19 section on the school website is created and updated.</li> <li>Information sent to parents in letters and documents will also be put on the school website.</li> </ul>	Y		L
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	H	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> <li>Since June here have been issues with children not socially distancing outside of school and we have responded by asking these children to take time away from school to self-isolate.</li> <li>From September we need to trust that the parents are following guidelines and we are not able to react to reports of interactions which have taken place outside of school.</li> </ul>	Y	•	
<b>2.8 Personal Protective Equipment (PPE)</b>					
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	H	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>Staff will be advised that PPE should not be worn other than in the two directed circumstances or by prior agreement with the CLT.</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; cleaning staff) have been trained.</li> <li>Staff have been asked to wear masks whilst moving around school, visors are available for anyone who does not have their own mask.</li> </ul>			M

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<b>3. Maximising social distancing measures</b>					
<b>3.1 Pupil behaviour</b>					
<b>Pupils' behaviour on return to school does not comply with social distancing guidance</b>	H	<ul style="list-style-type: none"> <li>• Focus in September on 'Ready, respectful and safe'</li> <li>• Clear messaging to pupils on the importance and reasons for continued social distancing is reinforced throughout the school day by staff and through posters. For young children this is done through age-appropriate methods such as stories and games.</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured and staggered to support social distancing and are closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>• Messages to parents reinforce the importance of social distancing.</li> <li>• Arrangements for social distancing of younger children have been agreed and staff are clear on expectations.</li> </ul>	Y		M
<b>3.2 Classrooms and teaching spaces</b>					
<b>The size and configuration of classrooms does not support social distancing</b>	H	<ul style="list-style-type: none"> <li>• See point 1.2</li> <li>• Arrangements are reviewed regularly.</li> </ul>	Y		

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<b>3.3 Movement in corridors</b>					
<b>Social distancing guidance is breached when anyone moves around school</b>	H	<ul style="list-style-type: none"> <li>Clearly marked one-way systems to avoid blind corners and narrow pinch points.</li> <li>Younger children will move to the hall for their lunch.</li> <li>Pupils should only move between their classroom and toilet and into their outside space.</li> </ul>	Y		L
<b>3.4 Break times</b>					
<b>Pupils may not observe social distancing at break times</b>	H	<ul style="list-style-type: none"> <li>Break times are staggered.</li> <li>External areas are designated for different groups.</li> <li>Pupils are reminded about social distancing as break begins.</li> <li>Social distancing signage is in place around the school and in key areas.</li> <li>Supervision levels have been enhanced, especially with younger pupils, to support social distancing.</li> </ul>	Y		L
<b>3.5 Lunch times</b>					
<b>Pupils may not observe social distancing at lunch times</b>	M	<ul style="list-style-type: none"> <li>Pupils wash their hands before and after eating.</li> <li>Older pupils to eat their lunch in the classrooms.</li> <li>Single year groups of younger children to use the hall.</li> <li>The children will only sit at one side of the tables in the hall.</li> <li>See FOB for details of lunchtimes</li> <li>Eating areas are cleaned after each year group.</li> </ul>	Y		M

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<b>3.6 Toilets</b>					
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	H	<ul style="list-style-type: none"> <li>• Pupils will be released individually to go to the toilet.</li> <li>• TA to monitor toilets and hand washing</li> <li>• The toilets are cleaned frequently.</li> <li>• Monitoring ensures a constant supply of soap.</li> <li>• Bins are emptied regularly.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> <li>• See updated toilet protocol</li> <li>• See individual phase risk assessments</li> </ul>	Y	<ul style="list-style-type: none"> <li>•</li> </ul>	M
<b>3.7 Medical Rooms</b>					
<b>The configuration of medical rooms may compromise social distancing measures</b>	M	<ul style="list-style-type: none"> <li>• First aid protocol issued to staff, first aid to be administered in the first instance in the classroom area. Social distancing provisions are in place for medical rooms.</li> <li>• Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>• Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>	Y	<ul style="list-style-type: none"> <li>•</li> </ul>	L
<b>3.8 Reception Area</b>					
<b>Groups of people gather in reception which risks breaching social distancing guidelines</b>	M	<ul style="list-style-type: none"> <li>• Reception is closed to visitors other than by appointment. N</li> <li>• Non-essential deliveries and visitors to school are minimised.</li> </ul>	Y	<ul style="list-style-type: none"> <li>• Keep under review and plan accordingly when reception re-opens</li> </ul>	L



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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)
<b>3.9 Arrival and departure from school</b>					
<b>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</b>	H	<ul style="list-style-type: none"> <li>• Finish times are staggered</li> <li>• The use of available entrances and exits is maximised.</li> <li>• Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>• Weekly messages to parents stress the need for social distancing at arrival and departure times.</li> </ul>	Y	•	L
<b>3.10 Staff areas</b>					
<b>The configuration of staff rooms and offices makes compliance with social distancing measures problematic</b>	M	<ul style="list-style-type: none"> <li>• Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff.</li> </ul>	Y	•	L
<b>4. Continuing enhanced protection for children and staff with underlying health conditions</b>					
<b>4.1 Pupils with underlying health issues</b>					
<b>Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</b>	M	<ul style="list-style-type: none"> <li>• All children will return to school.</li> <li>• Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y		L

