

COVID-19: Operational risk assessment for school reopening – 1st March 2021

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

Department for Education guidance:

[Coronavirus: Education and Childcare guidance including:](#)

[Actions for schools during the coronavirus outbreak \(7th January 2021\)](#)

[Critical workers and vulnerable children who can attend school during the National Lockdown \(8th January 2021\)](#)

~~[Coronavirus: Education and Childcare guidance including:](#)~~

~~[Critical workers and vulnerable children who can attend school during the National Lockdown \(5th January 2021\)](#)~~

[Guidance for full opening: schools](#) (30th December 2020)

[Safe working in education, childcare and children's social care settings, including the use of personal protective equipment](#) (14th December 2020)

[School attendance: guidance for schools](#) (14th December 2020)

[Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus \(COVID-19\) outbreak](#) (31st December 2020)

[Face Coverings in Education](#) (27th November 2020)

[Coronavirus \(COVID-19\): home test kits for schools and FE providers](#) (14th December 2020)

[COVID-19: cleaning in non-healthcare settings outside the home](#) (16th October 2020)

[Providing school meals during the coronavirus \(COVID-19\) outbreak](#) (16th November 2020)

[COVID-19: guidance on supporting children and young people's mental health and wellbeing](#) (4th August 2020)

SEND Risk assessment

[Safeguarding and remote education during coronavirus \(COVID-19\)](#) (16th October 2020)

Teaching remotely:

[Teaching during Coronavirus](#) (3rd December 2020)

[Examples of teaching practice during coronavirus \(COVID-19\)](#) (12th June 2020)

[How schools can plan for tier 2 local restrictions](#) (1st January 2021)

Parents and carers:

[Coronavirus \(COVID-19\): support for parents and carers to keep children safe online](#) (25th June 2020)

[Supporting your children's education during coronavirus \(COVID-19\)](#) (16th July 2020)

Other resources

[Public Health England Coronavirus resources](#)

[eBug resources](#) (resources to use with children)

OFSTED interim plans [Education plans from September 2020](#) (3rd December 2020)

Public Health England System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection'

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) where recommended, the use of face coverings in school
- 3) clean hands thoroughly more often than usual
- 4) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 6) minimise contact between individuals and maintain social distancing wherever possible
- 7) where necessary, wear appropriate personal protective equipment (PPE)
- 8) Always keep occupied spaces well ventilated

Numbers 1 to 5 and number 8 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection:

- 9) engage with the NHS Test and Trace process
- 10) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 11) contain any outbreak by following local health protection team advice

Numbers 9 to 11 must be followed in every case where they are relevant.

Assessment conducted by:	William Jaworski	Job title:	Executive Headteacher	Covered by this assessment	March 2021
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Date of assessment:	1.3.21	Review interval:	Monthly	Date of next review:	1.4.21
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Related documents

Trust/Local Authority documents:	Government guidance: <u>Coronavirus (COVID-19): implementing protective measures in education and childcare settings</u> <u>Coronavirus (COVID-19) Collection: guidance for schools and other educational settings</u> <u>Actions for schools during the coronavirus outbreak</u> <u>Coronavirus (COVID-19): implementing social distancing in education and childcare settings</u> <u>Coronavirus (COVID-19): guidance for educational settings</u> <u>COVID-19: cleaning in non-healthcare settings</u>
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Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		Maximum Impact					Risk score	Risk level
		1	2	3	4	5		
Likelihood	1	1	2	3	4	5	1 – 4	LOW
	2	2	4	6	8	10	5 – 8	MEDIUM
	3	3	6	9	12	15	9 – 15	HIGH
	4	4	8	12	16	20	16 – 25	EXTREME
	5	5	10	15	20	25		

Interpretation of Scores	
0 to 4	Low - These are currently at an acceptable level of risk, but monitoring should continue to ensure that they do not grow into a more serious threat, line management MUST be aware of these risks and ensure monitoring takes place.
5 to 8	Medium - These risks are moderate, and countermeasures should be implemented within a reasonable period, service area managers MUST be made aware of the risk and will be responsible for monitoring the action plan.
9 to 14	High - Countermeasures to control or eliminate these risks should be implemented as soon as reasonably practicable, service area and Assistant Director level senior managers MUST be made aware of the risk and will be responsible for monitoring the action plan.
15 to 25	Extreme - these risks require immediate control measures to be implemented or the cause of the risk should be ceased immediately, Service Directors and the SLT MUST be made aware of this risk and shall monitor progress and/or take over responsibility for actions.

