



**Wessex**  
Learning Trust  
We Learn Together!

# Risk Management Policy

**Date approved by Trust Board: March 2021**  
**Review Date: September 2024**

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## **Wessex Learning Trust Risk Management Policy**

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This policy will be reviewed by the Board of Directors every three years.

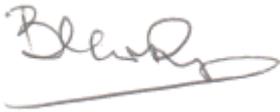
A handwritten signature in black ink that reads "Gavin Ball". The signature is written in a cursive style with a large, looped initial 'G'.

Signature:

Name: Mr Gavin Ball

Position: Chief Executive

Date: 08/03/21

A handwritten signature in black ink that reads "Brian Kirkup". The signature is written in a cursive style with a large, looped initial 'B'.

Signature:

Name: Mr Brian Kirkup

Position: Chair of the Board

Date: 08/03/21

## **1. Definition**

1.1 Risk may be defined as events or actions that can prevent an organisation from achieving its planned objectives, in part or in full. It is also the failure to take advantage of opportunities to promote and develop the organisation to achieve its objectives.

## **2. Introduction**

2.1 The risk management policy (the policy) forms part of the Trust's internal control and governance arrangement. The policy explains the Trust's underlying approach to risk management. It gives key aspects of the risk management process, and identifies the main reporting procedures. It describes the process the Trust uses to evaluate the effectiveness of the Trust's internal control procedures.

## **3. Why we need to manage risk**

3.1 Daily we manage risk without describing this as "risk management". We consider what might go wrong and take steps to reduce the impact if things do go wrong. However, the Trust cannot rely on informal processes. Also, as a public body, we must provide assurance to the Department of Education, Ofsted, auditors, and Trustees that we are managing risk correctly. Therefore we need to formally identify corporate risks and mitigating actions.

## **4. Risk Management Objectives**

4.1 The objectives for managing risk across the Trust are:

- To comply with risk management best practice.
- To ensure risks facing the Trust are identified and appropriately documented.
- To provide assurance to the Board that risks are being adequately controlled, or identify areas for improvement.
- To ensure action is taken appropriately in relation to accepting, mitigating, avoiding and transferring risks.

## **5. Risk Management Strategy**

5.1 This strategy aims to:

- Outline the roles and responsibilities for risk management.
- Identify risk management processes to ensure that all risks are appropriately identified, controlled and monitored.
- Ensure appropriate levels of awareness throughout the Trust.

## **6. Approach to Risk Management**

6.1 The following key principles outline the Trust's approach to risk management:

- as the principal executive and policy-making body of the Trust, the Trust Board is responsible for risk management.

- the Trust is responsible for maintaining a sound system of internal control that supports the achievement of policies, aims and objectives.
- there should be an open and receptive approach to mitigating risk.
- the Finance & Human Resources Committee advises the Trust Board on risk management.
- the Trust makes conservative and prudent recognition and disclosure of the financial and non-financial implications of risks.
- the Local Governing Bodies are responsible for encouraging and implementing good risk management practice throughout the Trust and within the schools.
- headteachers and Leadership teams of each school within the Trust are responsible for encouraging and implementing good risk management practice within their areas of responsibility.
- Each school in the Trust will adhere to the Trust’s Risk Policy and maintain their own Risk Register.
- early warning mechanisms will be put in place and monitored to alert the Trust so that remedial action can be taken to manage any potential hazards.
- The Executive Headteacher has a moderation role and should discuss key risks at each school with the Headteacher and reports outcomes of these discussions to the Board Identified risks must be controlled and monitored by risk

## **7. Identification of Risks**

7.1 Risk identification should be approached in a methodical way, consistent across all schools in the Trust, to ensure that all significant activities have been identified and all the risks flowing from these activities have been defined. However, it is recognised that no process is capable identifying all possible risks. Therefore the process can only provide a ‘reasonable’ assurance that all relevant risks have been identified.

## **8. Evaluation of Risks**

8.1 Risks should be evaluated against agreed criteria to make decisions about the significance of risks to the organisation. The Trust uses a scoring system based on Impact and Likelihood of Occurrence.

### **Impact**

<b>Descriptor</b>	<b>Score</b>	<b>Impact on service and reputation</b>
Insignificant	1	no impact on service no impact on reputation complaint unlikely litigation risk remote
Minor	2	slight impact on service slight impact on reputation complaint possible litigation possible
Moderate	3	some service disruption potential for adverse publicity avoidable with careful handling complaint probable litigation probable
Major	4	service disrupted

		adverse publicity not avoidable (local media) complaint probable litigation probable
Extreme/Catastrophic	5	service interrupted for significant time major adverse publicity not avoidable (national media) major litigation expected resignation of senior management and board loss of beneficiary confidence

### Likelihood

Descriptor	Score	Impact on service and reputation
Remote	1	may only occur in exceptional circumstances
Unlikely	2	expected to occur in a few circumstances
Possible	3	expected to occur in some circumstances
Probable	4	expected to occur in many circumstances
Highly Probable	5	expected to occur frequently and in most circumstances

8.2 The risk score is arrived at by multiplying the score in the 'x' column (Likelihood) by the score in the 'y' column (Impact) and then adding the 'y' score to the answer (gross risk). The effect is to give extra emphasis to impact when assessing risk.

8.3 This policy reminds those directly involved in assessing risk that risk scoring often involves a degree of judgement or subjectivity. Where data or information on past events or patterns is available, it will be helpful in enabling more evidence-based judgements.

