

**OUR LADY'S CATHOLIC HIGH SCHOOL**  
**COVID-19 OPERATIONAL RISK ASSESSMENT - FULL SCHOOL OPENING**

<b>Assessment conducted by:</b> D Smith	<b>Job title:</b> Deputy Head	<b>Covered by this assessment:</b> Premises, staff, students, contractors, visitors and volunteers
--	----------------------------------	---

<b>Date of assessment:</b> 04/03/2021	<b>Review Interval:</b>	<b>Date of next review:</b> Easter
---------------------------------------	-------------------------	------------------------------------

**Risk Matrix**

Risk Rating: High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	<b>Major:</b> causes major physical injury, harm or ill-health	H	H	H
	<b>Severe:</b> causes physical injury or illness requiring first aid	H	M	L
	<b>Minor:</b> causes physical or emotional discomfort	M	L	L

**1. PREVENTION: Full opening of the school in accordance with social distancing guidelines:**

Areas for concern	Risk rating prior to action: (H/M/L)	Control measure	In Place (Y/N)	Further actions/comment	Residual risk rating (H/M/L)
-------------------	--------------------------------------	-----------------	----------------	-------------------------	------------------------------

**1.a. MINIMISING RISKS**

<b>1. Staff and students who are unwell with coronavirus or those who have symptoms of coronavirus or those who have</b>	H	<ul style="list-style-type: none"> <li>• School to ensure that those who are unwell with coronavirus, or who have symptoms of coronavirus, or who live with someone who is unwell with coronavirus, or who has symptoms of coronavirus do not come into school by:               <ul style="list-style-type: none"> <li>○ regularly and clearly communicating this expectation to all staff, students and their families</li> </ul> </li> </ul>	Y	<ul style="list-style-type: none"> <li>• Clear and repetitive communication with staff, students and their families really important</li> </ul>	L
--	---	---	---	---	---

**OUR LADY'S CATHOLIC HIGH SCHOOL**  
**COVID-19 OPERATIONAL RISK ASSESSMENT - FULL SCHOOL OPENING**

<p><b>someone in their household who have coronavirus or who have symptoms of coronavirus may come into school</b></p>		<ul style="list-style-type: none"> <li>○ regularly and clearly communicating to staff, students and their families what the symptoms of coronavirus are</li> <li>○ regularly and clearly communicating to staff, students and their families the importance of staying at home and following the government advice regarding self-isolating and engaging in the government's test and trace process if a person develops symptoms</li> <li>● If anyone in the school becomes unwell with:             <ul style="list-style-type: none"> <li>○ a new and persistent cough; or</li> <li>○ a high temperature; or</li> <li>○ has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</li> </ul> </li> </ul>			
<p><b>2. In recommended circumstances face coverings are not used appropriately</b></p>	<p style="text-align: center;">H</p>	<ul style="list-style-type: none"> <li>● SEE ALSO 4.D BELOW</li> <li>● The government is recommending the universal use of face coverings in schools. Based on this:             <ul style="list-style-type: none"> <li>○ face coverings will be worn by pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances.</li> <li>○ face coverings should be worn in classrooms and during activities unless social distancing can be maintained.</li> </ul> </li> <li>● Where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons face masks will not be worn</li> </ul>	<p style="text-align: center;">Y</p>	<ul style="list-style-type: none"> <li>● Clear and repetitive communication with staff, students and their families really important</li> </ul>	
<p><b>3. Staff and students won't wash their hands thoroughly and more often than usual</b></p>	<p style="text-align: center;">H</p>	<ul style="list-style-type: none"> <li>● School to communicate regularly and clearly with staff, students and their families about the need to wash hands more thoroughly and regularly than usual</li> <li>● School to make this easier for staff and students by making hand-sanitizer widely available</li> <li>● Staff to model to students and each other the importance of washing hands regularly and more thoroughly than usual by doing it</li> </ul>	<p style="text-align: center;">Y</p>	<ul style="list-style-type: none"> <li>● Clear and repetitive communication with staff, students and their families really important</li> </ul>	<p style="text-align: center;">L</p>

**OUR LADY'S CATHOLIC HIGH SCHOOL**  
**COVID-19 OPERATIONAL RISK ASSESSMENT - FULL SCHOOL OPENING**

<p><b>4. Staff and students will fail to ensure good respiratory hygiene</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• School to ensure good repository hygiene by clearly and regularly communicating the, 'catch it. kill it, bin it' approach</li> <li>• Staff to model to students and each other the impotence of doing this by actually doing so and reminding each other to do it they see someone not doing it</li> <li>• Tissues and lidded bins to be provided in each classroom</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Clear and repetitive communication with staff, students and their families really important</li> </ul>	<p>L</p>
<p><b>5. Cleaning routines remain at pre-Covid levels and frequently touched surfaces are not cleaned</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Enhanced levels of cleaning have already been introduced and any frequently touched surfaces are already been regularly cleaned</li> <li>• Cleaning to be monitored to ensure that enhanced levels of cleaning are being met</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Monitoring of enhanced cleaning routines really important</li> </ul>	<p>L</p>
<p><b>6. People frequently come into physical contact with each other and there is no social distancing</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• The entire organisation of the school, physically through the layout of spaces, and organisationally through timetabling has been arranged allow social distancing and to reduce all need for physical contact - see entire document</li> <li>• School to communicate regularly and clearly the importance of the need for social distancing and the requirement to minimise physical contact</li> <li>• Staff to model to students and each other the how to remain socially distanced and how to minimise physical contact</li> <li>• Staff will need to remind each other of the need to socially distance and limit physical contact if they notice any lapses in practice</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Clear and repetitive communication with staff, students and their families really important</li> </ul>	<p>L</p>
<p><b>7. Where necessary, staff fail to wear or are unable to access appropriate PPE</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• School to communicate clearly and regularly the circumstances under which PPE may be necessary and what PPE is appropriate to those circumstances</li> <li>• School to ensure that, where necessary, PPE is readily available and accessed by staff who need it</li> <li>• Staff to model to students and each other the importance, where necessary, of wearing appropriate PPE</li> <li>• Staff will need to remind each other of the need to wear PPE if they notice any lapses in practice</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Clear and repetitive communication with staff, students and their families really important</li> </ul>	<p>L</p>
<p><b>8. Staff and students fail to engage with test and trace process</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• School to communicate clearly and regularly the importance of engaging in the test and trace process</li> <li>• School to communicate clearly and regularly the circumstances under which people will need to engage in the test and trace process</li> <li>• School to communicate regularly and clearly the ways in which people can engage in the test and trace process</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Clear and repetitive communication with staff, students and their families really important</li> <li>• Clear and repetitive communication with staff, students and their families really important</li> </ul>	<p>L</p>

**OUR LADY'S CATHOLIC HIGH SCHOOL**  
**COVID-19 OPERATIONAL RISK ASSESSMENT - FULL SCHOOL OPENING**

9. School fails to manage confirmed cases of coronavirus	H	<ul style="list-style-type: none"> <li>See 'Managing Confirmed Cases and Containing an Outbreak' at the end of the document</li> </ul>	Y	<ul style="list-style-type: none"> <li>Guidelines must be followed</li> </ul>	L
10. School fails to contain any outbreak by not following local health protection team advice	H	<ul style="list-style-type: none"> <li>See 'Managing Confirmed Cases and Containing an Outbreak' at the end of the document</li> </ul>	Y	<ul style="list-style-type: none"> <li>Guidelines must be followed</li> </ul>	

