# bjps logo fot JackieOperational 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](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020?utm_source=3daf3f8c-87d9-4a78-90ec-6196e4a070e5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

[Coronavirus (COVID-19): implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings?utm_source=0e6da19a-f422-4893-af47-770e78e58269&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

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

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| Date of assessment: | 25th June 2020 | Review interval: | Weekly | Date of next review: | 30th June 2020 |

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| Related documents | |
| **Trust/Local Authority documents:** | **Government guidance:**  [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020?utm_source=3daf3f8c-87d9-4a78-90ec-6196e4a070e5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)  [Coronavirus (COVID-19): implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings?utm_source=0e6da19a-f422-4893-af47-770e78e58269&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)  [Coronavirus (COVID-19) Collection: guidance for schools and other educational settings](https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings)  [Actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/covid-19-school-closures)  [Coronavirus (COVID-19): implementing social distancing in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings)  [Coronavirus (COVID-19): guidance for educational settings](https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19)  [COVID-19: cleaning in non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) |

**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 | 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** | | M | | * Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules. * Arrangements confirmed for each ‘bubble’. * Arrangements in place to support pupils when not at school with remote learning at home. | | * Yes * Yes * Yes | | * School to ascertain the number of staff able to return if a further key worker bubble is needed. 30th June | | M | |
| **1.2 Organisation of teaching spaces** | | | | | | | | | | | |
| **Classroom sizes will not allow adequate social distancing** | | M | | * Classroom size and numbers reviewed – 4 ‘bubbles in place   + ‘bubble 1’ room capacity = 15 plus 2 staff   + ‘bubble 2 Mercury’ room capacity = 15 plus 2 staff   + ‘bubble 3’ room capacity = 15 plus 2 staff   + ‘bubble 4’ room capacity = 15 plus 2 staff   + ‘bubble 5’ room capacity = 15 plus 2 staff   + ‘bubble 6’ room capacity = 15 plus 2 staff   + ‘bubble 7 Saturn’ room capacity = 13 plus 1 staff   + ‘bubble 8 Jupiter’ room capacity = 13 plus 1 staff   + ‘bubble 9 Mars’ room capacity = 12 plus 1 staff   + ‘bubble 10 and 13’ room capacity = 15 plus 2 staff (Wednesday turnover)   + ‘bubble 11 and 14’ room capacity = 15 plus 2 staff (Wednesday turnover)   + ‘bubble 12 and 15’ room capacity = 15 plus 2 staff (Wednesday turnover) * Group sizes and 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 – determined capacity not to be exceeded. * Spare chairs removed from desks so they cannot be used. * Clear temporary signage in place displayed in classrooms promoting social distancing and movement around the school. * Pupils are grouped in ‘bubbles’ comprising a maximum of 15 pupils with consistent member/s of staff. The integrity of the bubble is maintained throughout the day. Pupils from separate bubbles do not mix at any time. Pupils allocated own desk – this is not used by any other individual for classrooms where we are hosting 2 groups there is a day to separate and clean down the tables and chairs. * Signage in place to note bubble numbers. | | * Yes * Yes * Yes * Yes * Yes * Yes | | * Extra bubble to be made available should we need it. | | L | |
| **Large spaces need to be used as classrooms** | | M | | * Limits set for the school hall for teaching use only. * Large gatherings prohibited. * Design layout and arrangements in place to enable social distancing. | | * Yes * Yes * Yes | | * Hall capacity determined at 20 – this is operating as a ‘bubble’. Limited capacity as mats available to pupils. | | 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** | | M | | * All staff who are clinically extremely vulnerable work from home where possible. * Risk assessments are undertaken for staff who are clinically vulnerable, or who have contextual factors related to age or ethnicity (Staff who are BAME or aged 55+ may be susceptible to risk of poor outcomes should they contract COVID-19). * Full use is made of those staff who are self-isolating or shielding but who are well enough to be involved in teaching/supporting lessons online. * Flexible and responsive use of teaching assistants to supervise classes is in place. * School governors have determined the main educational provision will be using online learning * Communication issued to all secular staff to ascertain health status and ability to return | | * Yes * Yes * Yes * Yes * Yes | | * Communication issued to all secular staff to ascertain health status and ability to return, HR advice sought for management of non-attendance – to be updated regularly. * RA for vulnerable staff to be amended if appropriate. * TA deployment to be amended as new bubbles open. * Staff to be tested as soon as any symptoms are shown. | | L | |