## 9. Heat Map

9.1 The risk score will provide a colour coded figure. Colour codes are:

Red - major or extreme/catastrophic risks that score 15 or more

Yellow - moderate or major risks that score between 8 and 14

Green - minor or insignificant risks scoring 7 or less.

Impact	Extreme/ Catastrophic	5	10	15	20	25	30
	Major	4	8	12	16	20	24
	Moderate	3	6	9	12	15	18
	Minor	2	4	6	8	10	12
	Insignificant	1	2	3	4	5	6
				1	2	3	4
			Remote	Unlikely	Possible	Probable	Highly Probable
			<b>Likelihood</b>				

## **10. Addressing Risks**

10.1 When responding to risks, the Trust will seek to ensure that it is managed. The Trust will adopt one or more risk responses outlined below:

- **Terminate:** Countermeasures are put in place that will either stop a problem or threat occurring or prevent it from having an impact on the business.
- **Transfer:** The risk is transferred to a third party, for example through an insurance policy.
- **Treat:** The response actions either reduce the likelihood of a risk developing or limit the impact on the Academy to acceptable levels.
- **Tolerate:** We accept the possibility that the event might occur, for example because the cost of countermeasures will outweigh the possible downside, or we believe there is only a remote probability of the event occurring.

## **11. Risk Register**

11.1 Identified risks will be included in a Risk Register which will include the gross risk score, the means by which the risk will be addressed and the steps identified to mitigate the risk.

11.2 Those risks identified as 'red' in the risk score should be reviewed by the Board at least half-yearly and all other risks should be reviewed at least annually. The Finance and HR Committee (as the Audit Committee) should review the whole register half-yearly and all red coloured risks at each meeting.

11.3 Any significant changes in risk, impact or likelihood, or the occurrence of an event which raises the profile of a risk will be recorded in the Risk Register as it occurs. Any new or increased risks identified will be evaluated and, if appropriate, recorded in the Risk Register.

## **12. Trust's Annual Review of Effectiveness**

12.1 The top three risks for each school and for the Trust overall, as identified by the school and agreed by the FHR Committee, will be reported to the Board of Trustees on an annual basis. In addition, the Trust, as advised by the FHR Committee, will undertake an annual review to consider:

- whether risk management continues to be linked to the achievement of the Trust's objectives.
- whether each LGB risk register is appropriate and consistent.
- whether risk review procedures cover fundamental reputational, governance, staff, teaching, operational, compliance, student, estates, financial and other risks to achieving the Trust's objectives.
- whether risk assessment and risk-based internal control are embedded in ongoing operations and form part of its culture.
- changes in the nature and extent of fundamental risks and the Trust's ability to respond to changes in its internal and external environment since the last assessment.
- the scope and quality of management's on-going process of monitoring the system of internal control including such elements as the effectiveness of internal audit and other assurance functions.

- the extent and frequency of reports on internal control to the Board and whether this is sufficient for the Trustees to build up a cumulative assessment of the state of control and effectiveness of risk management.
- the incidence of any fundamental control failings or weaknesses identified at any point within the year and the impact that they have had or could have on financial results.
- the effectiveness of the Trust's public reporting processes.
- the effectiveness of the overall approach and policy to risk management and whether changes or improvements to processes and procedures are necessary.

### **13. Review**

13.1 This policy will be reviewed by the Wessex Learning Trust Board every three years or earlier if there are any changes to legislation.

**Wessex Learning Trust Contingency Planning:  
Response to Covid-19**

## Responsibility

The Chief Executive will make final decisions on the contingency planning for schools within the Trust.

Each school is expected to follow the Trust's Covid risk assessment and also to have details of contingency actions that will need to take place if the Chief Executive places the school on a tier or additional control measures. School's need to follow the Trust's principles on contingency planning when devising their school's contingencies.

It is the responsibility of the Executive Head / Head to ensure that the school follows the Trust's principles on Covid control measures and that contingency planning follows the Trust's principles. School leaders will have mechanisms for monitoring the implementation of proportionate Covid control measures, including simple but effective recording systems (such as checklists).

The Chief Executive will make the final decision on *if and how* to move to a contingency stage within this planning document, in conjunction with any governmental or Public Health England directive.

The Trust will quality assure provision at each stage, including Covid control measures as well as the quality of teaching, learning & assessment and pastoral care. It is the Executive Head / Head's responsibility to ensure that learners are making rapid progress within the parameters of keeping staff and learners safe within the control measures and that pastoral care is effective given the climate of anxiety.

Local Governing Bodies must have responsibility for having a mechanism to quality assure the implementation of proportionate Covid control measures in their schools.

- LGBs must convene an emergency meeting to discuss this prior to the 29<sup>th</sup> September 2020
- A named governor to take responsibility for Covid risk assessment is essential. The Trust will 'train' any governor in the case of a person feeling unconfident to perform this role. The 'Covid governor' will quality assure the proportionate Covid control measures in place. This will mean walking the school during opening hours and keeping a simple but effective recording system (such as checklists).
- Local governors must have sight of this contingency plan and discuss it and provide any pertinent feedback to Rebecca Pearce
- Risk assessment of pertinent Covid control measures and evaluation of the quality of education within this current context must be standing items at each Full Governor's meeting. Minutes of these meetings need to be uploaded to the new Trust Governor platform so that the Trust can reassured that best practice is in process

Risk assessment of pertinent Covid control measures and evaluation of the quality of education within this current context will be standing items on the Trust's Chair of Governors meeting agendas

School leaders must inform Keith Perry immediately of any Covid cases in their school or those that could affect their school. In the event of Keith not being available please contact Rebecca Pearce.