**2. SPACES & PEOPLE - Full opening of the school in accordance with social distancing guidelines**

Areas for concern	Risk rating prior to action: (H/M/L)	Control measure	In Place (Y/N)	Clear and repetitive communication with staff, students and their families really important actions/comment	Residual risk rating (H/M/L)
<b>2.a. CAPACITY OF STAFF SPACES WITHIN THE SCHOOL</b>					
1. Dedicated workroom areas are too small to accommodate staff when social distancing guidelines are applied	H	<ul style="list-style-type: none"> <li>Audit of existing staff work spaces carried out to establish maximum number of staff that can safely work within each space in accordance with social distancing guidelines:               <ul style="list-style-type: none"> <li>D60 - 4 members of staff (photocopier 'safe-zone' marking to 2 metres) [Health &amp; Social Care]</li> <li>C60 - 4 members of staff (photocopier 'safe-zone' marking to 2 metres) [Science]</li> <li>B80 - 6 members of staff (photocopier 'safe-zone' marking to 2 metres) [Modern Languages]</li> <li>A60 - 4 members of staff (photocopier 'safe-zone' marking to 2 metres) [PA &amp; PE]</li> </ul> </li> <li>Audit of other spaces available in the school carried out to identify appropriate spaces that could be redesignated for use as staff work spaces:               <ul style="list-style-type: none"> <li>D80 - (redesignated for use as a staff work space) 15 members of staff [English &amp; Maths]</li> <li>C80 - (redesignated for use as a staff work space) 5 members of staff [Science &amp; Cover Supervisor]</li> <li>B90 - (redesignated for use a staff work space) 11 members of staff [RE, Geography &amp; History]</li> </ul> </li> </ul>	Y	<ul style="list-style-type: none"> <li>communication with staff must highlight the necessity of following the social distancing guidelines set up in these work spaces</li> </ul>	L

**OUR LADY'S CATHOLIC HIGH SCHOOL**  
**COVID-19 OPERATIONAL RISK ASSESSMENT - FULL SCHOOL OPENING**

		<ul style="list-style-type: none"> <li>○ A56 - (redesignated for use as a staff work space) 4 members of staff [ICT/Business]</li> <li>○ A32 - reallocation of an office space to a member of SLT to meet social distancing guidelines - 1 person</li> <li>● Where possible and to ensure that social distancing guidelines are met, the layout of these work spaces has been changed through the removal of or swapping over of furniture; where it has not been possible to change layout or remove furniture the workstation allocated to a member of staff has been clearly marked out</li> <li>● Within these work spaces staff have been allocated a workstation that is at least 2 metres from other members of staff or other adults</li> <li>● Where a member of staff's workstation is located near to a walk-way or photocopier, other control measures, such as facing the member of staff away from or to the side of the walk-way or photocopier, have been used</li> </ul>			
<b>2. Admin support staff workspace areas are too small to accommodate staff when social distancing guidelines are applied</b>	H	<ul style="list-style-type: none"> <li>● Audit of existing staff work spaces carried out to establish maximum number of staff that can safely work within each space in accordance with social distancing guidelines <ul style="list-style-type: none"> <li>○ Front Office - 5 members of staff</li> <li>○ B65 - reallocation as an office space - 1 person</li> <li>○ A56 - 1 person with ICT &amp; Business Teaching Staff</li> <li>○ A18 - 1 person</li> </ul> </li> </ul>	Y	<ul style="list-style-type: none"> <li>● communication with staff must highlight the necessity of following the social distancing guidelines set up in these work spaces</li> </ul>	L
<b>3. Dedicated staff room areas are physically too small to accommodate staff when social distancing guidelines are applied</b>	H	<ul style="list-style-type: none"> <li>● Staff room use by staff minimised by redesignating them as being spaces to be used for the access of fridges; the heating up of food; and the preparation of hot beverages only rather than being areas for the collective consumption of food and drink</li> <li>● Audit of existing staff room spaces carried out to establish how they can be safely used in accordance with social distancing guidelines: <ul style="list-style-type: none"> <li>○ C80 - transient space for use of fridge, kettles and microwaves</li> </ul> </li> <li>● Alternative staff room space identified and redesignated: <ul style="list-style-type: none"> <li>○ D80 - transient space for use of fridge, kettles and microwave with balcony (outside space) for sitting</li> </ul> </li> </ul>	Y	<ul style="list-style-type: none"> <li>● in line with government guidance on full opening for schools, the use of staff room is being minimised</li> </ul>	L
<b>2.b. ORGANISATION OF TEACHING SPACES</b>					
<b>1. Classrooms too small to allow the teacher to remain at a distance of 2 metres from the students when</b>	H	<ul style="list-style-type: none"> <li>● Audit of existing classrooms within the school carried out to identify how the layout of each class could be changed to ensure that the teacher is able to remain 2 metres from the students when they are teaching</li> </ul>	Y	<ul style="list-style-type: none"> <li>● communication with staff must highlight the necessity of staff teaching from the designated locations in each classroom as</li> </ul>	L

<p><b>teaching</b></p>		<ul style="list-style-type: none"> <li>• Layout of existing classrooms changed to ensure that the teacher can remain 2 metres from students when they are teaching: two locations in each classroom identified and marked out with a sticker on the floor where the teacher can teach the students from and remain 2 metres from the students:             <ul style="list-style-type: none"> <li>D Floor                 <ul style="list-style-type: none"> <li>• D24 - 30 students</li> <li>• D25 - 30 students</li> <li>• D26 - 30 students</li> <li>• D27 - 30 students</li> <li>• D28 - 30 students</li> <li>• D29 - 30 students</li> <li>• D30 - 30 students</li> <li>• D31 - 30 students</li> <li>• D20 - 18 students</li> <li>• D54 - 14 students</li> <li>• D55 - 14 students</li> <li>• D58 - 14 students</li> <li>• D59 - 14 students</li> </ul> </li> <li>CFloor                 <ul style="list-style-type: none"> <li>• C24 - 30 students</li> <li>• C25 - 30 students</li> <li>• C26 - 30 students</li> <li>• C27 - 30 students</li> <li>• C28 - 30 students</li> <li>• C29 - 30 students</li> <li>• C33 - 30 students</li> <li>• C20 - 18 students</li> <li>• C55 - 30 students</li> <li>• C59 - 30 students</li> <li>• C87 - 32 students</li> <li>• C88 - 32 students</li> <li>• C90 - 32 students</li> <li>• C91 - 32 students</li> </ul> </li> <li>B Floor                 <ul style="list-style-type: none"> <li>• B24 - 30 students</li> <li>• B25 - 30 students</li> <li>• B26 - 30 students</li> <li>• B27 - 30 students</li> <li>• B28 - 30 students</li> <li>• B29 - 28 students</li> <li>• B20 - 18 students</li> </ul> </li> </ul> </li> </ul>		<p>highlighted by the sticker on the floor</p>	
------------------------	--	---	--	--	--

