COVID-19: Operational Risk Assessment for School Reopening

SCHOOL NAME: Hasmonean High School for Girls

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Katherine Brice, Headteacher	3/1/22	1/4/22	Staff, pupils, parents, visitors, volunteers, contractors

Purpose of this document:

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

Note: this Risk Assessment has been undertaken in the light of recent Government guidance. Hasmonean High School for Girls has put the measures detailed below in place to ensure the safety of staff, students and visitors and prevent the spread of infection. The risk assessment will be reviewed each time the Government guidance is updated. The Risk Assessment is shared with all staff and Governors and a copy placed on the school website.
This should be read in conjunction with the school's Covid Outbreak Management Plan which can be found on the website: https://hasmoneangirls.org.uk/wp-content/uploads/2021/09/COVID-19-Outbreak-Management-Plan-HHSG.pdf

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)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1044890/Schools_guidance_January_2022_.pdf

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 is insufficient staff to support all the pupils to be in school	**3**	3	9	• 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	Y	Perspex screens will remain in place, Nearly all staff are double vaccinated and have received their booster jab, reducing their risk.	
				• Establish how many and which staff will be available, if staff develop COVID-19 symptoms and isolating	Y		
				• 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	School is set up for home learning with immediate effect if it becomes necessary	

					Control measures			
					• Ensure flexible and responsive use of teaching assistants	Y		
					• 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		
					• 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	2	6		• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.	Y		
					• Full use is made of all qualified teachers. • Full use is made of staff members who are isolating at home but who are well enough to work from home.	Y		
					• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	Y		
					• Full use is made of test and trace to inform staff deployment i.e. ensure staff who have been instructed to self-isolate through test and trace are testing every day using lateral flow tests if vaccinated. If not vaccinated, they need to self-isolate	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		

Commented [LD1]:

					• Where possible, ensure pupils with SEND and/or identified as being vulnerable are prioritised to be in school	Y	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	2	6		• Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.	Y	Most cover can be done by our in-house cover teachers or staff volunteering to cover for absent colleagues
					• Ensure visiting staff are aware of hygiene measures and minimise contact to only pupils who need to be taught.	Y	
					• Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.	Y	
					• 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	All our trainees this year are staying with us for the whole year. Their training placements are online.
4. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff.	4	2	8		• 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	All staff in this category take responsibility for maintaining distance from students and wearing a mask
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	2	6		• Provide cover for the role from within available staffing	Y	We have sufficient staff to cover these roles
					• Or remote support via another school, Academy Trust or the LA		
					• Ensure First Aid certificates are up to date	Y	
					• Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals.	Y	
					• Programme of training for additional staff in place (e.g. Safeguarding)	Y	
6. Risks to health and safety because staff	3	2	6		• A revised staff handbook is issued to all staff prior to September start.	Y	

are not trained in new procedures.				• Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include:
				   ○ Infection control
				   ○ Fire safety and evacuation procedures
				   ○ Constructive behaviour management
				   ○ Safeguarding
				   ○ Risk management
					Y	Full staff briefing on first day of term	

B. Teaching Spaces, the Learning and School Environment							
7. Risks of transmission during use of the outdoor learning environment for young children	3	2	6	• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside	N/A		
				• Close down drinking fountains and make arrangements for individual water bottles for children	N/A		
				• Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam	N/A		
				• Resources are limited to facilitate effective cleaning daily	N/A		
				• Only equipment that can be washed or easily cleaned can be used.	N/A		
8. Risks of transmission due to movement around the school.	4	2	8	• Pinch points and bottle necks are identified and managed • Students in masks in communal areas and classrooms	Y		
				• Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance			
9. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	2	8	• Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department	N/A		
				• Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom	N/A		

					Control measure	Y/N/NA	Comments
					• Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible	N/A	
					• Identify drop off and pick up waiting areas that can reduce contacts and maximise distance	N/A	
					• Extend gate/entrance opening times to prevent queueing	N/A	
					• Staff, pupils and parents are briefed and signage provided to identify entrances, exits routes	N/A	
					• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating	Y	Most students travel to school independently and do not congregate outside the school
					• Parents given advice on walking/cycling to school, avoiding public transport and minimising driving	Y	
					• Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage	Y	
					• Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space	N/A	
10. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3	2	6		• Advice to pupils and families on maintaining road safety procedures despite changes.	Y	
					• For those that have to drive, advice on places they should and should not pick up, drop off and park. For Secondary • Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols.	Y	
					• Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.	N/A	