| **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** | | H | | * Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school. Teams of teachers producing an online provision consisting of daily core subjects and a daily additional secondary subject. * Pastoral and SEND support is deployed wherever possible to support prioritised pupils.   + Children with EHCP = 6 - Places have been offered where class teacher/support staff are in school to support. Differentiated tasks with a member of support staff calling to go through the tasks on a one-to-one basis.   + Children with SpLD = 12 - Differentiated tasks with a member of support staff calling to go through the tasks on a one-to-one basis.   + Children with MLD = 13 - Differentiated tasks with a member of support staff calling to go through the tasks on a one-to-one basis.   + Children with Physical Needs = 4 – OT support provided   + Children with SEMH Needs = 34 – Calls with parents and children with our pastoral support team.   + Children with SLCN = 22 – Weekly speech and language support From ELCKLAN trained staff.   + Children with ASD = 1 – Supported in school.   + Children classed as vulnerable = 23 – Phone calls made available for pastoral team through weekly check ins. 25% in school. * Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. Places offered as familiar adults begin new bubbles. * LA Support to be sought for newly appointed SENCO | | * Yes * Yes * Yes * Yes | | * SENCO to continue to report weekly on support to all children with EHCP’s to SLT who will meet in KSteams. * DSL continue to oversee support of vulnerable pupils. * Principal to continue be given written over view fortnightly to ensure suitable provision. | | M | |
| **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. * Staff to be allowed on-site between 8am and 8.30am and able to leave the site between 4pm and 4.30pm – security guards to be used to support the school with management of staff and pupil entry and exit to the site. Year 1 and Reception bubble staff to arrive after key worker bubbles. * All pupils to enter the site via the top gates – no pupils to enter via the main school reception. * Staff, parents, carers 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. * Staff and pupils to remain in ‘bubbles’ groups maintain safe distance at all times and must not enter another ‘bubbles work area. * Attendance patterns have been optimised to ensure maximum safety. * Signage up for social distancing outside of school. | | * Yes * Yes * Yes * Yes * Yes * Yes * Yes | | * Pupils to continue to be given staggered start and finish times with staff meeting pupils at the entrance gate at allotted time. * Liaison with the 6th Form to ensure they do not breach our security and distancing arrangements – plans to be agreed make clear about entrance arrangements eg adjacent gated entrance. | | M | |
| **1.6 Planning movement around the school** | | | | | | | | | | | |
| **Movement around the school risks breaching social distancing guidelines** | | H | | * Circulation plans have been reviewed and revised. * ‘Keep Left’ systems to be in place, groups do not circulate at the same time therefore no groups using areas at the same time. * Appropriate signage is in place to clarify circulation routes. * Pinch points and bottle necks are identified and managed accordingly. * Movement of pupils and staff around school is minimised as much as possible, with pupils staying in classrooms in their ‘bubble’ arrangements with dedicated staff. * 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. * Clear communication issued to parents, staff and pupils so all are clear on expectations | | * Yes * Yes * Yes * Yes * Yes * Yes * Yes * Yes * Yes | | * Staff and pupils to be constantly reminded to ‘Keep Left’ when moving around school. * Staff and pupils to continue to only go outside for breaks using the designated exits/entrances. * Pupils to be constantly reminded at the start of each session of the need to distance from their peers and staff members – all know the criteria is crucial. * Pupils to continue to remain in their designated classroom and not use other areas 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 gaps identified. * Plans for intervention are in place for those pupils who have fallen behind in their learning. * Learning challenges are presented every week with a breakdown of the objective explained by video. * Emails sent to guide pupils who are falling behind in learning and parents contacted to offer additional support. * Differentiated maths and English are given and each child is talked through their tasks. | | * Yes * Yes * Yes * Yes * Yes | | * Year groups to work through prior learning and plug gaps * Knowledge of pupils who have maintained/exceeded learning expectations at home need to be considered. * Autumn term to continue with previous year group learning moving onto next academic year in the Spring. | | L | |
