# COVID-19: Operational risk assessment for school reopening

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

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

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

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| Assessment conducted by: | Jim Funnell | Job title: | Head Teacher | Covered by this assessment: | Staff, pupils, contractors, visitors, volunteers |

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| Date of assessment: | 4.6.20 | Review interval: | Reviewed 8.6.20/ 12/6/20/15.6.20/SLT drop ins an feedback 18.6.20/19.6.20 | Date of next review: | ~~23.6.20~~  Under review🡪 |

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

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

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| **Interpretation of Scores** | |
| 1. **0 to 4** | 1. **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. |
| 1. **5 to 8** | 1. **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. |
| 1. **9 to 14** | 1. **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. |
| 1. **15 to 25** | 1. **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. **1** | 1. Rare - probability of occurrence is <5% |
| 1. **2** | 1. Unlikely - probability is >5% to <15% |
| 1. **3** | 1. Possible - probability >15% to <50% |
| 1. **4** | 1. Likely - probability >50% to <90% |
| 1. **5** | 1. Almost certain - probability >90% |
| 1. **Severity** | |
| 1. 1 | 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. |
| 1. 2 | 1. **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. |
| 1. 3 | 1. **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. |
| 1. 4 | 1. **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. |
| 1. 5 | 1. **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. |

| Areas for concern | | Risk rating prior to action | | Control measures | | In place?  (Yes/No) | | Further action/comments | | Residual risk rating |
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| **1. Establishing a systematic process of partial opening, including social distancing** | | | | | | | | | | |
| **1.1 Net capacity** | | | | | | | | | | |
| **Available capacity of the school is reduced when social distancing guidelines are applied** | | 10 High -  (impact 2, likelihood 5) | | * Agree number of pupils who can attend the premises on any given day to enable compliance with social distancing rules and available space. * Agree arrangements for priority groups and each year group, including a part-time offer if required. | | Y | | 12.6.20 - vulnerable children reviewed and Bubbles amended  To be reviewed post Board discussion: see staff consultation notes  SLT Bubble drop ins completed and feedback given 18.6.20 | | 2 Low  impact 2, likelihood 1 |
| **1.2 Organisation of teaching spaces** | | | | | | | | | | |
| **Classroom sizes will not allow adequate social distancing** | | 25 Extreme  Impact 5, likelihood 5 | | * Classroom size and numbers reviewed. * Class sizes and timetables/staffing amended allowing for reduced numbers in line with trust guidance (i.e. a maximum of 8 pupils per group/ bubble and EYFS 5 pupils) * Classrooms re-modelled, with chairs and desks in place to allow for social distancing. * Spare chairs removed from desks so they cannot be used. * Clear signage displayed in classrooms promoting social distancing. * Bubbles stay together with their teacher/adult and do not mix with other pupils. * Lessons and other activities to take place outdoors where possible. | | Y | | * Bubbles no more than 8 at present: consulted larger: 15 Year 6, 12 mid year groups, 10 Year R * Rooms measured and furniture spaced * Container used for needed furnishings and objects * Utilizing all outdoor areas * Outdoor exits for drop off and pick up, internal one way system. Sanitiser at exits and entrances   12.6.20 - vulnerable children reviewed and Bubbles amended   * To be reviewed post Board discussion: see staff consultation notes   SLT Bubble drop ins completed and feedback given 18.6.20 | | 5 medium  Impact 5, likelihood 1 |
| **Large spaces need to be used as classrooms** | | 25 Extreme  Impact 5, likelihood 5 | | * Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching. * Large gatherings prohibited. No whole school assemblies, events etc. * Design layout and arrangements in place to enable social distancing. * Use of operational spaces will include the continuance of social distancing measures but cross movement of Teaching groups will be minimised. | | Y | |  | | 5 medium  Impact 5, likelihood 1 |
| **1.3 Availability of staff and class sizes** | | | | | | | | | | |