		<ul style="list-style-type: none"> <li>● B88 - 24 students</li> <li>● B91 - 24 students</li> </ul> <p>A Floor</p> <ul style="list-style-type: none"> <li>● A59 - 30 students</li> <li>● A55 - 30 students</li> <li>● A33 - 30 students</li> <li>● A25 - 8 students</li> </ul> <ul style="list-style-type: none"> <li>● Audit of other spaces available in the school carried out to identify appropriate spaces that could be redesignated for use as classrooms: <ul style="list-style-type: none"> <li>○ D32 - 30 students (redesignated as classroom)</li> <li>○ B57 - 30 students (redesignated as classroom)</li> </ul> </li> <li>● Layout of redesignated spaces to ensure that the teacher can remain 2 metres from students when teaching</li> <li>● Where possible spare chairs and desks removed from so they cannot be used</li> <li>● Clear signage displayed in classrooms promoting social distancing measures and the need for robust hand and respiratory hygiene</li> </ul>			
<b>2.c. USE OF LARGE SPACES IN THE SCHOOL</b>					
<p><b>1. The large spaces in the school are not large enough to use in a 'traditional' way for staff and student events when social distancing guidelines are being applied</b></p>	H	<ul style="list-style-type: none"> <li>● Audit of large spaces within the school carried out to establish how they might safely be used when social distancing guidelines applied</li> <li>● Use of large spaces to be modified to take into account social distancing guidelines</li> <li>● Activities taking place in large spaces to be modified to take into account social distancing guidelines: <ul style="list-style-type: none"> <li>○ arrangements for 'traditional' whole staff meetings/INSET days to be modified ensuring that social distancing guidelines are met - see draft plans for <u>INSET days in September 2020</u> for an example</li> <li>○ arrangements for assemblies to be modified with full utilisation being made of electronic presentations (pre-recorded or live) potentially being shown to multiple classes across the school at the same time (as an example)</li> </ul> </li> <li>● A40 to be redesignated as the Student Engagement Space for students who have been withdrawn from learning <ul style="list-style-type: none"> <li>○ 2 metre distancing to be put in place to maintain the integrity of Year Group Bubbles and partitioning to differentiate spaces and activities within this space</li> </ul> </li> <li>● Dining Hall has been reconfigured with a reduced number of tables to allow members of staff on duty in this space to remain 2 metres from students</li> </ul>	Y	<ul style="list-style-type: none"> <li>● consideration to be given to the training needs among staff regarding the preparation and use of electronic presentations</li> </ul>	L

2.d. AVAILABILITY OF STAFF					
<p><b>1. The number of staff who are present in the building is lower than that required to teach classes in school</b></p>	H	<ul style="list-style-type: none"> <li>• Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings - some roles may be conducive to home working; school leaders will consider what is feasible and appropriate</li> <li>• Individual Staff Risk Assessments completed for each member of staff so that effective deployment of staff can be planned in advance</li> <li>• Consideration given to staff over 60 in terms of their return to work at the end of 22 days after receipt of their first vaccine jab</li> <li>• Individual Staff Risk Assessment takes into account data regarding the disproportionate impact that COVID-19 has had on members of the BAME community with attention being given to specific risk factors that have so far being identified as increasing vulnerability to the effects of COVID-19</li> <li>• The health status and availability of every member of staff is to be reviewed daily to ensure that we are deploying staff in the most effective way</li> <li>• Flexible and responsive use of cover supervisors will be made to ensure that classes are being covered in the most effective way</li> <li>• Full use of testing will be made to help inform staff deployment within guidelines around self-isolation</li> <li>• The use by staff of a blended model of learning to structure all learning activities will ensure that full use is made of staff who are self-isolating or shielding and are well enough to support learning online by delivering lessons to students in school electronically through either 'live' pre-recorded presentations or with presentations and resources placed in appropriate Google Classrooms                             <ul style="list-style-type: none"> <li>○ this will require a cover supervisor being present in the classroom to support the virtual presence of the teacher in the room and to manage the behaviour and questions of the students</li> </ul> </li> <li>• IF REQUIRED, a blended model of online home learning by some students <i>and</i> attendance at school by other students could be utilised until staffing levels improve                             <ul style="list-style-type: none"> <li>○ decisions as to the numbers of students being sent home or required to remain at home and in what order they will be sent home or required to remain at home will be based on the facts present at the time - see contingency plans</li> </ul> </li> </ul>	Y	<ul style="list-style-type: none"> <li>• review the data and information available concerning latest evidence about how and why COVID-19 is disproportionately impacting on the BAME community - modify risk assessment and plans of the school based on this information</li> <li>• consideration to be given to the training needs of staff regarding the preparation, use and delivery of electronic lessons</li> <li>• Chromebooks to be prioritised for 'remote' learning and not for classes whose teachers are present in school</li> <li>• Self-isolation of teachers and students will necessitate an on-going model of blended learning</li> <li>• review staffing thresholds at which students will be sent home/required to remain at home based on actual experience in first few weeks</li> </ul>	L
<p><b>2. The needs of Clinically Extremely Vulnerable staff are</b></p>	H	<ul style="list-style-type: none"> <li>• CEV staff are advised not to attend the workplace</li> <li>• Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required)</li> </ul>	Y	<ul style="list-style-type: none"> <li>• Close attention to be paid to government guidance regarding possible changes to definitions and</li> </ul>	L



**OUR LADY'S CATHOLIC HIGH SCHOOL**  
**COVID-19 OPERATIONAL RISK ASSESSMENT - FULL SCHOOL OPENING**

<p><b>not met and they are therefore placed in danger</b></p>		<ul style="list-style-type: none"> <li>• The school will talk to these staff about how they will be supported, including to work from home.</li> <li>• Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings. The shielding guidance providing advice on this is reviewed regularly</li> <li>• CEV individuals will be advised in advance of any extension or end date to inform them of changes or continuation of the guidance</li> <li>• CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation</li> <li>• Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated - that may change as we get further data on the effects of vaccination</li> </ul>		<p>expectations of those defined as CEV</p>	
<p><b>3. The needs of Clinically Vulnerable staff are not met and they are therefore placed in danger</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• CV staff can continue to attend school</li> <li>• While in school they must follow the system of controls to minimise the risks of transmission</li> <li>• Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Close attention to be paid to government guidance regarding possible changes to definitions and expectations of those defined as clinically vulnerable</li> </ul>	<p>L</p>
<p><b>4. The needs of staff who are pregnant are not met and they are therefore placed in danger</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Pregnant women are in the CV and in some case the CEV</li> <li>• Individual Staff Risk Assessments completed for each member of staff who has identified themselves as being pregnant</li> <li>• The Royal College of Obstetrics and Gynaecology has published advice for women from 28 weeks gestation or with underlying health who may be at greater risk - the school will direct relevant staff to this advice and follow it</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Close attention to be paid to government guidance regarding possible changes to definitions and expectations of those defined as clinically vulnerable</li> </ul>	
<p><b>5. The number of fire-wardens and first-aiders available in the school is lower than it is safe to operate the school on</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Individual Staff Risk Assessments completed for each member of staff so that effective deployment of staff can be planned in advance</li> <li>• The health status and availability of every member of staff is to be reviewed daily to ensure that we are deploying staff in the most effective way</li> <li>• At least ONE first aider and a 'back-up' is required in the school. Min: 2</li> <li>• At least ONE firewarden is required per floor. Min: 4</li> <li>• Additional staff to be trained in both roles to build resilience into the school's operational capability</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• See contingency plans for further information regarding staffing thresholds at which students will be sent home/required to remain at home</li> </ul>	<p>L</p>

