**Covid-19 Operational Risk Assessment for School Re-opening September 2020**

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

Guidance for full opening: special Schools and other specialist settings

Coronavirus (Covid-19) Implementing protective measures in education and childcare settings

Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)

| Risk Assessment carried out by – Helen Elphick | Job title – Head Teacher | Date of assessment – 24th August 2020 |
|---|---|---|
| Review interval - weekly | Date reviewed: | |

| Related documents | |
|---|---|
| **Local Authority documents:**<br>Framework for re-opening West Sussex Schools from 1st September 2020<br>West Sussex Schools – Risk Assessment Tool "Curriculum beyond lockdown" | **Government guidance:**<br>Coronavirus (COVID-19): implementing protective measures in education and childcare settings<br>Coronavirus (COVID-19) Collection: guidance for schools and other educational settings<br>Actions for schools during the coronavirus outbreak<br>Coronavirus (COVID-19): implementing social distancing in education and childcare settings<br>Coronavirus (COVID-19): guidance for educational settings<br>COVID-19: cleaning in non-healthcare settings |

**Risk matrix**

| Risk rating<br>High (H), Medium (M), Low (L) | | Likelihood of occurrence | | |
|---|---|---|---|---|
| | | **Probable** | **Possible** | **Remote** |
| **Likely impact** | **Major:** Causes major physical injury, harm or ill-health. | H | H | H |
| | **Severe:** Causes physical injury or illness requiring first aid. | H | M | L |
| | **Minor:** Causes physical or emotional discomfort. | M | L | L |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| **1. Health and Safety** | | | | | |
| **1.1 Fire** | | | | | |
| **That there are sufficient fire marshals to ensure that the building has been cleared in an emergency** | L | • Sufficient fire marshals are in school at all times | Y | | L |
| Fire evacuation drills - unable to apply social distancing effectively | L | • Plans for fire evacuation drills are in place which are in line with social distancing measures. | Y | | L |
| **1.2 First Aid** | | | | | |
| **Designated First Aiders and Designated Safeguarding Leads not in school** | L | • All staff first aid trained<br>• First Aid certificates are all in date.<br>• A programme for training is in place.<br>• 4 members of SMT are safeguarding leads and there is always one in school. | Y<br>Y<br>Y<br>Y | All staff receiving first Aid refresher training on 3rd / 4th September | L |
| **1.3 School Building Assessment** | | | | | |
| **Constraints of covid measures results in a school building assessment not being done** | L | • A risk assessment has been completed of the schools premises fabric, layout, mechanical / electrical systems and other features | Y | | L |
| **1.4 Managing premises on reopening after summer holidays** | | | | | |
| **All systems may not be operational** | L | • School has been operational throughout the period<br>• Government guidance is being implemented where appropriate. | Y<br>Y | | L |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| **Statutory compliance has not been completed due to the availability of contractors during lockdown** | L | • All statutory compliance is up to date.<br>• Water systems have been maintained. | Y<br>Y | | L |

**1.5 Contractors working on the school site**

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| **Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control** | L | • 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.<br>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.<br>• 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.<br>• 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.<br>• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.<br>• 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<br>Y<br>Y<br>Y<br>Y<br>Y | | L |

**1.6 Staffing Risk Assessments**

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| **Staff are physically and mentally able to return to work** | M | • All staff to have an individual risk assessment | N | • All risk assessments to be completed on 7th September | |
| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |

**2. Risk of Transmission of the Virus**

**2.1 Cleaning**

| | | | | | |
|---|---|---|---|---|---|
| **Sufficient cleaning capacity so standards are met** | L | • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.<br>• All staff to clean as they go along throughout the school day. | Y<br>Y | • Dan is meeting regularly with cleaning staff<br>• All classrooms to have their own cleaning checklist. | L |
| **2.2 Hygiene and handwashing** | | | | | |
| **Adequate supplies of soap and hand sanitiser to ensure pupils and staff do wash their hands with sufficient frequency** | L | • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. | Y | • Adequate supplies are in school | L |
| **Pupils need to wash their hands regularly and frequently** | H | • Staff training includes the need to remind pupils of the need and to help them to wash their hands regularly and frequently.<br>• Posters reinforce the need to wash hands regularly and frequently.<br>• Staff monitor the extent to which handwashing is taking place on a regular and frequent basis. | Y<br><br>Y<br>Y | • Teachers to do lessons around hand washing at beginning of trm. | M |
| **2.3 Personal Protective Equipment (PPE)** | | | | | |
| **Ensuring that the provision of PPE for staff where required is in line with government guidelines** | M | • Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.<br>• Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.<br>• Staff are reminded that wearing of gloves is not a substitute for good handwashing. | Y<br>Y<br>Y | • 100 masks are in school<br>• There are enough aprons and gloves in school<br>• Guidance given to staff wearing PPE | L |
| **3. Response to Infection** | | | | | |
| **3.1 Testing and managing symptoms** | | | | | |
| **Testing needs to be used effectively to help manage staffing levels and support staff wellbeing** | L | • All staff understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.<br>• Guidance on getting tested has been published.<br>• The guidance has been explained to staff via email.<br>• Post-testing support is available for staff through the school's health provider. | Y<br>Y<br>Y<br>Y | Surrey and Sussex HPT (South East) at Public Health England<br>County Hall North<br>Chart Way<br>Horsham<br>RH12 1XA<br>Email – PHE.sshpu@nhs.net<br>Tel – 0344 225 3861<br>Out of hours advice – 0844 967 0069 | L |

| | | | | | |
|---|---|---|---|---|---|
| **Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms** | M | • Robust collection and monitoring of absence data, including tracking return to school dates, is in place through CPOMS<br>• 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.<br>• 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**.**<br>• A record of any COVID-19 symptoms in staff or pupils is reported to the local authority. | Y<br><br>Y<br><br><br><br>Y<br><br><br><br><br><br>Y | • Not all pupils will social distance<br>• Staff to promote the 'catch it, bin it, kill it' approach | M |
| **Staff, pupils and parents need to be aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19** | M | • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.<br>• This guidance has been explained to staff and pupils as part of the induction process.<br>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | Y<br>Y<br><br><br><br><br>Y | • Guidance to be resent out<br>• Not all pupils will social distance | M |
| **Staff, pupils and parents need to be aware of the school's procedures should there be a confirmed case of COVID-19 in the school** | M | • 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.<br>• This guidance has been explained to staff.<br>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | Y<br>Y<br>Y | • Guidance to be resent out | L |
| **3.2 Medical rooms** | | | | | |
| **Medical rooms need to be adequately equipped or configured to maintain infection control** | M | • The weighing room is designated for pupils with suspected COVID-19 whilst collection is arranged.<br>• Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | Y<br><br>Y | • | L |
| **3.3 Communication with parents** | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **Parents and carers must be fully informed of the health and safety requirements for pupils returning to school.** | M | • As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations using a range of communication tools. | Y | • | L |
| **Parents and carers must understand their responsibilities should a child show symptoms of COVID-19** | M | • Key messages in line with government guidance are reinforced on a weekly basis via email, newsletter and the school's website. | Y | • | |

## 4. Transport

### 4.1 Managing School transport

| | | | | | |
|---|---|---|---|---|---|
| **Transport issues as a result of COVID-19 adversely affect pupils' attendance and punctuality** | H | • West Sussex Transport inform:<br>• Parents of the details of how pupils will travel to and from school prior to them returning to school.<br>• Inform drivers and escorts of PPE issues related to our pupils<br>• Inform drivers and escorts of the social distancing measures to be followed as far as possible on all modes of transport. | Y | | M |
| **Transport staff and parents need to social distancing in the car park** | H | • Markings and notices have been put at all entrances for everyone to adhere to<br>• Transport staff have been asked to stay in their vehicles<br>• School staff to collect pupils from the vehicles to prevent transport staff coming into school. | Y<br>Y<br>Y | | M |