			<td style="background:green"></td>	• Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.	**N/A**	
				• Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.		
				• Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.		
11. Full reopening of school increases the number of contacts for an individual which increases the risk of transmission	**3**	3	9	• All those over 12 years of age have been offered the vaccination to protect from infection • Face coverings to be work in classrooms as well as corridors and communal areas • Onsite testing available at the start of term for students and when necessary during the term • Twice weekly testing for the entire school community is recommended and test kits distributed fortnightly • Those testing positive on a LFD are required to isolate. They can return to school on Day 7 if they test negative on a LFD on Day 6 and Day 7 and are either vaccinated or under 18 years and 6 months. Close contacts who are under 18 and 6 months or who have been fully vaccinated are not expected to isolate but should take daily lateral flow tests for 7 days following contact. • Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. • If there is a confirmed positive case in a class group, the school may have to consider bubbles or something similar in place to prevent outbreak.	**Y**	Additional lunch time supervisors hired to assist with supervision A supply of face coverings is available in every classroom for students and staff if necessary
12. Risk of transmission because	**3**	3	9	• Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any		

pupils do not observe agreed protocols					activity away from their designated learning area.		
					• If there is a confirmed positive case in a class group, the school may have to consider bubbles or something similar in place to prevent outbreak.		
					• Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat.	Y	This is done as far as is possible.
					• If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food	Y	
					• Eating areas are thoroughly cleaned after lunchtime	Y	
					• Staff have been briefed on the use of these rooms	Y	
13. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	3		9	• Reduction of contacts and maximising distance provisions are in place for medical rooms	Y	Only First Aider will go into medical room
					• Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged	Y	
					• PPE available if staff dealing with pupil with symptoms	Y	
					• Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y	
14. Groups of people gather in reception areas which may contravene reduction of contacts a	3	3		9	• 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	Parents not allowed in school without an appointment
C. Hygiene and protective controls							
15. Risk of staff or children with the virus coming into school with symptoms or	4	3		12	• Testing of staff or pupils regularly. • Any symptomatic staff or pupil to be told the process for obtaining a PCR test when they are sent home.	Y	Lateral flow tests sent home regularly. Pupils reminded of need to test twice weekly

					Y	Parents and staff reminded of this frequently	
when symptoms are not clear.				• Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7-10 days (depending upon a positive result being obtained on an LFD device from Day 6 onwards), and ensuring anyone developing those symptoms during the school day is sent home	Y	Parents and staff reminded of this frequently	
				• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y	Pupil or staff member to be sent home immediately and to get PCR test	
				• PPE on hand.	Y		
				• Active engagement with NHS Test and Trace	Y		
16. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	2	8	Establish arrangements for all frequently touched surfaces and equipment e.g. • door handles • handrails • tabletops • electronic devices (such as phones) • specialist equipment, including equipment used by pupils with SEN	Y	Enhanced regime of cleaning is in place Increasing ventilation in all classrooms	
				• When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.	Y		
				• Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books	Y	Most marking now done online	
				• 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	Hand sanitisers available in all classrooms	
				• 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		

17. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	• Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms	Y		
				• Use of hand sanitisers at appropriate locations	Y		
				• Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,	Y		
				• Bins to be double bagged and emptied	Y		
				• Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom	Y		
18. Provision and use of PPE for staff where required is not in line with government guidelines	3	2	6	• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.	Y		
				• 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		
19. Pupils forget to wash their hands regularly and frequently	4	2	8	• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.	Y		
				• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.	Y		
				• School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	Y		
D. Premises and Buildings							
20. Risk that regular enhanced cleaning capacity is at a	4	2	8	• A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies	Y		

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				• 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		

				• Working hours for cleaning staff are increased	Y		
21. Ensuring hygiene of toilet facilities	4	2	8	• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.	Y		
				• The toilets are cleaned frequently as laid out in the enhanced cleaning schedule	Y		
				• Monitoring ensures a constant supply of soap and paper towels	Y		
				• Bins are emptied regularly.	Y		
				• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.	Y		
				• Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.			
				• Consider access route for teachers and pupils with mobility issues, as reduction of contacts			
22. Fire marshals absent due to self-isolation	4	2	8	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	Y		
23. Lack of good ventilation means that	4	3	12	• Ensure good natural ventilation in classrooms and common areas e.g. through opening a windows, doors etc	Y	Staff reminded regularly about keeping windows	

there is risk of transmission			🟧		• 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		open for ventilation purposes Co2 monitors in place in classrooms and readings are checked regularly Site manager to order air cleaning devices from the Government should they be necessary	
					• Use the CO2 monitors to ensure that ventilation levels are adequate. • Although CO2 levels are not a direct measure of possible exposure to COVID-19, checking levels using a monitor can help you identify poorly ventilated areas.			
					• Carry out an assessment of fresh air (ventilation) in the workplace – Use the HSE link below to undertake the assessment and make appropriate adjustment.			
					• Follow guidance in the following link: • air conditioning and ventilation during the coronavirus outbreak. • https://www.cibse.org/coronavirus-covid-19			
24. Visitors to the site (including parents) add to the risk	4	2	8		• 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. • Visitors to be asked to take an LFD test before entering the building	Y	All visits carefully considered before being undertaken	

