COVID-19: Operational Risk Assessment for School Reopening

SCHOOL NAME: ASHMOLE PRIMARY

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Chris Tofallis **Head Teacher**	**21.5.20** **Updated 17th June 2020**	**On going**	Staff, pupils, parents, visitors, volunteers, contractors

Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way.

This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education:

https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools

Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012 The Health Protection (Notification Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (April 2020) Education and Skills Service Recovery Planning support for schools (May 2020)	https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe

Suggested Steps of Re-opening Preparation:

Determine Capacity of School Building → Determine Staff Available to Work On-site → Liaise with Parents Regarding Intention to Return to School → Undertake Risk Assessment and Action Plan → Share Re-opening Plans with Governing Body and Staff → Make Necessary Adaptations to Site → Complete Identified Actions → Determine Remote Learning Offer → Inform Parents of Re-opening Plans and Expectations

Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
A. Staffing Resources						
1. Risk that there are Insufficient staff to support all the pupils to be in school in all the year groups proposed by the DfE	3	2	6	• Audit staff availability from the start of the week when extra pupils will be attending.	Y	**1 staff shielding/ self-isolating in June 2020.**
				• Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work)	Y	**All staff informed.**
				• Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time	Y	**Opening school for Reception and Y1 pupils first. Y2 and Y3 pupils return to school on 1.7.20. No Y6 cohort at the moment. Key worker / vulnerable pupils also supported on a daily basis until 30.6.20.**
				• Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher)	Y	**1 teacher to 15 pupils and 1 HLTA/ TA to different group of 15 pupils.**
				• For pupils who need a high level of adult support, including those with special educational needs, ensure that there are at least two TAs available to support the pupil. Some pupils, for example those with Autism will need to be supported by the same adults, where possible	Y	**1 TA per EHCP child. 121 support as normal. Teacher or another TA will be present within that group.**
				• Full use is made of testing to inform staff deployment	Y	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
				• Ensure there is the capacity within the staff to deliver on site learning (for those attending school) and home learning (for those who are still at home)	Y	**Online learning to continue throughout the summer term for all cohorts.**
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning	3	2	6	• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.	Y	**Staff register held in the office.**
				• Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.	Y	**Online homework set and staff supporting.**
				• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	Y	**TAs supporting pupils in groups.**
				• Full use is made of testing to inform staff deployment.	Y	**All staff are aware.**
				• A blended model of home learning and attendance at school is utilised until staffing levels improve.	Y	**Ongoing.**
				• For pupils with SEN, consider the use of an individual Re-integration Plan.	Y	**Noted in EHCP risk assessments.**
3. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff.	4	2	8	• Staff member only attends work if stringent social distancing can be adhered to; otherwise they should be encouraged to work at home	Y	**Extremely vulnerable staff/ family member will continue to self-isolate, where necessary.**
4. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	2	6	• Provide cover for the role from within available staffing	Y	**Enough staff present and all staff first aid trained.**
				• Or remote support via another school, Academy Trust or the LA	Y	**Trust Safeguarding Lead based at the Academy.**
				• First Aid certificates extended for 3 months	Y	**All staff first aid trained for next 3 years.**
				• Programme of training for additional staff in place (e.g. Safeguarding)	Y	**Safeguarding training completed.**
				• Follow Covid19-First responders guidance when administering emergency first aid as social distancing may not be possible to maintain while attending to individuals.	Y	**Further first aid guidance was provided from the LA and staff aware.**

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
						Welfare Officers aware of protocols.
5. Risks to health and safety because staff are not trained in new procedures.	3	2	6	• A revised staff handbook is issued to all staff prior to reopening.	Y	**Information shared with staff- including risk assessments and procedures. INSET meeting for staff on 8.6.20. Y2 and Y3 staff updated wc 15.6.20.**

