

COVID-19: **DRAFT** Operational Risk Assessment for School Reopening

SCHOOL NAME: St Catherine's Primary

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
M. Kelly – Headteacher (SLT) M Ainger – Deputy Headteacher (SLT) N Whatley- Assistant Head (SLT) L Pavlou – Assistant Head (SLT) H Evans – Assistant Head (SLT) K McKenzie – Business Manager (SLT)	19 th June 2020		Staff, pupils, parents, visitors, volunteers, contractors

Purpose of this document:

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

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

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

Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012 The Health Protection (Notification Regulations) 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (April 2020) Education and Skills Service Recovery Planning support for schools (May 2020)	https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe

Suggested Steps of Re-opening Preparation:



Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
A. Staffing Resources							
1. Risk that there are Insufficient staff to support all the pupils to be in school in all the year groups proposed by the DfE	3	4	12	<ul style="list-style-type: none"> Audit staff availability from the start of the week when extra pupils will be attending. Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work) Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher) For pupils who need a high level of adult support, including those with special educational needs, ensure that there are at 	Y	14 members of staff not in school Reallocation of children to different class teachers and TAs	12
					Y	2 lists have been made those who can work from home those who are well enough to attend school	
					Y	First week separate Nursery am & pm sessions Childcare in halls and Year 2 classes	
					Y	TAs to take Nursery sessions and Year 1 groups as separate bubbles	
					Y	Inclusion Leader to contact parents of children with EHCP and complete individual risk assessment. If children can	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<p>least two TAs available to support the pupil. Some pupils, for example those with Autism will need to be supported by the same adults, where possible</p> <ul style="list-style-type: none"> Full use is made of testing to inform staff deployment Ensure there is the capacity within the staff to deliver on site learning (for those attending school) and home learning (for those who are still at home) 		<p>come in 1:1 will be provided.</p> <p>Staff have been made aware to report symptoms so that testing can be carried out. School have been provided with a password to access portal.</p> <p>We have enough staff for Nursery, Reception and Year 1 and childcare based on current information 20th May</p>	
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning	3	4	12	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. Full use is made of testing to inform staff deployment. A blended model of home learning and attendance at school is utilised until staffing levels improve. For pupils with SEN, consider the use of an individual Re-integration Plan. 	Y	<p>Staff have responded to HT email and will update HT each week. Expectations in Staff Handbook Addendum</p> <p>All staff who are shielding or are unable to come to school are carrying out online learning</p> <p>TAs have been assigned bubble groups to 3 different year groups and child care</p> <p>We have portal access.</p> <p>Home learning will continue until the end of term.</p> <p>Inclusion leader is in weekly contact with SEND families</p>	12
3. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	4	4	16	<ul style="list-style-type: none"> Staff member only attends work if stringent social distancing can be adhered to; otherwise they should be encouraged to work at home 	Y	<p>Addendum to Staff handbook to explain social distancing responsibilities and expectations if working at home</p>	16
4. Risk of not covering	3	3	9	<ul style="list-style-type: none"> Provide cover for the role from within 	Y	<p>Ensure first aider is always assigned to</p>	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
essential functions (first-aid, DSL, SENCo).				available staffing		group. Paediatric First Aid for EYFS groups	9
				<ul style="list-style-type: none"> Or remote support via another school, Academy Trust or the LA 	Y	Walkie talkies to be used by Reception and Year 1 staff to communicate serious first aid issues or suspected symptoms of virus to additional first aid staff..	
				<ul style="list-style-type: none"> First Aid certificates extended for 3 months 	Y		
				<ul style="list-style-type: none"> Follow Covid19-First responders guidance when administering emergency first aid as social distancing may not be possible to maintain while attending to individuals. 	Y	Staff to be made aware of DFE guidance	
				<ul style="list-style-type: none"> Programme of training for additional staff in place (e.g. Safeguarding) 	Y		
5. Risks to health and safety because staff are not trained in new procedures.	3	3	9	<ul style="list-style-type: none"> A revised staff handbook is issued to all staff prior to reopening. 	Y	Addendum to be emailed to all staff	7
				<ul style="list-style-type: none"> Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 	Y	Safeguarding Addendum in place Fire Evacuation procedures made explicit as part of staff handbook addendum	
6. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them.	4	3	12	<ul style="list-style-type: none"> Members of staff that are clinically extremely vulnerable must continue to self-isolate and remain at home. Staff who are clinically vulnerable should continue to work from home. Where a clinically vulnerable member of staff cannot work from home and are essential to the running of the service, a risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to social distance and they must not 	Y	Staff have been sent an email asking to provide information on their current situation.. In staff comms they have been made aware of their responsibilities to inform HT if situation changes. Staff Handbook Addendum also instructs staff to inform HT immediately.	12