<b>3. THE SCHOOL DAY - Full opening of the school in accordance with social distancing guidelines</b>					
Areas for concern	Risk rating prior to action: (H/M/L)	Control measure	In Place (Y/N)	Further actions/comment	Residual risk rating (H/M/L)
<b>3.a. START AND FINISHING TIMES</b>					
<b>1. The timing of the start and end of the school day create risks of breaching social distancing guidelines and overwhelming local public transport</b>	H	<ul style="list-style-type: none"> <li>• The timings for the beginning and end of the school day have been staggered across year groups to minimise risks of breaching social distancing guidelines:               <ul style="list-style-type: none"> <li>○ Year 7&amp;8 starting at 09:15 and finishing at 14:45</li> <li>○ Year 9&amp;10 starting at 09:00 and finishing at 14:25</li> <li>○ Year 11&amp;12 starting at 08:45 and finishing at 14:45</li> </ul> </li> <li>• These timings have been chosen to help alleviate pressure on local public transport by avoiding peak travel times</li> <li>• Students will need to be advised about the importance of arriving at the right time and going directly home at the end of their school day</li> </ul>	Y	<ul style="list-style-type: none"> <li>• clear communication with students about the importance of arriving at the right time and going directly home at the end of their school day will be needed</li> </ul>	L
<b>2. Not enough parking for staff who are driving into work</b>	M	<ul style="list-style-type: none"> <li>• Creation of another 4 temporary parking spaces outside the front of the school</li> <li>• Staff encouraged to consider walking or cycling to school instead of driving in - cycle to work scheme promoted to staff</li> <li>• Students encouraged to cycle to school</li> </ul>	Y	<ul style="list-style-type: none"> <li>• clear communication with students and staff important</li> </ul>	M
<b>3.b. BEGINNING AND END OF SCHOOL DAY</b>					
<b>1. The start and end of the school day create risks of breaching social distancing guidelines</b>	H	<ul style="list-style-type: none"> <li>• Different year groups have been allocated different points of entry to and different points of exit from school site:               <ul style="list-style-type: none"> <li>○ Year 7 enter via Hillside and go to Dining Hall exiting via Hillside</li> <li>○ Year 8 enter via Main Entrance on Amhurst Park and go to B Floor exiting via Main Entrance on Amhurst Park</li> <li>○ Year 9 enter via Stamford Hill Gate at the east end of the site and go to B Floor exiting from Stamford Hill Gate at the east end of the site</li> <li>○ Year 10 enter via the Main Entrance on Amhurst Park and go to C Floor exiting from the Main Entrance on Amhurst Park</li> <li>○ Year 11 enter via Hillside and go to C/D Floor exiting via Stamford Hill Gate at the east end of the site</li> </ul> </li> </ul>	Y	<ul style="list-style-type: none"> <li>• clear communication with students about the importance of using hand-sanitizer upon arrival in the building will be needed</li> </ul>	L

		<ul style="list-style-type: none"> <li>• Hand-sanitizer and lidded bins will be available at each of these entrances to the building</li> <li>• Students will be advised about the need to use hand-sanitizer upon entry into the building</li> </ul>			
<b>3.c. MOVEMENT AROUND THE BUILDING</b>					
<p><b>1. Movement around the school risks breaching social distancing guidelines</b></p>	H	<ul style="list-style-type: none"> <li>• Timetable has been constructed to minimise movement of students around the building - see <u>Autumn-Term Timetable</u> for more detail</li> <li>• For most subjects students will be taught in Year Group Bubbles in specific parts of the building</li> <li>• For most of their day in school, students will be based in one classroom with teachers coming to teach them in those classrooms - lesson change-overs, in the traditional sense of the word have been removed to avoid overcrowding and the potential associated risk of breaching social distancing guidelines</li> <li>• Where students are required to move around the building for specialist subjects the pinch-points have been identified and will be managed accordingly</li> <li>• Stair-cases have either been allocated to a specific year group or have been designated UP or DOWN to avoid students coming into contact across year group Bubbles on stairwells <ul style="list-style-type: none"> <li>○ <b>CENTRAL STAIRCASE</b> - DOWN ONLY</li> <li>○ <b>EAST STAIRCASE</b> - UP ONLY</li> <li>○ <b>WEST STAIRCASE</b> - for SIXTH FORM ONLY: UP and DOWN</li> <li>○ <b>NORTH STAIRCASE</b> - for YEAR 7 ONLY: UP and DOWN</li> <li>○ appropriate signage in place to clarify these circulation routes</li> </ul> </li> <li>• Unless staff are escorting a Year 7 class up or down the North Staircase, they should use the Central Staircase to go down the stairs and the East Staircase to go up the stairs</li> <li>• Breaks and Lunches for the different year groups have been staggered - see above timetable</li> <li>• Appropriate duty rota and levels of supervision are in place</li> <li>• Year groups stay together and do not mix with other year groups</li> </ul>	Y	<ul style="list-style-type: none"> <li>• clear communication with staff and students about expectations will be really important</li> </ul>	L
<p><b>2. The use of the Dining Hall at break and lunch time increases the risk of the potential spread of infection</b></p>	H	<ul style="list-style-type: none"> <li>• Break and lunch times have been staggered to ensure that no year groups are using the Dining Hall at the same time <ul style="list-style-type: none"> <li>○ When one year group are on the Playground the other year group is in the Dining Hall</li> </ul> </li> <li>• Dining Hall has been reconfigured with a reduced number of tables to allow members of staff on duty in this space to remain 2 metres from students</li> </ul>	Y	<ul style="list-style-type: none"> <li>• clear communication with staff and students about expectations and the reasons for them will be really important</li> </ul>	L

		<ul style="list-style-type: none"> <li>• Hand-sanitizer available for use as you enter A80</li> <li>• In the first instance hot food will only be available at Breaktime; Lunch will be in the form of sandwiches only which will need to be consumed in the Dining Hall</li> <li>• All transactions are contactless</li> <li>• Till areas have perspex dividers around them; other members of catering staff are at a distance of at least 2 metres from the students</li> <li>• Student prefects to be responsible for making sure that tables are wiped down by the respective group of students at each table after use - member of cleaning staff also available to ensure that tables have been wiped down before next group of students use each set of tables</li> <li>• Drinking fountains have been replaced with water bottle fill stations</li> </ul>			
<b>3.d. DEDICATED SCHOOL TRANSPORT</b>					
		<ul style="list-style-type: none"> <li>• The school has no dedicated school transport</li> </ul>			
<b>3.e. EDUCATIONAL VISITS</b>					
		<ul style="list-style-type: none"> <li>• No educational visits will be taking place</li> </ul>			