				• Signage giving routes, procedures, entrances and exits to be followed.	Y		
				• Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.	Y	Visitors to use own pen , spare stock available if needed	
				• 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		
				• Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' where possible.	Y		
25. Contractors on-site whilst school is in operation may pose a infection risk	4	2	8	• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.	Y	These are kept to a minimum	
				• 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	Y		
				• Reduction of contacts is being maintained throughout any such works and where this is not possible arrangements are reviewed.	Y		
				• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).	Y		
E. General							
26. Existing policies on safeguarding, health	3	2	6	• All relevant policies have been revised to take account of government guidance on the system	Y		

and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances				of controls: protective measures regarding COVID-19 and its implications for the school.			
				• The school has carried out a full Health and Safety Risk Assessment to ensure it is compliant with Government guidelines	Y		
				• Staff, pupils, parents and governors have been briefed accordingly.	Y		
27. Curriculum/ Learning Environment	3	2	6	• Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: - in PE - sports equipment thoroughly cleaned between each use by different individual groups. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, trying to maximise distance between pupils and paying scrupulous attention to cleaning and hygiene. - In music lessons physical distancing and playing outside will be done wherever possible	Y		
				• If there is a confirmed positive case in a class group, the school may have to consider bubbles or something similar in place to prevent outbreak.			
				• Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.			

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

				○ Local authority
				    ○ Health services
				    ○ Regional Schools Commissioner
				    ○ Professional associations
				    ○ Other partners
				    ○ Neighbouring schools/EY settings
				    ○ Highways department		

				• Parents are communicated with to make sure they know:
				    ○ whether their child will be able to attend
				    ○ what protective steps you're taking to make the school a low-risk place for their child
				    ○ what you need them to do (such as on drop off and collection)
				• For pupils with SEND, consideration should be given to the use of the individual Re-Integration Plan
					Y	

29. 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	2	8	• All state-funded schools should provide remote education for school-aged children who are unable to attend school due to following government guidance or law relating to COVID-19 (for example if they need to self-isolate, or if they have tested positive but are well enough to learn from home). • Schools should provide remote education equivalent in length to the core teaching your child would usually get in school. • School is aware of current guidelines for remote learning	Y	
				• Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.	Y	
				• Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.	Y	

				• Schools have a regularly updated register of pupils with underlying health conditions.	Y		
				• Staff are available to ensure pupils at home continue to be provided with remote education	Y		
30. 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	2	4	• There are sufficient numbers of trained staff available to support pupils with mental health issues.	Y		
				• There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.	Y		
				• 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		
				• Resources/websites to support the mental health of pupils are provided.	Y		
31. 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	3	2	6	• Staff are encouraged to focus on their wellbeing.	Y	Staff forum has various initiatives to help with mental wellbeing	
				• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Y		
				• Staff briefings and training have included content on wellbeing	Y		
				• Staff briefings/training on wellbeing are provided.	Y		
				• Staff have been signposted to useful websites and resources.	Y	School has signed up to education support to provide help to staff: https://www.educationsupport.org.uk	
32. Lack of governor oversight during the COVID-19 crisis leads to the school failing to	2	1	2	• The governing body continues to meet regularly.	Y		
				• The governing body agendas are structured to ensure all statutory requirements are discussed	Y		

meet statutory requirements.				and school leaders are held to account for their implementation.		
				• The headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.	Y	
				• Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.	Y	
				• 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	
33. Test and Trace is not used effectively to help manage staffing levels and support staff wellbeing	3	1	3	• Guidance on NHS test and trace has been published.	Y	
				• The guidance has been explained to staff	Y	
				• Post-testing and tracing support is available for staff.	Y	
34. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	2	8	• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	Y	
				• 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	Y	
				• Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically extremely vulnerable** should these apply	Y	
				• A record of any COVID-19 symptoms in staff or pupils is recorded	Y	

35. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	4	2	8	• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.	Y		
				• This guidance has been explained to staff and pupils as part of the induction process.	Y		
				• Staff should undertake twice weekly home tests . 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 home.	Y		
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y		
36. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including Test and Trace	4	2	8	• 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, 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.			
				• The household (including any siblings) should follow the PHE testing guidance should there be a case in their household			
				• This guidance has been explained to staff and pupils as part of the induction process.	Y		

					Y		
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y		
37. Staff, parents and carers are not aware of recommendations on transport to and from school	4	2	8	• Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. • Pupils, parents and staff travelling on public transport to wear face coverings	Y		
38. School trips increase the risk of virus transmission	4	2	8	• Current guidance outlines how educational visits can take place safely. • Schedule of trips planned	Y	Further guidance available: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1044890/Schools_guidance_January_2022_.pdf	