| **The number of staff who are available is lower than that required to teach classes in school and operate effective home learning** | | 12 high  Impact 3, likelihood 4 | | * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. * ACE staff risk assessment tool is used for this purpose. * Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. * 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. * If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Carefully planning the year groups for whom provision is offered (using the DfE priority list) based on staff availability. Follow government guidance on creating and staffing your temporary teaching groups: <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#creating-and-staffing-your-temporary-teaching-groups> | | Y | | * Numbers of children will be directly determined by staff capacity: safety will not be compromised and if staff are unavailable then children capacity will be lowered. * Bubble to go back to Home Learning if staff member ill and unable to lead the bubble due to capacity issues * Staff risk assessments- printed and to be signed at training * Review date to be agreed: * All lead support staff under the direction of a teacher: To be reviewed on-going.   12.6.20 - vulnerable children reviewed and Bubbles amended, consulted with staff  To be reviewed post Board discussion: see staff consultation notes | | 5 medium  Impact 3, likelihood 2 |
| **1.4 Prioritising provision** | | | | | | | | | | |
| **The continued prioritisation of vulnerable pupils and the children of critical workers will create ‘artificial groups’ within schools when they reopen** | | 12 high  Impact 3, likelihood 4 | | * Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school e.g. children who are vulnerable but are not taking up invitation to return to school. * Pastoral and SEND support is deployed wherever possible to support prioritised pupils. * Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. * A plan is in place for the phasing in of the other cohorts. | | Y | | * SEND Team work with families * ELTM updated weekly on government planning around other cohorts | | 6 medium  Impact 3  Likelihood 2 |
| **1.5 The school day** | | | | | | | | | | |
| **The start and end of the school day create risks of breaching social distancing guidelines** | | 25 Extreme  Impact 5, likelihood 5 | | * Start and departure times are staggered. Use alternative drop off locations where possible. * The number of entrances and exits to be used is maximised. * Different entrances/exits are used for different groups. * Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. * A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. * Floor markings are visible where it is necessary to manage any queuing. * Attendance patterns have been optimised to ensure maximum safety. | | Y | | * Each bubble to have a different drop off and pick up time. * Different drop off points via gates and classroom exterior exits. Queuing systems with social distancing markings in place. * Briefing Thursday 4th for staff, induction children Monday 8th June * Reviewed 8.6.20 check in after school * Reviewed 15.6.20 and 19.6.20 | | 10 high  Impact 5  Likelihood 2 |
| **1.6 Planning movement around the school** | | | | | | | | | | |
| **Movement around the school risks breaching social distancing guidelines** | | 25 Extreme  Impact 5, likelihood 5 | | * Always keep ‘bubbles’ together where possible – in same small groups of maximum 8 pupils (5 in EYFS) and not mixed on subsequent days. Each cohort should retain the same teacher / TA. No mixing of groups e.g. for sports or where there is part-time provision. * 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. | | Y | | * Circulation plans reviewed June 4th and weekly from then on. * H&S champion CH and JF to monitor hourly using H&S checklist * Ongoing discussions with Y2 bubble: training put in place 15.6.20 re: supportive strategies. Leader TH spent day modelng and working on routine 18.6.20 * SLT Bubble drop ins completed and feedback given 18.6.20 | | 10 high  Impact 5  Likelihood 2 |
| **1.7 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 | | * Gaps in learning are assessed and addressed in teachers’ planning. * Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. * Plans for intervention are in place for those pupils who have fallen behind in their learning. | | Y | | * bedding in period for transition back to school balanced with academic structure to secure progress and maintain behaviour * SLT Bubble drop ins completed and feedback given 18.6.20. Focus closing the gap, interventions | | 6 Medium  Impact 3, Likelihood 2 |
| **1.8 Staff workspaces** | | | | | | | | | | |
| **Staff rooms and offices do not allow for observation of social distancing guidelines** | | 25 Extreme  Impact 5, likelihood 5 | | * 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. * Numbers of people reduced at one time on a rota to allow social distancing – chairs removed/placed apart. Avoiding 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. | | Y | | * Furniture reviewed * staff training induction 4.6.20 - bubbles and use of staffroom * Communal teas/ utensils- separate so everyone has their own mug and tea making facilities | | 5 Medium  Impact 5  Likelihood 1 |
| **1.9 Managing the school lifecycle** | | | | | | | | | | |
| **Limited progress with the school’s summer term calendar and workplan because of COVID-19 measures** | | 10 High  Impact 2, Likelihood 5 | | * School calendar for the summer term rationalised. * Staff recruitment for September 2020 completed. * Curriculum and timetable for September 2020 completed. | | Y | | * School leadership will continue to plan * SLT Bubble drop ins completed and feedback given 18.6.20 | | 4 Low  Impact 2  Likelihood 2 |