The Trust's Risk, Strategy and Audit Committee is meeting regularly and is monitoring the above actions taken by the Trust Executive Leadership. The committee met on Wednesday 9<sup>th</sup> September to approve this contingency plan.

## Context

The prime objective is to educate young people, maximise their progress and development whilst keeping them and the staff safe from potential risks, including the Covid virus.

No society operates in a risk-free environment. Schools can never be guaranteed to be risk free. We will make common sense decisions to the best of our endeavours and review regularly.

Our contingency planning right now is about minimising risk, so that the risk of transmission of infection is substantially reduced.

This involves the constant monitoring of control measures.

Some of those control measures are included here as part of our principles for operation during the pandemic.

Control measures must be proportionate and effective. Learners must still be able to learn whilst the staff and children remain as safe as is reasonable.

Control measures must form part of a system of control, ie that they happen automatically and is part of the default process for the day and is repeatable for the foreseeable future.

Risk assessments need updating.

School leaders must know that these measures are effective and work.

## **Wessex Action Checkpoints**

### **Bubbles, the Curriculum and Behaviour**

- In line with Public Health and the Department of Education guidance, all learners in their respective schools will be part of an appropriate bubble
- This will reduce the number of individuals they come into contact with at school and, therefore, reduce the spread of any infection. During lessons and social times (break and lunch) learners will stay in their bubbles. Learners will follow their own timetable and options, but their lessons will be in teaching zones. They will be taught by their specialist teacher and teachers will move between teaching zones to teach their class.

### **Learner Self-reflection and ongoing education in response to Covid-19**

- Responsibility of the learner and how they evaluate their own conduct, they need to be evaluating their own conduct: learning, social distancing, hygiene, responsibilities to other people at home, use of face masks.

### **Staffing**

- Gentle 'holiday expectations' for staff on approaching vacations need to be given (ie the moral purpose). The return to work after a holiday period with respect to quarantine arrangements needs to be highlighted as a risk.
- Low staff ratios may be a trigger point for moving into a tier.
- Staff need to role model good Covid-control behaviours and expectations – i.e. social distancing and the wearing of face coverings
- Schools need to reissue risk assessment criteria for the work force and be clear on why any staff are shielding
- If staff receive a track and trace text/call the school leaders must inform the Trust

### **Senior Leaders**

- Senior Leaders should meet regularly and review effectiveness of control measures and effectiveness of learning (within the restrictions we have)
- Senior Leaders should outline expectations of behaviours and actions for staff and learners and refresh the message regularly

### **Priority Groups**

- Know who the priority groups are now. Who are your priority groups? Priority groups include vulnerable learners and those who cannot access virtual learning at home
- Identify and inform families now to assure that their child is entitled to full time provision should a closing/lockdown occur

- Vulnerable learners are those who:
  - ✓ Are assessed as being in need under Section 17 of the Children’s Act 1989, including: - learners who have a child in need plan, -a child protection plan or - who are a looked-after child
  - ✓ Have an education, health and care (EHC) plan
  - ✓ Have been identified as otherwise vulnerable by educational providers or the LA (including children’s social care services) and who would benefit from full time attendance. **This could include:**
    - those on the edge of CSC services
    - adopted learners
    - those at risk of becoming NEET
    - those living in temporary accommodation
    - those who are young carers
    - those who have difficulty engaging with remote education at home / no equipment
    - others at the LA’s discretion
  
- If the parent of a vulnerable learner wishes for their child to be absent from school during their rota group’s scheduled time at home, the parent should let the school know in advance that they are making an application for a leave of absence. Schools should grant this leave of absence BUT it should only be granted for the weeks their rota group is scheduled to be at home

## Critical workers

Parents whose work is critical to the coronavirus (COVID-19) response include those who work in health and social care and in other key sectors outlined below. Many parents working in these sectors may be able to look after their child at home, but attendance is strongly encouraged.

If your work is critical to the coronavirus (COVID-19) response, or you work in one of the critical sectors listed below, then your children will be prioritised for education provision and are strongly encouraged to attend.

### Health and social care

This includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK’s health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

### Education and childcare

This includes:

- childcare
- support and teaching staff
- social workers
- specialist education professionals who must remain active during the coronavirus (COVID-19) response to deliver this approach

### Key public services

This includes:

- those essential to the running of the justice system
- religious staff
- charities and workers delivering key frontline services
- those responsible for the management of the deceased
- journalists and broadcasters who are providing public service broadcasting

### **Local and national government**

This only includes:

- those administrative occupations essential to the effective delivery of the coronavirus (COVID-19) response
- or delivering essential public services, such as the payment of benefits, including in government agencies and arm's length bodies

### **Food and other necessary goods**

This includes those involved in food:

- production
- processing
- distribution
- sale and delivery
- as well as those essential to the provision of other key goods (for example hygienic and veterinary medicines)

### **Public safety and national security**

This includes:

- police and support staff
- Ministry of Defence civilians
- contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the coronavirus (COVID-19) outbreak)
- fire and rescue service employees (including support staff)
- National Crime Agency staff
- Those maintaining border security, prison and probation staff and other national security roles, including those overseas

### **Transport**

This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus (COVID-19) response, including those working on transport systems through which supply chains pass.