## 5. Other Health and Safety concerns

### 5.1 Attendance for Pupils who are Shielding or self-isolating

| | | | | | |
|---|---|---|---|---|---|
| **Pupils who are shielding or self-isolating need to engage with remote learning** | M | • Teachers to continue weekly communication with parents of pupils not in school<br>• Learning continues to be sent home for pupils not accessing school | Y<br>Y | | L |

**5.2 Catering**

| | | | | | |
|---|---|---|---|---|---|
| **Managing hot dinners effectively for kitchen staff.** | L | • The kitchen have undertaken a risk assessment and shared it with SMT<br>• All staff aware of the arrangements in place to manage school dinners. | Y<br>Y | | L |

**5.3 Estates**

| | | | | | |
|---|---|---|---|---|---|
| **Building checks need to have taken place** | L | • All building checks have been undertaken to make the school safe<br>• Air conditioning has all been checked<br>• Fire doors all close automatically in the event of the fire alarm being activated. | Y<br>Y<br>Y | | L |

**5.4 Educational Visits**

| | | | | | |
|---|---|---|---|---|---|
| **Educational visits need to comply with COVID secure measures** | M | • All educational visits are risk-assessed in line with covid secure measures.<br>• Pupils stay in their PODs in small groups | Y<br>Y | | L |

**5.5 Extra-curricular Provision**

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| **Pupils are crossing pods in extra – curricular provision** | H | • No after school clubs for the first half of the Autumn term and parents informed | Y | After school provision to be re-assessed before October half term | L |
| **5.6 Curriculum risk** | | | | | |
| **The broad curriculum is put at risk due to covid restrictions** | L | • The curriculum continues to be broad and balanced<br>• Teachers plan music and PE lessons to take into account covid risks<br>• Any required remote education is high quality and follows in-school provision. | Y<br>Y<br>Y | | L |
| **5.7 Pupil Wellbeing and Support** | | | | | |
| **Pupils need to be well-supported in their well-being on returning to school** | M | • Arrangements are in place to manage pupil-well being<br>• Arrangements are in place to identify anxiety in pupils are prevent it escalating.<br>• Arrangements are in place to manage school community anxiety and prevent it escalating.<br>PLEASE SEE SAFEGUARDING SECTION | Y<br>Y<br>Y | | L |
| **5.8 Contingency Planning for Outbreaks** | | | | | |
| **Staff, pupils and parents need to be aware of the school's procedures should there be a local outbreak of COVID-19** | M | • Arrangements are in place for staff, pupils and parents to receive clear communications informing them of current government guidance on any local outbreaks and how this will affect the school.<br>• SMT to follow the guidance given by PHE health protection team or local authority.<br>• Any updates or changes to guidance are communicated in a timely and effective way to all stakeholders. | Y<br>Y<br>Y | | L |
| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
| **6. Establishing a systematic process of operating the school** | | | | | |
| **6.1 How Children are Grouped** | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **Pupils need to remain in groups to help prevent the spread of Covid.** | H | • Pupils will remain in their classes for as many lessons as possible.<br>• To manage lunch and breaks pupils will be in department pods – Nursery, primary, seniors, college and firs<br>• Pupils continue to be supported when not at school with remote learning at home through teachers having time during the week when not teaching in class | Y<br><br>Y<br>Y | Art to take place in classes<br>Drama in departments.<br>Some pupils are not able to social distance. | M |