| **Pupils moving on to the next phase in their education do not feel prepared for the transition** | | 12 High  Impact 3  Likelihood 4 | | * A plan is in place for teachers, pastoral staff to speak with pupils and their parents about transition into reception and year 7 for the next stage of education and resolve any issues. * There is regular and effective liaison with pre-schools and secondary schools to assist with pupils’ transition. * Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. * Virtual tours of the school are available for parents and pupils. * Online induction days for pupils and parents are planned. | | Y | | * Induction video to go on website | | 6 Medium  Impact 3  Likelihood 2 |
| **1.10 Governance and policy** | | | | | | | | | | |
| **Governors are not fully informed or involved in making key decisions** | | 9 High  Impact 3  Likelihood 3 | | * Online meetings are held regularly with governors. * Governing bodies are involved in key decisions on reopening. * Governors are briefed regularly on the latest government guidance and its implications for the school. | | Y | | * Increased communication with HOS and via Trust board | | 3 Low  Impact 3 Likelihood 1 |
| **1.11 Policy review** | | | | | | | | | | |
| **Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances** | | 25 Extreme  Impact 5  Likelihood 5 | | * All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. * Staff, pupils, parents and governors have been briefed accordingly. | | Y | |  | | 5 Medium  Impact 5  Likelihood 1 |
| **1.12 Communication strategy** | | | | | | | | | | |
| **Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health** | | 25 Extreme  Impact 5  Likelihood 5 | | * Communications strategies for the following groups are in place: * Staff * Pupils * Parents * Governors/Trustees * Local authority * Regional Schools Commissioner * Professional associations * Other partners | | Y | |  | | 5 Medium  Impact 5  Likelihood 1 |
| **1.13 Staff induction and CPD** | | | | | | | | | | |
| **Staff are not trained in new procedures, leading to risks to health** | | 25 Extreme  Impact 5  Likelihood 5 | | * A CPD programme is in operation for all staff prior to reopening, and includes: * Infection control * Fire safety and evacuation procedures * Constructive behaviour management * Safeguarding * Risk management   Compliance with Covid 19 enhanced hygiene and social distancing procedures will be monitored to ensure best practice is maintained. | | Y | | Training 4.6.20/ & 5.6.20  SLT Bubble drop ins completed and feedback given 18.6.20  Consultations (see review dates) | | 5 Medium  Impact 5  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 | | * 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. | | Y | | Revised staff handbook to be issued | | 5 Medium  Impact 5  Likelihood 1 |
| **1.14 Free school meals** | | | | | | | | | | |
| **Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school** | | 12 High  Impact 3  Likelihood 4 | | * A member of the school’s administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive food vouchers when not in school. | | Y | |  | | 3 Low  Impact 3  Likelihood 1 |
| **1.15 Risk assessments** | | | | | | | | | | |
| **Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.** | | 25 Extreme  Impact 5  Likelihood 5 | | * Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: * Different areas of the school * 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 | | Y | | * Weekly SLT meeting: this Risk Assessment forms the key reference document: * Date and record changes to the risk assessment * Use of this document as monitoring and on-going amendment * Risk assessments amended (MAJ and TMW) w/c 15.6.20 | | 5 Medium  Impact 5  Likelihood 1 |
| **1.16 School transport** | | | | | | | | | | |
| **Changes to bus schedules as a result of COVID-19 adversely affect pupils’ attendance and punctuality and do not align with staggered start and departure times** | | 4 Low  Impact 3  Likelihood 1 | | * 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. * 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> * *Effective liaison with bus companies is used as a basis for planning staggered start and departure times.* | | Y | | * Staggered times for drop off communicated clearly to all stakeholders | | 4 Low  Impact 3  Likelihood 1 |
| **1.17 Wraparound care** | | | | | | | | | | |
| **Children mix with groups of other children and staff from outside their groups within Breakfast Club and After school club provision.** | | 25 Extreme  Impact 5  Likelihood 5 | | * Children who require wraparound care provision such as breakfast clubs and after school clubs have been identified. * Staff have been allocated for running this provision. * Children who attend an extended school provision operate in the same bubble throughout the school day. * The same arrangements for staff training, cleaning and hygiene is in place in the clubs. * Communicate arrangements for wraparound care to parents. | | Y | | * JF to on-going assess bubbles to ensure bubbles appropriate with wraparound care * All staff accountable for reporting breaches to JF and CH so protocol can be amended | | 5 Medium  Impact 5  Likelihood 1 |