| **1.8 Staff workspaces** | | | | | | | | | | | |
| **Staff rooms and offices do not allow for observation of social distancing guidelines** | | M | | * 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 to be allocated a desk with the staff area to minimise cross contamination across ‘bubbles’ * All soft furnishings have been removed if there is a risk they are shared within other staff. * Staff have been briefed on the use of these rooms. * Office is out of bounds for all non-administrative staff and pupils. | | * Yes * Yes * Yes * Yes * Yes | | * Ongoing review required to ensure there is no breach of ‘bubbles’ | | 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. * The school has no recruitment needs for September 2020. * Curriculum and timetable for September 2020 completed. | | * Yes * Yes * Yes * Yes | | * The school has no recruitment needs for September 2020. * All group events, such as assemblies, to be held in ‘bubbles’ or over video link. * September resources – prepare and allocate to staff | | L | |
| **Pupils moving on to the next phase in their education do not feel prepared for the transition** | | M | | * A plan is in place for teaching staff to speak with pupils and their parents about the next stage in their education and resolve any issues. * Communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. * Planning is being shared between staff so next stage teachers are videoing content for online provision to get familiar with the children and staff. * Health and well-being sessions are focused on transition, returning to school and how they are coping through lockdown. * Website areas for Nursery and Reception. * Transition meetings carried out with high schools and feeder Childcare provisions. * Staff meeting planned for transition. | | * In Part * In Part | | * Continue to update the Nursery and reception areas on the website in light of changes * Virtual tour of the school to be prepared to support new starters. * Online induction days for pupils and parents are planned. * Continue to adapt in school transition inline with updates. | | L | |
| **1.10 Governance and policy** | | | | | | | | | | | |
| **Governors are not fully informed or involved in making key decisions** | | M | | * 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 | | * Meetings need to be formalised to ensure a clear record of decisions is kept. | | M | |
| **1.11 Policy review** | | | | | | | | | | | |
| **Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances** | | M | | * 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. * Fire evacuation arrangements during reduced occupancy agreed and communicated. | | * Yes * Yes * Yes | | * All relevant policies to be reviewed and updated to reflect impact of altered practices as guidance changes. | | 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** | | H | | * Communications strategies for the following groups are in place: * Staff * Pupils * Parents * Governors/Trustees * Local authority * Regional Schools Commissioner – if required * Professional associations * Other partners * Staff and union consultation. | | * Yes | | * Staff and union consultation to take place in line with chages. * Communication strategy to be agreed and allocated to a key member of staff to oversee. * Cohort specific information to be issued. * Record of all communications to be kept. | | M | |
| **1.13 Staff induction and CPD** | | | | | | | | | | | |
| **Staff are not trained in new procedures, leading to risks to health** | | H | | * A staff ‘Covid-19 guidance booklet’ to be issued to all staff prior to reopening to pupils. * Induction and training to be given for all staff prior to reopening, and include: * Infection control * Fire safety and evacuation procedures * Constructive behaviour management * Safeguarding * Risk management | | * Yes * Yes | | * Procedures to be revisited as pupil and staff numbers increase. * Plans for new academic year to continue to be developed. | | M | |
| **New staff are not aware of policies and procedures prior to starting at the school when it reopens** | | M | | * No new employees to start in September * Induction programmes are in place for all staff as they return to the workplace. * A simple handbook to be issued to all staff prior to their return. | | * N/A * Yes? * Yes | | – particular care to be given to those returning from maternity leave who have been absent for several months | | L | |
