

DRAFT - RFPS Covid19 Risk Assessment – 2021/2022

This risk assessment is based on measures put in place regarding Covid19. It is centred on Government and local Public Health guidance. It takes in to account individual and specific circumstances at RFPS. This is a working document and is updated/adapted regularly because of a change in the school, local or national situation or updated guidance or a change in practice. It is shared and scrutinised at Senior Leadership, Trust and Local Governing Body level. It is shared with all staff members and the school expects all staff members to read it thoroughly and adhere to the measures put in place within it.

Key Risk: Day to day logistics	Mitigation and controls put in place to reduce risk	Considered Risk after controls	Further comments
Beginning and end of school day	<ul style="list-style-type: none"> • Main gate and Reception gate to be used and the turning circle to provide a one-way system for parents. • Parents may enter to talk to staff members but are encouraged to keep 2 meter distance from staff at all times. • Staff on duty to keep distance on playground gate • Staggered start times and finish times to avoid crowding • Parents/Carers line up outside of school before they drop off and collect their child. • Encourage parents to leave school site as quickly as possible to allow next set of parents to collect their children. • Vulnerable parents to wait on other side of the road and a school member of staff to escort them across to them. 	Low	Parents and staff may choose to wear a mask if they wish to.
Group sizes and group mixing	<ul style="list-style-type: none"> • Pupils taught in year groups throughout the school day, limiting mixing during teaching hours. • Avoid more than 31 pupils in a classroom space e.g. whole year groups together should be outside, library or in the hall • Assemblies are for Key Stages only (Rec, Y1 and 2 and then Y3, 4 ,5 and 6) with as much space between year groups as possible • After school clubs are also Key Stages Only • Lunchtimes there is some mixing but it is mainly in year groups. • Key stage 2 have separate toilets from Key Stage One. 	Medium	
Assemblies	<ul style="list-style-type: none"> • Three hall assemblies to take place each week. • Separate Key stage assemblies as explained above due to size of hall and over-crowding/proximity of children and adults. • Year groups to sit with space in between them and adults to sit apart from each other. 	Low	

	<ul style="list-style-type: none"> All windows and doors open 		
Staff proximity to pupils	<ul style="list-style-type: none"> Staff to work with pupils but keep distance as much as they can e.g. sitting the other side of the table or behind the pupil when marking work with them rather than directly in front of them. Staff to sanitise hands before and after lessons 	Low	
Close proximity of staff and pupils with additional needs	<ul style="list-style-type: none"> Visors to be worn by staff if they wish to Staff to sit side by side with a child rather than facing them Additional hand washing, cleaning down of work stations and hand sanitiser available. 	Medium	
Staff social distancing	<ul style="list-style-type: none"> Encourage use of all spaces for lunch and break times Doors and windows open as much as possible in spaces Encourage as much space between staff when working together Encourage sitting and working in year groups as much as possible e.g. staff meetings 	Low	
Social distancing - trips and events off site	<ul style="list-style-type: none"> Risk assessments for visits must include COVID-19 measures Visits with high levels of ventilation/outside encouraged Use of buses/coaches will be year groups only 	Low	Parents will be notified of trip 48 hours beforehand for very local trips not involving buses. Permission from parents is already given to school via the home school agreement. Trips involving buses and further afield, parents will get at least 2 weeks' notice and be asked to consent to this first.
Parents and visitors in school	<ul style="list-style-type: none"> Slightly reduced parental visits in school to reduce mixing Maximum of three parents in school office at any one time Staff may request a preference that parents wear a mask if meeting with them and staff are encouraged to meet in a large, ventilated space with parents 	Low	