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Likelihood	
1	Rare - probability of occurrence is <5%
2	Unlikely - probability is >5% to <15%
3	Possible - probability >15% to <50%
4	Likely - probability >50% to <90%
5	Almost certain - probability >90%
Severity	
1	Insignificant - A minor problem can be managed by adherence to normal business processes, no external scrutiny from a health and safety regulator. Safety - a hazard and/or near miss is identified with little potential to cause an incident. Health - no impact on any employee or other persons health.
2	Minor - An incident such as an accident, near miss or hazard report, a verbal concern by an enforcing officer concerning a risk e.g. failing to control a specific low impact hazard. Safety - a non-lost time accident and/or near miss or a hazard with the potential to cause a minor accident. Health - minor acute impact on a single employee with no possibility of any long-term effect.
3	Moderate - An accident involving up to 3 employees or member of the public requiring medical attention, letter from a regulatory authority requiring actions and identifying the possibility of sanctions. Safety - Lost time accident to up to 3 employees or a member of public requiring medical attention and possibly reportable under RIDDOR, a non-lost time accident and/or near miss or a hazard with the potential to cause a serious accident or a dangerous occurrence requiring notification under RIDDOR. Health - absenteeism due to a health issue and an increased possibility of a claim for damages with the possibility of a long term effect, e.g. DSE associated musculoskeletal issue.
4	Major - A notifiable major injury involving one or more employees or serious injury to member of the public. Issue of an Improvement and/or Prohibition notice from an Enforcing Authority. Safety - Lost time major notifiable accident involving one or more employees or a serious injury to one or more members of the public reportable under RIDDOR, a non-lost time accident and/or near miss or a hazard that causes extensive damage with the potential to have caused major injuries. Health - long term absenteeism due to a health issues and claims from one or more employees for damages due to long term impacts of condition.
5	Extreme - An accident/incident resulting in the fatality of one or more employees or a member of the public. Safety - Fatality of one or more employee and/or member of the public with associated investigation by HSE and criminal action and/or near miss or a hazard that causes extensive damage resulting in a complete loss of essential services to a geographical area or an essential service provision or the potential to have caused multiple fatalities again resulting in a regulatory body undertaking an investigation. Health - significant long term absenteeism due to reportable diseases being identified and numerous civil claims from employees for damages due to long term impacts of condition.

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
1. Establishing a systematic process of full reopening, including social distancing					
1.1 Organisation of teaching spaces					
Classroom layout not prepared and therefore provides opportunities for increased transmission.	15 Extreme Impact 5, likelihood 3	<ul style="list-style-type: none"> Classrooms re-modelled, with chairs and desks in place facing front, to minimise transmission of virus. Enough space for the adults to remain 2m away from children, where possible, to allow for social distancing. Clear signage displayed in classrooms promoting social distancing. Classes stay together with their teacher/adult and do not mix with other pupils. Lessons and other activities to take place outdoors where possible. 		<p>Classes to explicitly plan for outdoor opportunities- create spaces around the school to manage this with sufficient adult supervision</p> <p>Every class access to clipboards Zone outside</p>	5 medium Impact 5, likelihood 1
1.2 Availability of staff					
Members of staff are not available as they are unwell or self-isolating following instructions from 'test and trace'.	9 high Impact 3, likelihood 3	<ul style="list-style-type: none"> Full use is made of test and trace to inform staff deployment. If no available members of staff, including support staff and supply staff, the class will be asked to learn from home Members of staff who are self-isolating, can contribute to planning for online learning. Leaders should deploy their staff flexibly when required. Adults may work across 'bubbles' but should aim to try to keep their distance as much as possible. 		<ul style="list-style-type: none"> No unwell people in school: this is the number 1 measure: Staff can still move across bubbles to enable PPA, but keeping distance as much as possible. Must stick to whole class phonics or work with only groups in the bubble 	6 medium Impact 3, likelihood 2
Members of staff are not available as they are following quarantine advice, or face travel disruption following a holiday abroad	9 high Impact 3, likelihood 3	<ul style="list-style-type: none"> Staff should be advised that they need to be available for work from the beginning of term. A letter will be sent from the CEO. Where it is not possible to avoid a member of staff quarantining, there is an expectation that the staff member should work from home. 		<ul style="list-style-type: none"> 	3 low Impact 3, likelihood 1
1.3 Attendance of children					