| **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** | | M | | * A member of the school’s administrative team (SBM) is tasked with ensuring that pupils eligible for free school meals receive supermarket vouchers. * UIFSM provided in school. | | * Yes | | * As numbers increase consideration to be given to schools catering provision and the need to provide meals for UIFSM MUST HAPPEN | | 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.** | | H | | * Risk assessments have been 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 | | * Yes | | * Risk Assessments to be revisited weekly and all known regional and local risks to be considered. | | M | |
| **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** | | L | | * The details of how pupils will travel to and from school are known prior to opening. * No school bus in place. | | * Yes * Yes | |  | | L | |
| **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** | | H | | * Cleaning contractor commenced 1st June 2020. * A return-to-work plan for cleaning staff has been agreed with cleaning contractors prior to opening. * An enhanced cleaning plan agreed with Site Manager with regular surface disinfection being undertaken during the day to minimise the spread of infection. * Written cleaning process determined for bubbles. Staff advised on cleaning of pupil equipment, surfaces and workspaces within ‘bubbles’. PUPILS CAN BE INVOLVED IN THIS | | * Yes * Yes * Yes | | * Written cleaning process has been determined. * Cleaning staffing levels revisited as attendees increases. * Working hours for cleaning staff to be increased as numbers of pupils increase | | 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** | | H | | * 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. * Disinfection products, hand sanitiser and tissues in each workspace. Site Manager to manage stock levels | | * Yes * Yes * Yes | | * Minimum stock levels to be determined. * All areas in use to have adequate stocks provided | | M | |
| **Pupils forget to wash their hands regularly and frequently** | | H | | * Staff training includes the need to remind staff and pupils of the need to wash their hands regularly and frequently. * Posters used to reinforce the need to wash hands regularly with soap and water. * Bubble staff will monitor the washing of pupil’s hands and will supervise toilet visits. * School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | | * Yes * Yes * Yes * Yes | | Regularly guidance to be given to pupils and close supervision of hand washing. | | M | |
| **2.3 Clothing/fabric** | | | | | | | | | | | |
| **Not wearing clean clothes each day may increase the risk of the virus spreading** | | M | | * All staff and pupils advised that clean clothes are to be worn each day. Pupils are advised school uniform is not required. * Expectations and guidance are communicated to parents. * SLT informed if a child is in the same clothes as the day before to follow up with parents. | | * Yes * Yes | | .   * Continued setting of expectations with parents/carers. * Vulnerable children to be supported. | | L | |
| **The use of fabric chairs may increase the risk of the virus spreading** | | M | | * Fabric chairs in communal areas have been removed where possible. | | * Yes | |  | | L | |
| **2.4 Testing and managing symptoms** | | | | | | | | | | | |
| **Testing is not used effectively to help manage staffing levels and support staff wellbeing** | | H | | * Guidance on getting tested has been published. * The guidance has been explained to staff as part of the return to work induction process. * Health and Wellbeing support is available through the LA   https://myzone.salford.gov.uk/people-zone/health-and-wellbeing | | * Yes * Yes?? * Yes | | * Guidance to continue to be promoted in all bubbles and staff areas (copier room etc) * LA guidance to be followed. | | L | |
| **Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms** | | H | | * 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. * Child or staff member taken to designated first aider to get the Covid strategy in place. | | * Yes * Yes * Yes * Yes | | * Member of SLT to contact parents in the event of a possible infection. * Parents/carers to be advised on how to inform school in the event of a possible infection. * First day of absence contact in operation for pupils who have returned but then subsequently fail to attend on their agreed day. * LA guidance to be followed. | | 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** | | M | | * 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 return to work induction process. * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. * Booklet issued to all new starters | | * Yes * Yes * Yes * Yes | | * Member of SLT to contact parents in the event of a possible infection. * Parents/carers to be advised on how to inform school in the event of a possible infection. * First day of absence contact in operation for pupils who have returned but then subsequently fail to attend on their agreed day. * LA guidance to be followed. | | L | |
