COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 11th May 2020 as follows:

Actions for educational and childcare settings to prepare for wider opening from 1 June 2020

Coronavirus (COVID-19): implementing protective measures in education and childcare settings

Assessment conducted by:	Jo Knowles	Job title:	Executive Headteacher	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers

Date of assessment:	18th May 2020	Review interval:	Monthly	Date of next review:	18th June 2020

Related documents	
Trust/Local Authority documents:	**Government guidance:**
	Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 Coronavirus (COVID-19): implementing protective measures in education and childcare settings Coronavirus (COVID-19) Collection: guidance for schools and other educational settings Actions for schools during the coronavirus outbreak Coronavirus (COVID-19): implementing social distancing in education and childcare settings Coronavirus (COVID-19): guidance for educational settings COVID-19: cleaning in non-healthcare settings

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	**Possible**	**Remote**
Likely impact	**Major:** Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1. Establishing a systematic process of partial opening, including social distancing					
1.1 Net capacity					
Available capacity of the school is reduced when social distancing guidelines are applied	L	• Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules. • Agreed new timetable and arrangements confirmed for each year group. • Arrangements in place to support pupils when not at school with remote learning at home.	Yes Yes Yes	• Ensure pupils with EHCP have their allocated 1 to 1 support • Keep consistent adults with groups • Home Safe and Well calls continued.	L
1.2 Organisation of teaching spaces					
Classroom sizes will not allow adequate social distancing	H	• Classroom size and numbers reviewed. • Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 15 pupils per class) • Classrooms re-modelled, with chairs and desks in place to allow for social distancing. • Spare chairs removed from desks so they cannot be used. • Clear signage displayed in classrooms promoting social distancing. • In primary schools, classes stay together with their teacher and do not mix with other pupils.	Yes Yes Yes Yes Yes Yes	• Current groupings are all below the 1 to 15 government ratios. • Children have been allocated groups with set staff to reduce interaction. • Classrooms are set up to encourage social distancing. 2m has been encouraged but not always. This meets the 'should' statement of the primary government guidance for opening schools • Spare furniture removed leaving from classrooms leaving one desk and two chairs per pupils. One to sit at and one for belongings. • Spots and markers used all around the school. Learning sessions around social distancing. • Children have been allocated groups with set staff to reduce interaction. Staggered breaks and lunchtimes including zoned playground.	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Large spaces need to be used as classrooms	L	• Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching. • Large gatherings prohibited. • Design layout and arrangements in place to enable social distancing .	Yes Yes Yes	• Hall to be used as a staffroom. Staggered lunchtimes with children collecting own lunches using social distancing. No teaching to take place in hall. • No gathering – assemblies to take place virtual and transmitted into classrooms. • Spots and markers used all around the school to enable social distancing. Reduced movement and staggered movement around school.	L
1.3 Availability of staff and class sizes					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning	L	• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • Full use is made of testing to inform staff deployment. • A blended model of home learning and attendance at school is utilised until staffing levels improve.	Yes Yes Yes Yes Yes	• Staffing known and reviewed constantly. Wellbeing checks and online surveys – 2 x per week. • Staff working at home are given tasks to complete, directed by SLT. • Bubbles set up with two adults per group: Bubbles led by a teacher or HLTA but planned for by teacher. • Bubbles led by a teacher or HLTA but planned for by teacher. • Limited of number accessing online learning so for children still at home - new pack with 1 month of full curriculum learning delivered for WC 1/6; daily briefing with appropriate activities on class dojo set by class teacher.	L

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1.4 Prioritising provision					
The continued prioritisation of vulnerable pupils and the children of critical workers will create 'artificial groups' within schools when they reopen	L	• Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school.	Yes	• Y2 / 3 pupils and Y4/5 pupils together in a bubble. Learning packs set by teacher will be used along side timetable that has been set for pupils in school and at home for curriculum focus set for pupils and full curriculum coverage.	L
		• Pastoral and SEND support is deployed wherever possible to support prioritised pupils.	Yes	• Wellbeing & Nurture 1 to 1 sessions to meet pupils needs on return to school. Home educated pupils safe and well checks and daily communication. Vulnerable (Not attending school) daily phones call and a weekly home visit at social distance measures. Where 1-1 support is required for SEND pupils this will continue in school. Emotional coaching sessions will go ahead for those identified children.	
		• Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.	Yes	• All vulnerable and disadvantage pupils offered places and this continues to be reiterated.	
		• A plan is in place for the phasing in of the other cohorts.	Yes	• Plan in place ready to phase in other cohorts	