				• Induction and CPD programmes are in operation for all staff prior to reopening, and include:
				    o Infection control
				    o Fire safety and evacuation procedures
				    o Constructive behaviour management
				    o Safeguarding
				    o Risk management
					Y	**Information shared with staff- including risk assessments and procedures. INSET meeting for staff on 8.6.20. Y2 and Y3 staff updated wc 15.6.20.**

6. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them.	4	2	8	• Members of staff that are clinically extremely vulnerable must continue to self-isolate and remain at home. Staff who are clinically vulnerable should continue to work from home. Where a clinically vulnerable member of staff cannot work from home and are essential to the running of the service, a risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to social distance and they must not be employed in any role where high-risk activities may be carried out, for example personal care. In those circumstance the workplace would not be suitable for their return	Y	**Records are kept in office.** **Information shared in letters to staff.** **All staff are either able to work at school or at home if they fall into the vulnerable group.**
				• All members of staff with underlying health issues and those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated	Y	**Records are kept in office.** **Information shared in letters to staff.**
				• Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable	Y	**Letters to staff from HT.**

Specific Concern/ Risk	Impact score (a)	Probab ility score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
				• All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.	Y	
				• Current government guidance is being applied.	Y	
7. Other risk factors not identified by staff and so measures have not been put in place to protect them				• All members of staff have been instructed that if they do not fall into one of the vulnerable groups and do not suffer from an underlying health condition but still believe to be at greater risk to make their circumstances known to the school. Records are kept of this and regularly updated	Y	**Records kept with HR.** The school has provided assurances to these groups of people with measures in place but they should still be returning back to the work or working remotely if possible.
B. Teaching Spaces, the Learning and School Environment						
7. Risk that there is insufficient accommodation to support pupils attending with a maximum class size of 15	3	1	3	• Audit accommodation in order to establish how many class groups of up to 15 pupils can be accommodated at any one time (size of group is dependent on space available)	Y	**Audit carried out and only Reception and Y1 to open, followed by Y2 and Y3 from 1.7.20. 15 pupils per class area with approx. 2m apart for everyone, where possible.**
				• Take account of the needs of individual pupils, including those with SEN.	Y	**SENCO and teachers all aware.**
				• Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing	Y	**15 pupils max per area. Hall- max 30 pupils divided in two. Y3, 4 and 5 classes, staffroom and IT area to be used as well from 1.7.20.**
				• Spare chairs and other furniture removed so cannot be used	Y	
				• Protocols around 'social distancing' shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing. Where a pupil does not understand 'social distancing', accommodation needs to take account of this, and space identified where the pupil and those supporting them can go.	Y	**Letters to parents. Pupils reminded in class. 121 SEN TAs to reinforce this.**
				• Clear signage displayed in classrooms promoting social distancing	Y	**2m apart signs. Posters.**

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
				• Children stay with their own teacher/teaching assistant and do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN unable to adhere to 'social distancing'.	Y	**Explained to parents in HT letters.**
8. Risk of transmission in large spaces used as classrooms/ teaching spaces	3	2	6	• Limits are set for large spaces e.g. dining hall, school hall, sports hall	Y	**Hall only used for some Reception pupils.**
				• Large gatherings are not permitted	Y	**No assemblies. No presentations.**
				• Design and layout and arrangements in place to allow for social distancing	Y	**Shared with staff and parents.**
9. Risks of transmission during use of the outdoor learning environment for young children	3	2	6	• Leadership are realistic about social distancing and young children in outside spaces	Y	
				• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place.	Y	**Posters on display. Hand sanitisers to be used outside as well.**
				• Close down drinking fountains and make arrangements for individual water bottles for children	Y	**No drinking fountains- just to use water bottles.**
				• Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances	Y	**No use of climbing frames.**
				• Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam	Y	**No small plastic toys to be used. Any toys used will be sanitised.**
				• Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available	Y	
				• Outside spaces are divided and demarked for smaller groups of children to use to facilitate children staying in their smaller groups	Y	**6-8 playground spaces for Reception and Year 1. Y2 and Y3 to have access to the MUGA, field and wildlife garden.**
				• Where outside space must be shared arrangements for cleaning between groups are in place	Y	**No sharing needed for Reception to Year 3. MUGA rotated in sessions but no equipment shared or used on MUGA. Field spaces to also be used.**