Before and After school clubs	<ul style="list-style-type: none"> • Clubs are in Key Stages rather than completely mixed • Classrooms and inside spaces well ventilated • Outside space is used as much as possible • Pupils line up in their year group at the beginning and end of clubs and outside rather than in the hall. • Areas cleaned down after use • Pupils to wash their hands/sanitise their hands on entering and exiting clubs 	Medium	Clubs make identifying close contacts more difficult.
Staffing shortages as a result of staff self-isolating.	<ul style="list-style-type: none"> • Cover internally where possible to reduce the risk of bringing the infection into the school. • Move TAs around to support children with EHCPs • Use DHTs and HLTAs to cover classes • Three classes to be reduced to two classes if there is a teacher not at school or we have no TAs for EHCP pupils. • Be flexible with our teaching models to allow us to teach in different sized groups due to the above situation e.g. a teacher take on a TA role • Staff to move to different year groups to support in other year groups who are low on staff numbers. 	Low	Teaching Assistant support for pupils with EHCPs are prioritised A class will have to close if there is not enough staff to teach pupils safely. We believe safe teaching is 1 teacher per 30 pupils and that all children with EHCPs to have an adult with them.
Key Risk: Quality of Education	Mitigation and controls put in place to reduce risk	Considered Risk after controls	Further comments
How do we compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?	<ul style="list-style-type: none"> • Identify key component knowledge and skills within individual year groups and subject areas (i.e. the non-negotiables) • Use end of year tests to find areas which pupils have gaps in and weave these in to teaching this year's content. • Use pupil premium funding to provide disadvantaged pupils with more intensive/catch up support (focus groups / 1-1 support) 	Low	Need to ensure that catch up programmes and interventions are not happening in lesson time where the pupils are then missing on different learning

	<ul style="list-style-type: none"> • Target those pupils with greatest need of additional support • Targeted intervention groups, differentiated planning 		or reducing their curriculum entitlement.
<p>Online or home learning may need to continue for some pupils, running alongside return to school for other pupils.</p> <p>Online or home learning for ALL pupils in event of further closure if a local outbreak of COVID or a national lockdown.</p>	<ul style="list-style-type: none"> • Ensure SeeSaw is up and running for all pupils and new staff have had training in it. • May need to change teacher roles around if many children are isolating as remote learning will need time spent on it. • SLT to monitor and make sure teacher workload is managed well • Plan a bridging unit that pupils in school and at home could all work on at the same time - consider guidance such as the EEF rapid evidence review of remote learning • Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will plan to have the capacity to offer immediate remote education. 	Low	Further audit of Technology needs of families in case of self-isolating/lockdown
Key Risk: Health	Mitigation and controls put in place to reduce risk	Considered Risk after controls	Further comments
Pupils with underlying health conditions who are at a higher level of risk/have been shielding	<ul style="list-style-type: none"> • All pupils and staff expected to return to school • Higher levels of hygiene and hand sanitiser on table of CEV pupils and tables and resources wiped down between Teaching Assistant support to reduce possibility of transmission. • Discussions with CEV parents and specialist Dr if small outbreak occurs about risk level • Parents who are CEV - additional measures discussed with them e.g. pick up at different times to avoid crowds and meetings with staff over Zoom/phone. 	Low	
Staff with underlying health conditions and/or pregnant staff are at a higher level of risk from complications if they catch Covid19.	<ul style="list-style-type: none"> • All staff are expected to be in school in September • Individual risk assessments for Pregnant staff, particularly focusing on support and mitigations past 28 weeks. 	Low	

Key Risk: Social and Emotional	Mitigation and controls put in place to reduce risk	Considered Risk after controls	Further comments
Some pupils, families and staff may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	<ul style="list-style-type: none"> Prior to opening, encourage parents to share any significant information about their child with the school (via e-mail/telephone if possible) Provide in-school support and a named person to support the pupil when they need it. If required, access specialist support for the pupil, and if need be their family All staff to complete online course in Bereavement by xxxx. Educational Psychology service to support staff and pupils with this. 	Low	Family support worker works with vulnerable families and has a list of those she contacts of regular basis.
Pupils with social and emotional difficulties managing their behaviour when returning to school and the routines of school life	<ul style="list-style-type: none"> Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (i.e. prevention is better than cure). The behaviour and Safeguarding policy have been amended to consider COVID19 	Medium	
Some pupils may be more vulnerable to exclusion.	<ul style="list-style-type: none"> Identify the particular pupils who could be vulnerable to exclusion. Fortnightly Behaviours and Safeguarding meeting includes pupils who are vulnerable. Break out spaces, visual communication methods, de-escalation methods Positive Handling/Physical Intervention training based on de-escalation strategies for all staff provided by trained RFSS staff Higher levels of support from STS for High/complex Needs pupils 	Medium	Positive Handling/Physical Restraint training happened in Sept 2021 for whole staff team.
Some EYFS children may struggle with full days after their transition days into school.	<ul style="list-style-type: none"> EYFS lead to liaise with parents and draw up an additional transition timetable (only those under 5) and/or additional support within school. Curriculum and planning to be adapted to take in to account pupils' different needs on entering school because of the gaps in their Early years Education. 	Low	More EYFS pupils have not had pre-school/Nursery provision and therefore reduced opportunities to develop social skills etc due to Covid19 restrictions over the past two academic years.

