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

SCHOOL NAME: Sacred Heart Primary School

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Geraldine Porter – Deputy Head teacher	**31/8/21**	**30/9/21**	Staff, pupils, parents, visitors, volunteers, contractors

Purpose of this document:

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

Other Related Documents:

Relevant Existing Policies	Local Authority/Trust/Union documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012 The Health Protection (Notification Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (July 2021) Education and Skills Service Recovery Planning support for schools (May 2021) Note: The Joint Trade Unions have called on the Government to reintroduce the use of face mask for pupils and staff in secondary schools. Therefore the unions recommend the wearing of face masks should be included as an additional control measure to reduce the risk of infection	New operational guidance has been published, in line with step 4 of the road map: - Actions for schools during the coronavirus outbreak - Guidance for special schools and other specialist settings - Actions for FE colleges and providers during the coronavirus outbreak - Actions for early years and childcare providers during the coronavirus outbreak - Use of PPE in education, childcare and children's social care Covid-19 Action for out-of-school settings guidance has been added which applies from step 4. It removes restrictions such as keeping children in consistent groups (bubbles), wearing face coverings in classrooms, communal areas and in community settings, limits on parental attendance, and restrictions on group sizes for residential visits. It also includes information about updating your outbreak management plan and what to do when an individual in your setting tests positive for Covid-19. From 16 August, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact The special schools and other specialist settings guidance has been updated to confirm that over the summer, staff and secondary pupils should continue to test regularly if they are attending settings that remain open. Advice has also been confirmed for testing in the autumn term. Apprenticeships guidance has been updated to reflect the change in the return to the workplace which will apply to apprenticeships as part of step 4 of the roadmap. This includes updated links and references to the redundancy support service, ending of

flexibility permitting end-point assessment prior to functional skills qualification achievement, and an extension of the temporary policy on suspending the requirement for Level 2 apprentices to attempt Level 2 functional skills assessment

Transport guidance has been updated to reflect step 4 of the roadmap out of lockdown. It removes the recommendations that distancing should be maximised and mixing should be minimised, and that children and young people aged 11 and over should wear face coverings. It provides advice on continuing to take proportionate measures to reduce the spread of infection.

The public health guidance has been updated for exams with advice that applies from step 4. The guidance removes restrictions such as keeping students in consistent groups (bubbles) and wearing face coverings in classrooms and communal areas, and on dedicated transport

Protect vulnerable workers - Working safely during the coronavirus (COVID-19) pandemic (hse.gov.uk)

Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)

Risk matrix

Impact risk rating:	Probability risk rating:	Overall risk rating:
5. Catastrophic	5. Almost certain to happen	16 or more - red
4. Major – e.g. likely to result in school closure	4. Likely	12 to 15 - amber
3. Moderate – e.g. likely to result in one or more classes having to close	3. Possible	9 to 11 – amber
2. Minor	2. Unlikely	Below 9 – green
1. Negligible	1. Negligible	Below 9 – green

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
A. Staffing Resources							

1. Risk that there are Insufficient staff to support all the pupils to be in school	3			• Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus. • Staff in settings who are CEV should attend their place of work if they cannot work from home.	y	No staff currently fall into category of CEV	6-8
				• Establish how many and which staff will be available, if staff develop COVID-19 symptoms and isolating, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments for the CEV staff where appropriate	y	Non class-based staff, including SLT will be available for cover. Supply cover may be needed.	
				• Based on available staffing and any cover you are able to secure, decide how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises.	y		
				• Ensure flexible and responsive use of teaching assistants	y	TA's not working with specific pupils can move between year groups as required	
				• Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible	y	TA's working with pupils needing a higher level of support will not move between year groups.	
				• Close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	y		

					• Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school).	y	
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning.	3				• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.	y	Staff have been asked to update SLT if health status changes.	6-8
					• Full use is made of all qualified teachers.	y	Non class based staff including SLT available. Schools direct student may provide some cover.	
					• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	y	If a teacher needs to teach remotely, teaching assistants may support teaching in classes	
					• Full use is made of test and trace to inform staff deployment i.e. ensure staff who have been instructed to self-isolate through test and trace are not attending school	y		
					• A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve.	y	School will follow government guidance as before.	
					• Where possible, ensure pupils with SEND are prioritised to be in school, -.	y	Pupils with Sen and vulnerable pupils will be prioritised for school attendance.	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.					• Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.	y	Where possible absences will be covered by non-class based staff and senior team.	6-8
					• Ensure visiting staff are aware of hygiene measure and minimise contact to only pupils who need to be taught.	y	Covid safety measures explained to new visitors by SBM/DHT.	
					• Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.	y	Communication from Compton Scitt has addressed issue of distance and contact.	

4. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff.	4				• Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible	y	Currently no staff are in this category.	6-8
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3				• Provide cover for the role from within available staffing	y	SLT can support Senco role. All staff are first aid trained. Five staff members have paediatric first aid training.	6-8
					• Or remote support via another school, Academy Trust or the LA	y	Links with schools in network could be used if needed.	
					• Ensure First Aid certificates are up to date	y	Rolling programme of training continuing this year.	
					• Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals.	y		
					• Programme of training for additional staff in place (e.g. Safeguarding)	y	Three members of the SLT can take role of DSL.	
6. Risks to health and safety because staff are not trained in new procedures.	3				• A revised staff handbook is issued to all staff prior to September start.	y		6-8

					• Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include:
					   o Infection control
					   o Fire safety and evacuation procedures
					   o Constructive behaviour management
					   o Safeguarding
					   o Risk management
						y	Induction programme ensures staff fully understand procedures.	

7. Risk that staff who are extremely critically vulnerable are not identified and so	4				• An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different	y	Currently no staff are in this category.	6-8

measures have not been put in place to protect them.					• contacts and keep a safe distance, Further guidance to be released by the DHSC		
					• All members of staff with underlying health conditions have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated. Staff sharing their household with people with underlying health conditions places them at higher risk	y	Staff have been asked to update SLT if health status changes.
					• Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus.	y	If any staff move to this category, an individual risk assessment will be carried out.
					• Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable		Government guidance documents have been shared with staff.
					• Current government guidance is being applied.		
B. Teaching Spaces, the Learning and School Environment							
8. Risks of transmission during use of the outdoor learning environment for young children	3				• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside	y	Pupils are reminded of the catch, bin it, kill it practice to reduce spread of infections. Pupils will continue with regular washing/sanitising of hands	6-8
					• Drinking fountains will only be used to fill individual water bottles.	y	
9. Risks of transmission due to	4				• Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible	y	Staggered breaks ks1/ks2.	6-8

movement around the school.				• Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance	y	Teachers/ TA's escort groups/ classes of pupils moving around the school.	
10. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4			• Continued use of two main entrances and exits to reduce congestion.	y		6-8
				• Pupils wash their hands immediately on arrival to their classroom	y		
				• Parents are encouraged not to enter the playground at drop off where possible.	y		
				• Staff, pupils and parents are briefed on procedures for arrival and pick up.	y	Staff briefed and letter sent to parents 1/9/21.	
				• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating	y	Senior leaders are at gates in the morning to ensure movement of people.	
14. Staff rooms and offices do not allow for observation of reduction of contacts.	4			• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for maximising distance between users.	y	Government guidance has been followed.	6-8
				• Staff have been briefed on the use of these rooms	y	Staff have been briefed 1/9/21.	
16. Groups of people gather in reception areas which may contravene reduction of contacts.	3			• Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.	y	Limit of 3 parents in reception area at one time.	6-8
C. Hygiene and protective controls							
17. Risk that increased contact in school may lead to a risk of transmission.	3			• Ensure frequent hand cleaning and good respiratory hygiene practices.	y	Hand hygiene and ventilation measures in place.	6-8
				• Good ventilation throughout building.	y		
				• Regular cleaning	y	Site manager to continue enhanced cleaning regime throughout the day in frequently used areas.	

18. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4			• Staff continue regular lateral flow testing.	y	Staff asked to test twice weekly.	6-8
				• Pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home	y	This has been clearly communicated to staff.	
				• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	y	Pupils who develop symptoms are isolated while waiting for parents to collect.	
				• PPE on hand.	y	Stock of PPE is available in welfare and main office.	
				• Active engagement with NHS Test and Trace	y		
19. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4			Arrangements in place for all frequently touched surfaces and equipment e.g. • door handles • handrails • tabletops • play equipment • toys • electronic devices (such as phones) • specialist equipment, including equipment used by pupils with SEN	y	Site manager to continue enhanced cleaning regime throughout the day in frequently used areas. Staff who use small rooms (including the sensory room) for interventions, clean tables before leaving.	6-8
				• When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.	y	Anti bacterial sprays have been purchased.	
				• Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.	y		
				• There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this	y		

20. Risk of virus spreading because the school has insufficient materials and equipment	4			• Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms	y	These are monitored daily and replaced by the site manager.	6-8
				• Use of hand sanitisers at appropriate locations	y	Sanitiser dispensers at main entrance and hall. Small bottles in each teaching space.	
				• Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,	y		
				• Bins to be double bagged and emptied	y		
				• Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom	y	Tissues available in class rooms and other teaching rooms.	
21. Provision and use of PPE for staff where required is not in line with government guidelines	3			• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.	y	Staff briefed on use of ppe.	6-8
				• Those staff required to wear PPE (e.g. SEND intimate care) 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	y		
				• Staff are reminded that the wearing of gloves is not a substitute for good handwashing	y		
22. Pupils forget to wash their hands regularly and frequently	4			• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.	y	Hand washing/ sanitising built in to daily class timetabling.	6-8
				• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.	y	Posters displayed in all areas and classrooms.	
				• School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	y		
D. Premises and Buildings							

23. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	4				• A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to September start	y	Deep clean of toilet areas carried out in summer holidays. Deep clean planned for October half term.	6-8

					• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include:
					  o more frequent cleaning of rooms / shared areas that are used by different groups
					  o frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach
					  o the regular cleaning of toilets
						y	Site manager also undertakes enhanced cleaning of frequenbtly touched surfaces.	

					• Working hours for cleaning staff are increased	y	Additional deep clean	
27. Fire marshals absent due to self-isolation	4				• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	y	SBM/ Admin team to replace HT/DHT if needed.	3
30. Lack of good ventilation means that there is risk of transmission					• Ensure good natural ventilation in classrooms and common areas e.g. through opening a windows, doors etc	Y	Doors and windows are opened in the morning and whenever pupils are in class.	6-8
					• Identify poorly ventilated areas and decide how to improve ventilation There are some simple ways to identify poorly ventilated areas: - Look for areas where people work and where there is no mechanical ventilation or natural ventilation such as open windows, doors, or vents - Check that mechanical systems provide outdoor air, temperature control, or both. If a system only recirculates air and has no outdoor air supply, the area is likely to be poorly ventilated - Identify areas that feel stuffy or smell bad	y		

31. Visitors to the site (including parents) add to the risk	4			• Limit the external visitors to the school during school hours. The school needs to weigh up the risks (how many sites they visit, how many individuals there are coming, how close they get to pupils & staff, etc) versus the specific benefits for each group before deciding whether the visit is allowable.	y	Only essential visits happening at present.	6-8
				• Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)	y	Currently parents will not attend assemblies. Individual parent appointments may take place in school if deemed necessary.	
				• SEN meetings such as Annual Reviews and other start of term transition meetings will be held 'virtually' where possible.	y	These are planned to take place via Teams	
32. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4			• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.	y	Contractor visits are scheduled outside teaching timetable where possible. If not possible measures are taken to ensure distance is maintained between visitors, staff and pupils.	6-8
				• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe	y		
				• Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times.	y		
				• Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.	y		

				• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).	y	Risk assessments are checked by site manager/ School business manager,	

E. General

35. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4			• Communications strategies for the following groups are in place:
				   o Staff (inc staff at breakfast club and after school activities)
				   o Pupils
				   o Parents
				   o Governors/Trustees
				   o Local authority
				   o Relevant unions
					y	School staff have been briefed. All other stakeholders have been directed to the relevant policies and risk assessments, including this update.	6-8

				• Parents are communicated with to make sure they know:
				   o whether their child will be able to attend from 2nd Sept
				   o what protective steps you're taking to make the school a low-risk place for their child
				   o what you need them to do (such as on drop off and collection)
				• For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan
					y	Letter to parents 1/9/21.	

36. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education	4			• Remote education will be provided for children who are unable to attend school due to following government guidance or law relating to COVID-19 (for example if they need to self-isolate, or if they have tested positive but are well enough to learn from home). • School is aware of current guidelines for remote learning	y	Remote education provided as per The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity (No.2) Direction - explanatory note	3
				• Parents have been provided with clear guidance about acceptable reasons for non-	y	Parent letter 1/9/21	

				attendance and this is reinforced on a regular basis.			
				• Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.	y	Parent letter 1/9/21	
				• Schools have a regularly updated register of pupils with underlying health conditions.	y		
				• Staff are available to ensure pupils at home continue to be provided with remote education	y		
37. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	2			• There are sufficient numbers of trained staff available to support pupils with mental health issues.	y	Learning mentor and staff member leading PSHE. Staff member currently training on Emotional Literacy Support Assistant (ELSA) training	6-8
				• There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.	y	Learning mentor and staff member leading PSHE. Staff member currently training on Emotional Literacy Support Assistant (ELSA) training	
				• 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).	y	All staff trained in managing well being/ mental health. Integral in PSHE programme. Zones of regulation used across school to support emotional literacy.	
				• Resources/websites to support the mental health of pupils are provided.	y	Integral in PSHE programme.	
38. The mental health of staff has been adversely affected during the period that the school has been	3			• Staff are encouraged to focus on their wellbeing.	y		6-8
				• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	y	Staff are encouraged to discuss concerns with the senior team.	

closed and by the COVID-19 crisis in general				• Staff briefings and training have included content on wellbeing	y	Staff inset delivered on managing well being	
				• Staff briefings/training on wellbeing are provided.	y	Staff inset delivered on managing well being	
				• Staff have been signposted to useful websites and resources.	y	Staff have been sign posted to qwell.	
39. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2			• The governing body continues to meet regularly.	y	Full Governing body meets half termly. Other committees meet termly.	3
				• The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.	y	Regular agenda item at half termly FB governor meetings/ staff and curriculum committee meetings.	
				• The headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.	y	Standing item on HT termly report to governors.	
				• Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.	y	Regular contact with chair of governors.	
				• 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	Minutes reviewed at each meeting.	
40. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3			• Guidance on NHS test and trace has been published.	y	Staff have been briefed on new procedures 1/9/21	4
				• From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be • contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	y		
				• The guidance has been explained to staff	y	Staff have been briefed on new procedures 1/9/21	

					• Post-testing and tracing support is available for staff.	**y**		
41. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	**4**				• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	**y**	Member of admin team has responsibility for this and reports daily to HT.	6-8
					• Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	**y**	Staff will be sent home immediately. Pupils will be isolated until parent collects.	
					• Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically extremely vulnerable** should these apply	**y**	Staff briefing 1/9/21	
					• A record of any COVID-19 symptoms in staff or pupils is recorded	**y**	Recorded by admin team.	
42. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	**4**				• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.	**y**	Briefing 1/9/21. Parent letter 1/9/21 Risk assessment shared with breakfast club.	3
					• This guidance has been explained to staff and pupils as part of the induction process.	**y**	Briefing 1/9/21.	
					• Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed. Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at	**y**	Briefing 1/9/21.	

				home.			
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	y		
43. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including test and trace	4			From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	Y	Staff briefing 1/9/21 Parent letter 1/9/21 Regular newsletter reminders.	3
44. Staff, parents and carers are not aware of recommendations on transport to and from school	4			• Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12). • Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures	y		3