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1.5 The school day					
The start and end of the school day create risks of breaching social distancing guidelines	H	• Start and departure times are staggered. • The number of entrances and exits to be used is maximised • Different entrances/exits are used for different groups. • Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety.	Yes Yes Yes Yes Yes Yes	• Staggered Staff start 7.30am – 8.20 – Staff choice. 8.30am – Surnames A – H Arrival Time – Collection 3.30pm 8.40am – Surnames I – Q Arrival Time – Collection 3.40pm 8.50am Surnames R – Z Arrival Time – Collection 3.50pm Late Arrivals – 9am – Front office – Buzzed entrance. Social distancing spots to queue on. • EYFS to enter through Nursey door and rest of school through main entrance in two lines (KS1 and KS2). • 8.20 – Daily Briefing (Teams) with staff. Newsletter to parents to confirm arrangements. Spots and markers used all around the school to enable social distancing. Staggered timings. • Staggered arrival and collection times with social distancing markers. • Due to small numbers taking up the offer (groups well below 1.15) children attending full-time.	M

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1.6 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	H	• Circulation plans have been reviewed and revised. • One-way systems are in place where possible. • Corridors are divided where feasible. • Appropriate signage is in place to clarify circulation routes. • Pinch points and bottle necks are identified and managed accordingly. • Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. • Lesson change overs are staggered to avoid overcrowding. • Pupils are regularly briefed regarding observing social distancing guidance. • Appropriate duty rota and levels of supervision are in place.	Yes Not Possible No Yes Yes Yes N/A Yes Yes	• Staggered entry, collection, lunch and breaktimes. • Toilet Pass per group – To allow 1 pupil per zone to attend the toilets. Signs from Annex A (Government) displayed in the toilets • Daily PSHE for wellbeing and flexible circle times where needed if issues arise. • Staff break/lunch rota to allow for same staff to remain with their bubble. • Spots and markers used all around the school to enable social distancing. • Posters displayed around and outside of the school.	M
1.7 Curriculum organisation					
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened	H	• Gaps in learning are assessed and addressed in teachers' planning. • Home and remote learning is continuing and is calibrated to complement in-school learning and address daps identified. • Exam syllabi are covered. • Plans for intervention are in place for those pupils who have fallen behind in their learning.	Yes Yes NA Yes	• Following government guidance to primary schools. EYFS – Continuing the early years curriculum, with slight modifications. Year 1 – Reading based curriculum with phonics at the core. This supports the reading gateway to the wider curriculum. Year 6 – Learning recovery in preparing academically for transition to high school. • Remote learning to continue from N – Y6 for all pupil's home educated • The September 2020 Curriculum – Friday Fix-it plan to catch up learning. .	M

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1.8 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines	H	• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms.	Yes Yes	• Staff Breaks – Rota system for Kitchen area to allow social distancing to make covered hot drinks if required. (Slot Given). Hall to be used as Staff room to allow for social distancing. Staggered lunch breaks. • Daily Briefing (Teams) with staff. Full staff briefings 3rd May, 11th May and 18th May to share expectations for the phased return. Bulletins and emails sent to staff 2 x weekly as a minimum.	L
1.9 Managing the school lifecycle					
Limited progress with the school's summer term calendar and workplan because of COVID-19 measures	M	• School calendar for the summer term rationalised. • Senior Leadership Team (SLT) and staff workplans to include short- and medium-term planning. • Staff recruitment for September 2020 completed. • Curriculum and timetable for September 2020 completed.	Yes Yes No Mostly	• In place and agreed. • All SLT plans in place. • Still awaiting confirmation • Curriculum mostly rewritten as planned before Covid. Work continuing.	M
Pupils moving on to the next phase in their education do not feel prepared for the transition	H	• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned.	Yes Yes Yes Yes Yes	• Induction Packs to be sent remotely to return to school. • Small group social distancing induction evenings – 6 week Monday transition throughout the summer holidays for nursery and reception. • Awaiting Transition Documents for all high schools. Transition is planned to be remote.	L

