**BJPS**

**OPERATIONAL RISK**

**ASSESSMENT FOR**

**SCHOOL OPENING – September 20 updated 06/01/21 (YJP)**

**CHECKS AND BALANCES:**

**RESPONDING TO COVID-19**

**Staying COVID Secure – Our Commitment**

* We recognise the risk posed by Coronavirus (COVID-19) to our staff, pupils and their families. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment.
* We will put in place appropriate protective measures to ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and pupils.
* We will share this Risk Assessment and its findings with employees and consult on its contents.
* We will continue to comply with all relevant Health and Safety Legislation.
* We will have regard to statutory guidance in particular the guidance issued by the Department of Education regarding school reopening and implementing protective measures in education and childcare settings against COVID-19.
* We have regard to advice and guidance issued by Public Health England.

# 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 2nd July 2020 as follows: [Actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

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| Assessment conducted by: | Rabbi Pearlman | Job title: | Principal | Covered by this assessment: | Staff, pupils, contractors, visitors, volunteers |

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| Date of assessment: | 17th August | Review interval: | 4th September | Date of next review: | 18th September |

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| Related documents | |
| **School/Trust/Local Authority documents/ :** | **Government guidance:**  <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>  [Guidance for full opening: special schools and other specialist settings](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)  <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july#clinically-vulnerable-people> |

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| Record of Review | |
| **Review Date**  14/09/20  15/09/20 | **Overview of review**  **-2 year groups per lunch tiome sitting- none in classroom**  **- External visitors allowed in with masks/hand washing/social distancing precautions- 15 minute rule**  **- Entrance and exist changes**  **Bread when handed out at lunch time . Staff to wear gloves and hand out individual pieces . NO CHILD TO TAKE FROM container** |
| 12/10/20 | **All staff to wear masks in building when NOT teaching in class.**  **KS2 Staff rooms re-assigned so that only teachers from one year group in at one time. All upholstered furniture (that had been used by individules) removed replaced by plastic.**  **All meetings conducted by zoom.**  **Staff work room computers realocated to ensure no cross contamination between teachers.**  **Screens used for any staff who may need to cross a bubble.**  **Thermal themometers used to check temperature.**  **Masks to be worn if near another bubble.** |
| 06/01/21 **Lockdown** | **New variant identified**  **New provisions put in place in blue text below.** |