## 6.2 Organisation of teaching spaces

| | | | | | |
|---|---|---|---|---|---|
| **Classroom arrangements need to encourage social distancing** | H | • Where it does not impact the curriculum or learning classrooms re-modelled to encourage social distancing.<br>• Pupils stay in their own classrooms as much as possible | Y<br><br>Y<br><br>Y | Resources in classes carefully considered as to whether vital.<br>Books not being shared | M |
| **Large spaces need to be used by different groups during the school day.** | M | • Some classes to eat lunch in their classrooms<br>• All rooms measured to ensure only the correct number of people are in the space (e.g. hall, sports hall, dining hall)<br>• Assemblies organised in departments.<br>• Design layout and arrangements in place as far as possible to enable social distancing | Y<br><br><br>Y<br>Y<br>Y | Senior, Oaks, Willows and Palms classes to eat in classrooms<br>Primary to be in two sittings – cannot queue.<br>Assemblies in classrooms<br>All large events this term to be cancelled. | M |

## 6.3 Large Gatherings

| | | | | | |
|---|---|---|---|---|---|
| **Large gatherings result in mixed Pods and lack of social distancing** | H | • All large gatherings have been cancelled for the first half of the Autumn term | Y | To review risk assessment on large gatherings before half term. | L |

## 6.4 Organisation of classroom resources

| | | | | | |
|---|---|---|---|---|---|
| **Classrooms have numerous resources to aid with learning** | H | • Resources in each class limited to what is necessary<br>• Books divided between classes so no sharing of books takes place<br>• All resources to be thoroughly cleaned after each use. | Y<br>Y<br>Y | Books not being shared between classes | L |

| | | | | | |
|---|---|---|---|---|---|
| **Other whole school resources cannot be effectively cleaned** | H | • Rebound therapy is not available during this period<br>• Soft play room only to be used to positively support behaviour.<br>• Swimming towels to be washed after each use<br>• Forest school equipment to be wiped down after each class group | Y<br>Y<br><br>Y<br>Y | To be reviewed before half term | L |

### 6.5 Requirements for shared equipment

| | | | | | |
|---|---|---|---|---|---|
| **Shared equipment needs to be cleaned affectively between usage** | H | • Planning takes account of the need for equipment to be cleaned between each use.<br>• Equipment which cannot be cleaned will not be used eg trampoline | Y<br>Y | | L |

### 6.6 Requirements for outdoor play equipment

| | | | | | |
|---|---|---|---|---|---|
| **Outdoor play equipment cannot be cleaned effectively** | H | • Some outdoor play equipment wiped down by staff between uses as possible.<br>• Pupils to wash their hands when coming in from the playground. | Y | | M |

### 6.7 Restrictions on equipment brought into school and taken home

| | | | | | |
|---|---|---|---|---|---|
| **Pupils bring unnecessary equipment into school** | H | • Pupils put items away when arriving in school and wash hands. Items are not touched until the end of the school day. | Y | | M |

### 6.8 Measures for specialist therapists

| | | | | | |
|---|---|---|---|---|---|
| **The provision given by therapists results in staff crossing PODS** | H | • Designated therapists for each classroom.<br>• Therapists to work individually with pupils in separate building and maintain social distancing as far as possible.<br>• Therapists to collect pupils from the classrooms without entering.<br>• Pupils to wash hands before returning to the pupils | Y<br>Y<br>Y<br>Y | | M |

### 6.9 Measures for dual registered pupils

| | | | | | |
|---|---|---|---|---|---|
| **Pupils spread covid across schools** | H | • Excellent communication between the two school placements via school staff | Y | | M |

## 6.10 The school day

| | | | | | |
|---|---|---|---|---|---|
| **The start and end of the school day need to consider social distancing guidelines** | H | • Start and departure times are staggered by staff collecting their pupils off buses and pupils brought in by parents to arrive at 9.10 and collected at 3.10<br>• The number of entrances and exits to be used is maximised by pupils entering their classrooms through back doors.<br>• Staff and pupils are briefed and signage provided to identify which entrances, exits to use.<br>• Signs to be put up to avoid groups of people congregating in key places. Eg. Main entrance.<br>• Floor markings are visible where it is necessary to manage any queuing. | Y<br>Y<br>Y<br>Y<br>Y<br>Y<br>Y | | L |