### **Utilities, communication and financial services**

This includes:

- staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure)
- the oil, gas, electricity and water sectors (including sewerage)
- information technology and data infrastructure sector and primary industry supplies to continue during the coronavirus (COVID-19) response
- key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services)

- postal services and delivery
- payments providers
- waste disposal sectors

### **Communication**

- There must be regular communication to parents, ie weekly bulletin, Twitter updates etc. This is to re-assure and update parents. Parents will get concerned if there is 'radio silence'
- There needs to be communication to parents that if they are returning from a holiday destination which requires a period of self-isolation, their child will also be expected to self-isolate as part of the household, even if they did not go on the holiday

### **Testing**

- Staff are strongly encouraged to get tested if they suspect that they have symptoms of Covid. The school or Trust can help locate the nearest testing station for them
- The Trust Policy will issue a policy on the testing kits sent to schools
- The kit must only be issued in a last resort where a learner cannot or will not access a drive in or walk in test centre
- The test must be administered at home, not at school. The parent must register the test online and send the sample off in the post with the pre-paid address label and packaging

### **Track and Trace**

- It is the expectation of the Trust that each Trust school has a Track and Trace system which is implemented and completed as necessary by visitors to the school
- Further information to be included regarding who is responsible for recording and where this information is centrally stored
- Executive Headteachers, Headteachers and Heads of school are expected to report any incidents of suspected, confirmed or track and trace isolations to Keith

### **Event Management**

- The Trust stipulate that calendared events should not simply be cancelled.
- Instead, schools should seek to arrange appropriate replacements for these events. For example, the Trust expectation for Open evenings is that this event is held virtually.
- The Trust expectation for parents' evenings is that there must be quality feedback to parents regarding progression of their child. As we move further in autumn what is possible and what is not will be evaluated. A minimum would be a verbal update with a scheduled phone call. With secondary learners it should be noted that parents will be keen to seek progress on specific subjects, especially those learners on examination courses

### **Local Governing Bodies**

- It is the Trust expectation that Local Governing Bodies are quality assuring their schools individual risk assessment in line with Government guidance
- It is mandatory that LGBs are a part of the daily/weekly updates and reviews of systems and processes being implemented in Trust schools.

## Local Lock-down: Tiers

- Should an outbreak of Covid-19 be identified in a localised area, the government and relevant local authorities are acting together to control the spread of the virus.
- In accordance with the most up to date Government and Public Health England guidance and Somerset County Council's Local Outbreak plan, the Wessex Learning Trust has put together protocols in the event of suspected, confirmed and an outbreak of cases of Covid-19.

## Application of the Tiers

- In the exceptional circumstances where some level of restriction to education is required in a local area, local and national partners will carefully consider which of the tiers is the most appropriate one to implement. Under the Coronavirus Act 2020, ultimately the decision to order the closure of school is one for central government. The Trust will then implement local lock-down contingency plans through Heads / Executive Heads
- The Trust will ensure that processes and systems are consistently reviewed, and will not hesitate to make the right decision for the safety and wellbeing of our staff and learners and place a school in a 'tier' if necessary to ensure the safety of our learners, staff and the wider community
- Decisions will be made on a case-by-case basis in the light of local circumstances, including information about the incidence and transmission of coronavirus. Attendance may therefore need to be restricted in different ways to those outlined below if there is specific health evidence that doing so is appropriate
- In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents and learners

**The Trust will issue all Executive Heads, Headteachers and Head of School with a standardised letter of response, which can be issued as soon as local restrictions are imposed.**

## Tier Zero: Recovery and Prevention

- It goes without saying that prevention is key in ensuring that the spread of Covid-19 is minimised. As such, all Trust schools continue to risk assess and follow rigorous hygiene procedures, deep cleaning, zoning, bubbles and one-way systems around schools to reduce the risks of coronavirus.
- As we move into the winter months, we will undoubtedly see a rise in colds and flu type viruses. The Trust politely requests that particularly for our young children, if they experience symptoms of excessive coughing and sneezing, that they are kept at home until these reside for the confidence of themselves along with the safety of everyone else
- Year 7 and above learners must wear a face coverings when in communal areas of their school.
- Where learners are engaged with 1 to 1 support, Trust staff will wear the appropriate PPE in accordance with risk assessments and Government guidance.