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<p>be employed in any role where high-risk activities may be carried out, for example personal care. In those circumstance the workplace would not be suitable for their return</p> <ul style="list-style-type: none"> All members of staff with underlying health issues and those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated 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 in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. 			
				<ul style="list-style-type: none"> Current government guidance is being applied. 	Y		
B. Teaching Spaces, the Learning and School Environment							
7. Risk that there is insufficient accommodation to support pupils attending with a maximum class size of 15	3	4	12	<ul style="list-style-type: none"> Audit accommodation in order to establish how many class groups of up to 15 pupils can be accommodated at any one time (size of group is dependent on space available) 	Y	<p>Max of 10 in each nursery session for staffing purposes.</p> <p>Max of 15 in each Reception & Yr1 session – using classroom and outside play area (rota)</p> <p>Max 15 in Year 1 session – using classroom and outside play area (rota)</p> <p>If childcare increases to above 50 we cannot physically accommodate year 6</p>	12

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> Take account of the needs of individual pupils, including those with SEN. 	Y	No 1:1 required for SEND in EYFS or Year 1.	
				<ul style="list-style-type: none"> Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing 	Y	Rota to be used for decking outside area in Reception & Year 1 or decking area can be divided into two separate areas in each year group	
				<ul style="list-style-type: none"> Spare chairs and other furniture removed so cannot be used 	Y	Teachers and TAs in learning groups to come in week beginning 1 st June to create safe environments in each classroom.	
				<ul style="list-style-type: none"> Protocols around 'social distancing' shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing. Where a pupil does not understand 'social distancing', accommodation needs to take account of this, and space identified where the pupil and those supporting them can go. 	Y	Children to start each day with handwashing and a reminder of social distancing. EYFS and Yr 1 to have a powerpoint to explain using visuals.	
				<ul style="list-style-type: none"> Clear signage displayed in classrooms promoting social distancing 	Y	Refer to signs in classroom.	
				<ul style="list-style-type: none"> Children stay with their own teacher/teaching assistant and do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN unable to adhere to 'social distancing'. 	Y	Bubbles created in each classroom – max 15 children	
8. Risk of transmission in large spaces used as classrooms/ teaching spaces	3	4	12	<ul style="list-style-type: none"> Limits are set for large spaces e.g. dining hall, school hall, sports hall 	Y	Childcare children in dining hall 15 In 2H 10 children In 2F 10 children In main hall 15 children	10
				<ul style="list-style-type: none"> Large gatherings are not permitted 		No more than 15 in one group	
				<ul style="list-style-type: none"> Design and layout and arrangements in place to allow for social distancing 	Y	Each learning bubble to keep completely separated Childcare children to cross over to use toilets in dining room.	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
9. Risks of transmission during use of the outdoor learning environment for young children	3	3	9	<ul style="list-style-type: none"> Leadership are realistic about social distancing and young children in outside spaces 	Y	Numbers of children to be kept as low as possible. Playground to be on a rota basis	9
				<ul style="list-style-type: none"> Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside 	Y	Business Manager has made an order Caretaker to distribute o each classroom	
				<ul style="list-style-type: none"> Close down drinking fountains and make arrangements for individual water bottles for children 	Y	Fountains turned off Children to bring in water bottles	
				<ul style="list-style-type: none"> Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances 	Y	Caretaker to cordon off climbing frame	
				<ul style="list-style-type: none"> Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam 	Y	Separate equipment boxes to be assigned	
				<ul style="list-style-type: none"> Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available 	Y	Staff to come to all learning groups or childcare groups with a planned activity and a physical activity	
				<ul style="list-style-type: none"> Outside spaces are divided and demarked for smaller groups of children to use to facilitate children staying in their smaller groups 	N	Lines will be made for children to walk along to enter classes. Rota will be made for playground	
				<ul style="list-style-type: none"> Where outside space must be shared arrangements for cleaning between groups are in place 	Y	Children's bubble will be allocated different equipment. Any shared water trays must be cleaned	
				<ul style="list-style-type: none"> Resources are limited to facilitate effective cleaning daily 	Y	Box system. No soft furnishings or toys	
<ul style="list-style-type: none"> Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children 	Y	Staff to separate bikes into 2 sessions wash down before each use. Rota for children to take turns					