**Risk matrix**

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| 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 | M |
| **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 | Please mark Y/N/NA for each bullet point | Further actions/comments needed only if N is put by a bullet point | Residual risk rating  (H/M/L) |
| --- | --- | --- | --- | --- | --- |
| **1. Establishing a systematic process of full re-opening, including social distancing** | | | | | |
| **1.1 Organisation of teaching space** | | | | | |
| **Classroom sizes will not allow adequate social distancing for the staff** |  | * Year group bubbles will not mix with each other and each group within the year groups will be limited to the number of staff they are in contact with. All groups will be encouraged to social distance where it is possible especially outside the classroom as desks will be placed with 1m plus in place in KS1 & KS2, areas will have maximum numbers in EYFS. Bubbles arranged by class grouping * Classrooms re-modelled, with chairs and desks in place to allow for social distancing where appropriate. Tables adding to comply to seating arranement * Adaptations to classrooms should include seating pupils side-by-side and facing forwards. Now one child per desk unless drom family grouping. * Clear signage displayed in classrooms promote social distancing. * Keep classrooms well ventilated without compromising too much chill. * If possible, adults should maintain a 2-metre distance from each other, and from children Staff instructed to stay at the front of the class as much as possible to minimise circulation * Adults should avoid close face-to-face contact and minimise time spent within 1 metre of anyone. * Where staff or children cannot maintain distancing, particularly with KS 1 and EYFS, smaller groups are used for teacher led activities and maximum numbers established for continuous provision. * Class sizes capped at 25 children Changed to 15 per group | Y  Y  Y  Y  Y  Y  Y  Y  **ut Y/N/NA for etint** |  | M  L  L  L  M  M  M  M |
| **Use of large spaces such as the hall, sports hall, dining hall and outdoors** |  | * Groups or bubbles will be kept apart meaning we will avoid large gatherings such as assemblies or collective worship. * Large indoor and outdoor spaces will be used, but arrangements will be be in place for maximising social distancing between pupils and staff and paying scrupulous attention to cleaning and hygiene. Hall used for 2 year groups at a time during lunch, divided by a partition with a clean down between each use. Hall used for afterschool separate tables for each bubble. Playground divided into 2 for use by maximum of 2 bubbles and climbing equipment still closed down.   When two year groups in the hall they are separated by a screen   * Maximise use of external areas for outdoor sports, again observing social distancing ensuring sports equipment is thoroughly cleaned between each use by different groups. Contact sports must be avoided unless clear guidance given by the teacher in regards to safe play. | Y  Y  Y |  | M  L  L |
| **1.2 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 if needed** |  | * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. To be kept in the office and updated by 8:00am every morning. * In the eventuality of staff isolating, full use is made of those staff if they are well enough to plan/prepare/teach lessons online. If online is needed by any children they will deliver this but if all children are in school they will develop a whole school topic as used during lockdown. * 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. * If school has concerns about staffing capacity, then contact the LA or Trust Board * Secular and KOdesh staff to be used to cover each other. * Two members of staff now allocated to each bubble with online provision inline with school provision. | Y  Y  Y  Y  Y |  | M  L  L  L  L |
| **1.3 The school day** | | | | | |
| **The start and end of the school day create risks of breaching social distancing guidelines** |  | * Start time for all children between 830 845. All children straight into classes . Nursery and Kinder parents allowed until security gate, wearing face masks. Gates closed at 08:45 to negate entry via other entrance points. Nursery having staggered entry and exit times to avoid crowding and cross contaminatation. * EYFS departure at 315 using a 1 way system. Parents enter premises wearing masks. Exit up ramp through different gate. * A-J depart at 3 20 . K-Z from 3:30 using same one way system and wearing masks. Bubble 1 leaving at 3:20 and Bubble 2 at 3:30 * The number of entrances and exits to be used is maximised. * 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. * Guidance is in place for removing face coverings when pupils and staff who use them arrive at school, and this should be communicated clearly to them. Masks are not recommended in school unless a member of staff feels vulnerable and a risk assessment is drawn up or they have to work with more than one bubble without entering a classroom. Parents will be asked to wear masks if they attend meetings. * Children arriving late or not picked up on time will lose their school provision place unless mitigating circumstances are identified. | Y  Y  Y  Y  Y  Y  Y |  | H  M  M  M  M  M  L |
| **1.4 Planning movement around the school** | | | | | |
| **Movement around the school risks bubbles mixing and/or breaching social distancing guidelines as appropriate**  **(*See also section 3.4*)** |  | * Circulation plans have been reviewed and revised. All children to walk on the left hand side and all break times are staggered. * One-way systems are in place where possible. E.g. in the hall. * Corridors are divided where feasible. * Appropriate signage is in place to clarify circulation routes. * Pinch points, and bottle necks such as entrances and exits are identified and managed accordingly. We have identified these and staggered entrances and exits for these. * Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. Where pupils need to move the classrooms are opposite each other and can be managed effectively. * 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. | Y  Y  Y  Y  Y  Y  Y  Y  Y |  | M  L  M  M  H  M  M  M  M |
| **1.5 Use of resources** | | | | | |