## 6.11 Planning movement around the school

| | | | | | |
|---|---|---|---|---|---|
| **Movement around the school needs to consider social distancing guidelines** | H | • Corridors to be avoided as much as possible as they are too narrow.<br>• Pinch points and bottle necks are identified and managed by staff awareness. Corridors, office, front desk, hub<br>• Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms.<br>• Staff to remain in classrooms as much as possible with support from receptionist.<br>• Breaks and lunches are staggered to avoid overcrowding and different groups allocated different rooms.<br>• All lessons to be taken in classes. E.g art to come to them<br>• Use of toilets designated to PODS | Y<br><br>Y<br><br>Y<br><br>Y<br><br>Y<br>Y<br>Y | Pupils not coming up to the office but remaining in class bases | L |

## 6.12 Movement in corridors

| | | | | | |
|---|---|---|---|---|---|
| **Social distancing guidance needs to be considered when pupils move in corridors** | H | • Any pinch points/bottle necks are identified and managed accordingly.<br>• The movement of pupils around school is minimised as much as possible.<br>• Where possible, pupils stay in classrooms and staff move around.<br>• Lesson change overs are staggered to avoid overcrowding.<br>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.<br>• Appropriate supervision levels are in place. | Y<br>Y<br>Y<br>Y<br>Y<br>Y | • | L |

**6.13 Break times**

| | | | | | |
|---|---|---|---|---|---|
| **Pupils may not observe social distancing at break times** | H | • Break times are staggered.<br>• External areas are designated for different groups.<br>• Willows – own playground<br>• Primary and Senior - playground<br>• Oaks and Firs – Oaks garden | Y<br>Y<br>Y<br>Y<br>Y | • | M |

**6.14 Lunch times**

| | | | | | |
|---|---|---|---|---|---|
| **Pupils may not observe social distancing at lunch times** | H | • Pupils are reminded about social distancing as lunch times begin.<br>• Pupils wash their hands before and after eating.<br>• Dining area layout has been configured to ensure social distancing.<br>• Tables are blocking kitchen to ensure social distancing.<br>• Additional arrangements are in place, such as staggering lunch times, delivering trolleys to classrooms, pupils eating in classrooms or other spaces.<br>• Eating areas are cleaned after lunch. | Y<br>Y<br>Y<br>Y<br>Y<br>Y | • | L |

**6.15 Toilets**

| | | | | | |
|---|---|---|---|---|---|
| **Small toilet areas and waiting for toilets and handwashing needs to consider social distancing measures** | H | • Pupils from one class to only be sent to the toilet one at a time.<br>• Pupils are encouraged to access the toilet during class/throughout the day.<br>• The toilets are cleaned daily.<br>• Monitoring ensures a constant supply of soap and paper towels.<br>• Bins are emptied daily.<br>• Pupils are reminded regularly on how to wash hands and are supervised in doing so as required. | Y<br>Y<br>Y<br>Y<br>Y<br>Y | • | L |

**6.17 Medical Rooms**

| | | | | | |
|---|---|---|---|---|---|
| **The configuration of medical rooms need to consider social distancing measures** | L | • Social distancing provisions are in place for medical rooms.<br>• Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged – weighing room<br>• Procedures are in place for the weighing room to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | Y<br>Y<br>Y | • | L |

**6.19 Reception area**

| | | | | | |
|---|---|---|---|---|---|
| **Groups of people gather in reception (parents, visitors, deliveries)needs to consider social distancing guidelines** | H | • Staff and pupils encouraged not to linger in lobby.<br>• Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).<br>• Non-essential deliveries and visitors to school are minimised.<br>• Potential visitors are asked not to visit the school during school hours.<br>. | Y<br>Y<br>Y<br>Y | • | L |

**6.20 Arrival and departure from school**

| | | | | | |
|---|---|---|---|---|---|
| **Pupils and parents need to socially distance at exits and entrances.** | H | • Start and finish times are staggered for transport and parents collecting pupils.<br>• The use of available entrances and exits is maximised.<br>• Social distancing guidelines are reinforced at entrances and exits through signage, including external drop-off and pick-up points.<br>• Messages to parents stress the need for social distancing at arrival and departure times. | Y<br>Y<br>Y<br>Y | • | L |