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them 	Y	Staff to do this 1st June	
10. Risks of transmission due to movement around the school.	4	3	12	<ul style="list-style-type: none"> Arrange for corridors to be one-way where possible 	Y	Floor markings ordered	10
				<ul style="list-style-type: none"> Clear signage and markers for the youngest children 	Y	Signs ordered	
				<ul style="list-style-type: none"> Corridors are divided where feasible 	Y		
				<ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed 	Y	One way system to be used Staggered timings Designated areas of school assigned	
				<ul style="list-style-type: none"> Movement of pupils and staff around the school is minimised 	Y	Staff stay within bubble	
				<ul style="list-style-type: none"> Pupils are reminded regularly of social distancing protocols 	Y	Refer to signs	
				<ul style="list-style-type: none"> Appropriate duty rota and levels of supervision in place 	Y	Timetable and rota in place	
11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	4	16	<ul style="list-style-type: none"> Start and departure times are staggered 	Y		12
				<ul style="list-style-type: none"> Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces 	Y	Timings are staggered Waiting area in school field	
				<ul style="list-style-type: none"> Stagger time for SEN Transport drop offs and pick ups 	N/A		
				<ul style="list-style-type: none"> Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department 	Y		
				<ul style="list-style-type: none"> Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, 	Y	Separate gates are used with lines marking their path to their teacher	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				and then go straight to their classroom			
				<ul style="list-style-type: none"> Do not allow parent/carers to enter the buildings to drop off or collect children nor any gathering at the school gates to talk to other parents. 	Y	Signs on doors and gates saying stop	
				<ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can retain social distancing 	Y	Field	
				<ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing 	Y	Staggered start and finish times. Waiting area in field	
				<ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes 	Y	On gates, doors and outside school	
				<ul style="list-style-type: none"> A plan is in place for managing the movement of people on arrival to avoid groups of people congregating 	Y	Different entrance and exit points	
				<ul style="list-style-type: none"> Floor markings visible to all to avoid queuing 	Y	On school corridor & playground	
				<ul style="list-style-type: none"> Parents given advice on walking/cycling to school, avoiding public transport and minimising driving 	Y	In parent comms	
				<ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage 	Y	In parent comms	
				<ul style="list-style-type: none"> Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space 	Y	Office Manager to call council	
12. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures	3	3	9	<ul style="list-style-type: none"> Advice to pupils and families on maintaining road safety procedures despite changes. 	Y	In parent comms	7
				<ul style="list-style-type: none"> For those that have to drive, advice on places they should and should not pick up, drop off and park 	Y	In parent comms	
				<ul style="list-style-type: none"> Arrangements for kiss and drop, if deemed appropriate ,in consultation with Highways, 	Y	In parent comms	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
and the need for social distancing.				promoted to staff, children and families.			
				<ul style="list-style-type: none"> Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented. 	Y	Office Manager to call council	
				<ul style="list-style-type: none"> Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc. 	Y	Office Manager to call Council	
				<ul style="list-style-type: none"> Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. 	Y	Office Manager to call Council	
13. Risk of transmission because pupils do not observe agreed protocols of social distancing at playtimes	3	4	12	<ul style="list-style-type: none"> Playtimes are staggered 	Y		12
				<ul style="list-style-type: none"> External areas are designated for different groups 	Y		
				<ul style="list-style-type: none"> Pupils are reminded about the protocols of social distancing before every playtime 	Y		
				<ul style="list-style-type: none"> Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. 	Y		
14. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes	3	3	9	<ul style="list-style-type: none"> Pupils are reminded about the protocols of social distancing before every lunchtime 	Y		7
				<ul style="list-style-type: none"> Pupils wash their hands before and after eating 	Y		
				<ul style="list-style-type: none"> Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat 	Y	No lunch for Nursery Reception or Year 1. Year 6 to have packed lunch in class Child care to have hot lunch in dining hall on a rota	
				<ul style="list-style-type: none"> Floor markings are clear to avoid queues 	Y		
				<ul style="list-style-type: none"> Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed 	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> lunches in classroom, pupils eating in outdoor spaces If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food Eating areas are thoroughly cleaned after lunchtime 	Y	Parent comms for Year 6	
15. Staff rooms and offices do not allow for observation of social distancing guidelines	4	3	12	<ul style="list-style-type: none"> 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 	Y	SLT in library Only 2 people permitted in staffroom at any time Addendum in staff handbook	9
16. The configuration of medical rooms may compromise social distancing measures	3	3	9	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged PPE available if staff dealing with pupil with symptoms Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas 	Y	Staffroom for minor first aid Medical Room 2 people max PPE available in classrooms Teacher or TA to call First Aider based in medical room immediately using walkie talkie	7
17. Groups of people gather in reception areas which may contravene social distancing guidelines	3	3	9	<ul style="list-style-type: none"> Parents are made aware of new school procedures prior to their children starting back at school Social distancing floor markings are clearly in place Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty Non-essential visitors to school and 	Y	Parent Comms Signs, banners and posters	7