| **Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened**  **Ensuring curriculum resources are used safely** |  | * Gaps in learning are assessed and addressed in teachers’ planning.Core subjects main focus in first half term and in smaller groups. * Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. * Exam syllabi are covered. * Plans for intervention are in place for those pupils who have fallen behind in their learning.Same day intervention. * Pupils limit the amount of equipment they bring into school each day to agreed essentials. * Disposable bags are allowed but not fabric bags.To Be Reveiwed * Staff and pupils have their own pens and pencils and other such frequently used equipment * Classroom based resources such as books and games can be used and shared within the group. These will be cleaned regularly (twice daily) and books changed on a Monday only (following the weekend). * Shared resources, (between bubbles) such as sports, art and science equipment will be cleaned after use or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) * Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) * Pupils and teachers can take reading or phonics books and shared resources home on a Friday but must be returned no later than a Tuesday to update. | Y  Y  Y  Y  Y  Y  Y  Y  Y  Y  Y |  | H  M  M  M  L  L  L  L  M  L  M |
| **1.6 Staff workspaces** | | | | | |
| **Staff rooms and offices do not allow for observation of social distancing guidelines** |  | * 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, and use is staggered multiple small places in use. | Y  Y |  | M  M |
| **1.7 Managing the school lifecycle** | | | | | |
| **Making progress with the school’s autumn term calendar and future work plan considering of COVID-19 measures** |  | * School calendar for the autumn term is rationalised and is informed by DFE expectations of a broad curriculum from the start of the Autumn term with the aim of returning to the school’s normal curriculum in all subjects by summer 2021 * Schools continue to build capacity to educate pupils remotely where this is needed. * School recruitment continues as usual. | Y  Y  Y |  | M  M  M |
| **Pupils joining the next phase in their education do not feel prepared for the transition** |  | * 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 * Induction days for pupils and parents are planned... | Y  Y  Y  Y |  | L  L  L  L |
| **1.8 Governance and policy** | | | | | |
| **Governors are not fully informed or involved in making key decisions** |  | * Meetings (online or face-to-face) held with governors when key decisions need to be made. * Governing bodies are involved in key decisions on reopening the school. * Governors are briefed regularly on the latest government guidance and its implications for the school. | Y  Y  Y |  | L  L  L |
| **1.9 Policy review l** | | | | | |
| **Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance, visits visitors and other policies are no longer fit for purpose in the current circumstances** |  | All relevant policies:   * Safeguarding – September 2nd * Health and Safety – September 2nd * Fire Evacuation – September 2nd * Behaviour – September 2nd * Attendance – September 2nd * Visitors – September 2nd * Visits – September 30th   have been revised to take account of government guidance (Guidance for full opening – schools 2 June 2020) Staff, pupils, parents and governors have been briefed accordingly.   * Safeguarding Leads (and deputies) are designated extra time during the first few weeks of term to support staff and pupils regarding new safeguarding and welfare concerns * Safeguarding Policy is updated with the current Covid-19 amendments – See Annex C. | Y  Y  Y  Y  Y  Y  N  Y | ***No trips to be reviewed end September.*** | M  H  M  L  L  H  H  M |
| **1.10 Communication strategy** | | | | | |
| **Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health** |  | Communications strategies for the following groups are in place:   * Staff Inset day 2nd September * Pupils transition meetings and 1st week to be used for procedures and changes * Parents Letters and website * Governors/Trustees regular meetings * Local authority email * Professional associations email * Other partners including visitors email and website * Regular staff briefing via email | Y  Y  Y  Y  Y  Y  Y |  | L  M  M  L  L  L  M |
| **1.11 Staff induction and CPD** | | | | | |
| **Staff are not trained in new procedures, leading to risks to health** |  | * An updated staff handbook is issued to all staff prior to full reopening. * Induction and CPD programmes are in operation for all staff prior to reopening, and include: Prevent, dothing and doning PPE, Procedures for covid case, KCSIE. * Infection control including hand hygiene, respiratory hygiene and enhanced cleaning regimes * Fire safety and evacuation procedures * Constructive behaviour management * Safeguarding * Risk management | Y  Y  Y  Y  Y  Y  Y |  | L  L  L  L  L  L  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 updated staff handbook is issued to all new staff prior to them starting. | Y  Y |  | L  L |
| **1.12 Free school meals** | | | | | |
| **Pupils eligible for free school meals do not continue to receive vouchers if they are unable to attend (e.g. due to self-isolation or following clinical advice)** |  | * SBM 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. | Y |  | L |
| **1.13 Risk assessments** | | | | | |
| **Risks are not comprehensively assessed in every area of the school considering COVID-19, leading to breaches of social distancing and hygiene guidance.** |  | * Risk assessments are updated or undertaken before the school reopens and mitigation strategies / additional controls are put in place and communicated to staff covering: covid risk, cleaning schedules, classroom environment, social distancing etc. * Delivering aspects of the curriculum, especially for practical subjects and especially where shared equipment is required to be used * External visits * Managing visitors (ALL TO WEAR MASKS) | Y  Y  NA  Y |  | L  L  L  L |