<b>4. HYGIENE - EQUIPMENT, EXPECTATIONS AND FACILITIES - Full opening of the school in accordance with social distancing guidelines</b>					
Areas for concern	Risk rating prior to action: (H/M/L)	Control measure	In Place (Y/N)	Further actions/comment	Residual risk rating (H/M/L)
<b>4.a. ENTERING TO THE BUILDING: EXPECTATIONS AND EQUIPMENT</b>					
<b>1. Staff, students and visitors entering the building bring infection with them</b>	H	<ul style="list-style-type: none"> <li>• Lidded bins available at all points of entry to the building</li> <li>• All staff, students and visitors must remove any face covering being worn before they enter the building:               <ul style="list-style-type: none"> <li>○ in the Reception Area of the school, this means that this should be done BEFORE the person goes beyond the blue wood and glass doors</li> <li>○ at other points of entry, it means in the lidded bin at the threshold of that entrance</li> </ul> </li> </ul>	Y	<ul style="list-style-type: none"> <li>• clear communication with staff and students about expectations and the reasons for them will be really important</li> <li>• expectation that staff will set an example to students and each other</li> </ul>	L

		<ul style="list-style-type: none"> <li>○ temporary face coverings must be disposed of in the lidded bin upon entry to the building</li> <li>○ reusable face coverings must be removed and placed in a plastic bag so that they can be taken home</li> <li>○ staff, students and visitors should take care not touch their face as they remove their face covering</li> <li>● All staff tap in and out electronically with their I.D. card</li> <li>● The main entrance doors to the building open automatically when the I.D. card is presented</li> <li>● Hand-sanitizer is available and accessible for use at all points entry to the building</li> <li>● Hand-sanitizer must be used by everyone entering the building             <ul style="list-style-type: none"> <li>○ in the Reception Area of the school this means that a person must use the hand-sanitizer available before they leave the 'Clean Zone' marked out on the floor</li> <li>○ at other points of entry, they must use the hand-sanitizer available at that entrance</li> </ul> </li> <li>● Staff will be on duty supervising the entry of students at the respective staggered start times to ensure that they are meeting this expectation</li> <li>● Staff will need to model to students and each other what the expectation is by ensuring that they use hand-sanitizer as they enter the building</li> </ul>			
--	--	--	--	--	--

**4.b. USE OF CLASSROOMS AND EQUIPMENT**

<p><b>1. Everyday use of the space of the school and the equipment (opening doors and use equipment) will increase the potential risk of spreading infection</b></p>	H	<ul style="list-style-type: none"> <li>● All doors that can be propped open will be propped open on a daily basis as part of the routine for opening the school and will be closed again at the end of the day as part of the closure of the school</li> <li>● Doors that cannot be propped open - fire doors and doors to offices which it would be inappropriate to prop open - will have to be opened using the handle or door push panel:             <ul style="list-style-type: none"> <li>○ the person who does this will have to use the hand-sanitizer located near to this door</li> </ul> </li> <li>● Where equipment can be personalised it has been - all staff have their own Chromebooks to avoid having to use shared computers in workrooms. Personal projector remotes, keyboards and mouses which staff can plug into computers will be distributed to staff; equipment that cannot be personalised such as phones and photocopiers have had a pack of wipes and hand-sanitizer placed next to them:             <ul style="list-style-type: none"> <li>○ staff and students using these pieces of equipment should wipe down the equipment before and after each use and should use the hand-sanitizer afterwards</li> </ul> </li> </ul>	Y	<ul style="list-style-type: none"> <li>● clear communication with staff and students about expectations and the reasons for them will be really important</li> <li>● expectation that staff will set an example to students and each other</li> </ul>	L
--	---	--	---	---	---

**OUR LADY'S CATHOLIC HIGH SCHOOL**  
**COVID-19 OPERATIONAL RISK ASSESSMENT - FULL SCHOOL OPENING**

<p><b>2. Collection and distribution of photocopying in the existing way increases the potential risk of spreading infection</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• All Photocopying is placed in pigeon holes by a member of staff who is wearing disposable gloves</li> <li>• Each 'pack' of photocopying will have a piece of paper wrapped around it for the member of staff to hold it by as they carry it to their teaching room where they can leave it at the front of the classroom for students to collect as required</li> <li>• Staff are expected to provide 48hours notice of bulk copying (120+) or and for complex reprographics such as booklet. 24hours notice for standard photocopying should be provided. This will allow the effective deployment of staff and time for collection of resources.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• clear communication with staff and students about expectations and the reasons for them will be really important</li> </ul>	<p>L</p>
<p><b>3. Use of classrooms by students and staff will increase the potential risk of spreading infection</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Each classroom has wipes and hand-sanitizer available for use by the students and staff in that classroom</li> <li>• Each classroom has a lidded bin available for use by the students and staff in that classroom</li> <li>• The timetable and wider arrangements for school day have been specifically constructed with the aim of minimising movement around the building and to maintain, as far as possible, the integrity of the Year Group Bubbles</li> <li>• Where staff are moving from one classroom to another and different spaces, they will need to ensure that they are 'wiping, binning and sanitizing' as they enter the different spaces and use equipment in them</li> <li>• On the whole students will remain in one classroom for all three sessions of the school day; within that classroom though, they may potentially be in three different seats during that day because each teacher who teaches that class may use a different seating plan:             <ul style="list-style-type: none"> <li>○ <b>IT IS ESSENTIAL THEREFORE THAT SCHOOL HAS THE UP-TO-DATE SEATING PLAN FOR EACH CLASS - ANY CHANGES MUST BE IMMEDIATELY RECORDED ON THE SCHOOL SYSTEM BY THE TEACHER MAKING THAT CHANGE</b></li> <li>○ at the start and end of each session, students will need to take responsibility for wiping down the desk they are sitting at</li> <li>○ Cleaning team thoroughly clean classrooms each day</li> </ul> </li> <li>• It is recommended that staff and students bring their own pens and other stationery equipment and DO NOT share</li> <li>• It is not recommended that staff 'take-in' exercise books to mark in the traditional way but make full use of assessment for learning techniques that seek to assess the learning of students continuously as feedback during the lesson - simply a continuation of the school's existing policy</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• up-to-date seating plan essential - tracing who has been in 'close contact' with who is critical</li> <li>• clear communication with staff and students about expectations and the reasons for them will be really important</li> <li>• expectation that staff will set an example to students and each other with regards to these expectations</li> </ul>	<p>L</p>