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				deliveries are minimised			
				<ul style="list-style-type: none"> Arrangements are in place for visitors to stay apart 	Y	Outside school on grass verge	
C. Hygiene and protective controls							
18. Risk that social distancing between pupils and between staff and pupils is difficult or impossible to maintain, leading to a risk of transmission.	3	4	12	<ul style="list-style-type: none"> Ensure frequent hand cleaning and good respiratory hygiene practices Regular cleaning Minimise contact and mixing (see above) See sections above re start and end of day arrangements, playtimes and break times 	Y Y Y	<p>Access to sinks, soap hand gel in each group. Windows and doors open</p> <p>Learning Bubbles not to mix – self-sufficient. Childcare use the same toilets so will cross over</p>	12
19. Risk of staff or children with the virus coming into school when symptoms are not clear.	4	3	12	<ul style="list-style-type: none"> Testing of staff or pupils Make arrangements to isolate anyone with symptoms and have clear guidance and protocols PPE on hand. 	Y Y Y	<p>Staff to inform HT immediately</p> <p>In medical room with staff member in PPE</p> <p>In each room</p>	12
20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3	12	<p>Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment.</p> <p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> door handles handrails tabletops play equipment toys electronic devices (such as phones) specialist equipment, including equipment used by pupils with SEN 	Y Y	<p>Toys separated - washed after each session</p> <p>Resources separated – washed after each session</p> <p>Caretaker to wipe down twice a day</p> <p>Stagger cleaners twice a day</p> <p>Doors to be wedged open</p> <p>Phones and photocopiers to be wiped with disinfectant after use</p>	10

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces. Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom. Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations. There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. 	Y	Except on toys in nursery where children could put toys in their mouth	
					Y	No shared resources required	
					Y	Children are provide with their own individual supplies.	
					Y	Teachers to use paper not books	
					Y	Disinfectant and hand sanitiser provided. Staff Addendum Handbook	
					Y	Children do not wear uniform for childcare or year group sessions – parent comms	
21. Risk of virus spreading because the school has insufficient materials and equipment	4	3	12	<ul style="list-style-type: none"> Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms Use of hand sanitisers at appropriate locations Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, Bins to be double bagged and emptied Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom 	Y	Resources ordered full supply in each bubble	10
					Y	Pedal bins ordered	
					Y	Extra bags ordered	
					Y	Box of tissues in each room	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
22. Provision and use of PPE for staff where required is not in line with government guidelines	3	2	6	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 	Y	Staff comms	6
				<ul style="list-style-type: none"> Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely 	Y	Staff comms	
				<ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing 	Y		
23. Pupils forget to wash their hands regularly and frequently	4	3	12	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. 	Y		10
				<ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently 	Y		
				<ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	On entry Toilet use Cough / sneeze Before and after play Before after lunch Before go home	
24. Pupils' behaviour on return to school does not comply with social distancing guidance	3	3	9	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling 	Y	Prepared powerpoint for children Refer to posters and signage	9