| **Staff, pupils and parents are not aware of the school’s procedures should there be a confirmed case of COVID-19 in the school** | | H | | * 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. * Bubbles are fully segregated. * Latest guidance given to staff. | | * Yes * Yes * Yes | | * ‘Bubbles’ are fully segregated and will be closed in the event of a confirmed case. * Latest guidelines will be followed in relation to closing the setting in full. | | M | |
| **2.5 First Aid/Designated Safeguarding Leads** | | | | | | | | | | | |
| **The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children’s safety at risk** | | H | | * First Aid certificates will be extended for three months in needed. * A paediatric first aider will be on-site at all times whilst pupils are present. * A deputy first aider has been designated * DSL’s operate on a rota with at least one member of staff on-site between 8:00am and 4pm | | * Yes * Yes | | * In the event of illness of first aider another member of trained employees will undertake the role. | | L | |
| **2.6 Medical rooms** | | | | | | | | | | | |
| **Medical rooms are not adequately equipped or configured to maintain infection control** | | H | | * Rooms make social distancing difficult so PPE is required. * Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged – a separate toilet has been made available for pupils with suspected COVID-19. * Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. * Designated medical room, covid room and covid toilet. | | * Yes * Yes * Yes | | * Continue with * Room adjacent to the Staff Room to be used as a Covid-19 Medical room * Disabled toilet near staff workroom to be used as COVID-19 area. | | L | |
| **2.7 Communication with parents** | | | | | | | | | | | |
| **Parents and carers are not fully informed of the health and safety requirements for the reopening of the school** | | M | | * 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 is updated regularly. * Parents have been issued a letter with detailed guidance on expectations. | | * Yes * Yes * Yes | | * Letters issued to parents advising of drop off and pick up arrangements if any changes are made. | | 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 | | * Weekly bulletin for parents of pupils attending to be provided. | | L | |
| **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 to be instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. * First Aider given * Staff are reminded that wearing of gloves is not a substitute for good handwashing. * PPE determined and issued by the LA * First aider trained in use of PPE | | * Yes * Yes * Yes * Yes | | * Regular review of government and WHO guidance on wearing of PPE to be undertaken on a regular basis. * Any New FIRST AIDER TO BE TRAINED IN USE OF PPE – ONLINE VIDEO – CONSIDER ALL BEING TRAINED | | M | |
| **3. Maximising social distancing measures** | | | | | | | | | | | |
| **3.1 Pupil behaviour** | | | | | | | | | | | |
| **Pupils’ behaviour on return to school does not comply with social distancing guidance** | | M | | * 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. * Wilful disobeying of rules relating to social distancing and hygiene will be sanctioned appropriately and proportionately, by exclusion where necessary. * Staff briefing on the importance of social distancing at all times | | * Yes * Yes * Yes * Yes * Yes * Yes * Yes * Yes * Yes | | * Update to school policy needed. APPENDIX NEEDS DATING AND SIGN OFF FROM GOVERNORS | | L | |
| **3.2 Classrooms and teaching spaces** | | | | | | | | | | | |
| **The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures** | | M | | * Home base/bubble arrangements in place. * Net capacity assessment in progress, 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 or bubble). * All furniture not in use has been removed from classrooms and teaching spaces where possible. * Arrangements are reviewed regularly. * Maximum bubble sizes determined by staff and bathrooms available. | | * Yes * Yes * Yes * Yes | | * Continue to monitor | | L | |
| **3.3 Movement in corridors** | | | | | | | | | | | |
| **Social distancing guidance is breached when pupils circulate in corridors** | | M | | * Circulation plans have been reviewed and amended. * ‘Keep Left’ system is in operation. * Corridors are divided and movement of pupils on the corridor is restriction to ensure the risk of cohorts circulating at the same time is minimised. * Circulation routes are clearly marked with appropriate signage. * The movement of pupils around school is minimised as much as possible. * Where possible, pupils stay in assigned classrooms with their dedicated staff members. * Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. * Appropriate supervision levels are in place. * Each bubble has own toilets apart from Year 6 who have to be clearly trained to wash hands as the staff. Wash, dry, use a pare towel to leave and then hand gel. | | * Yes * Yes * Yes * Yes * Yes * Yes * Yes * Yes | | * Staggered movement to continue to minimise cross contamination. | |  | |
| **3.4 Break times** | | | | | | | | | | | |