**OUR LADY'S CATHOLIC HIGH SCHOOL**  
**COVID-19 OPERATIONAL RISK ASSESSMENT - FULL SCHOOL OPENING**

		<ul style="list-style-type: none"> <li>Resources that are held in a classroom, such as text books, glue sticks and scissors may be shared but must be wiped down after they have been used - these should not be shared outside a Year Group Bubble</li> <li>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> </ul>		
<b>4. PE lessons will increase the potential risk of spreading infection</b>	H	<ul style="list-style-type: none"> <li>PE lessons will be taught in consistent groups that maintain the integrity of the Year Group Bubbles</li> <li>PE lessons are either taught out-of-doors or in large spaces</li> <li>Shared sports equipment and facilities will be cleaned after each use</li> </ul>	Y	L
<b>5. Specific activities in Music lessons increase the potential risk of spreading infection</b>	H	<ul style="list-style-type: none"> <li>Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting but with appropriate safety mitigation and consideration, singing and wind and brass teaching can still take place: <ul style="list-style-type: none"> <li>Playing instruments and singing in groups should take place outdoors wherever possible</li> <li>If indoors, <ul style="list-style-type: none"> <li>the number students in a lesson where singing will take place needs to be in relation to the space available</li> <li>use a room with as much space as possible with high ceilings - music lessons moved to B57 - a large space with high ceiling</li> <li>singing, wind and brass playing will not take place in larger groups such as choirs or ensembles</li> <li>in smaller groups, singing, wind and brass playing can take place but strict social distancing between each singer and player, and between singers and players, and any other people must be observed - current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate</li> <li>pupils should be positioned back-to-back or side-to-side when playing or singing, rather than face-to-face, wherever possible</li> </ul> </li> </ul> </li> </ul>	Y	L

**OUR LADY'S CATHOLIC HIGH SCHOOL**  
**COVID-19 OPERATIONAL RISK ASSESSMENT - FULL SCHOOL OPENING**

		<ul style="list-style-type: none"> <li>■ position wind and brass players so that the air from their instrument does not blow into another player</li> <li>■ use microphones where possible to encourage singing quietly (see note below on microphones)</li> </ul> <ul style="list-style-type: none"> <li>● Any background or accompanying music should be kept to levels which do not encourage teachers or other performers to raise their voices unduly - if possible use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing - if possible do not share microphones or if they are shared then the person using them must wash or sanitize their hands before and after use and the microphones need to be disinfected regularly and always between users</li> <li>● Work spaces to be cleaned after each use in between use by different Year Group Bubbles</li> <li>● Avoid sharing instruments and equipment but if they have to be shared they should be regularly disinfected and always between users - instruments should be cleaned by the individuals playing them</li> <li>● Peripatetic music lessons will not take place until further notice</li> </ul>			
<b>6. Teaching of Science in 'traditional' way increases the potential risk of spreading infection</b>	H	<ul style="list-style-type: none"> <li>● KS3 and KS4 Science lessons will be taught in non-specialist classrooms - the class sizes are just too large to allow for the safe use of equipment in experiments</li> </ul>	Y		L
<b>7. Teaching of Creative Arts in 'traditional' way increases the potential risk of spreading infection</b>	H	<ul style="list-style-type: none"> <li>● Shared equipment will be cleaned daily and will be arranged so that it is not shared across groups</li> <li>● Visors may be worn by staff as an aide to staff teaching students who may need to be closer to students than 2 metres</li> <li>● Work spaces to be cleaned after each use in between use by different Year Group Bubbles</li> </ul>	Y		L
<b>8. Teaching of IT in 'traditional' way increases the potential risk of spreading infection</b>	H	<ul style="list-style-type: none"> <li>● Shared equipment will be cleaned daily and will be arranged so that it is not shared across groups</li> <li>● Work spaces to be cleaned after each use in between use by different Year Group Bubbles</li> </ul>	Y		L
<b>9. The teaching of SEN/EAL students in small, withdrawal groups in a</b>	H	<ul style="list-style-type: none"> <li>● Shared equipment will be cleaned before and after use by respective groups of students</li> <li>● Visors may be worn by staff as an aide to staff teaching students who may need to be closer to students than 2 metres</li> </ul>	Y		L



<p><b>'traditional' way increases the potential risk of spreading infection</b></p>		<ul style="list-style-type: none"> <li>• Work spaces to be cleaned after each use in between use by different Year Group Bubbles</li> </ul>			
<p><b>4.c. USE OF TOILET FACILITIES</b></p>					
<p><b>1. Shared use of toilet facilities increases the potential risk of spreading infection</b></p>	<p style="text-align: center;">H</p>	<ul style="list-style-type: none"> <li>• Each Year Group has been assigned a set of toilets which will be for their use only during the school day: <ul style="list-style-type: none"> <li>○ Year 7: C Floor West</li> <li>○ Year 8: B Floor East</li> <li>○ Year 9: D Floor East</li> <li>○ Year 10: C Floor East</li> <li>○ Year 11: D Floor West</li> <li>○ Sixth Form: B Floor West</li> </ul> </li> <li>• The toilets on A Floor are for use by all year groups when they are at Break or Lunch and will be cleaned at regular intervals during these times</li> <li>• Students will need to be very disciplined about washing their hands after using the toilet facilities</li> <li>• Staff will be able to use the accessible toilets located on each floor at the East and West ends of the building: <ul style="list-style-type: none"> <li>• D Floor - D 11 at the east end of the building and D81 at the west end of the building</li> <li>• C Floor - C10 at the east end of the building and C81 at the west end of the building</li> <li>• B Floor - B10 at the east end of the building and B81 at the west end of the building</li> <li>• A Floor - A10 at the east end of the building; the second toilet Accessible Toilet is A16 which is located located more centrally near to the PE Changing Rooms A17 rather than at the west end of the building</li> </ul> </li> <li>• Owing to the configuration of the accessible toilets which means that having washed and dried your hands, you cannot leave the toilets without touching the lock and door handle, staff will need to make use of the hand-sanitizer located near to these toilets.</li> <li>• Total number of staff toilets = 9. <a href="#">See HSE for number of workplace toilets</a></li> </ul>	<p style="text-align: center;">Y</p>	<ul style="list-style-type: none"> <li>• clear communication with staff and students about expectations and the reasons for them will be really important</li> <li>• closing lids will need to be fitted to the accessible toilets - they currently have seat but no lid - the dispersal of fecal matter around the enclosed space of the accessible toilet in itself poses a risk</li> </ul>	<p style="text-align: center;">L</p>
<p><b>4.d. WHERE RECOMMENDED, USE OF FACE COVERINGS IN SCHOOL</b></p>					