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
Children do not return to school due to parental concern.	12 high Impact 3, likelihood 4	<ul style="list-style-type: none"> Parents are encouraged to send their children in, through use of the following strategies: <ul style="list-style-type: none"> Making it clear to parents that it is compulsory to return children to school (unless statutory reason applies) Sharing the risk assessment Video showing how the school is applying the protective measures Writing letters Discussions with individual parents Engaging with partner agencies around families If these strategies fail to encourage children to return, the usual attendance strategies will be used, including penalties for non-attendance. 		•	5 medium Impact 3, likelihood 2
1.4 The school day					
The start and end of the school day create risks of breaching social distancing guidelines	25 Extreme Impact 5, likelihood 5	<ul style="list-style-type: none"> Start and departure times are staggered for each year group. Use alternative drop off locations where possible. At the start of the school day, children should remove any face coverings and dispose of these safely. Adaptations to start times and end times should not reduce the overall teaching time e.g. by shortening breaks/ lunchtimes The number of entrances and exits to be used is maximised. Different entrances/exits are used for different classes. Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Floor markings are visible where it is necessary to manage any queuing. Attendance patterns have been optimised to ensure maximum safety. All children should wash their hands thoroughly on arrival at school. 		<ul style="list-style-type: none"> Bins to be set up by site manager Site manager to check sanitiser dispensers Site manager to check and redo line markings 	10 high Impact 5 Likelihood 2
1.5 Planning movement around the school					

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
Movement around the school risks breaching social distancing guidelines	25 Extreme Impact 5, likelihood 5	<ul style="list-style-type: none"> Always keep 'class bubbles' together where possible. Each cohort should retain the same teacher / TA where possible. No mixing of groups e.g. for sports or where there is part-time provision. Consider lining children up in order to filter in and out of the classroom at breaktimes. Circulation plans have been reviewed and revised. One-way systems are in place where possible. Corridors are divided where feasible. Appropriate signage is in place to clarify circulation routes. Pinch points and bottle necks are identified and managed accordingly. Movement of pupils around school is minimised as much as possible. Pupils are regularly briefed regarding observing social distancing guidance. Appropriate duty rota and levels of supervision are in place. 		<ul style="list-style-type: none"> 	10 high Impact 5 Likelihood 2
1.6 Curriculum organisation					
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened	15 High Impact 3, likelihood 5	<ul style="list-style-type: none"> At the beginning of term, gaps in learning are assessed Curriculum planning is adapted to address gaps – aspects of subjects are prioritised following assessment. In EYFS the prime areas of learning are prioritised In KS1 and KS2, gaps are prioritised along with essentials such as phonics, reading, vocabulary, writing and maths The curriculum will remain broad and ambitious for all children, with the full range of subjects being taught. Remote learning is available for children who are self-isolating, and is calibrated to complement in-school learning and address gaps identified. Teaching of music and singing require additional protective measures such as additional distancing and use of outdoors. In Physical Education, outdoor activity should be prioritised, maximising distance, and following scrupulous cleaning Plans for intervention are in place for those pupils who have fallen behind in their learning. Use of catch up support for targeted individuals, and for equipping all adults to effectively meet the needs of all children through the curriculum https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/ 		<ul style="list-style-type: none"> Home Learning- the offer has to be high quality 	6 Medium Impact 3, Likelihood 2

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		<ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/ 			
1.7 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines	25 Extreme Impact 5, likelihood 5	<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 should aim to keep 2m apart from one another. • Staff have been briefed on the use of these rooms. • Numbers of people reduced at any one time on a rota to allow social distancing – chairs removed/placed apart. • Avoid unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below. • Staff and pupil hygiene measures to be operated in line with Government guidelines and will be confirmed daily and enforced by continuing monitoring. • Each premise area will have access to cleaning materials and in the case of the staff room, staff will be responsible for ensuring the area is sanitised after use. 		<ul style="list-style-type: none"> • This needs to be stricter than other areas of the school- mixing requirements. • Admin to look at staff areas, moving tea and coffee from Blossom Tree. 	5 Medium Impact 5 Likelihood 1
1.8 Managing the school calendar					
Usual school events cannot take place due to protective measures	10 High Impact 2, Likelihood 5	<ul style="list-style-type: none"> • School events should be considered for adaptation or postponement/cancellation. Every opportunity should be taken to adapt activities e.g. use of technology, move outside, split people into smaller groups • Assemblies/ Collective Worship should take place with only one bubble at a time e.g. class assemblies. • Singing should be avoided in collective worships/ choirs etc. 		<ul style="list-style-type: none"> • Class worships and one weekly class worship done online- classes log on to JF in the hall • NO SINGING AT ALL IN CLASS • JF planning with Ethos group- OTB and Roots and Fruits 	4 Low Impact 2 Likelihood 2