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1.10 Governance and policy					
Governors are not fully informed or involved in making key decisions	L	• Online meetings are held regularly with governors. • Governing bodies are involved in key decisions on reopening. • Governors are briefed regularly on the latest government guidance and its implications for the school.	Yes Yes Yes	• Academy Council Update booked for Wednesday 20th May @ 3:00pm • Weekly Principals Call. • 2 x Regional Directors call per week.	L
1.11 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, <mark>behaviour</mark>, attendance and other policies are no longer fit for purpose in the current circumstances	H	• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents and governors have been briefed accordingly.	NO Yes	• Behaviour policy updated • Other policies to be reviewed and amended. • Policies to be shared with all once amended.	M
1.12 Communication strategy					

Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	L	• Communications strategies for the following groups are in place:
		  • Staff
		  • Pupils
		  • Parents
		  • Governors/Trustees
		  • Local authority
		  • Regional Schools Commissioner
		  • Professional associations
		  • Other partners
				• Daily Briefing (Teams) with staff. Staff have allocation to SLT. Full staff briefings 3rd May, 11th May and 18th May to share expectations for the phased return. Wellbeing checks and online surveys – 2 x per week. Bulletins and emails sent to staff 2 x weekly as a minimum.
				• A weekly phone call and daily emails to the children. 1:1 re-integration meetings. Continued emotional coaching. The video to re-integrate back after Covid-19. Covid displays of home learning to celebrate individual successes
					L

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				• Weekly phone call to parents, daily communication through email. Newsletter and information pages to parents. Update texts. Surveys for return to school. Half Term newsletters delivered to home. Website – Covid page and daily learning Risk assessments, social distances strategies and logistics are live on the website – updated frequently asked questions. • Academy Council Update. Weekly Principals Call.2 x Regional Directors call per week. Template Risk Assessment sent out and completed	
1.13 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	L	• A revised staff handbook is issued to all staff prior to reopening. • Induction and CPD programmes are in operation for all staff prior to reopening, and include: • Infection control • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Risk management	No but other documents substitiue. Yes No Yes Yes Yes	• All RA and different procedures shared with staff and continually updated, reviewed and communicated. • Online training completed by all staff. • Behaviour Policy amended and shared. • Safeguarding online training completed by all staff and safeguarding procedures and expectations reviewed with all staff. • RA shared	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
New staff are not aware of policies and procedures prior to starting at the school when it reopens		• Induction programmes are in place for all new staff – either online or in-school – prior to them starting. • The revised staff handbook is issued to all new staff prior to them starting.		•	
1.14 Free school meals					
Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school	L	• A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school.	Yes	• Fully compliant	L
1.15 Risk assessments					

Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.	M	• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:
		• Different areas of the school
		• When pupils enter and leave school
		• During movement around school
		• During break and lunch times
		• Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used
			Yes	• Risk assessments carried out and strategies put into place:
				  • Bubble rooms and staffing
				  • Staggered entry and collection
				  • Staggered breaks and lunch; toilet passes to reduce movement
				  • PE and break times changed to walk and Talk / Run 4 Fun to encourage physical activity.
				  • 2 boxes of books to be used to allow for quarantine and rotation.
				  • Boxes for bubbles of outdoor equipment.
				• Staff briefing, updates, strategies and documents communicated and made available to all staff.
					L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1.16 School transport					
Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times	NA	• The details of how pupils will travel to and from school are known prior to opening. • Effective liaison with bus companies is used as a basis for planning staggered start and departure times.		•	NA
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	M	• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. • Working hours for cleaning staff are increased.	Yes Yes Yes	• WC 18th May all staff return to school normal hour to prepare school and deep clean. • Through RA and agreed ways of working. • During the school day – classrooms will have 1 midday clean. • In the early years, resources will be cleaned as used to allow rotation and an early years curriculum to be offered. • Current cleaning contract to continue to allow full clean of school daily.	M
2.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	M	• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.	Yes Yes	• Audit taken place and stocks ordered. • MP to check supplies morning and night. All staff responsible for ensuring that	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
				there is sufficient supplies in the toilets.	
Pupils forget to wash their hands regularly and frequently	M	• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. • School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	Yes Yes Yes	• Covid training completed by all staff • RA shared with staff on handwashing • Stringent hand washing taking place. • Children to wash hands before going outside to play, and when coming back into school. • Gel sanitisers in any area where washing facilities not readily available • All posters displayed in classrooms, corridor and in the toilets. • Handwashing to be monitored by SLT.	M
2.3 Clothing/fabric					
Not wearing clean clothes each day may increase the risk of the virus spreading	H	• Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. • Expectations and guidance are communicated to parents.	Yes Yes	• All staff have been informed of the guidance • Expectation communicated with parents via newsletter, return to school information, website and class dojo. • Lost property to be used when appropriate.	M
The use of fabric chairs may increase the risk of the virus spreading	H	• Take fabric chairs out of use where possible. • Where that is not possible then ensure chairs are limited to single person use.	Yes Yes	• All fabric chairs removed from every classroom space • Office chairs that are fabric to be used by one person.	L
2.4 Testing and managing symptoms					
Testing is not used effectively to help		• Guidance on getting tested has been published.		• Guidance been communicated to staff	