### **All schools across the Trust have:**

- significantly enhanced cleaning routines

- set up sanitising stations around the campus, including hand sanitiser in each classroom
- reorganised the layout of the school, including introducing a one-way system and Year Group teaching zones
- Displayed posters around the school reminding everyone of our expectations, including Wash / Face / Space
- Learners will have regular reminders on how to keep themselves and our community safe
- Classrooms are well ventilated (ie windows open). Please bear in mind fire regulations are still very much applicable, so be careful with propping open fire doors
- Learners should avoid bunching in corridors (ie queueing for a lesson). Schools need to check their routines and systems in this period, which may need to change to minimise risk
- Playtime for younger learners should avoid playing 'tag' and other skin-to-skin contact games
- Water fountains in schools need to be risk-assessed for control measures. Learners can press their mouth against the fountain or basin which is a threat to control
- High-touch areas, such as door handles and door panels should be cleaned very regularly throughout the day. It is worth analysing the learner footfall and flow through a school and seeing what they are touching to mitigate those risks of transmission
- Dedicated support is in place to help learners with anxiety and welfare
- Dedicated support is in place to help staff with anxiety and welfare
- Support staff, particularly office staff, need risk-assessing in their working practices, ensuring that they have screens between themselves and other staff, especially if they are working in close proximity
- Schools will be asked to complete a daily checklist of cleaning, health and safety checks and communication tasks. The Trust will ask for evidence of this to support confirmation that these mandatory actions have been completed on a daily basis
- Be aware that if a learner needs to self-isolate that they will need access to a remote learning plan and provision
- Be aware that **siblings** of a learner who has been asked to self-isolate will also need a remote learning plan and provision. The sibling may be an older or younger learner in a different school and through the unintended actions of another sibling self-isolating this will impact on the school of the brother or sister (track and trace). You may be initially unaware of the issue as the original self-isolation was driven by a person not in your school
- Schools should have a staff feedback mechanism on any concerns during this period to support the continuous improvement process. This could be a Covid email address that can be set up on our Wessex email system for individual schools. Staff must be fully included and have a voice. Decisions on recommendations will be taken on a pragmatic and common sense basis within the parameters of this document
- Learning: The Trust is keen to understand where individual learners are at right now (baselines) and what needs to be implemented to get learners to the cognitive levels where we would expect them to be

- Staff can mark books if they keep them in school but should wash their hands / sanitise afterwards and avoid touching their mouth and face with their hands
- Library books / books in schools can be issued but should be quarantined on their return for 48 hours. However if they have a plastic cover they need to be quarantined for 72 hours. Porous surfaces absorbed the virus more easily than non-porous (such as plastic)
- Teaching by peripatetic staff needs close risk assessment. Schools can continue to engage peripatetic teachers and they can move between schools (but minimise the number of visitors where possible). They must be included into the risk management of the site. These staff must also comply with the staffing regulations of the Trust and phone into the school if they have symptoms or have been with people who have tested positive / track and trace. The school may need to trace learners who have been in contact with the peripatetic teacher to risk assess the situation
- Singing, wind and brass instrument playing can be undertaken in line with this guidance and guidance from the department for Digital, Culture, Media and Sport (DCMS). However it is critical to understand that the cumulative aerosol transmission from singing, musical and drama performances pose a significant risk. The handling of equipment is also a concern. Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, great care must be taken, using large rooms with high ceilings enable dilution of aerosol transmission
- Singing, wind and brass playing must not take place in larger groups such as choirs, ensembles and assemblies. Learners should be positioned back-to-back or side-to-side when playing or singing (not face-to-face). Position wind and brass players so that the air from their instruments does not blow into another player

## **Additional Control Measures**

### **Face coverings**

- Nationwide, secondary schools (or schools where learners are in year 7 or above) and colleges will ask that learners, staff and other visitors wear face coverings in areas outside the classroom (such as corridors) and where social distancing is difficult.
- All face coverings worn in Trust schools must be of a plain design, and logo free
- Face masks are required on school transport.

### **Other Enhanced Control Measures**

- **Classroom hygiene:** The Trust will strongly recommend additional routines and checks on classroom practice
- **Curriculum:** As above, there will be strong recommendations regarding curriculum provision, such as practical activities and practical subjects
- **Additional activities:** A review of, with possible restrictions around extra-curricular activities, school hirings and so forth will take place. External bookings may be restricted or stopped
- Further control measures will take place around keeping support staff safe. A review of office working and office practices will take place
- A restriction round visitors may be enforced to minimise transmission of the virus

- Lunchtime and break/play times will be reviewed, in terms of activities, spaces used, rules and protocols etc
- Parent face to face meetings will be limited, but can take place certain circumstances but parent tours will be off limits

## **Trust School response to suspected, confirmed, or an outbreak of Covid-19 cases**

### **Response 1: a suspected case**

The key symptoms remain as follows: a high temperature, a continuous cough and/or a loss of sense of smell/taste.

1. If the symptoms arise at home, the learner should stay at home.
2. If the symptoms arise at school, the learner will be isolated. Parents/carers will be contacted and asked to come and collect the learner as soon as possible.
3. Parents/carers should request an immediate test for the learner, and they should remain at home for 10 days.
4. All other members of the household should self-isolate for 14 days or until a negative test result is known, this includes any siblings. The Trust recommends that you get tested, for your own peace of mind, as soon as possible and inform us of the result.
5. If the result is negative, the learner can return to school when well and the household can leave the house and return to normal activities.
6. All other learners, except those in the household, should attend school until the test result is known.
7. If the test result is positive, we move to Response 2

### **Staff: What to do if a learner is displaying symptoms of coronavirus (COVID-19)**

If anyone in your school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and be advised to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection. This sets out that they must:

- self-isolate for at least 10 days
- arrange to have a test to see if they have coronavirus (COVID-19)

### **Action list**

1. In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital except in an emergency.
2. Call parents/legal guardian to collect learner and take them home. Advise them that all household members will need to isolate and refer them to the guidance for households with possible or confirmed coronavirus (COVID-19) infection.
3. While the learner is awaiting collection, move them to an isolated room and open a window for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.
4. Staff caring for a learner while they are awaiting collection should maintain 2 metre distancing. If not possible, for example with a young child, they should wear suitable PPE:

If a 2m distance cannot be maintained a face mask should be worn

If contact is necessary Gloves, an apron and a face mask should be worn

If there is a Risk of fluids entering the eye (e.g. from coughing, spitting or vomiting) Eye protection should also be worn

5. If the learner needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

6. From 26 August, all schools will receive an initial supply of 10 home test kits. Home test kits should only be offered to individuals in the exceptional circumstance that you believe an individual may have barriers to accessing testing elsewhere.