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
New children start school without an adequate induction/transition programme	12 High Impact 3 Likelihood 4	<ul style="list-style-type: none"> • A plan is in place for children to transition into reception. • There is regular and effective liaison with pre-schools to aid transition • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. 		•	6 Medium Impact 3 Likelihood 2
1.9 Communication strategy					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	25 Extreme Impact 5 Likelihood 5	<ul style="list-style-type: none"> • Communications strategies for the following groups are in place: <ul style="list-style-type: none"> • Staff • Pupils • Parents • Governors/Trustees • Local authority • Regional Schools Commissioner • Professional associations • Other partners 		•	5 Medium Impact 5 Likelihood 1
1.10 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	25 Extreme Impact 5 Likelihood 5	<ul style="list-style-type: none"> • A CPD programme is in operation for all staff prior to reopening, and includes: <ul style="list-style-type: none"> • Infection control • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Risk management <p>Compliance with Covid 19 enhanced hygiene and social distancing procedures will be monitored to ensure best practice is maintained.</p>		Thursday 3.9.20 full induction First Aid refreshers booked Staff do need to be 2 metre distant for CPD	5 Medium Impact 5 Likelihood 1
In school and trust CPD cannot take place due to social distancing	9 High Impact 3	<ul style="list-style-type: none"> • In school CPD continues to take place, either socially distanced, or online. Outside areas can also be utilised while weather and seasons allow. 			3 Low Impact 3

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
	Likelihood 3	<ul style="list-style-type: none"> Cross trust meetings can take place online. 			Likelihood 1
New staff are not aware of policies and procedures prior to starting at the school when it reopens	25 Extreme Impact 5 Likelihood 5	<ul style="list-style-type: none"> An induction programme is in place for all new staff – either online or in-school – prior to them starting. The revised staff handbook is issued to all new staff prior to them starting. 		Revised Staff Handbook to be produced for induction	5 Medium Impact 5 Likelihood 1
1.11 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.	25 Extreme Impact 5 Likelihood 5	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school Use of facilities and equipment When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used Consultation with employees and trades union Safety Reps on risk assessments. Risk assessment published on school intranet and website. Nominated employees tasked to monitoring protection measures. Employees encourage to report any non compliance. The effectiveness of prevention measures will be monitored by school leaders. This risk assessment will be reviewed if the risk level changes and/or in light of updated guidance and after the first weeks operational experience. Encourage feedback from parents via message boards or parent mail systems Additional training resources have been invested within each school to establish an additional member of staff trained to I.O.S.H. Managing Safely standard which should be completed before the schools return in September 20. 		<ul style="list-style-type: none"> Bins for safe removal of masks around school entrances Clear video for parents shared on safe putting on and taking off masks 	5 Medium Impact 5 Likelihood 1
1.12 School transport					

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
<p>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</p> <p>Travelling on public transport may increase the risk of community transmission.</p>	<p>4 Low</p> <p>Impact 3 Likelihood 1</p>	<ul style="list-style-type: none"> • https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers • The details of how pupils will travel to and from school are known prior to opening. • Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school. Liaise with School Transport Team where further consider needs to be given to taxi and escort services. • Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport. • Where using public transport, children and their families should wear face coverings. • Use of hand sanitiser where possible. • Distancing on public transport where possible. • Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied. • Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles • <i>Effective liaison with bus companies is used as a basis for planning staggered start and departure times.</i> 		<ul style="list-style-type: none"> • Include guidance on transport in end of term newsletter 	<p>4 Low</p> <p>Impact 3 Likelihood 1</p>
1.13 Wraparound care					
<p>Children mix with groups of other children and staff from outside their groups within Breakfast Club and After school club provision.</p>	<p>25 Extreme</p> <p>Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> • Schools are encouraged to resume extra-curriculum provision where they can. • The system of controls suggests that schools avoid mixing children and minimising contact. For this reason, wrap around care should be reserved only for families that really need it. • Communicate with parents about the increased risk through additional contacts and mixing so that they are fully aware of this before using wraparound care. • Where possible, try to establish small constant groups in breakfast club and after school club. 		<ul style="list-style-type: none"> • We will start charging again from start of term. • We will keep the children separate as much as possible, do this outdoors 	<p>10 High</p> <p>Impact 5 Likelihood 2</p>

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		<ul style="list-style-type: none"> As children will be mixing with other groups, they should be encouraged to keep a distance of at least one metre, with no face to face contact or touching. Children with additional needs, e.g. toileting, should continue to receive the support on their EHCP. Make full use of the outdoors during these clubs so that children are able to space out. https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak 			
1.14 Access to the site					
Visitors access the site and mix with staff/ and or children and heighten the risk	20 Extreme Impact 5 Likelihood 4	<ul style="list-style-type: none"> Inform parents, carers or any visitors, such as suppliers, not to enter the setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required. Create a procedure and script for receptionists to use when dealing with visitors. Visitors should sign the letter on behalf of their organisation to demonstrate how they are complying with protective measures. Place notices at school entrance points to advise that only essential visitors should enter the premises. Ensure that deliveries are handled safely. 		<ul style="list-style-type: none"> Families with siblings 8:40 Without: 8:50 Both gates manned No adults in the school grounds: goodbyes happen outside the gate Children escorted to classroom At gate hometime, all classes lined up in playgrounds, and dismissed when parent outside the gate EYFS use Daisy trail Lunches: one ,team member eats with class, other one on break and then swap over 	5 Medium Impact 5 Likelihood 1