**6.21 Staff areas**

| | | | | | |
|---|---|---|---|---|---|
| **The configuration of staff rooms and offices considers social distancing measures** | H | • Art room to be used as a second staff room<br>• Number of staff in offices to be limited to allow for social distancing between staff. | Y<br>Y | • | L |

**6.22 Transition arrangements**

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| Pupils beginning at the school or moving on to the next phase in their education need to feel prepared for the transition | H | • **Regular communications with the parents of incoming pupils are in place, including letters, newsletters.**<br>• **Virtual tours of the school are available for parents and pupils as appropriate.**<br>• **Induction days for pupils and parents are planned.**<br>• **Teachers to talk to year 14 leavers and their parents to ensure everything is in place.**<br>• **There is regular and effective liaison with the destination institutions to assist with pupils' transition.** | Y<br>Y<br>Y<br>Y<br>Y | | M |

## 7. Staffing

### 7.1 Staff with underlying health issues

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| Staff with underlying health issues or those who are shielding must be identified ensuring measures have been put in place to protect them | L | • 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.<br>• Members of staff with underlying health conditions have been asked to seek and act on current government advice.<br>• Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.**<br>• Current government guidance is being applied. | Y<br>Y<br>Y<br>Y | • | L |

### 7.2 Availability of Staff

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| There is the required number of staff in school to teach classes in school and operate effective home learning if required | L | • The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned by Ally<br>• Flexible and responsive use of SSA's and HLTA;s to supervise classes is in place.<br>• Full use is made of testing to inform staff deployment. | | | L |

| 7.3 Staff induction and CPD | | | | | |
|---|---|---|---|---|---|
| **Staff need to be trained in new procedures avoiding risks to health** | L | • Guidance sent out to all staff prior to reopening.<br>• Induction and CPD programmes are in operation for all staff prior to reopening, and include:<br>  • Infection control<br>  • Fire safety and evacuation procedures<br>  • Safeguarding<br>  • Risk management | Y<br>Y | Staff have all undertaken online courses.<br>Tony has continued with induction for new staff. | L |
| **New staff need to be aware of policies and procedures prior to starting at the school when it reopens** | L | • Induction programmes are in place for all new staff – either online or in-school – prior to them starting.<br>• Guidance is issued to all new staff prior to them starting. | Y<br>N | No new staff | L |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| **8. Curriculum** | | | | | |
| 8.1 Curriculum provision to prioritise health and hygiene practice | | | | | |
| **The curriculum needs to take into account the need to prioritise health and hygiene** | H | • Teachers to prioritise the teaching of health and hygiene in both discreet lessons and at appropriate opporunities | Y | | M |
| 8.2 Prioritising an appropriate curriculum to support pupil wellbeing | | | | | |
| **The curriculum needs to take into account the impact of covid on emotional, social, physical and mental well-being** | H | • Teachers have planned a well-being focus week for the first week back with time dedicated to assessing, identifying barriers and impact and supporting pupils individual well-being as well as group sessions. | **Y** | | L |

| 8.3 Curriculum Planning | | | | | |
|---|---|---|---|---|---|
| **Curriculum planning needs to take into account the wider re-opening framework for schools.** | H | • **Teachers are aware of the wide re-opening framework for schools** <br> • **Teachers meet regularly in their teams to discuss planning and support each other** | Y <br> Y | | L |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| **9. Wellbeing** | | | | | |
| **9.1 Pupil Risk Assessments** | | | | | |
| **All pupils with an EHCP need an individual risk assessment** | M | • Teachers to do risk assessments on individual pupils | | | L |
| **9.2 Pupils with underlying health issues** | | | | | |
| **Pupils with underlying health issues or those who are shielding must be identified and measures need to put in place to protect them** | L | • Parents have been provided with clear guidance. <br> • School are aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. <br> • 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.** <br> • Schools have a regularly updated register of pupils with underlying health conditions. | Y <br> Y <br><br> Y <br><br> Y | • | L |
| **9.3 Pupil behaviour** | | | | | |