7. Staff/other learners who have had contact with the symptomatic learner must wash their hands thoroughly for 20 seconds.

8. When parents/legal guardian pick up the learner, advise them to get the learner tested and notify you of the results.

9. Once the learner has left the premises, thoroughly disinfect/clean all surfaces and contact points they came into contact with (including the bathroom if used).

## Prevention

- Any members of staff who have helped someone with symptoms and any learners who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace. Should a member of staff receive a Test and Trace phone call, text or email, they should notify the Trust and follow the advice issued by NHS Test and Trace
- Unlike the lockdown in the spring and summer, it is expected that staff will be in school, even if some of the learners are not. There may be a situation with a local lock-down that 'more vulnerable' staff with pre-existing conditions will be asked to stay at home. The Trust will clarify this as we know the situation and any new guidance
- Schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their learners and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice, and Trust input required.

## Response 2: a confirmed case

When we have a confirmed case, we will respond as follows:

1. The learner with the positive test should remain at home for at least 10 days from the day that symptoms started. If they remain unwell, they should continue to stay at home.

2. The household of that learner should self-isolate for 14 days from the day that symptoms started. If any other member becomes ill, they should request a test.
3. We will work with the local health protection team to identify all of the close contacts of that learner. This will include learners in the same class(es) and other individuals that they have had close contact with. It could include the whole year group in certain circumstances.

**Trust schools will keep a record of learners and staff in each group, and any close contact that takes places between children and staff in different groups.**

**This should be a proportionate recording process. We will not ask learners to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome, however it is important that we maintain records of learner contacts through class registers.**

### **Detail what that looks like in bubbles**

#### **Close contact means:**

- having face-to-face contact with someone less than 1 metre away (this will include times where you have worn a face covering or a face mask)
- spending more than 15 minutes within 2 metres of someone
- travelling in a car or other small vehicle with someone (even on a short journey) or close to them on a plane

4. All close contacts will be asked to self-isolate at home for 14 days. This will include teachers as well as learners. Expectations of Staff when self-isolating from home: if staff are 'well' then it is expected that they will be setting remote work and supporting the delivery of virtual lessons

5. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms.

If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow the guidance set out by the government for households with possible or confirmed cases. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, 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 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)

### **Staff: What to do if a learner tests positive for coronavirus (COVID-19)**

1. Notify your local health protection team (HPT) immediately when you are informed of a possible or confirmed case by NHS Test & Trace, staff or a parent or carer of a learner within the last 14 days. Find contact details for your local health protection team.
2. If you do not know the result of a test or if there is any indication of an increase in sickness absence contact your local HPT for advice.
3. The HPT will work with you to carry out a rapid risk assessment and identify appropriate next steps.

4. With HPT advice, identify close contacts of the symptomatic individual. Contact tracers will inform contacts that they need to self-isolate for 14 days in line with guidance for households with possible or confirmed coronavirus (COVID-19) infection.
5. For learners who are isolating, ensure access to remote provision so that they can continue to learn remotely.
6. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed.
7. Schools must not share the names of people with coronavirus (COVID-19) unless essential to protect others.

### **Response 3: more than one confirmed case**

If we have more than one confirmed case, we will act as follows:

1. Any individual with a positive test should isolate for 10 days.
2. The household members of any positive test should self-isolate for 14 days.
3. All close contacts will be sent home for 14 days.
4. We will work closely with the local health protection team to help identify those infected and to plan for the appropriate steps. This could include a mobile testing unit being placed on site

### **Local outbreaks**

- We will contact the local health protection team who will advise what action is required.
- If our local area sees a spike in infection rates that results in localised community spread, the government will decide what actions need to be taken.

“Your child’s school will provide remote education if”:

- groups of learners need to self-isolate
- a larger restriction of attendance at school or college is needed

### **Risks & further actions**

- Staffing levels, tight margins  
Keeping bubbles in tact  
Duties / policing  
Staff on 14 days quarantine
- Leadership risk
- Holiday periods  
Moral duty  
Quarantine issue
- Parents refusing to quarantine
- Single points of failure in any school track and trace system operator
- Be clear on the definition of close contact

- Parents Evenings: parents will want quality feedback on academic progress, especially since most have not been in school since March.
- Virtual Event Management
- Get Parent Communications right (weekly bulletin), emergency comms ready to go
- Policy for testing kits
- Stocks of PPE, check, order
- Be ready with virtual learning and assessment
- Be ready with priority group support
- Temporary actions, including physical / environmental changes may be more permanent than first thought.



# Coronavirus (COVID-19)

## School Reopening

## Risk Assessment

<b>School:</b>	
<b>Completed By:</b>	
<b>Date Completed:</b>	
<b>Date(s) Reviewed:</b>	

## Preamble:

This risk assessment is published for schools on EEC Live and provided by Educating Safely, the Trust's expert advisors on H&S.

This a generic risk assessment to cover anyone (including employees, pupils, volunteers, stakeholders, and contractors) who engage or are in contact with any Trust offices, schools, or external working areas during the ongoing Coronavirus pandemic. In response to the current situation, this risk assessment has been designed to consider different situations and environments that you as individuals or teams may encounter during this period of alternative working and mitigate against the risks which those situations pose.