| **1.18 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 | | * Inform parents, carers or any visitors, such as suppliers, not to enter the education or childcare 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. * Place notices at school entrance points to advise that only essential visitors should enter the premises. * Ensure that deliveries are handled safely. | | Y | | * All supplies signed for outside * phone calls and email priority mode of communication * Admin window- outside facing * No parents in school unless agreed in advance * Lobby used for collection of items only | | 10 High  Impact 5  Likelihood 2 | |

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| 2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19 | | | | | |
| **2.1 Cleaning** | | | | | |
| **Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required** | 25 Extreme  Impact 5  Likelihood 5 | * 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. 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> | Y | * Increasing cleaning regimes- discussion with Norse and received NORSE RA * Each bubble own cleaning kit * If suspected case need gloves and goggles as well as aprons * COSHH register- update * NORSE to provide equipment and cleaning schedules and risk assessment for their staff * All necessary supplies in school | 15 High  Impact 5  Likelihood 3 |
| **Contaminated surfaces spread virus.** | 25 Extreme  Impact 5  Likelihood 5 | * 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. | Y | * Not collecting books for marking * Library closed- under review | 10 High  Impact 5  Likelihood 2 |
| **Play equipment is used by multiple groups** | 25 Extreme  Impact 5  Likelihood 5 | * Equipment is appropriately cleaned between groups of children, and after final use, and only one group of 8 maximum (5 in EYFS) at a time. | Y | * Tape off play equipment, communal equipment not to be used * All outdoor equipment cleaned down after use | 10 High  Impact 5  Likelihood 2 |
| **Resources are shared increasing spread of virus** | 25 Extreme  Impact 5  Likelihood 5 | * Prevent the sharing of stationery and other equipment where possible – children provided with their own learning packs from Y1 – Y6. * Suitable procedures in place for managing access to items of ‘heavy use’ such a photocopier to reduce social distancing. * Enhanced cleaning regimes. | Y | * Children will have their own pencil case, pack, zipped, provided by the school. Must stay in school | 10 High  Impact 5  Likelihood 2 |
| **2.2 Hygiene and handwashing** | | | | | |
| **Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency** | 25 Extreme  Impact 5  Likelihood 5 | * 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. | Y | * Monitoring of soap, hand towels * Separate hand bins, nasal wipes etc. * Kept separate as clinical waste * Separate bin for coughs and sneezes go in separate bin | 5 Medium  Impact 5  Likelihood 1 |
| **Pupils and staff forget to wash their hands regularly and frequently** | 25 Extreme  Impact 5  Likelihood 5 | * 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. | Y |  | 10 High  Impact 5  Likelihood 2 |
| **Waste is left around in an unhygienic manner** | 25 Extreme  Impact 5  Likelihood 5 | * 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. | Y |  | 5 Medium  Impact 5 Likelihood 1 |
| **2.3 Clothing/fabric** | | | | | |
| **Not wearing clean clothes each day may increase the risk of the virus spreading** | 20 Extreme  Impact 5  Likelihood 4 | * Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. * Expectations and guidance are communicated to parents. | Y | * Uniform optional: must be clean everyday * Communicated to parents via instructional letter | 15 High  Impact 5  Likelihood 3 |
| **The use of fabric chairs may increase the risk of the virus spreading** | 15 High  Impact 5  Likelihood 3 | * Take fabric chairs out of use where possible. * Where that is not possible then ensure chairs are limited to single person use. | Y |  | 5 Medium  Impact 5  Likelihood 1 |
| **2.4 Testing and managing symptoms** | | | | | |
| **Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms** | 25 Extreme  Impact 5  Likelihood 5 | * Robust collection and monitoring of absence data, including tracking return to school dates, is in place. * Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. * Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply**.** * A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. * 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. | Y |  | 15 High  Impact 5  Likelihood 3 |
| **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 | * Access to testing is already available to all essential workers. Katie Metherell has a login for the trust. [katie.metherell@acexcellence.co.uk](mailto: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. | Y |  | 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 | * 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/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#when-open> * 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. * 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. | Y |  | 5 Medium  Impact 5  Likelihood 1 |
| **2.5 First Aid/Designated Safeguarding Leads** | | | | | |
| **The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children’s safety at risk** | 15 High  Impact 5  Likelihood 3 | * First Aid certificates extended for three months. * A trained first aided should be on the rota in school at all times. * Collaborative arrangements for sharing staff with other schools in the locality have been agreed. * A programme for training additional staff is in place. * First aider to wear PPE as they will be working across the bubbles. | Y |  | 5 Medium  Impact 5  Likelihood 1 |