Some parents may be reluctant to send their children back to school because of the risk of infection and bringing the virus back into the family home	<ul style="list-style-type: none"> • SLT/FSW will also have 1:1 conversations with parents who need extra reassurance/conversations. • Provide extra capacity to our family support worker (FSW), so that they can work with and support relevant families to get their pupils back into school 	Low	All pupils returned in Sept 2021.
Key Risk: Hygiene/Cleaning/ventilation	Mitigation and controls put in place as per DfE guidance	Considered Risk after controls	Further comments
Maintaining regular levels of hand washing/hygiene	<ul style="list-style-type: none"> • Staff and pupils to apply anti-bacterial hand gel as they enter the building at the start of the day and exit the building at the end of the day and regular hand washing opportunities (20 seconds) to be timetabled into daily routines – ensure there are adequate supplies of anti-bacterial hand gel and soap. • Signs will be up around schools reminding everyone about the importance of hand washing and hygiene. • The toilets will be monitored by a member of staff to ensure that children are washing their hands • Insist on any visitors to the school e.g. contractors to use anti-bacterial gel before they enter and as they leave the building. • Hand sanitiser in all classrooms and meeting rooms and all hand sanitiser is 70% alcohol based 	Low	<p>Hand sanitiser is now also in wall pump machines around school and particularly at entrance and exit points.</p> <p>Teachers need to explicitly teach and reinforce good hand hygiene. They need to revisit these points regularly.</p>
When pupils sneeze or cough, they will spread germs/ bacteria, especially younger pupils/children	<ul style="list-style-type: none"> • Educate children and pupils about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a bin and wash hands for 20 seconds. • Bins to be emptied daily 	Low	Tissues in all classrooms
Higher level of cleanliness/arrangements with cleaning company	<ul style="list-style-type: none"> • Cleaners to act upon guidance normally linked to ‘deep cleans’ as part of their daily procedures • including cleaning frequently touched surfaces often using standard products, such as detergents and bleach 	Low	

	<ul style="list-style-type: none"> ○ putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> ○ more frequent cleaning of rooms / shared areas that are used by different groups ○ frequently touched surfaces being cleaned more often than normal ● different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet 		
Water fountains	<ul style="list-style-type: none"> ● All Water fountains to be closed and sealed off. Children requested to bring in a water bottle. ● If some children do not bring in a water bottle, then one will be loaned to them and washed at high temperature through the dishwasher at the end of the day and the parent reminded again to provide one. They will be bought for disadvantaged pupils in the first case. 	Low	
Ventilation, cooling and heating	<ul style="list-style-type: none"> ● All windows that can open should be open and doors (that don't pose a flight risk to vulnerable pupils). ● The one classroom that does not have windows need to have both doors open. ● Doors to rooms should be open unless need to close for a short amount of time due to a particular part of a lesson e.g. drumming ● Heating and cooling system at school should only be used if classrooms get below 18 degrees or higher than 24 degrees due to the potential circulation of air. Rooms still need to be a comfortable temperature and therefore should be between 18 and 24 degrees. Heating or closing of windows slightly need to be altered to ensure that is comfortable for all. ● CO2 monitors should be arriving in school shortly to monitor the amount of CO2 in the air. Depending on the results of these monitors, additional measures, changes to the school environment may need to take place. 	Low	