This is a rapidly evolving situation and new information and guidance is issued regularly by the Trust and the UK Government. You must ensure that any risk assessment pertaining to Covid-19 is reviewed more frequently than usual. This assessment should be adapted to suit each specific set of premises and be reviewed weekly and in light of any change in official Government advice.

### 1. Risk Assessment:

No	Question	Response	Action Completed by (Initials)
1	What arrangements have you put in place to ensure that you keep up to date with current guidance and reviewing risk assessments? See Government advice at <a href="https://www.gov.uk">Gov.UK</a>		
2	How do you ensure staff are made aware of the symptoms and most common routes of infection and the measures needed to reduce infection? i.e. catch it, kill it, bin it. Touching face, personal hygiene		
3	How do you ensure that anyone who is or suspected of showing symptoms does not attend?		
4	How do you ensure that staff and pupils regularly wash their hands and to the correct standard?		
5	Are staff aware of the Government's advice regarding routinely wearing of PPE in schools? It is not generally recommended but there are exceptional circumstances when it should be worn. Check the .Gov website for further information and updates at <a href="https://www.gov.uk">Gov.UK</a>		
6	Is suitable PPE available for staff to wear should a pupil or member of staff become unwell or is suspected of having COVID-19 whilst at school where a 2 metre distance cannot be maintained? This would include fluid resistant		

No	Question	Response	Action Completed by (Initials)
	surgical mask, disposable gloves, eye protection if deemed necessary after a dynamic risk assessment		
7	If there is an unmet need for urgent PPE do you know how to contact your local COVID Resilience forum?		
8	What procedures do you have in place to manage a pupil or member of staff that becomes ill or is suspected of having COVID-19 at school?		
9	Are you aware of any pupils that might be considered as clinically vulnerable? Are parents of pupils that are clinically vulnerable advised that their child should remain at home and 'shield'. Parents should follow appropriate medical advice		
10	Are Management teams aware of the difference between those that are 'clinically extremely vulnerable' and 'clinically vulnerable'?		
11	Are measures in place to determine if there are any staff or pupils that might be designated as Extremely vulnerable or vulnerable?		
12	Individuals that are clinically vulnerable are advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this. Are arrangements in place to support this wherever possible?		
13	Those who are clinically vulnerable (Not Extremely vulnerable) and cannot work from home may be offered the safest possible on site roles whilst ensuring that a 2m distance is kept from others wherever possible. Has consideration been given to this type of arrangement and if so what arrangements have been put in place?		
14	Where a pupil lives with someone who is extremely clinically vulnerable it is advised that they only attend an education or childcare setting if stringent social distancing can be arranged. Is the school aware of whether any students live in these conditions and if so what arrangements have been put in place to manage the situation?		
15	Are staff aware of the hierarchy of control measures set out to reduce transmission rates? 1) Avoiding contact with anyone with symptoms. 2) Frequent hand washing and good respiratory hygiene practices. 3) Regular cleaning of settings. 4) Minimising contact and mixing.		

No	Question	Response	Action Completed by (Initials)
16	What measures do you have in place to ensure that young people and staff only mix in a small, consistent group and that group stays away from other people and groups, so far as is reasonably practicable?		
17	What measures are taken to reduce class sizes to 15 for Primary or halved for Secondary, plus one teacher and TA/support staff if required? In the event of staff shortages, TA's or support staff can lead a small group under the direction of a teacher. What measures are in place to support this arrangement?		
18	Do you ensure that desks are spaced as far as part as reasonably possible?		
19	Are staff aware that where a setting cannot achieve small groups at any point, advice should be sought from senior management teams, the Trust or their Health and Safety adviser?		
20	Have you reviewed pupils' health care plans, individual safety plans or other relevant documents in light of the pandemic and recent Government advice?		
21	Have you continued to complete the usual health and safety compliance checks, ensuring records are kept? Fire safety, emergency lighting, safeguarding arrangements, legionella control, premises and grounds checks etc		
22	Do you ensure that normal safety procedures for fire safety and safeguarding are adhered to in conjunction with any additional measures implemented?		
23	Do you ensure that ALL of your water outlets are being thoroughly flushed through on a weekly basis in the same way as you would do at the beginning of each term? This is to control Legionella		
24	What consideration has been given to which lessons or activities will be delivered?		
25	What consideration has been given to which lessons or classroom activities could take place outside?		
26	Have you used the timetable and selection of classroom or other learning environment to reduce movement around the school or building?		
27	Have you considered staggering assembly groups and break times (including lunch), so that all children are not moving around the school at the same time?		
28	Have drop-off and collection times been staggered where possible?		

No	Question	Response	Action Completed by (Initials)
29	For secondary schools and colleges, has consideration been given on how to best supplement remote education with some face to face support for students?		
30	Have parents' drop-off and pick-up protocols been planned in a way that minimises adult to adult contact?		
31	What arrangements are in place to keep small groups of early years together throughout the day and to avoid larger groups of children mixing?		
32	Have you considered how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously?		
33	Have you considered removing unnecessary items from classrooms and other learning environments where there is space to store it elsewhere?		
34	Have you considered removing soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)?		
35	Have you considered how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible? Read the Coronavirus (COVID-19): safer travel guidance for passengers?		
36	Are suitable notices displayed to advise children, young people, carers, visitors, and contractors etc, not to enter the premises if they are displaying any symptoms of coronavirus?		
37	Are Parents advised that if their child needs to be accompanied to the education or childcare setting, only one parent should attend?		
38	Do you advise parents and young people of their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)?		
39	Are parents made aware that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)?		
40	Have you considered engaging parents and children in online education resources where appropriate?		