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manage staffing levels and support staff wellbeing		• The guidance has been explained to staff as part of the induction process. • Post-testing support is available for staff through the school's health provider.		• Post testing available	
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	M	• Robust collection and monitoring of absence data, including tracking return to school dates, is in place. • 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. • 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**.** • A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority.	Yes Yes Yes Yes	• In line with the DFE advice and guidance. Daily Government registers complete and the official register for schools. (SIMs). • If symptoms are displayed from children or staff, siblings will be placed in the designated isolation room. Guidance shared and adhered to. • RA and actions shared • Symptoms and actions shared with everyone and available on website. Posters displayed around school. • Figures reported to the trust.	M
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		• 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. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.		•	
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school		• 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. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.		•	
2.5 First Aid/Designated Safeguarding Leads					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	L	• First Aid certificates extended for three months. • A programme for training additional staff is in place. • Collaborative arrangements for sharing staff with other schools in the locality have been agreed.	Yes Yes Yes	• Adequately trained first aiders in school. • Agreement with Waterside Primary School.	L
2.6 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control	M	• Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.	Yes Yes Yes	• First aid kits in all classrooms. • First aid bays in the Staff room – 2 x bays with 2m social distancing inclusive of sick bags / buckets and sterile cleaning equipment required. All COSHH Certificates to be displayed. Where appropriate, first aid will be administered in the situ position. 999 to be used if required	M
2.7 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	H	• As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A COVID-19 section on the school website is created and updated. • Parent and pupil handbooks created.	Yes Yes Yes	• Newsletter and information pages to parents. • Update texts. • Surveys for return to school. • Half Term newsletters delivered to home. • Website – Covid page and daily learning • Risk assessments, social distances strategies and logistics are live on the website – updated frequently asked questions.	L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	M	• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.	Yes	• Website – Covid page • Newsletter and information pages to parents. • Risk assessments, social distances strategies and logistics are live on the website	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
				– updated frequently asked questions. • Update texts.	
2.8 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	H	• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing.	Yes Yes Yes	• Fast masks to be used when offering first aid to pupils. First aid bays in the school staffroom – 2 x bays with 2m social distancing inclusive of sick bags / buckets and sterile cleaning equipment required. • All staff to be given from 1st June, a PPE kit – this is optional if they wish to use this throughout the working day. • Covid online training completed with all staff • All information and RA shared with all staff	M
3. Maximising social distancing measures					
3.1 Pupil behaviour					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils' behaviour on return to school does not comply with social distancing guidance	H	• 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. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured to support social distancing and are closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. • Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.	Yes Yes Yes Yes Yes Yes Yes Yes Yes	• The video to re-integrate back after Covid-19. • Social distancing spots in the hall and corridors. • Social distancing posters displayed around the school. • Expectation shared with staff with regards to modelling. • Minimised movement around school with staggered timetable. • The same staff to supervise their bubble at all times and take staggered breaks on a rota. • Behaviour policy updated and communicated to staff and parents. • Secure communication of behaviour and social distancing expectations in place. • Following government guidance to primary schools. EYFS – Continuing the early years curriculum, with slight modifications. • Classrooms have been set up to encourage social distancing- 2 metres to be encouraged, where appropriate, in line with the 'should' statement from government guidance.	M
3.2 Classrooms and teaching spaces					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	H	• Home base arrangements in place. • Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance (i.e. a maximum of 15 pupils per class). • All furniture not in use has been removed from classrooms and teaching spaces. • Arrangements are reviewed regularly.	Yes Yes Yes Yes	• Current groupings are all below the 1 to 15 government ratio. • Children have been allocated classroom / zones, groups with set staff to reduce interaction. • All soft furnishing and spare furniture removed from classrooms and shared areas. • All children allocated a desk with a personal pack of equipment that can be wiped down twice daily. • Reviewed regularly.	M
3.3 Movement in corridors					
Social distancing guidance is breached when pupils circulate in corridors	H	• Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place.	Yes N/A N/A Yes Yes Yes N/A Yes Yes	• Staggered entry and collection • Staggered and zoned break and lunchtimes • Social distancing makers and posters around in the corridor and hall • Adults to model social distancing. • Children have been allocated groups with two member of ser staff t reduce interactions.	M