| **2.6 Communication with parents** | | | | | |
| **Parents and carers are not fully informed of the health and safety requirements for the reopening of the school** | 15 High  Impact 5  Likelihood 3 | * As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school’s expectations on a weekly basis using a range of communication tools. * School newsfeed and Class Dojo used to communicated 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 | Y |  | 5 Medium  Impact 5  Likelihood 1 |
| **Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19** | 15 High  Impact 5  Likelihood 3 | * 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. | Y |  | 5 Medium  Impact 5  Likelihood 1 |
| **Parents demonstrate aggression due to anxiety and stress** | 9 High  Impact 3  Likelihood 3 | * 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. | Y | * A designated member of staff on each gate every morning and pick up. * Clear signage | 6 Medium  Impact 3  Likelihood 2 |
| **2.7 Personal Protective Equipment (PPE)** | | | | | |
| **Provision of PPE for staff where required is not in line with government guidelines** | 25 Extreme  Impact 5  Likelihood 5 | * 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. | Y |  | 5 Medium  Impact 5  Likelihood 1 |

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| 3. Maximising social distancing measures | | | | | |
| **3.1 Pupil behaviour** | | | | | |
| **Pupils’ behaviour on return to school does not comply with social distancing guidance** | 25 Extreme  Impact 5  Likelihood 5 | * 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/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> | Y | * Appendix to Behaviour policy will be followed. * Challenging behaviour in bubbles will be risk assessed: if the behaviour is deemed to pose too high a risk the child may not be able to attend school. * Staff deployment plans in place as per risk assessments * SLT Bubble drop ins completed and feedback given 18.6.20 * EHCP transitions carefully monitored, ongoing discussions and review of EHCP children * Progress in transitions recorded weekly with parents and countersigned | 10 High  Impact 5  Likelihood 2 |
| **3.2 Classrooms and teaching spaces** | | | | | |
| **The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures** | 25 Extreme  Impact 5  Likelihood 5 | * Home base arrangements in place. * Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance (i.e. a maximum of 8 pupils per room). * Children organised into ‘bubbles’ of no more than 8 and 5 in EYFS * All furniture not in use has been removed from classrooms and teaching spaces. * Arrangements are reviewed regularly. * 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 should be switched off. Ventilation to chemical stores should remain operational | Y |  | 5 Medium  Impact 5  Likelihood 1 |
| **3.3 Movement in corridors** | | | | | |
| **Social distancing guidance is breached when pupils circulate in corridors** | 25 Extreme  Impact 5  Likelihood 5 | * 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. | Y |  | 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 | * 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. | Y | * Staff induction clarity on what playtimes can look like | 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 | * Pupils are reminded about social distancing as lunch times begin. * Pupils wash their hands before and after eating. * Consider eating outdoors or in classrooms initially. * Consider how food will be delivered or collected to avoid queues. * Floor markings are used to manage queues and enable social distancing. * Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. * Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). * Eating areas are cleaned after lunch. | Y |  | 5 Medium  Impact 5  Likelihood 1 |
| **Kitchen facilities do not comply with latest guidance** | 15 High  Impact 5  Likelihood 3 | * Follow usual food safety and hygiene procedures and Government guidance for catering establishments <https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery> * Ensure Health & Safety policies are followed | Y | * If children bringing packed lunches- need disposable wrappings. Communicated to parents * The existing school kitchen grab and go is in line with guidance and is the safest approach | 5 Medium  Impact 5  Likelihood 1 |
| **3.6 Toilets** | | | | | |
| **Queues for toilets and handwashing risk non-compliance with social distancing measures** | 25 Extreme  Impact 5  Likelihood 5 | * 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. * 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 | * Set toilet times with procedure and routine built in as part of the learning * Each Bubble has own toilet * Toilet cleaning maintained hourly | 15 High  Impact 5  Likelihood 3 |
| **3.7 Medical Rooms/ isolation space** | | | | | |
| **The configuration of medical rooms may compromise social distancing measures** | 20 Extreme  Impact 5  Likelihood 4 | * Social distancing provisions are in place for medical rooms. * Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. * Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | Y | * Old Year 4 classroom interior medical room * Top playground bench (isolated) exterior priority medical area | 5 Medium  Impact 5  Likelihood 1 |