**OUR LADY'S CATHOLIC HIGH SCHOOL**  
**COVID-19 OPERATIONAL RISK ASSESSMENT - FULL SCHOOL OPENING**

<p><b>1. School fails to follow the guidance concerning the recommended use of face coverings in school</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• The government is recommending the universal use of face coverings in schools. Based on this: <ul style="list-style-type: none"> <li>○ face coverings will be worn by pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances.</li> <li>○ face coverings should be worn in classrooms and during activities unless social distancing can be maintained.</li> </ul> </li> <li>• Where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons face masks will not be needed</li> <li>• Some individuals are exempt from wearing face coverings; those: <ul style="list-style-type: none"> <li>○ cannot put on, wear or remove a face covering because of physical or mental illness or impairment or disability</li> <li>○ speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• clear communication with staff and students about expectations and the reasons for them will be really important</li> </ul>	
<p><b>2. There is a lack of access to face coverings</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• It is reasonable to assume that staff and young people will have access to face coverings due to their increasing use in wider society - HOWEVER where anybody is struggling to to access a face covering due to having forgotten it or it having become soiled or unsafe the school will have a supply to meet these needs</li> <li>• No-one should be excluded from education on the grounds that they are not wearing a face covering</li> </ul>			
<p><b>3. Wearing and removal of face covering not done safely</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Safe wearing of face coverings requires cleaning of hands before and after touching - including to remove or put them on - and safe storage of them in individual, sealable plastic bags between use</li> <li>• Where a face covering becomes damp, it should not be worn and the face covering should be carefully replaced</li> <li>• Pupils must be instructed not to touch the front of their face coverings during use or when removing it and they must dispose of temporary face coverings or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom</li> </ul>			
<p><b>4.e. JANITORIAL SUPPLIES</b></p>					
<p><b>1. Supplies of soap, hand-sanitizer, wipes</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Stocks of all janitorial supplies are monitored and orders are placed to meet these needs</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• clear communication with staff and students about expectations and</li> </ul>	<p>L</p>

and PPE will run out		<ul style="list-style-type: none"> <li>• For the amount of time that stocks of anything are not forthcoming, alternatives will be found until such stock becomes available</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand-sanitizer, wipes and hand towels are maintained throughout the day</li> </ul>		the reasons for them will be really important	
<b>4.f. PREPARATION OF PREMISES &amp; VENTILATION</b>					
1. Prior to opening, the usual pre-term building checks are not undertaken and therefore the building may not be safe	H	<ul style="list-style-type: none"> <li>• The usual pre-term building checks are being undertaken to make the school safe</li> <li>• Once the school is open, all vents in classrooms and across the building will be opened to ensure good ventilation</li> </ul>	Y		L
2. Building and spaces used within the building are not ventilated	H	<ul style="list-style-type: none"> <li>• Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission - this happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area</li> <li>• When the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained - this can be achieved by making as much use of natural ventilation as possible: <ul style="list-style-type: none"> <li>○ opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space)</li> <li>○ opening internal doors can also assist with creating a throughput of air natural ventilation – if necessary we will open external opening doors (such as those onto the playground which are not fire doors and where safe to do so)</li> </ul> </li> <li>• To balance the need for increased ventilation while maintaining a comfortable temperature the school will consider: <ul style="list-style-type: none"> <li>○ opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>○ increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>○ providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform</li> </ul> </li> </ul>			

		<ul style="list-style-type: none"> <li>○ rearranging furniture where possible to avoid direct draughts</li> <li>○ heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>			
--	--	---	--	--	--

**5. POLICIES & PROCEDURES - Full opening of the school in accordance with social distancing guidelines**

Areas for concern	Risk rating prior to action: (H/M/L)	Control measure	In Place (Y/N)	Further actions/comment	Residual risk rating (H/M/L)
-------------------	--------------------------------------	-----------------	----------------	-------------------------	------------------------------

**5.a. FIRE EVACUATION PROCEDURES**

<p><b>1. Fire evacuation procedures are no longer appropriate to cover the new arrangements</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>● Fire evacuation procedures have been reviewed</li> <li>● Students can continue to follow the previous procedure of making their way directly down to the playground through the nearest fire exit and lining up in the form classes on the appropriate spot                             <ul style="list-style-type: none"> <li>○ the potential for compromising the integrity of the Year Group Bubbles with year groups coming into contact with one another during the transition from classroom to playground must be a secondary concern compared to the potential immediate physical danger associated with the activation of a Fire Alarm</li> </ul> </li> <li>● Following the activation of a Fire Alarm members of staff must prioritise their immediate physical safety over any increase in the potential risk of spreading infection during the transition from the classroom to playground                             <ul style="list-style-type: none"> <li>○ if a member of staff can avoid coming into contact with students then that is to be welcomed but in no way should a member of staff compromise their immediate physical safety by delaying their evacuation from the building</li> <li>○ this is one of those rare occasions where the potential increased risk in the spread of infection cannot be mitigated by social distancing measures by other safety measures other than the speed with which the school can safely evacuate the building</li> <li>○ staff to take registers from the stairs rather than by walking up and down the lines</li> </ul> </li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>● clear communication with staff and students about expectations and the reasons for them will be really important</li> </ul>	<p>L</p>
---	----------	---	----------	--	----------

**5.b. BEHAVIOUR & UNIFORM**

**OUR LADY'S CATHOLIC HIGH SCHOOL**  
**COVID-19 OPERATIONAL RISK ASSESSMENT - FULL SCHOOL OPENING**

<p><b>1. Behaviour policy does not comply with social distancing guidelines</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Clear messaging to students on the importance and reasons for social distancing is reinforced throughout the school day</li> <li>• Staff model social distancing consistently</li> <li>• The movement of students around the school is minimised</li> <li>• Large gatherings are avoided</li> <li>• Lunch times are structured to support social distancing and are closely supervised</li> <li>• The school's behaviour policy has been revised to ensure support for social distancing measures and this will be communicated to staff, students and parents</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed</li> <li>• Messages to parents reinforce the importance of social distancing</li> <li>• A trauma aware approach to behaviour management is simply a continuation of the journey that the school is on</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• clear communication with staff, students and parents about expectations and the reasons for them will be really important</li> </ul>	<p>L</p>
<p><b>2. School uniform policy is not sensitive to the economic reality experienced by some families over the last few months</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Other than shoes, students will be expected to wear their school uniforms <ul style="list-style-type: none"> <li>◦ Uniforms do not need to be laundered any more than usual and do not need to be cleaned using methods which are different from normal</li> </ul> </li> <li>• As one of the single most expensive items of school uniform, and one that often needs to be replaced most often, for the duration of the first half-term, students will be allowed to wear black trainers to school if they do not have school shoes</li> <li>• Staff will be expected to wear business dress, although the wearing of ties will not be expected</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• National and international economic situation to be monitored and the uniform exception regarding shoes to be reviewed in light of these developments</li> </ul>	<p>L</p>
<p><b>3. Students with underlying health issues have not been identified and so measures have not been put in place to protect them</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Parents have been provided with clear guidance and this is reinforced on a regular basis and updated accordingly</li> <li>• Parents have been asked to make the school aware of students' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon</li> <li>• The school has a regularly updated register of students with underlying health conditions</li> </ul>	<p>Y</p>		<p>L</p>
<p><b>5.c. CONTRACTORS AND VISITORS ON SITE</b></p>					
<p><b>1. Contractors and visitors on-site whilst the school is in operation may pose a</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Y</p>		<p>L</p>