Communal spaces	<ul style="list-style-type: none"> Staff toilets to have anti-bacterial wipes in them and encourage staff to wipe surfaces between use Staff room and reprographics rooms also to have wipes/cloths and spray to clean commonly used surfaces to avoid spread. 	Low	
Key Risk: Covid-19 transmission	Mitigation and controls put in place as per DfE guidance	Considered Risk after controls	Further comments
Pupil begins to show symptoms when in school (cough and/or temperature developing)	<ul style="list-style-type: none"> Pupil isolated by adult wearing a face mask and gloves and sent home as soon as possible. Pupil waits with the school adult in a private but ventilated space e.g. first aid room. Staff member needs to be a good distance from the child but ensure that the child is not distressed by this. Parents asked to get their child PCR tested. Child can only return to school once they have a 'negative' test result or 10 days later if they do not get tested. 	Low	
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	<ul style="list-style-type: none"> Member of staff isolated and sent home and asked to book a PCR test ASAP. If positive, they will need to isolate for 10 days. If negative they can come back to work if well enough. 	Low	

Pupil or staff member tests positive to Covid 19	<ul style="list-style-type: none"> • Must isolate for 10 days at home from onset of symptoms or positive result (whichever is first) • Close contacts to be informed and asked to PCR test. Fully vaccinated staff members and pupils can come back to school whilst waiting for PCR results as long as they are fully vaccinated more than two weeks ago. • Staff members to isolate for 10 days from point of contact or from child's first symptoms/test if they have not been double vaccinated (or they are still within two weeks of their second vaccine) • School to fill in positive cases form for Warwickshire PH team for each child/member of staff or group of children if the cases have come together. 	Low	If positive cases are in CEV child's/staff's year group – inform parents ASAP.
Multiple suspected cases	<ul style="list-style-type: none"> • If we have 5 or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may be considered as having an outbreak and will continue to work with their local health protection team who will be able to advise if additional action is required. • In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure or additional controls need to be implemented e.g. bubbles, no visits and no assemblies for example 	Low	
Large Outbreak in school in multiple year groups (more than 5 cases in two or more year groups or more than 5 cases amongst staff)	<ul style="list-style-type: none"> • Schools should follow Public Health England guidance and support by contacting them straight away • In consultation with the local Public Health team, where an outbreak in a school is confirmed, additional measures may be put in place. Contingency framework: education and childcare settings (publishing.service.gov.uk) 	Low	
Outbreak in local area	<ul style="list-style-type: none"> • If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. 	Low	

	<ul style="list-style-type: none"> The Department for Education will be involved in decisions at a local and national level affecting a geographical area and will support appropriate authorities and individual settings to follow the health advice. As above, follow local Public Health England guidance. In the event of a local outbreak, the PHE health protection team or local authority may advise a school to close a year group or class temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils. 		
Using Lateral Flow Tests (LFTs) for staff Staff who refuse to test? Can we not insist	<ul style="list-style-type: none"> All staff (including kitchen staff) who are in school are encouraged take LFT tests twice a week, spaced at least 3 days apart (Mon and Thurs mornings ideally). If they test void then they need to repeat the test. If void again then they need to have PCR test ASAP and isolate until receive a negative result. CC will then need to contact NHS Test and Trace to inform them of potentially faulty batches. If the test is positive the member of staff needs to isolate and go for a PCR test. All staff who collect the test kits are consenting to sharing their data with NHS. Staff to collect a new kit every 3 weeks if using them twice a week. 	Low	
Key Risk: Finance	Mitigation and controls put in place to reduce risk	Considered Risk after controls	Further comments
Additional cleaning expenses	<ul style="list-style-type: none"> Increased budget for PPE, cleaning and equipment linked with COVID-19. Higher cleaning materials costs e.g. Hand sanitiser and wipes 	Low	If have high cases within school we may need to employ an additional cleaner for the middle of the day again.
Loss of income from clubs and after school care	<ul style="list-style-type: none"> Demand for Before and After School clubs has declined significantly which impacts budget for extended curriculum/sports coach support. We have reduced the amount 	Medium	