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed <mark>Risk rating following controls (1-25)</mark>
				• Resources are limited to facilitate effective cleaning daily	Y	
				• Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children	Y	
				• Consider the removal or covering or areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them	Y	
10. Risks of transmission due to movement around the school.	4	2	8	• Arrange for corridors to be one-way where possible	Y	**Signs in place.**
				• Clear signage and markers for the youngest children	Y	**Posters.**
				• Corridors are divided where feasible	na	**Posters on display.**
				• Pinch points and bottle necks are identified and managed	Y	**Signs on stairs.**
				• Movement of pupils and staff around the school is minimised	Y	
				• Pupils are reminded regularly of social distancing protocols	Y	
				• Appropriate duty rota and levels of supervision in place	Y	
11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	2	8	• Start and departure times are staggered	Y	**Shared with staff and parents.**
				• Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces	Y	**Open double pedestrian gates.**
				• Stagger time for SEN Transport drop offs and pick ups	na	
				• Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department	na	**1 main entrance only to enter school but Reception and Year 1 in separate areas. Y3 Library door used as entry and exit for Y2/3**

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed
						pupils along with the entrance and exit by the Art cupboard.
				• Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom	Y	**Box junction by every class door 2m distance.**
				• Do not allow parent/carers to enter the buildings to drop off or collect children nor any gathering at the school gates to talk to other parents.	Y	**1 parent to bring each child. No parents in the building at any time. Parents to email or call the school office.**
				• Identify drop off and pick up waiting areas that can retain social distancing	Y	**Outside the classroom areas.**
				• Extend gate/entrance opening times to prevent queueing	Y	**Areas divided with 2m gaps where appropriate.**
				• Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes	Y	
				• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating	Y	**Caretaker on duty.**
				• Floor markings visible to all to avoid queuing	Y	**Tape on floor with markings.**
				• Parents given advice on walking/cycling to school, avoiding public transport and minimising driving	Y	**Newsletters and update letters.**
				• Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage	Y	
				• Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space	na	
12. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians	3	2	6	• Advice to pupils and families on maintaining road safety procedures despite changes.	Y	
				• For those that have to drive, advice on places they should and should not pick up, drop off and park	Y	

Specific Concern/ Risk	Impact score (a)	Probab ility score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.				• Arrangements for kiss and drop, if deemed appropriate ,in consultation with Highways, promoted to staff, children and families.	na	
				• Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.	na	
				• Liaise with Highways re: markings outside of the school on pavements and on key routes to school-pinch points, crossing points etc.	Y	
				• Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.	na	
13. Risk of transmission because pupils do not observe agreed protocols of social distancing at playtimes	3	2	6	• Playtimes are staggered	Y	
				• External areas are designated for different groups	Y	
				• Pupils are reminded about the protocols of social distancing before every playtime	Y	
				• Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.	Y	**1 to 15 adult : pupil ratio max.**
14. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes	3	2	6	• Pupils are reminded about the protocols of social distancing before every lunchtime	Y	
				• Pupils wash their hands before and after eating	Y	
				• Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat	Y	
				• Floor markings are clear to avoid queues	Y	
				• Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces	Y	**Children to eat in their class groups.**