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| **Pupils' behaviour on return to school does not comply with social distancing guidance** | H | • Clear messaging to pupils on the importance and reasons for social distancing are shared by staff through posters, floor markings, stories and games.<br>• Staff model social distancing consistently.<br>• The movement of pupils around the school is minimised.<br>• Large gatherings are avoided.<br>• Break times and lunch times are structured to support social distancing and are closely supervised.<br>• Small groups of children are supported by consistent staffing as far as possible<br>• Groups remain as consistent as possible throughout this period<br>• All staff to read individual pupils positive behaviour support plans, teachers to update as required. | Y<br><br><br>Y<br>Y<br>Y<br><br>Y<br><br><br>Y | • Not all pupils will social distance | M |
| **Pupils need positive touch to help them manage their behaviour** | M | • Teachers to use CPOMS to ensure any form of concern is shared quickly<br>• All staff know how to complete a concern form<br>• All staff trained to notice changes in behaviour<br>• Staff to give touch as a form of reassurance or to help pupils exhibit pro-social behaviours when necessary and following government guidance as much as possible | Y<br>Y<br>Y | • | L |
| **9.4 Mental health concerns – pupils** | | | | | |
| **Pupils' mental health may have been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general** | H | • Class staff are available to support pupils with mental health issues.<br>• There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.<br>• Feelings and wellbeing is discussed regularly in lessons<br>• Resources/websites to support the mental health of pupils are provided. | Y<br>Y<br>Y<br>Y | • | M |
| **Pupils may be internalising anxieties** | M | • All pupils to complete " A day in the Life" form with staff support<br>• Teachers to use CPOMs to ensure any concern is shared quickly<br>• All staff know how to fill in a concern form | N<br>Y<br>Y | • | L |
| **Pupils may be concerned about returning to school** | M | • Teachers to send home photos and relevant information about new classes.<br>• Communication with parents to support returning to schools | Y<br>Y | • | L |
| **Parents may be anxious about children returning to school** | M | • Teachers have regular communication with parents<br>• Teachers to support parents are appropriate | Y<br>Y | • | L |

| 9.5 Mental health concerns – staff | | | | | |
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| **The mental health of staff may have been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general** | H | • The wellbeing of staff is considered in all decision making.<br>• Various actions have been put in place to help with staff well-being – whats app groups, liaison between staff teams.<br>• Staff have been signposted to useful websites and resources. | Y<br>Y<br>Y | • | M |
| **Staff anxieties or diagnosed conditions may result in them needing support to return to school** | M | • Regular contact with school, staff teams and individuals<br>• Regular communication about what to expect<br>• Risk assessment shared with all staff<br>• Occupational Health referred to as required | Y<br>Y<br>N<br>Y | • All staff, bar 3, have accessed school and had their concerns addressed | L |
| **Working from home can adversely affect mental health** | H | • Staff working from home due to self-isolation have regular catch-ups with line managers.<br>• Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.<br>• Appropriate work plans have been agreed with support provided where necessary.<br>• Staff working from home may help provide remote learning for any pupils who need to stay at home. | Y<br>Y<br>Y<br>Y | • | M |
| **Anxieties from staff and pupils may escalate rather than reduce** | M | • All measures are regularly reviewed to ensure the wellbeing of the school community is sustained.<br>• Staff are aware of the support on offer via emails and staff noticeboard | Y<br>Y | • | L |
| 9.6 Bereavement support | | | | | |
| **Pupils and staff may be grieving because of loss of friends or family** | M | • The school has access to trained staff who can deliver bereavement counselling and support.<br>• Support is requested from other organisations when necessary. | Y<br>Y | • | M |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| **10. Safeguarding** | | | | | |
| **10.1 Safeguarding measures in place** | | | | | |
| **DSL available to lead school safeguarding provision or lead response to a specific safeguarding situation** | L | • DSL cover in school at all times | Y | | L |
| **Staff to be made aware of existing statutory and C-19 policies and guidance** | M | • Statutory and C-19 safeguarding policies and guidance shared with all staff. <br> • All staff to undertake safeguarding refresher training in September | | | L |
| **Safeguarding risks to children not attending school.** | M | • All pupils to have regular weekly contact with a member of staff. <br> • Weekly safeguarding register kept for all pupils <br> • Use of CPOMS to share any concerns effectively with DSL and any other relevant people. | Y Y Y | | L |