| **3.8 Reception area** | | | | | |
| **Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines** | 25 Extreme  Impact 5  Likelihood 5 | * 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. | Y | * No external personnel enter the building | 5 Medium  Impact 5  Likelihood 1 |
| **3.9 Arrival and departure from school** | | | | | |
| **Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply** | 25 Extreme  Impact 5  Likelihood 5 | * 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. | Y | * 2 designated members of staff at gates every drop off and pick up * Member of staff at each classroom entrance. | 15 High  Impact 5  Likelihood 3 |
| **4. Continuing enhanced protection for children and staff with underlying health conditions** | | | | | |
| **4.1 Pupils with underlying health issues** | | | | | |
| **Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them** | 25 Extreme  Impact 5  Likelihood 5 | * Schools to request information from parents about whether their children falls within the vulnerable categories. * Parents should follow medical advice if their child is in this category<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version> * or if someone within their household is in this category <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19> * Guidance is reinforced on a regular basis. * Parents have been asked to make the school aware of pupils’ underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. * If children are from a BAME group, parents should seek medical advice before sending their child back into school. * The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.** * Schools have a regularly updated register of pupils with underlying health conditions. * The school has undertaken as many information gathering measures as it can achieve under the Data Protection restrictions to reduce this risk. | Y |  | 5 Medium  Impact 5  Likelihood 1 |
| **Children with special educational needs are not able to follow guidance safely** | 25 Extreme  Impact 5  Likelihood 5 | * Children with EHCP or SEND need, complete risk assessment before attendance * Ensure the same adult is assigned to children needing one to one provision as some children will need additional support to follow measures. * Some children may be safer learning at home. | Y |  | 5 Medium  Impact 5  Likelihood 1 |
| **4.2 Staff with underlying health issues** | | | | | |
| **Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them** | 25 Extreme  Impact 5  Likelihood 5 | * A risk assessment should be undertaken for vulnerable groups, * Guidance on shielding and protecting extremely vulnerable persons and clinically vulnerable people should also be followed when considering staffing arrangements. * <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#shielded-and-clinically-vulnerable-adults> * All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. * Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. * Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.** * If members of staff are from a BAME group, then they should seek medical advice before returning to school and this should be recorded on the staff risk assessment. * If members of staff are over 60, this should be considered on the individual risk assessment and social distancing measures should be followed as strenuously as possible, and consideration be given to alternative roles and areas of work. * All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. * Current government guidance is being applied. | Y |  | 10 High  Impact 5  Likelihood 2 |
| **5. Enhancing mental health support for pupils and staff** | | | | | |
| **5.1 Mental health concerns – pupils** | | | | | |
| **Pupils’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general** | 16 Extreme  Impact 4  Likelihood 4 | * There are sufficient numbers of trained staff available to support pupils with mental health issues. * There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. * Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). * Resources/websites to support the mental health of pupils are provided. | Y | Induction 5.6.20 | 12 High  Impact 4  Likelihood 3 |
| **5.2 Mental health concerns – staff** | | | | | |
| **The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general** | 16 Extreme  Impact 4  Likelihood 4 | * 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. * Talk to staff about (or where not possible put in writing) the plans (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 | Y | * Induction 5.6.20 * RT support staff supervision * SLT- teacher support network * WP- teachers supervision | 12 High  Impact 4  Likelihood 3 |
| **Working from home can adversely affect mental health** | 9 High  Impact 3, Likelihood 3 | * Staff working from home due to self-isolation have regular catch-ups with line managers. * Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. * Appropriate work plans have been agreed with support provided where necessary. * Staff working from home may help provide remote learning for any pupils who need to stay at home. | Y |  | 6 Medium  Impact 3  Likelihood 2 |
| **5.3 Bereavement support** | | | | | |