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
				• If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food	Y	
				• Eating areas are thoroughly cleaned after lunchtime	Y	
15. Staff rooms and offices do not allow for observation of social distancing guidelines	4	2	8	• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing	Y	**Staff lunch rota in place. Year groups segregated at different times. Staff to be aware and clean the staffroom microwave and office kettle. Use of regular cleaning, hand hygiene following touching equipment.**
				• Staff have been briefed on the use of these rooms	Y	
16. The configuration of medical rooms may compromise social distancing measures	3	2	6	• Social distancing provisions are in place for medical rooms	Y	**Community Room will be the new Medical Room.**
				• Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged	Y	""""
				• PPE available if staff dealing with pupil with symptoms	Y	**Stored with the Caretaker and in classes.**
				• Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y	**Cleaning regime in place for 4hrs am and 4hrs pm each day.**
17. Groups of people gather in reception areas which may contravene social distancing guidelines	3	2	6	• Parents are made aware of new school procedures prior to their children starting back at school	Y	**HT update and teacher updates.**
				• Social distancing floor markings are clearly in place	Y	
				• Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty	Y	
				• Non-essential visitors to school and deliveries are minimised	Y	
				• Arrangements are in place for visitors to stay apart	Y	
C. Hygiene and protective controls						
18. Risk that social distancing between pupils	3	3	9	• Ensure frequent hand cleaning and good respiratory hygiene practices	Y	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures		In Place (Y/N)	Implications for opening the school and further action proposed <mark>Risk rating following controls (1-25)</mark>
<mark>and between staff and pupils is difficult or impossible to maintain, leading to a risk of transmission.</mark>				•	Regular cleaning	Y	**Cleaners in am and pm each day for 8 hours.**
				•	Minimise contact and mixing (see above)	Y	
				•	See sections above re start and end of day arrangements, playtimes and break times	Y	
19. Risk of staff or children with the virus coming into school when symptoms are not clear.	4	2	8	•	Testing of staff or pupils	Y	**Parents and staff are aware of testing arrangement if anyone shows symptoms of coronavirus and is sent home- in letters/ newsletters.**
							Thermometers ordered for each year group.
				•	Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y	**Community Room used for isolation.**
				•	PPE on hand.	Y	
20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	2	8	•	<mark>Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment.</mark> <mark>Establish arrangements for all frequently touched surfaces and equipment e.g.</mark> • <mark>door handles</mark> • <mark>handrails</mark> • <mark>tabletops</mark> • <mark>play equipment</mark> • <mark>toys</mark> • <mark>electronic devices (such as phones)</mark> • <mark>specialist equipment, including equipment used by pupils with SEN</mark>	Y	**Enhanced cleaning regime in place led by the Caretaker.** **Staff are aware.**
				•	When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.	Y	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
				• Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.	Y	Staff aware.
				• <mark>Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.</mark>	Y	Each pupil has their own assigned individual pack in their class with set table and chair.
				• Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books	Y	
				• <mark>Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.</mark>	Y	Staff aware.
				• There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided.		
21. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	• Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms	Y	
				• Use of hand sanitisers at appropriate locations	Y	
				• Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,	Y	
				• Bins to be double bagged and emptied	Y	Emptied. Double bagged for any possible contamination.
				• Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom	Y	
22. Provision and use of PPE for staff where required is not in line with government guidelines	3	2	6	• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.	Y	Visors, masks, aprons, gloves, hand sanitisers all in place.
				• Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on	Y	Caretaker induction carried out.