| **Pupils may not observe social distancing at break times** | | M | | * Break times are staggered. * Pupils are kept within their assigned ‘bubbles’ during break times. * External areas are designated for different ‘bubbles’ * Pupils are reminded about social distancing as break times begin. * Social distancing signage is in place around the school and in key areas. * Times limited to 15 minutes and plastic equipment provided for each bubble but not shared until wiped down. | | * Yes * Yes * Yes * Yes * Yes | | * Staff to continue to enforce social distancing at break times and encourage games where this is easier. Suggestions in staff handbook. | | L | |
| **3.5 Lunch times** | | | | | | | | | | | |
| **Pupils may not observe social distancing at lunch times** | | M | | * Pupils are reminded about social distancing as lunch times begin. * Pupils wash their hands or sanitize before and after eating. * Dining will be undertaken in ‘bubble’ base. * Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). * Eating areas are cleaned after lunch by ‘bubble’ staff. * Staggered lunches to minimise cross contamination between bubbles. * Times limited to 15 minutes and plastic equipment provided for each bubble but not shared until wiped down. | | * Yes * Yes * Yes * Yes * Yes * Yes | | * Staff to continue to enforce social distancing at break times and encourage games where this is easier. Suggestions in staff handbook. | | L | |
| **3.6 Toilets** | | | | | | | | | | | |
| **Queues for toilets and handwashing risk non-compliance with social distancing measures** | | M | | * Each bubble has own toilet base. * Only one pupil to be admitted to the toilets at any time and to be supervised by staff member from the bubble. * Queues to be managed by bubble staff to ensure social distancing is maintained. * Each bubble has separate hand washing facilities. * 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 throughout the day – bubble staff to disinfect door handles after each child. * Site Manager to ensure 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 * Yes * Yes | | * Reviewed weekly to consider any lessons learnt | | L | |
| **3.7 Medical Rooms** | | | | | | | | | | | |
| **The configuration of medical rooms may compromise social distancing measures** | | H | | * Space allows only one child to access – staff to supervise from outside the room. * An additional room is 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 | | * See also First Aid arrangements * In the event of suspected Covid-19 case SLT to jointly consider next steps and potential closure. | | M | |
| **3.8 Reception area** | | | | | | | | | | | |
| **Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines** | | M | | * Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). * Parents and pupils are not permitted to access the school via the main entrance without a prior arrangement with the Academy Principal. * Non-essential deliveries and visitors to school are minimised – goods to be left away from the school reception window. * Visitors by prior arrangement only ensuring gaps in appointment time to support social distancing. | | * Yes * Yes * Yes * ?? | |  | | L | |
| **3.9 Arrival and departure from school** | | | | | | | | | | | |
| **Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply** | | H | | * Security guards to support the school and remain parents of the need for social distancing * Start and finish times are staggered. * Social distancing guidelines are reinforced at entrances and exits. * Regular messages to parents stress the need for social distancing at arrival and departure times. * Pupils collected at the gates to minimise the time parents wait and mix with others at the gate * All pupils arriving through the largest entrance apart from Year 6 but markers in place to enforce social distancing. | | * Yes * Yes * Yes * Yes * Yes | | * Continue with pupils arriving through top external gate. Parents. Carers are not permitted on to the school site. * Section to be added to the school newsletter to ensure reiteration of messages to parents. | | M | |
| **3.10 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. * Main office copier for admin staff use only. | | * Yes * Yes | | * Staff to be reminded of the need to social distance at all times | | 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** | | H | | * 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. * Pupils who are BAME may be more susceptible to poor outcomes if infected by COVID-19. Leaders take account of this in their risk assessments. | | * Yes * Yes * Yes * Yes * Yes | | Updated and amended as necessary. | | M | |
| **4.2 Staff with underlying health issues** | | | | | | | | | | | |