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| **11.1 Policies** | | | | | |
| **Re-opening risk assessment available to all stakeholders** | M | • Risk assessment shared with all stakeholders at beginning of the Autumn term – published on school website. | N | | L |
| **11.2 Policy review** | | | | | |
| **Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies need to be fit for purpose in the current circumstances** | M | • All relevant policies have been reviewed to take account of government guidance on social distancing and COVID-19 and its implications for the school. <br> • Staff, pupils, parents and governors have been briefed accordingly. | Y | Review fire evacuation procedures. <br> Risk assessments taking place for staff and pupils | L |
| **11.3 Communication strategy** | | | | | |

| Key stakeholders need to be fully informed about changes to policies and procedures due to COVID-19, to mitigate risks to health | M | Communications strategies for the following groups are in place:<br>• Staff – email, daily news, zoom meetings, whats app groups<br>• Pupils/parents – email, e-schools, website, zoom meetings, phone calls, annual review conference calls<br>• Governors/Trustees – email, phone calls, zoom meetings<br>• Local authority – phone calls, zoom meetings<br>• Professional associations – emails, whats app group<br>• Other partners | Y | Annual reviews to continue to take place via conference calls. Regular zoom meetings taking place for all groups of people plus contact via whats app | L |
|---|---|---|---|---|---|

**11.4 Risk assessments**

| Risks need to be comprehensively assessed in every area of the school in light of COVID-19, in order to mitigate breaches of social distancing and hygiene guidance. | M | • This risk assessment and government guidance to be followed in conjunction with school risk assessments. | Y | | |
|---|---|---|---|---|---|

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|

## 12. Finance

**12.1 Costs of the school's response to COVID-19**

| The costs of additional measures and enhanced services to address COVID-19 as required | L | • Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.<br>• School Business Manager has worked to identify potential savings in order to work towards a balanced budget.<br>• Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.<br>• Additional sources of income are under exploration.<br>• The school's projected financial position has been shared with governors at governor meeting in May | | • | |
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| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|

## 13. Governance

### 13.1 Oversight of the governing body

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action/comments | Residual risk rating (H/M/L) |
|---|---|---|---|---|---|
| **Governor's need oversight during the COVID-19 crisis to ensure school complies statutory requirements.** | L | • The governing body continues to meet regularly via online platforms.<br>• The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.<br>• The Head teacher'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.<br>• Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.<br>• 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<br>Y<br>Y<br>Y<br>Y<br>Y | • | |
| **Governors need to be fully informed or involved in making key decisions through effective communication** | **L** | • Online zoom meeting arranged with governors if necessary<br>• Governing bodies are involved in key decisions on opening.<br>• Governors are briefed regularly on the latest government guidance and its implications for the school. | **Y**<br><br>**Y**<br>**Y** | Regular contact between Helen and Helen Crooks and Ally and Peter Wright<br>Governor meeting scheduled for Autumn term | **L** |
| **Governors need to have sight of on-going risk assessments** | L | • On-going risk assessments are emailed to the governors | Y | | L |
| **Effective duty of care to leaders and staff and governors** | L | • Effective communication between all parties | Y | | L |
| **Areas for concern** | **Risk rating prior to action (H/M/L)** | **Control measures** | **In place? (Yes/No)** | **Further action/comments** | **Residual risk rating (H/M/L)** |

## 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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