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
				and how to remove PPE carefully to reduce contamination and also how to dispose of them safely		
				• Staff are reminded that the wearing of gloves is not a substitute for good handwashing	Y	
23. Pupils forget to wash their hands regularly and frequently	4	1	8	• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.	Y	**TV screen to include hygiene messages.**
				• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently	Y	
				• School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	Y	
24. Pupils' behaviour on return to school does not comply with social distancing guidance	3	2	6	• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling	Y	**Class rules to include social distancing measures.**
				• Staff model social distancing consistently.	Y	
				• The movement of pupils around the school is minimised.	Y	
				• Large gatherings are avoided.	Y	
				• Break times and lunch times are structured to support social distancing and are closely supervised	Y	
				• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.	Y	**HT to remind parents that behaviour policy includes the rule of social distancing.**
				• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.	Y	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
				• Messages to parents reinforce the importance of social distancing.	Y	
				• Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.	Y	
				• Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations.	Y	
D. Premises and Buildings						
25. Risk that cleaning capacity is at a reduced level so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	4	2	8	• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.	Y	**May half term deep cleaning. Cleaning carried out 4 hrs am and 4 hrs pm.**
				• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.	Y	
				• Working hours for cleaning staff are increased	Y	**8hrs a day.**
26. The use of fabric chairs may increase the risk of the virus spreading	3	2	6	• Take fabric chairs out of use where possible.	na	**Adults to avoid any fabric chairs. Teachers assigned chairs that are not be shared between others in the classroom.**
				• Where that is not possible then ensure chairs are limited to single person use.	na	**In classroom for teacher.**
27. Queues for toilets and handwashing risk non-compliance with social distancing measures	4	2	8	• Queuing zones for toilets and hand washing have been established and are monitored.	Y	**No queues. 1 in one out 1.**
				• Floor markings are in place to enable social distancing.	Y	
				• Pupils know that they can only use the toilet one at a time.	Y	
				• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.	Y	
				• The toilets are cleaned frequently.	Y	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
				• Monitoring ensures a constant supply of soap and paper towels	Y	
				• Bins are emptied regularly.	Y	
				• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.	Y	

28. Fire procedures are not appropriate to cover new arrangements	4	2	8	• Fire procedures have been reviewed and revised where required, due to:
				     o Reduced numbers of pupils/staff
				     o Possible absence of fire marshals
				     o The need to apply social distancing rules during evacuation and at muster points
				     o A possible need for additional muster point(s) to enable social distancing where possible
					Y	**Staff log into the building via the fob. Sign out by telling school office.**

				• Staff and pupils have been briefed on any new evacuation procedures	Y	
				• Incident controller and fire marshals have been trained and briefed appropriately.	Y	
29. Fire evacuation drills - unable to apply social distancing effectively	4	2	8	• Plans for fire evacuation drills are in place which are in line with social distancing measures.	Y	**Once lined up all pupils and staff to remain 2m apart where possible. Updated fire marshal's rota in place. Staff not on teaching duty to check areas.**
				• Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.	na	
				• Consider access route for teachers and pupils with mobility issues, as social distancing measures may not be possible during an emergency	Y	
30. Fire marshals absent due to self-isolation	4	2	8	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	Y	
31. All systems may not be operational	3	1	3	• Government guidance is being implemented where appropriate.	Y	**Checked weekly.**
				• All systems have been recommissioned.	Y	
	4	1	4	• All statutory compliance is up to date.	Y	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed <mark>Risk rating following controls (1-25)</mark>
32. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown				• Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.	Y	**Water checks are all up to date.**
33. Visitors to the site (including parents) add to the risk	4	1	4	• Signage giving routes, procedures and entrances to be followed.	Y	
				• Limit the external visitors to the school during school hours • <mark>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</mark>	Y Y	**Staff to sign in with fobs. Ipad not to be used.** **Office staff to sign them in to prevent use of any shared equipment.**
				• Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)	Y	**Parents should email or call the office instead.**
				• Consider holding SEN meetings such as Annual Reviews 'virtually'	Y	**SENCO to hold virtual meetings if needed.**
34. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	4	1	4	• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.	Y	
				• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe	Y	
				• Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.	Y	
				• Temperature checks are carried out on arrival and before entering the school building	N	**Caretaker to monitor onsite workers.**

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
				• Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.	Y	
				• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.	Y	
				• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).	Y	**Caretaker to induct any new contractors.**
E. General						
35. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances Curriculum/Learning Environment	3	1	3	• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.	Y	**Safeguarding, health and safety, fire evacuation, behaviour policies are all relevant for the cohorts attending. Attendance records will be logged. Parents will not be fined if they choose not to send their children to school.**
				• The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.	Y	
				• Staff, pupils, parents and governors have been briefed accordingly.	Y	**Lessons will be delivered differently in the groups of up to 15 pupils. Emphasis on PSHE, then English, Maths and other parts of the curriculum. Outdoor learning promoted. Limited marking.**
				• Consider what activity is more difficult/ not possible to be undertaken with social distancing in place.	Y	
				• Each activity should be risk assessed and should not be run unless the risks can be mitigated -PE -Practical lessons Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.	Y	