| **1.14 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** |  | * 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. * Parents reminded of the need to ensure social distancing and changes to drop off and pick up routines, * Plan parents’ drop-off and pick-up protocols that minimise adult to adult contact * Guidance is in place regarding the removal of face coverings on arrival at school | NA  NA  NA  NA  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** |  | * A return-to-work plan for cleaning staff (including any environmental cleans) is agreed with contracting agencies prior to opening. * An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all frequently touched surfaces and welfare areas. * More frequent cleaning of rooms that are used by different groups * Regular cleaning of toilets * Pupils encouraged to clean hands after use of toilets * Working hours for cleaning staff are increased. * Develop a culture of shared responsibility for keeping areas clean. * Ensure 3rd Party risk assessments (e.g. from cleaning companies) are shared with the school. | Y  Y  Y  Y  Y  Y  Y  Y |  | M  M  M  M  M  M  M  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** |  | * 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. * Handwashing is built into the daily routine and is supervised by staff. Handwashing posters displayed in toilets and around school. * Teachers should ensure they wash their hands and surfaces, before and after handling pupils’ books or shared resources * Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach. Posters displayed in classrooms. | Y  Y  Y  Y  Y |  | M  M  M  M  M |
| **Pupils forget to wash their hands regularly and frequently** |  | * Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently to include start of school day, after breaks and after using any shared equipment * Postersreinforce 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. * Pupils should be encouraged where possible not to touch their faces or to put objects in their mouths. | Y  Y  Y  Y |  | M  M  M  M |
| **2.3 Clothing/fabric** | | | | | |
| **Not wearing clean clothes regularly may increase the risk of the virus spreading** |  | * Uniform is worn and washed regularly as normal, no ties for first term. * Policies are agreed prior to the school opening on the wearing of uniforms by pupils * Expectations and guidance are communicated to parents. * Uniform that cannot be machine washed should be avoided. * Consider leeway for any child who has grown out of any parts of their uniform since March but whose parents cannot currently replace it. | Y  Y  Y  Y  Y |  | L  L  L  L  L |
| **The use of resources and equipment may not be cleaned frequently enough** |  | * Students and staff to have their own pens and pencils etc. * Classroom resources to be shared only within the bubble and cleaned regularly * Resources that are shared between bubbles to be cleaned frequently and always cleaned or rotated and out of reach for a period of 48 hours (72 hours for plastics) between each bubble’s use. * Outdoor equipment to be regularly cleaned. Trim trail etc not to be used. To Be Reviewed. * Limit equipment that pupils bring to school to lunch box, hat, coat, books, stationery and mobile phones. * Limit unnecessary sharing of resources as much as possible. | Y  Y  Y  Y  Y  Y |  | L  L  M  M  M  M |
| **2.4 Testing and managing symptoms** | | | | | |
| **Testing is not used effectively to help manage staffing levels and support staff wellbeing** |  | * Guidance on getting tested has been published. * The guidance has been explained to staff as part of the induction process. * Health and Wellbeing support is available through the LA <https://myzone.salford.gov.uk/people-zone/health-and-wellbeing> * Staff and pupils to be temperature checked at the start of the day with Covid symptom protocol then followed (medical room, sent home for test). | Y  Y  Y |  | H  H  H |
| **Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms** |  | * 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 (no one with symptoms should attend a setting for any reason). 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**.** * Local Authority process is followed when anyone displays symptoms * A record of any COVID-19 positive test in staff or pupils is reported to the trust and local authority. | Y  Y  Y  Y  Y |  | M  M  H  M  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 and local authority process 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. | N  N  Y/N | To be shared 24th August a week before return.  Update during inset  Weekly briefings | M  M  M |
| **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 | N  N  Y/N | To be shared 24th August a week before return.  Update during inset  Weekly briefings | M  M  M |
| **2.5 First Aid/Designated Safeguarding Leads** | | | | | |
| **The lack of capacity / availability of designated First Aiders and Designated Safeguarding Leads puts children’s safety at risk** |  | * Ensure staff First Aid training is booked and accessed if First Aid Certificate has expired. Where there is a good reason why this is not possible, First Aid certificates to be extended till 30th December 2020 Recent training had been carried out. * A programme for training additional staff is in place. * All relevant staff are aware of all pupils in school with relevant health conditions * DSL and Deputy DSL to be given more time at start of term to provide support to staff and pupils * Ensure good communication with school nurses. | Y  Y  Y  Y  Y |  | M  M  M  M  M |
| **2.6 Medical rooms** | | | | | |
| **Medical rooms are not adequately equipped or configured to maintain infection control** |  | * Social distancing provisions and PPE where needed for personal care 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. | Y  Y  Y |  | M  M  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** |  | * As part of the overall communications strategy referenced in Section 1, 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. * Risk assessment to be published on school website (unless staff group is less than 50) | Y  Y  Y |  | L  L  L |
| **Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19** |  | * Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school’s website. | Y |  | L |
| **2.8 Personal Protective Equipment (PPE)** | | | | | |
| **Provision of PPE for staff where required is not in line with government guidelines** |  | * Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. * Those staff required to wear PPE 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. * Ensure that 3rd party employers (e.g. catering and cleaning companies) have shared risk assessments with the school. | Y  Y  Y  Y |  | L  L  L  L |