No	Question	Response	Action Completed by (Initials)
41	Have you made sure that parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times)		
42	Do you ensure that staff are made aware of additional measures or changes implemented during this period?		
43	Do you ensure that you communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers?		
44	Do you discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for these changes?		
45	How will you ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days?		
46	Will you ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff?		
47	Do you ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day? In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days?		
48	Do you ensure that the Governments guidance on cleaning is followed, so far as is reasonably practicable? See: <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>		
49	What reasonable steps will you take to ensure that adults and children clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing, Refrain from touching their eyes, mouth and nose and use a tissue or elbow to cough or sneeze?		
50	How will you remind everyone to wash their hands frequently with soap and water for 20 seconds and dry thoroughly?		
51	Have you considered how you can support children with their handwashing to the appropriate standard?		

No	Question	Response	Action Completed by (Initials)
52	Do you ensure that sufficient handwashing facilities are available? Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments?		
53	Do you ensure that any soaps and/or hand gels are appropriate and stocked to a sufficient level?		
54	How will you ensure that surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, are cleaned more regularly than normal?		
55	Are suitable arrangements in place for regularly emptying bins etc.?		
56	Do you ensure that classrooms are well ventilated wherever possible?		
57	What arrangements have you put in place in order to reduce contact with others? i.e. accessing rooms directly from outside where possible. Considering one-way circulation, or place a divider down the middle of corridors to keep groups apart as they move through the setting. Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time		
58	What measures have been put in place to reduce transmission of the disease at lunch times? Consider staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms		
59	Have you considered what children might need additional support to understand and follow the new rules? noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)		
60	What measures have you introduced in order to limit contact at break times and when using outside space? Examples - Outdoor education can limit transmission and more easily allow for distance between children and staff. Although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young		

No	Question	Response	Action Completed by (Initials)
	people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings		
61	What measures have you put in place to limit contact when using shared spaces? Examples - Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance Stagger the use of staff rooms and offices to limit occupancy		
62	What arrangements have you put in place to limit contact through shared resources? Examples - Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff Seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently. Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts		
63	When considering changes to travel arrangements, have you considered what information should be communicated to parents/carers? Example - encouraging parents and children and young people to walk or cycle to their education setting where possible Making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel		
64	Have you contacted your transport provider to confirm what measures they will be taking in order to limit contact and cater for any changes made at school? Examples - Ensuring that transport arrangements cater for any changes to start and finish times Making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus Making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passenger		
65	Have you considered the needs of young people that have additional or complex needs that may need additional support whilst travelling? Examples - taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young		

No	Question	Response	Action Completed by (Initials)
	people with complex needs who need support to access the vehicle or fasten seatbelts		
66	<p>Have you communicated revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</p> <p>Have you considered what measures can be put in place in order to perform contact tracing should it be required? This could include, for example, direct discussion with parents and schools or colleges on recent contacts. The government is recruiting contact tracers to support contact tracing. They will play an important part in tracing the contacts of those with coronavirus, including children.</p>		
67	<p>What measures do you have in place to manage someone becoming ill whilst at an educational or childcare setting? If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.</p>		
68	<p>Do you follow the Governments recommendations on actions to take when there is a confirmed case of Coronavirus in school? See <a href="https://www.gov.uk/government/guidance/coronavirus-covid-19-what-to-do-if-youre-in-school">Gov.UK</a></p>		
69	<p>Are you aware of the arrangements for Covid-19 testing for education staff and how is this communicated to staff? See <a href="https://www.gov.uk/government/guidance/coronavirus-covid-19-what-to-do-if-youre-in-school">Gov.UK</a></p>		

## 2. Additional Risk Assessment Considerations:

70	Have you considered closing off parts of the school to reduce cleaning?		
71	If additional cleaning products are used are COSHH files up to date?		
72	Have additional cleaning protocols been considered for safer working: e.g. PPE for cleaning staff, or the use of single use disposable cloths?		
73	<p>What first aid provisions are in place in light of potentially reduced staffing, and what additional measures have you taken to ensure the safe application of First Aid <a href="https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders">https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders</a></p>		

74	Do you have sufficient site staff to ensure the site is safe before children return?		
75	Have you considered any changes needed to fire evacuation/lockdown procedures?		
76	How will you discourage parents/visitors e.g. from coming to the school office?		
77	Have you considered how you will manage late arrivals and the bringing in of items for children (e.g. forgotten lunches)?		
78	Have you considered how you will manage deliveries e.g. of food, to minimise visits to the site and the safe storage/collection of items?		
79	Have you considered your protocol for marking children's books to reduce the risk of contamination?		
80	How will hot food be served safely (e.g. table service to reduce queues, use of disposable cutlery/crockery, how will children wash hands before eating?)		
81	How will staff minimise risks of contamination e.g. in staff kitchens – will paper towels be used rather than a shared tea towel?		
82	If your school offers breakfast club/afterschool provision how will this be safely managed? Can it continue, will it need to take place in alternative spaces, can the numbers attending be reduced to the absolute minimum?		
83	Have you considered reducing the length of the school day/week?		
84	Have you made provision so that as much as possible meetings can be made virtually rather than face to face?		