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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)
<b>4.2 Staff with underlying health issues</b>					
<b>Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</b>	M	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Current government guidance is being applied.</li> <li>• Arrangements for staff with CEV letters will be addressed on an individual basis.</li> </ul>	Y		M
<b>5. Enhancing mental health support for pupils and staff</b>					
<b>5.1 Mental health concerns – pupils</b>					
<b>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>	H	<ul style="list-style-type: none"> <li>• There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>• There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>• 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).</li> <li>• Resources/websites to support the mental health of pupils are provided.</li> <li>• Reviewing a Mindfulness programme as we have a qualified practitioner available.</li> </ul>	Y		M

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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)
<b>5.2 Mental health concerns – staff</b>					
<b>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</b>	H	<ul style="list-style-type: none"> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> <li>• Daily checks ins by CLT.</li> </ul>	N		L
<b>5.3 Bereavement support</b>					
<b>Pupils and staff are grieving because of loss of friends or family</b>	M	<ul style="list-style-type: none"> <li>• The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>• Support is requested from other organisations when necessary.</li> <li>• Bereavement policy in place and shared with staff</li> </ul>	Y		L
<b>6. Operational issues</b>					
<b>6.1 Review of fire procedures</b>					
<b>Fire procedures are not appropriate to cover new arrangements</b>	H	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required</li> <li>• Possible absence of fire marshals considered</li> <li>• Social distancing rules during evacuation and at muster points</li> <li>• Possible need for additional muster point(s) to enable social distancing where possible</li> <li>• New evacuation procedures shared and practiced.</li> </ul>	N		M

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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)
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	H	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> <li>Office team to be fire marshals</li> </ul>	Y		M
<b>6.2 Managing premises on reopening after lengthy closure</b>					
<b>All systems may not be operational and statutory compliance has not been completed due to the availability of contractors during lockdown</b>	M	<ul style="list-style-type: none"> <li>School not been closed so all systems still in use Government guidance is being implemented where appropriate.</li> <li>All systems have been recommissioned.</li> <li>All statutory compliance is up to date.</li> </ul>	Y		M
<b>6.3 Contractors working on the school site</b>					
<b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>	M	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools are essential work by the government and so are set to continue.</li> <li>Assessed to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>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.</li> <li>If social distancing is not possible other arrangements will be made.</li> <li>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).</li> </ul>	Y	<ul style="list-style-type: none"> <li>Only essentially work will be carried out during the school day</li> </ul>	L

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<b>7. Finance</b>					
<b>7.1 Costs of the school's response to COVID-19</b>					
<b>The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties</b>	M	<ul style="list-style-type: none"> <li>• Additional cost pressures due to COVID-19 identified.</li> <li>• Review potential savings in order to work towards a balanced budget.</li> <li>• Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>• The school's projected financial position has been shared with governors.</li> </ul>	Y	<ul style="list-style-type: none"> <li>• Budget monitoring to identify areas of lower spend due to reduced capacity of school</li> </ul>	L
<b>8. Governance</b>					
<b>8.1 Oversight of the governing body</b>					
<b>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b>	M	<ul style="list-style-type: none"> <li>• The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>• The Head'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.</li> <li>• Regular dialogue with the Chair of Governors.</li> <li>• 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.</li> <li>• Governors meetings to continue virtually in September.</li> </ul>	Y		L

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<b>9. Staffing</b>					
<b>9.1 Staff Wellbeing</b>					
<b>School has been open since February half term leading to tiredness and mental health challenges.</b>	M	<ul style="list-style-type: none"> <li>• CLT will observe wellbeing when staff return to school and maintain links with staff working at home via regular zoom meetings.</li> <li>• Signpost mental health support agencies and good practice via posters and weekly newsletters</li> </ul>	Y		L
<b>9.2 Staff Availability to work</b>					
<b>There will be some members of staff who cannot return to school leading to staff shortages.</b>	L	<ul style="list-style-type: none"> <li>• Currently all staff are able to work.</li> <li>• Review resources and staffing for mid-day cover and cleaning.</li> </ul>	Y		L

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<b>10 Vulnerable</b>					
<b>10.1 FSM</b>					
<b>Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school</b>	H	<ul style="list-style-type: none"> <li>• FSM vouchers will be ordered and issued for the summer holiday period.</li> <li>• Hot lunches will resume in September for all but especially for this group of children. Will monitor their take up of lunches and adapt provision if required to ensure specific needs are met.</li> </ul>	N	<ul style="list-style-type: none"> <li>• Ongoing monitoring of take up of FSM.</li> </ul>	M
<b>10.2 SEND</b>					
<b>Ability to provide for pupils with SEND to remain consistent</b>	M	<ul style="list-style-type: none"> <li>• 1:1 pupil to be supported by their TA as planned</li> <li>• Special arrangements have been made for children with SEND</li> </ul>	Y		L
<b>10.3 Vulnerable groups</b>					
<b>Potential for vulnerable children to be lost during this time of reopening</b>	M	<ul style="list-style-type: none"> <li>• Teachers to be made aware of children in their group who are vulnerable.</li> <li>• Handover information will include details of the level of engagement of each child during the closure period.</li> <li>• Be aware of children who may be hungry and offer breakfast or snack as required. Teachers to liaise with inclusion worker.</li> <li>• SENCo and Inclusion Worker will continue to liaise with the parents of children who do not return to school.</li> </ul>	Y		L