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| 3. Maximising social distancing measures | | | | | |
| **3.1 Pupil behaviour** | | | | | |
| **Pupils’ behaviour on return to school does not comply with social distancing guidance** |  | * Where appropriate, clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, , and floor markings. For young children this is done through age-appropriate methods such as stories and games. * Staff model social distancing consistently Between adults; adults and pupils (where possible); and between bubbles. * The movement of pupils around the school is minimised. * Large gatherings that break bubbles are avoided. * Break times and lunch times are staggered and structured to support maintenance of bubbles and social distancing where appropriate and are closely supervised. * The school’s behaviour policy has been revised to include Supportive inclusive guidance, trauma informed compliance with social distancing communicated to staff, pupils and parents. - and reinforced regularly * 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. * Consistently impose sanctions when rules are broken, in line with the behaviour policy, as well as positively reinforcing well-executed rules through encouragement and rewards. * All pupils and staff understand this is now part of how school operates. | Y  Y  Y  Y  Y  Y  Y  Y  Y  Y  Y |  | H  H  H  H  H  H  H  H  H  H  H |

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| 3.2 Classrooms and teaching spaces | | | | | |
| **The size and configuration of classrooms and teaching spaces does not support compliance with bubble model and social distancing measures** |  | * Home base arrangements in place for pupils unable to return yet, or pupils working remotely due to a local outbreak * Engagement with high quality remote education is monitored. * Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance i.e. staff socially distancing from pupils * Small adaptations to the classroom to support distancing where possible, e.g. seating pupils side by side. Move unnecessary furniture out of classrooms to make more space. * Teachers and other staff operating across different classes and year groups in order to faciliate delivery of the school timetable keep their distance from pupils and other staff as much as they can. * All pupils and staff to clean hands when they change rooms Arrangements are reviewed regularly. | Y  Y  Y  Y  Y/NA  Y |  | L  L  L  L  M  L |
| **3.3 Movement in corridors** | | | | | |
| **Social distancing guidance is breached when pupils circulate in corridors** |  | * See section 1..4: *Planning Movement around the school* * Staggered timings for movement around school. * All staff to wear masks moving around school. | Y  Y |  | H H |
| **3.4 Break times** | | | | | |
| **Pupils may not observe maintaining bubbles and social distancing where appropriate at break times** |  | * 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 including all drop off and collection points. * Supervision levels have been enhanced, to support social distancing. * All pupils and staff clean their hands when they return from breaks | Y  Y  Y  Y  Y  Y |  | L  L  M  L  L  L |
| **3.5 Lunch times** | | | | | |
| **Pupils may not observe maintaining social bubbles and social distancing where appropriate at lunch times** |  | * Rotas are in place to prevent bubbles mixing * 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 and maintaining bubbles. * Tables and chairs have been cordoned off where this is not possible. * Table at a time to go for their lunches. * Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. * Guidance has been issued to parents and pupils on packed lunches * Eating areas are cleaned after lunch and between groups | Y  Y  Y  Y  Y  Y  Y  Y  Y |  | L  L  L  L  L  L  M  M  H |
| **3.6 Toilets** | | | | | |
| **Queues for toilets and handwashing risk non-compliance with social distancing measures** |  | * Staff to moniotor queuing for toilets and hand washing * Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues and school policy is amended to reflect this * The toilets and sinks 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. - building these routines into school culture | Y  Y  Y  Y  Y  Y |  | H  H  M  M  M  M |
| **3.7 Medical Rooms** | | | | | |
| **The configuration of medical rooms may compromise social distancing measures** |  | * 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. | Y  Y  Y |  | H  H  H |