3.4 Break times					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils may not observe social distancing at break times	H	• Break times are staggered. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas. • Supervision levels have been enhanced, especially with younger pupils, to support social distancing.	Yes Yes Yes Yes No	• Staggered break times and lunchtimes in Zoned areas for designated groups. • Social distancing posters and barriers in place. • Run for Fun / Walk and Talk used instead for encouraging physical activity instead of classic breaktime.	M
3.5 Lunch times					
Pupils may not observe social distancing at lunch times	H	• Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • Dining area layouts have been configured to ensure social distancing. • Tables and chairs have been cordoned off where this is not possible. • Floor markings are used to manage queues and enable social distancing. • Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. • <mark>Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes).</mark> • Eating areas are cleaned after lunch.	Yes Yes N/A N/A Yes Yes No Yes	• Pupils to remain in their bubble during lunchtime with their allocated staff. • Reception outdoor eating area to prevent mess in classrooms. • Hand washing before and after eating and upon returning to classroom from outside. This will either be at sinks in classroom or toilets. • Lunch to be eaten in the classroom. • Floor markings and social distancing markers in the hall. • EYFS lunches to be taken by staff to the classroom. Everyone else allocated 15 minute slot to collect lunch form the hall. • Lunches to be provided in disposable containers with disposable cutlery. • Guidance on returning to school information pack and website regarding packing a packed lunch. • All tables to wiped down after eating.	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
3.6 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	H	• Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to enable social distancing. • Pupils know that they can only use the toilet one at a time. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.	Yes Yes Yes Yes Yes Yes Yes Yes	• Toilet Pass per group – To allow 1 pupil per zone to attend the toilets. • Signs from Annex A (Government) displayed in the toilets and surrounding areas. • Spots and social distancing markers in shared areas where appropriate. • Staff cleaning rota to be completed and shared • Twice daily checks to be carried out be MP of supplies. • Bins emptied daily and yellow bags disposed of daily. • Handwashing posters displayed and children supervised where required. • Handwashing teaching and songs with younger pupils.	M
3.7 Medical Rooms					
The configuration of medical rooms may compromise social distancing measures	H	• Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.	Yes Yes Yes	• First aid bays in the school staffroom – 2 x bays with 2m social distancing inclusive of sick bags / buckets and sterile cleaning equipment required. • Designated isolation room which has been communicate to staff. • RA and procedures in place for cleaning - If used, deep clean will take place prior to usage in the future.	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
3.8 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	• Social distancing points are clearly set out, using floor markings, continuing outside where necessary. • Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). • Non-essential deliveries and visitors to school are minimised. • Arrangements are in place for segregation of visitors.	Yes Yes Yes Yes	• Parents to book allocated slots to visit the school office to reduce contact and encourage social distancing. • Visitors to school to be kept to a minimum. • Covid flyers to be given if visitors do attend to outline school procedures, e.g. for site work etc. • Social distancing posters displayed in entrance. • Hand gel available upon entry and exit of school.	L
3.9 Arrival and departure from school					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	H	• Start and finish times are staggered. • The use of available entrances and exits is maximised. • Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. • Weekly messages to parents stress the need for social distancing at arrival and departure times.	Yes Yes Yes Yes	• Staggered start time and collection times with different entrance for EYFS, KS1 and KS2. • Late Arrivals – 9am – Front office – Buzzed entrance. • Social distancing spots to queue on. • Posters displayed • All arrangements and expectations communicated with parents. • Arrangements to be reviewed after first day and amended if necessary. Then reviewed regularly.	M
3.10 Transport					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The use of public and school transport by pupils poses risks in terms of social distancing		• Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if pupils are travelling with children other than from their own class. • Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied.		•	
3.11 Staff areas					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	H	• Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff.		•	L
4. Continuing enhanced protection for children and staff with underlying health conditions					
4.1 Pupils with underlying health issues					
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	L	• Parents have been provided with clear guidance and this is reinforced on a regular basis. • 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. • 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.** • Schools have a regularly updated register of pupils with underlying health conditions.	Yes Yes Yes Yes	• Covid section of website with up to date, relevant information for parents. • Up to date medical information for every child	L
4.2 Staff with underlying health issues					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