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2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Cleaning					
<p>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> • https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. • Working hours for cleaning staff are increased. Implement regular cleaning. • Use regular detergents AND bleach/disinfectant for cleaning. • Review COSHH assessments and implement additional controls required where there has been any change in products. • Cleaners should wear the appropriate PPE (see guidance below) usually gloves and aprons. See https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings • Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See 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 		<ul style="list-style-type: none"> • This is in the top 4 system of controls: vigilant around the cleaning and frequent hand washing. • Play equipment: children can bring things in from home, including lunchboxes, books can go in and out of home, but hand washing essential, and only transport between home and school when strictly necessary 	<p>10 High Impact 5 Likelihood 2</p>
<p>Contaminated surfaces spread virus.</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> • Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. • Remove items such as play dough, sand and soft furnishings and toys from early years setting to reduce contact surfaces. Follow government cleaning guidance if a someone becomes ill with suspected COVID-19 at the setting 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 • Staff to ensure that surfaces and sanitised frequently throughout the day. 		<ul style="list-style-type: none"> • We can go back to uniform. This does not have to be cleaned any more than usual. • On PE days and on Forest school days come in already dressed: NO CHANGING in school 	<p>10 High Impact 5 Likelihood 2</p>
<p>Play equipment is used by multiple groups</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> • Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. • Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. 		<ul style="list-style-type: none"> • 	<p>10 High Impact 5 Likelihood 2</p>

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<p>Resources are shared increasing spread of virus</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Suitable procedures in place for managing access to items of 'heavy use' such a photocopier to reduce social distancing. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. 		<ul style="list-style-type: none"> 	<p>10 High Impact 5 Likelihood 2</p>
<p>2.2 Hygiene and handwashing</p>					
<p>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> 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. Members of staff are identified for this purpose. 		<ul style="list-style-type: none"> Admin to stock take supplies and PPE 	<p>5 Medium Impact 5 Likelihood 1</p>
<p>Pupils and staff forget to wash their hands regularly and frequently</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Posters reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Children and staff to wash their hands on arrival. 		<ul style="list-style-type: none"> 	<p>10 High Impact 5 Likelihood 2</p>

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

<p>Waste is left around in an unhygienic manner</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> • Ensure bins for tissues are emptied throughout the day. • Follow guidance on disposal of waste (such as used fluid resistant masks) 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#how-should-ppe-and-face-coverings-be-disposed-of • Cleaning staff will have sufficient training and PPE for the procedure. 		<p>•</p>	<p>5 Medium Impact 5 Likelihood 1</p>
<p>2.3 Clothing/fabric</p>					
<p>Not wearing clean clothes each day may increase the risk of the virus spreading</p>	<p>15 Extreme Impact 5 Likelihood 3</p>	<ul style="list-style-type: none"> • Schools to return to their usual uniform policies in the autumn term as uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. • Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. • Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures. • Expectations and guidance are communicated to parents. 		<p>• •</p>	<p>5 medium Impact 5 Likelihood 1</p>
<p>The use of fabric chairs may increase the risk of the virus spreading</p>	<p>15 Extreme Impact 5 Likelihood 3</p>	<ul style="list-style-type: none"> • Take fabric chairs out of use where possible. • Where that is not possible then ensure chairs are limited to single person use. 		<p>•</p>	<p>5 Medium Impact 5 Likelihood 1</p>
<p>2.4 Testing and managing symptoms</p>					
<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<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 manage any pupil or member of 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. • Parents must inform the school of any test outcome. • A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. 		<p>•</p>	<p>15 Extreme Impact 5 Likelihood 3 It is noted that this remains an Extreme risk area due to the possibility of a systematic transmission</p>

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		<ul style="list-style-type: none"> RIDDOR Reporting procedure are followed for absences suspected to have been due to Covid 19. Public health reporting procedures to be complied with concerning the operations of Track and Trace. Weekly testing of school staff 			which has been considering within the Statutory guidelines.
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	25 Extreme Impact 5 Likelihood 5	<ul style="list-style-type: none"> Access to testing is available to all members of staff. Katie Metherell will be able to book you a test katie.metherell@acexcellence.co.uk The circumstances and arrangements for testing and self-isolation are explained to staff as part of the induction and training process. 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. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. Staff to sign a declaration that they have been trained and are aware of procedures. 			5 Medium Impact 5 Likelihood 1
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	25 Extreme Impact 5 Likelihood 5	<ul style="list-style-type: none"> Follow government guidance on what happens if someone becomes ill and what happens if there is a confirmed case of coronavirus in a setting https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks Ensure accurate records of staff and pupils are maintained to enable public health contact tracking and test regimes. 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. Should a test come back positive, that class bubble (including the adults) should self-isolate for 14 days. Further guidance https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ This guidance has been explained to staff and pupils as part of the induction and training process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 			5 Medium Impact 5 Likelihood 1
2.5 Managing an outbreak					