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| 3.8 Reception area | | | | | |
| **Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines** |  | * 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. * Any essential visitors asked to comply with all required control measures. * All visitors sign in with contact details – to be used in the event of a local outbreak 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). | N  N  Y  Y  Y  Y  Y | Spot to be marked for any visitor.  Area outside reception to be marked up. | H  H  L  M  M  L  L |
| **3.9 Arrival and departure from school** | | | | | |
| **Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply** |  | * Start and finish times are staggered. * The use of available entrances and exits is maximised. * Removing face coverings when pupils and staff who use them arrive at school is communicated clearly to them * Pupils and staff clean hands on arrival and departure to school * 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. | Y  Y  Y  Y  Y  Y |  | H  M  M  L  H  M |
| **3.10 Transport** | | | | | |
| **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 transport. This includes advice on the use of face coverings for pupils over the age of 11 * Survey parents on their typical routes to school and potential alternatives. * ‘Safer travel guidance for passengers’ is shared with families using public transport. * Settings should also consider ways to minimise use of public transport to get to and from school at peak time, e.g. ‘walking buses’ * Guidance is in place for dedicated school transport – social distancing does not apply from the autumn term if systems are in place to minimise risk of transmission * Removing face coverings when pupils and staff who use them arrive at school is communicated clearly to them | NA  NA  NA  NA  NA  NA |  |  |
| **3.11 Staff areas** | | | | | |
| **The configuration of staff rooms and offices makes compliance with social distancing measures problematic** |  | * Plan how shared staff spaces are used to help staff distance from each other * Use of staff rooms minimised. | Y  Y |  | M  M |
| **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** |  | * 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. | Y  Y  Y  Y |  | L  L  L  L |