| **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** | | H | | * 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.** * Leaders consider additional contextual factors that may make staff more susceptible to poor outcomes should they become infected with COVID-19. These include ethnicity and age. BAME staff and those over 55 years of age may be at heightened risk. Leaders take account of this in their risk assessments particularly when determining those working at the school site. * 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 * Yes | | * Communication with employees to ascertain those with underlying conditions and those required to shield. * Government advice to be checked on a weekly basis to ensure latest advice is followed. | | 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** | | H | | * There are 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. * 4 Staff trained on bereavement counselling. * Heads up training completed by all staff returning to school. * Children provided with a link member of staff when signposted to TR. | | * Yes – * Yes – * Yes * Yes | | * More staff to complete online training for heads up. Programme designed for the reintegration of children in school. | | 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** | | H | | * 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 | | * Continue with online quiz or well-being activity for staff and team phone calls. * Weekly meetings for welfare, kitchen and admin. | | M | |
| **Working from home can adversely affect mental health** | | H | | * Staff working from home due to self-isolation have regular catch-ups with line managers. HOW REGULAR NEEDS A TIMETABLE IN PLACE * 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. | |  | | * Continue with staff meetings and key stage meetings to keep staff updated. | | M | |
| **5.3 Bereavement support** | | | | | | | | | | | |
| **Pupils and staff are grieving because of loss of friends or family** | | M | | * The school has access to trained staff who can deliver bereavement counselling and support. * Support is requested from other organisations when necessary. | |  | | * Offer of support from school or referrals made. Via Mental Health lead. | | L | |
| **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** | | H | | * 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. | |  | | * Continue to speak to key worker and vulnerable children’s parents regarding provision. | | M | |
| **7. Operational issues** | | | | | | | | | | | |
| **7.1 Review of fire procedures** | | | | | | | | | | | |
| **Fire procedures are not appropriate to cover new arrangements** | | M | | * 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 to be on-site each day | | Yes | | * Evacuation and assembly points and determined. * FIRE DRILL NEEDED when new bubbles start. | | L | |
| **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 | | FIRE DRILL TO TAKE PLACE W/C 29th June | | L | |
| **Fire marshals absent due to self-isolation** | | M | | * An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. * Register of all staff, pupils and visitors on site to be maintained and register used to ensure site is cleared in the event of a fire. | | Yes | |  | | L | |
| **7.2 Managing premises on reopening after lengthy closure** | | | | | | | | | | | |
| **All systems may not be operational** | | M | | * Government guidance is being implemented where appropriate. * All systems have been recommissioned. * Maintenance visits to ensure statutory compliance of premises have continued. | | Yes | |  | | L | |
| **Statutory compliance has not been completed due to the availability of contractors during lockdown** | | M | | * All statutory compliance is up to date. * Flushing of water systems had continued during lockdown. | | Yes | |  | | L | |
| **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** | | M | | * 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. * Contractors are kept apart from staff/pupils where possible. * Social distancing is being maintained throughout any such works. * 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). | | Yes | | GUIDANCE FOR CONTRACTORS  AVOID ACCESS WHEN PUPILS ON SITE | | L | |
| **8. Finance** | | | | | | | | | | | |
| **8.1 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** | | M | | * Additional cost pressures due to COVID-19 identified by use of an analysis code. * Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. * The school’s projected financial position has been shared with governors and LA or trust. | | Yes | | ANALYSIS CODE ON SCHOOLS ACCOUNTING SOFTWARE | | L | |
| **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.** | | H | | * Regular ad hoc meetings are taking place via online platforms and governors are involved in the decision-making process. * Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place | | In Part | | * Governing body agendas to be set for all meetings to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. * The Principal’s report to governors to include 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. * Minutes of governing body meetings to be available and reviewed to ensure that they accurately record governors’ oversight and holding leaders to account for areas of statutory responsibility. | | M | |
| **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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