	of Game On staff we have employed to reduce costs and are using TAs to supplement the reduction in Game On staff which is more cost efficient.		
Additional expense for supply costs/early maternity leave costs	<ul style="list-style-type: none"> We may need to start a maternity leave early and ask them to self-isolate/reduce contact levels with pupils, therefore incurring higher salary costs. We may need higher supply teacher costs although with 3 teachers per bubble/year group, this hopefully will be covered internally. 	Medium	Due to the 3-teacher model and 2 non class-based deputies, we should have sufficient capacity to support any illness short term but not for pregnant staff who need to be non-class based at 28 weeks.
Key Risk: Additional GDPR risks using remote learning platforms as shown on DPIAs.	Mitigation and controls put in place to reduce risk	Considered risk after controls	Further comments
Pupils being exposed to inappropriate images and language	<p>SeeSaw</p> <ul style="list-style-type: none"> Seesaw is password protected for use Posts are approved by staff before posted on the platform – this includes audio, videos, images and text. Pupils cannot message each other without approval. Parents has been advised to contact us straight away if there has been a breach of any kind with someone else knowing their password or log in details. Pupils are taught to tell an adult straight away if there is something online that they don't like or upsets them as per our E-Safety policy. Videos are archived so SLT can look back at videos if there has been a safeguarding/e-safety incident <p>Zoom</p> <ul style="list-style-type: none"> The link for the zoom meeting is posted on SeeSaw which is password protected and therefore only accessible to pupils of RFPS. There is the potential that someone could share the link with someone outside of RFPS. However, we have a 	Low	DPIA completed for Zoom and SeeSaw

	<p>waiting room and only pupils of RFPS are admitted and the room is locked after 5 minutes. People can have their Zoom call ended by the host. A worst case scenario is the meeting is ended quickly by the host teacher if there was a situation where someone re-entered the room.</p> <ul style="list-style-type: none"> • If something inappropriate is posted/shown/said the room can be immediately closed by the host (teacher). • Teachers have control over mute so if something was said inappropriately the child/parent could be muted. • Always two members of staff on the call for safeguarding and room management purposes. • Chat is disabled or goes directly to the teacher. 		
<p>The audio and video recording of children</p>	<p>SeeSaw</p> <ul style="list-style-type: none"> • All videos should be watched and listened to in full by a member of staff before approving • Recordings on SeeSaw should stay on SeeSaw and not downloaded to another device or platform. If there is a safeguarding concern in a recording then a DSL may download it, attach it to the CPOMS incident log that they have created and then delete off laptop owned by RFPS. • Parents have consented to not recording or videoing any content from SeeSaw. <p>Zoom</p> <ul style="list-style-type: none"> • Recording of live sessions can only be completed by the host (teacher) • Recording of parts of live sessions (when the teacher is explaining learning) on the school laptop or IPAD can be stored for a maximum of two weeks. This is to enable DSLs/SLT to look in to any complaints regarding this session. • There should always be two members of staff on the call for safeguarding purposes which also enables the other member of staff to be scanning for inappropriate behaviour. 	Low	

	<ul style="list-style-type: none"> Parents have consented to not recording or videoing any content from Zoom by using it with school. <p>Any parent breaching recording rules will be banned from using the software with their child and alternative learning will be provided for this child.</p>		
<p>Staff's conduct/control of pupils/use of platforms not being appropriate</p>	<p>SeeSaw and Zoom</p> <ul style="list-style-type: none"> Staff have been told to dress appropriately and work in a quiet room without disturbances. Staff should watch back their pre-recorded lessons before posting. Staff's background to be as plain as possible and appropriate Staff agree to save the recordings of pupils on an RFPS laptop/ipad only Staff agree to delete the recordings after two weeks Staff to follow electronic user agreement and e-safety policy Staff to store laptop/ipad safely and to ensure the computer is always password protected when not in use. RFPS laptop or iPad to be used by staff member only and for work purposes only. Two members of staff on zoom calls. Whistleblowing policy (yellow form) to be followed if a staff member has a concern about another staff's behaviour or conduct. 	<p>Low</p>	

Links to Government guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf

[Schools COVID-19 operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Schools_COVID-19_operational_guidance.pdf)

[Covid-19 Response - Coronavirus Resource centre \(phe.gov.uk\)](https://www.phe.gov.uk/covid-19/resources)