<p><b>risk the social distancing measures and increase the potential risk of the spread of infection</b></p>		<ul style="list-style-type: none"> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, students and contractors safe</li> <li>• Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times</li> <li>• Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/students are kept apart - rear entrance still regarded as most appropriate</li> <li>• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed</li> <li>• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction)</li> <li>• Where visits can happen outside of school hours they will</li> <li>• A record is kept of all visitors to the school</li> </ul>			
<p><b>5.d. ENGAGEMENT WITH THE NHS TEST &amp; TRACE PROCESS; MANAGING CONFIRMED CASES AND CONTAINING AN OUTBREAK</b></p>					
<p><b>1. Staff, students and families fail to understand the NHS test and trace process</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• SEE ALSO 6.A BELOW</li> <li>• School to communicate regularly and clearly with staff, students and their families about how the NHS test and trace process works</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• clear communication with staff and students about expectations and the reasons for them will be really important</li> </ul>	<p>M</p>
<p><b>2. Staff, students and families fail to understand that they will need to be ready to engage with the test and trace process</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• School to communicate regularly and clearly with staff, students and their families about their need to engage with the NHS test and trace process by: <ul style="list-style-type: none"> <li>○ not coming into school if they have symptoms</li> <li>○ booking a test if they are displaying symptoms</li> <li>○ being prepared to be sent home to self-isolate if they develop symptoms in school</li> <li>○ being able to provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace to self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19) <b>or if anyone in their household develops symptoms of coronavirus (COVID-19)</b></li> </ul> </li> <li>• School to inform staff, students and families that anyone who displays symptoms of coronavirus (COVID-19) can and should get a test - tests</li> </ul>	<p>Y</p>		<p>M</p>

		<p>can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet</p> <ul style="list-style-type: none"> <li>• School to make sure that staff understand that essential workers, which includes anyone involved in education or childcare, have priority access to testing</li> <li>• All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• The school will ask parents and staff to inform us immediately of the results of a test:             <ul style="list-style-type: none"> <li>○ If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus, they can stop self-isolating - other members of their household can stop self-isolating</li> <li>○ If someone tests positive, they should follow the government's, 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of smell/taste (this is because the cough or loss of the sense of taste/smell may last for several week after the infection has gone</li> <li>○ the 10-day period starts from the day when they first became ill</li> <li>○ IF THEY STILL HAVE A HIGH TEMPERATURE, THEY SHOULD KEEP SELF-ISOLATING UNTIL THEIR TEMPERATURE RETURNS TO NORMAL</li> <li>○ Other members of their household should continue to self-isolate for the full 10 days</li> </ul> </li> </ul>			
<p><b>3. School fails to manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p>	<p style="text-align: center;">H</p>	<ul style="list-style-type: none"> <li>• School will take swift action when it becomes aware that someone who has attended has tested positive for coronavirus.</li> <li>• When the school becomes aware that someone has tested positive for coronavirus we will immediately contact the local health protection team who will carry out a rapid risk assessment to confirm who has been in close contact with the person, during the period that they were infectious, and ensure they are asked to self-isolate</li> <li>• Based on the advice from the local health protection team, the school will send home those people who have been in close with the person who has tested positive advising them to self-isolate for 10 days since they were last in <i>close contact</i> with that person - <i>close contact</i> means:             <ul style="list-style-type: none"> <li>○ <b>direct close contacts</b> - face-to-face contact with an infected individual for any length of time, within 1 metre, including being</li> </ul> </li> </ul>	<p style="text-align: center;">Y</p>	<ul style="list-style-type: none"> <li>• clear communication with staff and students about expectations and the reasons for them will be really important</li> </ul>	<p style="text-align: center;">L</p>

		<p>coughed on, face-to-face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none"> <li>○ <b>proximity contacts</b> - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected person</li> <li>○ <b>travelling</b> in a small vehicle, like a car, with an infected person</li> <li>● The local health protection team will provide us with definitive advice on who must be sent home - the school will use its records, such as seating plans, to support the local health protection team in doing this</li> <li>● On the advice of the local health protection team, the school will use the template letter that will be provided to us to send home to parents and staff</li> <li>● THE SCHOOL MUST NOT SHARE THE NAMES OR DETAILS OF PEOPLE WITH CORONAVIRUS UNLESS IS IS ESSENTIAL TO PROTECT OTHERS</li> <li>● Household members of those contacts who are sent home DO NOT need to self-isolate themselves UNLESS the child, young person or member of staff who is self-isolating subsequently develops symptoms</li> <li>● If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow the government's 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' - <b>they should get a test and:</b> <ul style="list-style-type: none"> <li>○ If the test delivers a <b>negative result</b>, they must remain in isolation for the remainder of the 10-day isolation period (this is because they could still develop the coronavirus within the remaining days)</li> <li>○ If the test <b>result is positive</b>, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period) - their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following the government's 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'.</li> </ul> </li> <li>● The school should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation</li> <li>● In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the risk to others. In the event that a parent or guardian insists on a child attending school, schools can take a decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19).</li> </ul>		
--	--	---	--	--



		The school will only make such decision after carefully considering it in light of all the circumstances and the current public health advice		
4. School fails to contain any outbreak by not following local health protection team advice	H	<ul style="list-style-type: none"> <li>If the school has two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak - <b>in this case we will continue to work with our local health protection team who will be able to advise if additional action is required</b> - the school will provide any information to the local health protection team, such as seating plans and timetables, to assist in this process</li> <li><b>WHOLE SCHOOL CLOSURE SHOULD NOT BE CONSIDERED EXCEPT ON THE ADVICE OF THE LOCAL HEALTH PROTECTION TEAM</b></li> </ul>	Y	L
5. School fails to respond appropriately to a student/staff member presenting with symptoms of Covid-19 risks increasing the potential spread of infection	H	<ul style="list-style-type: none"> <li>Students presenting with symptoms of Covid-19 during the school day will be taken to B64 to await contact home and confirmation that parent will collect their daughter or would rather they were sent home (if well enough to travel by themselves)</li> <li>B64 to be kept free for this use as the Collection Room and the toilet next door in B61 will be for the use of these students</li> <li>B64 and the toilet in B61 to be thoroughly cleaned after use by a student</li> <li>Staff attending to students in B64 should wear appropriate PPE including masks, gloves and visors</li> <li>B64 has a yellow lidded bin with foot pedal for hazardous waste only</li> <li>Government advice regarding contacting the local health protection team and seeking their advice and support to be followed</li> <li>Students presenting <b>with symptoms other than Covid-19</b> related will present to the Office as usual - if the student is unable to remain in lessons then their parents will be contacted to confirm whether they will collect their daughter or would like them to be sent home - those awaiting collection <b>with symptoms other than Covid-19</b> related will be asked to sit in the Reception Area on the hard seats by the round tables</li> <li>B54 will continue to be the space used by students to take their medication during the school day and any staff who are needed to assist them in this will be required to wear appropriate PPE for the purpose</li> </ul>	Y	L

**6. ON-SITE TESTING - Full Return 08 March**

**OUR LADY'S CATHOLIC HIGH SCHOOL**  
**COVID-19 OPERATIONAL RISK ASSESSMENT - FULL SCHOOL OPENING**

Areas for concern	Risk rating prior to action: (H/M/L)	Control measure	In Place (Y/N)	Further actions/comment	Residual risk rating (H/M/L)
<b>6.a. On-site Testing Provision RISK ASSESSMENT</b>					
<b>1. Risk Assessment for on-site testing provision not completed</b>	H	<ul style="list-style-type: none"> <li>Please find <a href="#">attached</a></li> </ul>	Y	<ul style="list-style-type: none"> <li>clear communication with staff and students about expectations and the reasons for them will be really important</li> </ul>	L