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	L	• All members of staff with underlying health issues, 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. • Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.** • All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. • Current government guidance is being applied.	Yes Yes Yes Yes Yes	• Up to date information regarding all staff medical information • All staff have acted on advice and provided evidence. • All staff that need to shield are working from home inline with guidance. • All government guidance is being applied.	L
5. Enhancing mental health support for pupils and staff					
5.1 Mental health concerns – pupils					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	• There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • 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). • Resources/websites to support the mental health of pupils are provided.	Yes Yes Yes Yes	• Emotional coaching to continue • 1:1 re-integration meetings. • Daily PSHE for wellbeing and flexible circle times where needed if issues arise both online and pupils in school. • A weekly phone call and daily emails to the children/parents. •	L
5.2 Mental health concerns – staff					
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	M	• Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources.	Yes Yes Yes Yes Yes	• Wellbeing checks and online surveys – 2 x per week. Follow calls / text / email if necessary and signposted after discussion.	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Working from home can adversely affect mental health	M	• Staff working from home due to self-isolation have regular catch-ups with line managers. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans have been agreed with support provided where necessary. • Staff working from home may help provide remote learning for any pupils who need to stay at home.	Yes Yes Yes Yes	• Wellbeing checks and online surveys – 2 x per week. Follow calls / text / email if necessary and signposted after discussion • Agreed working plans through shared 2 weekly rota • Staff working at home have been completing remote learning for their class.	L
5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family		• The school has access to trained staff who can deliver bereavement counselling and support. • Support is requested from other organisations when necessary.		•	
6. Maintaining educational provision for children of key workers and vulnerable children					
6.1 Maintaining provision					
Educational provision must still be maintained for priority children when the school reopens	M	• Current government guidance is being followed. • Liaison is continuing with parents who are key workers and the parents of vulnerable children to agree required provision. • The facility for full-time attendance is available where required (even if their peers are only attending part-time). • Arrangements are in place to ensure that this cohort is tracked and supported effectively. • Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day. • Arrangements are in place to supervise children of key workers and vulnerable children over any holiday periods in-line with current government guidance.	Yes Yes Yes No Yes	• All government guidance is being followed. • Invitation reiterated to vulnerable pupils to return to school. • Key worker children provision will remain in place in two age appropriate bubbles. • Full-time attendance available. • Registers taken to track attendance. • Daily phone calls to vulnerable children. • Holiday provision for Key worker children.	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
7. Operational issues					
7.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	H	• Fire procedures have been reviewed and revised where required, due to: • Reduced numbers of pupils/staff • Possible absence of fire marshals • Social distancing rules during evacuation and at muster points • Possible need for additional muster point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately.		• Fire procedure to be reviewed and communicated and shared with staff. • Plan to share and practiced with pupils.	
Fire evacuation drills - unable to apply social distancing effectively	M	• Plans for fire evacuation drills are in place which are in line with social distancing measures.	Yes	• Planned drill. • Lines will encourage social distancing, but this could compromise the 2m distance due to safety needs.	L
Fire marshals absent due to self-isolation	H	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.		• Currently no trained fire marshals but through policy staff aware of roles. These may be amended through revision of the Fire procedures and different location of staff member. • Revised policy communicated and shared with staff.	H
7.2 Managing premises on reopening after lengthy closure					
All systems may not be operational	L	• Government guidance is being implemented where appropriate. • All systems have been recommissioned.	Yes Yes	•	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Statutory compliance has not been completed due to the availability of contractors during lockdown	n	• All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.		•	
7.3 Contractors working on the school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		• 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. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. • 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. • Temperature checks are carried out on arrival and before entering the school building. • 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. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • 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).		•	
8. Finance					
8.1 Costs of the school's response to COVID-19					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties		• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust.		•	
9. Governance					
9.1 Oversight of the governing body					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.		• The governing body continues to meet regularly via online platforms. • The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • The Principal'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. • Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. • 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.		•	
10. Additional site-specific issues and risks					
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
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