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

<p>There is a lack of communication between the school and PHE following an outbreak.</p> <p>The school is not prepared to continue the offer of remote education for children who are required to self-isolate.</p>	<p>25 Extreme</p> <p>Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> • https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks • The Head should liaise closely with the PHE health protection team to manage any outbreak. • A high-quality offer of remote learning in place for children who are self-isolating. Opportunities for both online and offline resources. Where possible, the school will support families without access to technology. This curriculum will mirror learning in school, and will have in built systems of assessment so that work can be adapted to ensure good progress (see list of criteria on link above) 		<ul style="list-style-type: none"> • Admin to report Suspected COVID report to RIDDA: office to speak with John about this process • A KEY part of this is Home Learning: SUCCESS CRITERIA 	<p>5 Medium</p> <p>Impact 5 Likelihood 1</p>
<p>2.6 First Aid</p>					
<p>Nominated first aiders move between children and classes and heightens risk of transmission</p>	<p>15 Extreme</p> <p>Impact 5 Likelihood 3</p>	<ul style="list-style-type: none"> • First aider to wear single use PPE as they will be working across the class bubbles and will be working at a distance less than 1m, including face to face contact. 		<ul style="list-style-type: none"> • 	<p>5 Medium</p> <p>Impact 5 Likelihood 1</p>
<p>2.7 Communication with parents</p>					
<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>	<p>15 Extreme</p> <p>Impact 5 Likelihood 3</p>	<ul style="list-style-type: none"> • As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • School newsfeed and Class Dojo used to communicate Covid 19 information regularly. • Encourage parents to phone school and make telephone appointments if the wish to discuss their child or safety measures (avoid face to face meetings). • Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. • Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). • Make it clear that only one parent should accompany children to school 		<ul style="list-style-type: none"> • Steve to revisit line markings, and outside of gates • JF to liaise with DAISY re; their plans • Steve to ensure all handwash installed in external hand washers. 	<p>5 Medium</p> <p>Impact 5 Likelihood 1</p>
<p>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</p>	<p>15 Extreme</p> <p>Impact 5 Likelihood 3</p>	<ul style="list-style-type: none"> • Parents are regularly reminded of the need to notify school if they or one of their children have the virus. • Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. 		<ul style="list-style-type: none"> • 	<p>5 Medium</p> <p>Impact 5 Likelihood 1</p>

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

<p>Parents demonstrate aggression due to anxiety and stress</p>	<p>9 High Impact 3 Likelihood 3</p>	<ul style="list-style-type: none"> • Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimizing adult to adult contact (for example, which entrance to use) to reduce anxiety, keep parents up to date with regular communications. 		<p>•</p>	<p>6 Medium Impact 3 Likelihood 2</p>
<p>2.8 Personal Protective Equipment (PPE)</p>					
<p>Provision of PPE for staff where required is not in line with government guidelines</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> • Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 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 • Adequate training / briefing on use and safe disposal • Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures • and above guidance on use in education settings. • Those staff required to wear PPE (e.g. SEND intimate care; supervising children with symptoms) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. 		<p>•</p>	<p>5 Medium Impact 5 Likelihood 1</p>

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

3. Maximising 'system of controls' measures					
3.1 Pupil behaviour					
<p>Pupils' behaviour on return to school does not comply with social distancing guidance</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<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, 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. • Individual risk assessments of children with previous poor behaviour • https://www.gov.uk/government/publications/behaviour-and-discipline-in-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#how-should-i-care-for-children-who-regularly-spit 		<p>•</p>	<p>10 High Impact 5 Likelihood 2</p>
3.2 Classrooms and teaching spaces					
<p>The configuration of classrooms and teaching spaces does not support compliance with system of controls</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> • Children organised into 'class sized bubbles' and use their classroom as their base. • Furniture organised so that children are facing forward • All furniture not in use has been removed from classrooms and teaching spaces. • Allow space for adults to be socially distanced for children where possible. • Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security, and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these 		<p>•</p>	<p>5 Medium Impact 5 Likelihood 1</p>