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| 4.2 Staff with underlying health issues | | | | | |
| **Staff with underlying health issues (extremely vulnerable, vulnerable or at heightened risk) are not identified and so measures have not been put in place to protect them** |  | * All members of staff with underlying health issues, those within vulnerable groups or those with extreme vulnerabilities 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 extreme vulnerabilities are working from home, Those who are vulnerable are working from home or in work following an individual risk assessment, and those with heightened risk factors (page 9 of the individual risk assessment) have had a risk assessment. . * Current government guidance is being applied. * Individual risk assessments for vulnerable staff provided if required. | Y  Y  Y  Y  Y |  | M  M  M  L  L |
| **4.3 Staff at higher risk of developing more severe complications** | | | | | |
| Employees with additional risk factors and measures have not been put in place to protect them.  (Additional risk factors are BAME, smoking, high blood pressure, obesity, age, disability, pregnancy) |  | * Employees have had discussions with their line managers and provided with clear guidance specific for their needs. * Employees have been asked to make their line manger aware of any underlying health conditions and the manager has sought to ensure that the appropriate guidance has been acted upon. * The service is clear about the definitions and associated mitigating strategies relation to people who have any additional risk factors. The following are classed as additional risk factors; BAME, smoking, high blood pressure, obesity, age, disability, pregnancy * Records are kept of this and regularly updated. * Members of staff with additional risk factors have been asked to seek and act on the advice of their GP/consultant/midwife/occupational health or current government advice. * Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as having an additional risk factor. * All staff with additional risk factors that put them at increased risk from COVID-19 are working in line with national guidance and the services’ risk assessment. * Current government guidance is being applied. | Y  Y  Y  Y  Y  Y  Y  Y |  | M  M  M  M  M  M  M  M |
| **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** |  | * 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 | N  Y  Y  Y | We have a few but online training will be encouraged | H  M  M  M |
| **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** |  | * 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. (e.g. Salford Wellbeing Programme) * Anxious staff to be prioritised for homeworking and suitable arrangements made. | Y  Y  Y  Y  Y |  | H  M  M  M  M |
| **Working from home can adversely affect mental health** |  | * Staff working from home due to self-isolation have regular catchups 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. | Y  Y  Y  Y |  | M  M  M  M |
| **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. | Y  Y |  | L  L |
| **6. Operational issues** | | | | | |
| **6.1 Review of fire procedures** | | | | | |
| **Fire procedures are not appropriate to cover new arrangements** |  | * Fire procedures have been reviewed and revised where required, due to: * Possible absence of fire marshals * Maintenance of bubbles and Social distancing measures during evacuation and at fire evacuation points * Possible need for additional fire evacuation points(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. * New arrangements are tested and amended if necessary | Y  Y  Y  Y  Y  Y  N | .  Teacher and assistants escourt pupils from the premises  Routes agreed to minimise contact with other bubbles  Fire drll to take place wc 7.9.20  Staff advised of fire evacuation routes during staff training 1.9.20  Staff made aware of new arrangements  To be reviewed following fire drill | L  L  L  L  L  L  L |
| **Fire evacuation drills - unable to apply social distancing effectively** |  | * Plans for fire evacuation drills are in place for early in the autumn which are in line with maintaining bubbles and social distancing measures. | Y | Fire drll to take place wc 7.9.20 | L |
| **Fire marshals absent due to self-isolation** |  | * An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. | N | SLT to discuss arrangements | L |
| **6.2 Managing premises on reopening after closure during the school holidays** | | | | | |
| **All systems may not be operational** |  | * Government guidance is being implemented where appropriate. * All systems have been recommissioned. | Y  Y | Full plant maintenance programme took place during summer break.  All systems except gas boilers remained operational. All recommissioed. | L  L |
| **Statutory compliance has not been completed due to the availability of contractors during lockdown** |  | * 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. | Y  Y | School is supported by Casserley Property Management. All plant and necessary testing meets statutory compliance.  Site Manager has worked during school shutdown – all statutory testing completed. | L  L |
| **6.3 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. * 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). | Y  Y  Y  NA  Y  Y | Where possible works will be undertaken when pupils are off-site.  Contractors only permitted on-site if accompanied by Site Manager or Business Manager  Contractors required to wear a mask. All suppliers to adher to requirement for ‘good health’  Register of all visitors onsite maintained. Admission only when essesntial.  RAMS required by property management company. | L  L  L  L  L  L |
| **7. Finance** | | | | | |
| **7.1 Costs of the school’s response to COVID-19** | | | | | |
| **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. * Trustees and 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 trustees. | Y  Y  Y  Y  Y | Analysis code created within accounting software  Additional costs to be considered by Resources Committee.  Non essential spend stopped.  Additional funding claim to be made to EFSA  Shared at Resources Committee. | L  L  L  M  L |

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| 8. Governance | | | | | |
| **8.1 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 when key decisions need to be made 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 headteachers 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. | Y  Y  Y  Y  Y | Governing boady meetings to continue as usual via remote means.  External clerking in place to support the school  To be included on the GB agendas  To be overseen by the Academy Principal  Managed within the schools clerking arrangments. | M  L  L  L  L |
| **9. 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** | | | | | |
| Limited routes into school |  | * School split into 2 for both routes to be used and no parents allowed onsite | Y | Arrnagments reviewed weekly to put in place any necessary alterations | L |
| Secular and Kodesh staff to teach children |  | * Year groups split in half for secular and kodesh to be taught simultaneously. Half in Kodesh and half in secular then swap over. * Secular and Kodesh staff now limited to one bubble per year group to minimise infection vectors. | Y | Movement of pupils to be monitored to consider associated risk. | M |

**School Leadership Use Only**

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| **Approved by (Head Teacher/ Chair of Governors)** |  | **Date of Approval** | Click here to enter a date. |
| **Date Provided to Unions** | Click here to enter a date. | **Date of Review** | Click here to enter a date. |