| **Pupils and staff are grieving because of loss of friends or family** | 12 High  Impact 4  Likelihood 3 | * The school has access to trained staff who can deliver bereavement counselling and support. * Support is requested from other organisations when necessary. | Y |  | 12 High  Impact 4  Likelihood 3 |
| **6. Maintaining educational provision for children of key workers and vulnerable children** | | | | | |
| **6.1 Maintaining provision** | | | | | |
| **Educational provision must still be maintained for priority children when the school reopens** | 12 High  Impact 3  Likelihood 4 | * Current government guidance is being followed. * Liaison is continuing with parents who are key workers and the parents of vulnerable children to agree required provision. * The facility for full-time attendance is available where required (even if their peers are only attending part-time). * Arrangements are in place to ensure that this cohort is tracked and supported effectively. * Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day. * Arrangements are in place to supervise children of key workers and vulnerable children over any holiday periods in-line with current government guidance. * Remote learning will be maintained for children at home. | Y |  | 3 Low  Impact 3  Likelihood 1 |
| **7. Operational issues** | | | | | |
| **7.1 Review of fire procedures** | | | | | |
| **Fire procedures are not appropriate to cover new arrangements** | 25 Extreme  Impact 5  Likelihood 5 | * Fire procedures have been reviewed and revised where required, due to: * Reduced numbers of pupils/staff * Possible absence of fire marshals * Social distancing rules during evacuation and at muster points * Possible need for additional muster point(s) to enable social distancing where possible * Staff and pupils have been briefed on any new evacuation procedures. * Incident controller and fire marshals have been trained and briefed appropriately. | Y | * Play areas are where the bubbles line up at fire drill * Social distancing to be practised with fire drill | 5 Medium  Impact 5  Likelihood 1 |
| **Fire evacuation drills - unable to apply social distancing effectively** | 25 Extreme  Impact 5  Likelihood 5 | * Plans for fire evacuation drills are in place which are in line with social distancing measures. | Y |  | 5 Medium  Impact 5  Likelihood 1 |
| **Fire marshals absent due to self-isolation** | 25 Extreme  Impact 5  Likelihood 5 | * 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. | Y | * See fire plan | 5 Medium  Impact 5  Likelihood 1 |
| **7.2 Managing premises on reopening after lengthy closure** | | | | | |
| **All systems may not be operational** | 12 High  Impact 4  Likelihood 3 | * <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak> * Government guidance is being implemented where appropriate. * All systems have been recommissioned. | Y | * Site manager has been in place during Lockdown | 8 Medium  Impact 4  Likelihood 2 |
| **Statutory compliance has not been completed due to the availability of contractors during lockdown** | 12 High  Impact 4  Likelihood 3 | * All statutory compliance is up to date. * Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed. * Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak> | Y |  | 8 Medium  Impact 4  Likelihood 2 |
| **Ventilation** | 15 High  Impact 5  Likelihood 3 | * 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 should be switched off. Ventilation to chemical stores should remain operational | Y | * Site manager to check and test | 5 Medium  Impact 5  Likelihood 1 |
| **7.3 Contractors working on the school site** | | | | | |
| **Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control** | 15 High  Impact 5  Likelihood 3 | * Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. * An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. * Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. * Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. * Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. * In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). | Y |  | 5 Medium  Impact 5  Likelihood 1 |
| **8. Finance** | | | | | |
| **8.1 Costs of the school’s response to COVID-19** | | | | | |
| **The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties** | 9 High  Impact 3  Likelihood 3 | * Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. * LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. * Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. * Additional sources of income are under exploration. * The school’s projected financial position has been shared with governors and LA or trust. * Pupil and Staff safety will be paramount within any decision process and any financial consequences will be identified but will not override the principles of Health and Safety. | Y |  | 9 Medium  Impact 3  Likelihood 3 |
| **9. Governance** | | | | | |
| **9.1 Oversight of the governing body** | | | | | |
| **Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.** | 9 High  Impact 3  Likelihood 3 | * 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. | Y |  | 3 Low  Impact 3  Likelihood 1 |
| **10. Additional site-specific issues and risks** | | | | | |
| **Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them** | | | | | |
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