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		should be switched off. Ventilation to chemical stores should remain operational			
3.3 Movement in corridors					
Social distancing guidance is breached when pupils circulate in corridors	25 Extreme Impact 5 Likelihood 5	<ul style="list-style-type: none"> • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • The movement of pupils around school is minimised as much as possible. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. 		<ul style="list-style-type: none"> • Staff to wear a mask at all times when moving through the school. 	5 Medium Impact 5 Likelihood 1
3.4 Break times					
Pupils may not observe social distancing at break times	25 Extreme Impact 5 Likelihood 5	<ul style="list-style-type: none"> • Break times are staggered. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas. • Supervision levels have been enhanced, especially with younger pupils, to support social distancing. 		<ul style="list-style-type: none"> • 	5 Medium Impact 5 Likelihood 1
3.5 Lunch times					
Pupils may not observe social distancing at lunch times	25 Extreme Impact 5 Likelihood 5	<ul style="list-style-type: none"> • Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • The school hall will not be used for lunchtime. Meals will be eaten outdoors or in classrooms initially. • A takeaway restaurant will be in operation with staggered collection times (see Sam Ward's guide) • Floor markings are used to manage queues and enable social distancing. • 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 before and after lunch. 		<ul style="list-style-type: none"> • 	5 Medium Impact 5 Likelihood 1
Kitchen facilities do not comply with latest guidance	15 Extreme Impact 5 Likelihood 3	<ul style="list-style-type: none"> • Follow usual food safety and hygiene procedures and Government guidance for catering establishments https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19 • Ensure Health & Safety policies are followed 		<ul style="list-style-type: none"> • 	5 Medium Impact 5 Likelihood 1

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		<ul style="list-style-type: none"> See Sam Ward's comprehensive guidance booklet for staff. 			
3.6 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	<p>25 Extreme</p> <p>Impact 5</p> <p>Likelihood 5</p>	<ul style="list-style-type: none"> Limit the number of children or young people who use the toilet facilities at one time. 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. Flush the toilet with the lid down (where these are present) Allow at least 2 minutes between use of cubicles to allow the particles in the air to settle. THIS IS ABOUT GIVING TIME BETWEEN FLUSHING: Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues at breaktimes. 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. 		<ul style="list-style-type: none"> Same bubble all goes together. Clean at break and lunchtime 	<p>15 Extreme</p> <p>Impact 5</p> <p>Likelihood 3</p>
3.7 Medical Rooms/ isolation space					
The configuration of medical rooms may compromise social distancing measures	<p>20 Extreme</p> <p>Impact 5</p> <p>Likelihood 4</p>	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 		<ul style="list-style-type: none"> 	<p>5 Medium</p> <p>Impact 5</p> <p>Likelihood 1</p>
3.8 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	<p>25 Extreme</p> <p>Impact 5</p> <p>Likelihood 5</p>	<ul style="list-style-type: none"> Social distancing points are clearly set out, using floor markings, continuing outside where necessary. Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). Non-essential deliveries and visitors to school are minimised. Arrangements are in place for segregation of visitors. Staff take responsibility to remind visitors to follow the social distancing guidelines. 		<ul style="list-style-type: none"> 	<p>5 Medium</p> <p>Impact 5</p> <p>Likelihood 1</p>
3.9 Arrival and departure from school					

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

<p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> • Start and finish times are staggered. • The use of available entrances and exits is maximised. • Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. • Weekly messages to parents stress the need for social distancing at arrival and departure times. • Start and finish times will be closely monitored by School staff assisting in minimising the risk. 			<p>10 High Impact 5 Likelihood 2</p>
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Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

4. Continuing enhanced protection for children and staff with underlying health conditions					
4.1 Pupils with underlying health issues					
<p>Pupils who were previously shielding are not identified and so measures have not been put in place to protect them</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> Children who were previously shielding can return to school following appropriate measures. https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 Parents may wish to consult their specialist health professional about the return of their child to school. Should transmission rates rise locally, then children who are extremely clinically vulnerable will be advised to resume shielding. Should children have to stay at home for health reasons, they will have full access to remote learning. 		<ul style="list-style-type: none"> 	<p>5 Medium Impact 5 Likelihood 1</p>
<p>Children with special educational needs are not able to follow guidance safely</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> Children with EHCP or SEND need, complete risk assessment to support full attendance (WP has a template) Ensure the same adult is assigned to children needing one to one provision as some children will need additional support to follow measures. 		<ul style="list-style-type: none"> Protective adult but keeping a distance 	<p>5 Medium Impact 5 Likelihood 1</p>
4.2 Staff with underlying health issues					
<p>Staff with underlying health issues or those who have previously been shielding are not identified and so measures have not been put in place to protect them</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> A risk assessment should be undertaken for vulnerable groups. All members of staff are expected to return to work. Colleagues who have previously been identified as 'clinically vulnerable' or 'extremely clinically vulnerable' can find advice here https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people and here https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 The most vulnerable should take particular care to stringently adhere to the protective measures/ system of controls. Members of staff who live with family members who were previously shielding can return to work. School leaders should consider how they deploy colleagues flexibly to enable them to be as safe as possible. 		<ul style="list-style-type: none"> 	<p>10 High Impact 5 Likelihood 2</p>