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> 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. Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations. 	Y Y Y Y Y Y Y Y	Each learning group has a designated section Staggered start and finish times Parent comms Parent comms Children and staff to remain in bubbles and minimize contact	
D. Premises and Buildings							
25. Risk that cleaning capacity is at a reduced level so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	4	2	8	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Working hours for cleaning staff are increased 	Y Y Y	Business manager to meet with Cleaning manager Half term deep clean with 2 cleaning sessions per day lunch and after pm session with additional cleaning by caretaker	8
26. The use of fabric	3	3	9	<ul style="list-style-type: none"> Take fabric chairs out of use where 	Y	Caretaker to store in rooms not used	6

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
chairs may increase the risk of the virus spreading				possible. <ul style="list-style-type: none"> Where that is not possible then ensure chairs are limited to single person use. 	Y	Label chairs	
27. Queues for toilets and handwashing risk non-compliance with social distancing measures	4	3	12	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. Floor markings are in place to enable social distancing. Pupils know that they can only use the toilet one at a time. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently. Monitoring ensures a constant supply of soap and paper towels Bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	Y Y Y Y Y Y Y	Sign on door if in use Start, midday and after pm session Twice a day and double bagged	10
28. Fire procedures are not appropriate to cover new arrangements	4	3	12	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals The need to apply social distancing rules during evacuation and at muster points A possible need for additional muster point(s) to enable social distancing where possible Staff and pupils have been briefed on any new evacuation procedures Incident controller and fire marshals have been trained and briefed appropriately. 	Y Y Y	Staff comms Strategies to be shared with children Staff comms To share with children Caretaker Office Manager	12

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
						Assistant Head	
29. Fire evacuation drills - unable to apply social distancing effectively	4	3	12	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. 	Y	Staff comms and Staff Addendum	12
				<ul style="list-style-type: none"> Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. 	Y		
				<ul style="list-style-type: none"> Consider access route for teachers and pupils with mobility issues, as social distancing measures may not be possible during an emergency 	Y		
30. Fire marshals absent due to self-isolation	4	3	12	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	Y		12
31. All systems may not be operational	3	3	9	<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. 	Y		9
				<ul style="list-style-type: none"> All systems have been recommissioned. 	Y		
32. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	2	8	<ul style="list-style-type: none"> All statutory compliance is up to date. 	Y		8
				<ul style="list-style-type: none"> Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Y	Caretaker to ensure up to date	
33. Visitors to the site (including parents) add to the risk	4	4	16	<ul style="list-style-type: none"> Signage giving routes, procedures and entrances to be followed. 	Y		12
				<ul style="list-style-type: none"> Limit the external visitors to the school during school hours 	Y		
				<ul style="list-style-type: none"> Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. 	Y	Only in emergencies	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable) 	Y	Parents entrance restricted communication by phone and email	
				<ul style="list-style-type: none"> Consider holding SEN meetings such as Annual Reviews 'virtually' 	Y		
34. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	4	3	12	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. 	Y		9
				<ul style="list-style-type: none"> An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe 	Y		
				<ul style="list-style-type: none"> Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. 	Y		
				<ul style="list-style-type: none"> Temperature checks are carried out on arrival and before entering the school building 	N	Mary Arnold to organise and administer	
				<ul style="list-style-type: none"> Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. 	Y		
				<ul style="list-style-type: none"> Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. 	Y		
				<ul style="list-style-type: none"> In addition to arrangements for COVID-19, 	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				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).			
E. General							
35. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3	3	9	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. 	Y	Staff Handbook Addendum Safeguarding Addendum New Behaviour Addendum	9
				<ul style="list-style-type: none"> The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure. (LBB will issue guidance on this shortly) 	Y		
				<ul style="list-style-type: none"> Staff, pupils, parents and governors have been briefed accordingly. 	Y	Parent comms Staff comms Governor updates Governor meetings	
36. Curriculum/Learning Environment	3	4	12	<ul style="list-style-type: none"> Consider what activity is more difficult/ not possible to be undertaken with social distancing in place. Each activity should be risk assessed and should not be run unless the risks can be mitigated <ul style="list-style-type: none"> -PE -Practical lessons 		Staff handbook – see PE equipment	10
				<p>Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.</p>		Teachers partnered with TAs to support	
37. Key stakeholders are not fully informed about changes to policies and	4	3	12	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> o Staff 	Y	SLT available in school daily Weekly staff meeting as of 8th June Weekly staff update	9