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

36. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	1	4	• Communications strategies for the following groups are in place:
				  o Staff
				  o Pupils
				  o Parents
				  o Governors/Trustees
				  o Local authority
				  o Health services
				  o Regional Schools Commissioner
				  o Professional associations
				  o Other partners
				  o Neighbouring schools/EY settings
				  o Highways department
					Y	

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

37. Pupils with underlying health issues or those	4	1	4	• Parents have been provided with clear guidance and this is reinforced on a regular basis.	Y	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
who are shielding are not identified and so measures have not been put in place to protect them				• Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.	Y	
				• The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.	Y	
				• Schools have a regularly updated register of pupils with underlying health conditions.	Y	
38. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	2	4	8	• There are sufficient numbers of trained staff available to support pupils with mental health issues.	N	**1 teacher attended 1 day Youth Mental Health First Aid training. INSET training feedback for all staff carried out in Jan 2020.**
				• There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.	Y	**All pupils to be made aware that they can talk to any adult in their group.**
				• Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).	Y	
				• Resources/websites to support the mental health of pupils are provided.	Y	
39. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	3	9	• Staff are encouraged to focus on their wellbeing.	Y	**Qwell website support.**
				• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Y	
				• Staff briefings and training have included content on wellbeing	Y	**Staff signposted to Qwell website and staff are aware of who they can speak to.**
				• Staff briefings/training on wellbeing are provided.	Y	**Staff updates to follow in June with well-being sessions for staff.**

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
				• Staff have been signposted to useful websites and resources.	Y	
40. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	1	2	• The governing body continues to meet regularly via online platforms.	Y	
				• The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.	Y	
				• The headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.	Y	
				• Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.	Y	
				• Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.	Y	
41. Testing is not used effectively to help manage staffing levels and support staff wellbeing	3	1	3	• Guidance on getting tested has been published.	Y	**All information shared to all staff via email.**
				• The guidance has been explained to staff	Y	
				• Post-testing support is available for staff.	Y	
42. Infection transmission within school due to	4	2	8	• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	Y	**Data held in school office.**

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed Risk rating following controls (1-25)
staff/pupils (or members of their household) displaying symptoms				• Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.	Y	**Any pupil displaying signs to be escorted to Community Room, to await parent or carer, who will be advised of the nearest testing station. Siblings of the pupil at school, displaying symptoms will also be escorted to the Community Room and will remain in self-isolation until the results are received.** **Staff with symptoms to leave site immediately and proceed to testing station. To remain in self-isolation until they have the results – if positive they will remain in self-isolation for a further 11 days – if negative can return to work/school on day 4. If a parent that works in the primary or the academy displays symptoms or if their child (in primary or academy) displays symptoms then both will leave site until test results are received.** **(current guidance states that if you are the first person showing symptoms in your household then you must stay at home for 7 days, but all other members of the household must stay at home and not leave the house for 14 days)**
				• Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply	Y	
				• A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority.	Y	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed **Risk rating following controls (1-25)**
43. Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	4	1	4	• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.	Y	
				• This guidance has been explained to staff and pupils as part of the induction process.	Y	
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y	
44. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	4	1	4	• Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.	Y	**Current guideline's [Coronavirus (COVID-19): implementing protective measures in education and childcare settings (updated 1 June 2020) page 12 of 13 - in the event of a confirmed case of staff or student the rest of their group or class should be sent home and told to self-isolate for 14 days. Public Health England and LA advised.**
				• This guidance has been explained to staff and pupils as part of the induction process.	Y	
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y	
45. Staff, parents and carers are not aware of recommendations on transport to and from school	4	1	4	• Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12).	Y	