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

5. Enhancing support for pupils and staff					
5.1 Mental health concerns – pupils					
<p>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>	<p>16 Extreme Impact 4 Likelihood 4</p>	<ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). • Additional pastoral and extra-curricular activities for targeted children • Resources/websites to support the mental health of pupils are provided. • https://www.gov.uk/guidance/teaching-about-mental-wellbeing • https://covid.minded.org.uk/ • https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning 			<p>12 High Impact 4 Likelihood 3</p>
5.2 Mental health concerns – staff					
<p>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</p>	<p>16 Extreme Impact 4 Likelihood 4</p>	<ul style="list-style-type: none"> • 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 have been signposted to useful websites and resources. • Discuss with staff about the plans for September (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. • If appropriate, seek GP or occupational health advice • The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. • The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing. 		<ul style="list-style-type: none"> • 	<p>12 High Impact 4 Likelihood 3</p>
5.3 Provision for children with SEND and Safeguarding of children returning to school					
<p>Children with SEND require additional support following school closures</p>	<p>15 Extreme Impact 3 Likelihood 5</p>	<ul style="list-style-type: none"> • Appropriate support should be identified for children with SEND, including deployment of support staff and return of specialist staff from within and outside the school. • Children should be provided with the support that meetings their needs, including adapted support in class, intervention. 		<ul style="list-style-type: none"> • Curriculum here is absolutely vital 	<p>9 High Impact 3 Likelihood 3</p>

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		<ul style="list-style-type: none"> Leaders may wish to refer to https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ to support their planning. Community of SEND gateway https://www.sendgateway.org.uk/whole-school-send/join-our-community-of-practice.html 			
An increased number of children make disclosures following their extended period in lockdown	20 Extreme Impact 4 Likelihood 5	<ul style="list-style-type: none"> Child protection policy to be revised to reflect the full return of all children. DSLs and pastoral leads should be provided with more time, especially in the first few weeks of term, to meet the needs of children returning to school. Ensure that communication with other agencies e.g. social care, school nurses is excellent 		•	9 high Impact 3 Likelihood 3

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

6. Maintaining educational provision for children who are self-isolating or have to stay at home.					
6.1 Maintaining provision					
<p>Educational provision must still be maintained for children who are not able to attend school because they are self-isolating or are unable to return for a valid reason.</p>	<p>12 High Impact 3 Likelihood 4</p>	<ul style="list-style-type: none"> Teachers will keep in regular contact with parents. Remote learning will be maintained for children at home. Where children do not have access to appropriate technology, they will be loaned equipment. Class Dojo will continue to be used to teach lessons, collect in children's learning, feedback on quality and to communicate with parents. Where possible, children will be able to join their classmates for 'live lessons' The curriculum content and quality will reflect that offered in school. https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks 		<ul style="list-style-type: none"> 	<p>3 Low Impact 3 Likelihood 1</p>
7. Fire procedures					
7.1 Review of fire procedures					
<p>Fire procedures are not appropriate to cover new arrangements</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Increased numbers of pupils/staff Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 		<ul style="list-style-type: none"> Planning for contingency: Capacity issues 	<p>5 Medium Impact 5 Likelihood 1</p>
<p>Fire evacuation drills - unable to apply social distancing effectively</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. 			<p>5 Medium Impact 5 Likelihood 1</p>
<p>Fire marshals absent due to self-isolation</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<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. Training and guidance to be provided for any additional Fire Marshalls required who have not undertaken the role previously. 		<ul style="list-style-type: none"> 	<p>5 Medium Impact 5 Likelihood 1</p>

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

8 . Governance

8.1 Oversight of the governing body

<p>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</p>	<p>9 High Impact 3 Likelihood 3</p>	<ul style="list-style-type: none"> • The Trust Board and local committees continues to meet regularly via online platforms. • The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • The 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. • 		<ul style="list-style-type: none"> • Share the risk assessment • 	<p>3 Low Impact 3 Likelihood 1</p>
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8.2 Policy review

<p>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</p>	<p>25 Extreme Impact 5 Likelihood 5</p>	<ul style="list-style-type: none"> • All relevant policies have been revised to take account of the most recent government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents and governors have been briefed accordingly. 		<ul style="list-style-type: none"> • 	<p>5 Medium Impact 5 Likelihood 1</p>
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9. Additional site-specific issues and risks

Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them

		<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	
		<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

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