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
procedures due to COVID-19, resulting in risks to health				<ul style="list-style-type: none"> ○ Pupils ○ Parents ○ Governors/Trustees ○ Local authority ○ Health services ○ Regional Schools Commissioner ○ Professional associations ○ Other partners ○ Neighbouring schools/EY settings ○ Highways department 		Weekly parent update HT weekly update with Chair of GB Weekly contact with Network Inspector	
				<ul style="list-style-type: none"> ● Parents are communicated with to make sure they know: <ul style="list-style-type: none"> ○ whether their child will be able to attend from the week commencing 1 June ○ what protective steps you're taking to make the school a low-risk place for their child ○ what you need them to do (such as on drop off and collection) ● For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan 	Y	Parent comms	
38. 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	4	3	12	<ul style="list-style-type: none"> ● Parents have been provided with clear guidance and this is reinforced on a regular basis. 	Y	Parent comms weekly Some comms have links to DFE website	12
				<ul style="list-style-type: none"> ● Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. 	Y	Parent comms & guidelines	
				<ul style="list-style-type: none"> ● The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically 	Y	SLT to discuss with parents if situation can be risk assessed	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				extremely vulnerable.			
				<ul style="list-style-type: none"> Schools have a regularly updated register of pupils with underlying health conditions. 	Y	Business manager to keep list Parent comms	
39. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	3	9	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. 	Y		9
				<ul style="list-style-type: none"> There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. 	Y	SLT, Safeguarding Team Welfare & Admin Assistant	
				<ul style="list-style-type: none"> Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). 	Y	In learning bubbles and online activities Staff comms	
				<ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided. 	Y	Purplemash, Tapestry School website and twitter page	
40. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	4	12	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. 	Y	Wellbeing meetings and staff comms containing links and information	12
				<ul style="list-style-type: none"> Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. 	Y	Well being meetings	
				<ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing 	Y	Staff comms include wellbeing links and strategies	
				<ul style="list-style-type: none"> Staff briefings/training on wellbeing are provided. 	Y	Through staff comms strategies have been recommended	
				<ul style="list-style-type: none"> Staff have been signposted to useful websites and resources. 	Y		
41. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	3	6	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. 	Y	Weekly contact with governors	6
				<ul style="list-style-type: none"> The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to 	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> account for their implementation. The headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. 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	<p>All committees have met virtually at least once.</p> <p>Weekly virtual meeting with Chair & Safeguarding governor</p> <p>Weekly - often daily</p>	
42. Testing is not used effectively to help manage staffing levels and support staff wellbeing	3	2	6	<ul style="list-style-type: none"> Guidance on getting tested has been published. The guidance has been explained to staff Post-testing support is available for staff. 	Y	<p>HT & Business Manager will keep up to date with testing guidelines and used portal provided</p> <p>HT to consult Network Inspector on recommendations</p>	6
43. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	4	16	<ul style="list-style-type: none"> 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. 	Y	<p>Registers at school and tracking online home learning for children at home</p>	16

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply 	Y	Parent comms	
				<ul style="list-style-type: none"> A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. 	Y		
44. Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	4	2	8	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. 	Y	Parent comms & guideline Staff comms and Staff Handbook Addendum	8
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y	Staff Handbook Addendum	
				<ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y	Weekly update of risk assessment	
45. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	4	2	8	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. 	Y	Staff comms Parent comms Link to School website for DFE information	8
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y		
				<ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y		
46. Staff, parents and carers are not aware of recommendations on transport to and from	4	3	12	<ul style="list-style-type: none"> Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 	Y	Avoid peak time Encourage walking or driving Parent comms and guidelines	10

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
school				12).			