

## Risk Assessment for Full Re-opening for September 2020



School Name: Halfpenny Lane Junior, Infant and Nursery School

Date Completed: 8<sup>th</sup> July 2020

CEO Review: 13<sup>th</sup> July 2020

Trust Board Review: 16<sup>th</sup> July 2020

Updated: 1<sup>st</sup> September 2020

22<sup>nd</sup> September 2020

28<sup>th</sup> September 2020

5<sup>th</sup> November 2020

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### 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 on 2<sup>nd</sup> July 2020 as follows:

Guidance for the full opening of schools

Actions for Early Years and Childcare providers during the Covid-19 outbreak

Covid-19 Education and Childcare

**Hazard** - The transmission of Covid-19 within the school setting which could lead to severe illness/death.

The hazard may affect pupils, staff, members of their household, contractors and visitors to school.

This risk assessment has been developed using the skills and experience of the following post holders:

- Headteachers
- Executive Directors of Primary and Secondary
- Estates Manager/Health and Safety Officer
- Director of Operations (HR)

A review of the risk assessment has been undertaken by the Executive Leadership Team and recommended to the Trust Board by the CEO.

Prior to final sign off from the Trust Board this risk assessment has been reviewed against government guidance by Arthur J Gallagher Ltd.

This risk assessment will be shared with employees and the recognised trade unions on 16<sup>th</sup> July 2020.

A meeting of the Trust Board to review progress against the completion of controls is on 16<sup>th</sup> July 2020 with final sign off planned for mid-August 2020.

<b>Name</b>	Julian Appleyard OBE	<b>Job title</b>	CEO	<b>Covered by this assessment</b>	Staff, pupils, contractors, visitors, volunteers
<b>Date of assessment</b>	13/7/20	<b>Review interval</b>	As required	<b>Date of next review</b>	As required

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Related documents	
Trust/Local Authority documents:	<p><b>Government guidance:</b> <a href="#">Actions for Early Years and Childcare providers during the Covid-19 outbreak</a></p> <p><a href="#">Covid-19 Education and Childcare</a></p> <p><a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a></p> <p><a href="#">Coronavirus (COVID-19) Collection: guidance for schools and other educational settings</a></p> <p><a href="#">Actions for schools during the coronavirus outbreak</a></p> <p><a href="#">Coronavirus (COVID-19): implementing social distancing in education and childcare settings</a></p> <p><a href="#">Coronavirus (COVID-19): guidance for educational settings</a></p> <p><a href="#">COVID-19: cleaning in non-healthcare settings</a></p>

### Risk matrix

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

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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)
<b>1. Establishing a systematic process of partial opening, including social distancing</b>					
<b>1.1 Net capacity</b>					
Available capacity of the school is reduced when guidelines to group children together are applied	H	<ul style="list-style-type: none"> <li>Classrooms to be modelled so all desks are forward facing, wherever possible.</li> <li>Children to sit shoulder to shoulder in pairs on single desks.</li> <li>Excess furniture may need to be removed to accommodate full class sizes.</li> <li>Each classroom 'bubble' to reflect typical class-sized groups.</li> <li>Maximum class size of 30.</li> </ul>	Yes	Arrangements will continuously be reviewed should the government's guidelines change. Some class bubbles may marginally exceed 30 children.	L
<b>1.2 Organisation of teaching spaces</b>					
Classroom sizes will not allow front facing desks	H	<ul style="list-style-type: none"> <li>Furniture to be reviewed and moved out of classroom if required, to ensure that children can sit front facing.</li> <li>Always ensure a space created for the teacher at the front of the classroom.</li> </ul>	Yes	Alternative storage may be required for some schools.	L
Consider group sizes and arrangements to ensure all pupils can return and adequate distancing arrangements are in place	M	<ul style="list-style-type: none"> <li>School defined social groups are not to mix.</li> <li>Divide playgrounds for different groups or for groups to take breaks separately.</li> <li>Lunch arrangements avoid queues, lunches are taken in the classroom. Tables are wiped between groups.</li> <li>Each classroom 'bubble' to reflect typical class-sized groups.</li> <li>Tables in corridor to be assigned to year groups to lower spread.</li> </ul>	Yes	As guidance changes – agreed consideration of hot dinners to be served in the hall on a rota system.	L
Social distancing between groups in large rooms	M	<ul style="list-style-type: none"> <li>Social groups of children will not be accommodated in the same space, for example all school assemblies will not take place.</li> <li>Staff meetings will only take place where adequate social distancing for adults can take place (currently 1m+).</li> </ul>	Yes		L
Increased risk of transmission from staff and pupils handling shared resources in the classroom	M	<ul style="list-style-type: none"> <li>Staff and pupils to wash their hands regularly.</li> <li>Pupils will only use books and resources provided by their teachers.</li> <li>Pupils will not be allowed to bring in resources or toys from home.</li> <li>Library areas will be used through a timetable ensuring no cross contamination.</li> <li>Pupils will have their own reading book(s) that will be kept on their table and not shared.</li> </ul>	Yes	Where PE resources are used, they will be cleaned afterwards and not re-used for 72 hours.	L

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		<ul style="list-style-type: none"> <li>School will provide pupils with all writing and reading materials. Pupils will not be allowed to bring in their own pencil cases or resources. These writing materials will be kept at pupils' allocated seats and not shared with peers.</li> <li>Soft furnishings will be removed from classrooms. Seats will be cleaned each day.</li> <li>Laptops will be cleaned after each use and only used in one social bubble at a time.</li> <li>All soft toys, playdough and other materials in EYFS settings that can transmit the virus will be removed and stored. Outdoor learning will be utilised as much as possible.</li> <li>PE curriculum is revised to avoid activities that involve hand to hand contact or sharing of resources.</li> </ul>			
Ventilation not adequate	M	<ul style="list-style-type: none"> <li>Door to be propped open where safeguarding permits</li> <li>Window to be open</li> <li>Outside door to be left open to ventilate classrooms at break and lunch</li> </ul>	Yes		L
Pupils will not be able to maintain social distancing in early years settings	M	<ul style="list-style-type: none"> <li>Within EYFS maintain zoned areas e.g. zoned maths area, zoned water area, zoned reading area, zoned building area, zoned writing area.</li> <li>Outdoor provision to be utilised as much as possible with staff monitoring pupil interaction.</li> <li>Climbing frames to be cleaned at the end of each day.</li> <li>Pupils to be taught the importance of social distancing through curriculum activities.</li> <li>Additional areas to be identified as breakout locations for SEND/EHCP cohorts. These locations are only used for these specific pupils when necessary and cleaned after each use.</li> </ul>	Yes	Zoned areas to remain so that adults can monitor number of pupils working within each zone.	L
<b>1.3 Availability of staff and class sizes</b>					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning	M	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Clinically vulnerable and staff who were previously shielding can return to work with adequate distancing in place.</li> <li>Full use is made of any staff who are extremely clinically vulnerable and have received medical advice that they need to continue to shield.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place (original guidance).</li> <li>Part time staff will be asked whether hours can be increased in the event of a staff shortage.</li> </ul>	Yes	Any staff who receive supplementary shielding advice from medical professionals to be considered.	L

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		<ul style="list-style-type: none"> <li>• Full use is made of testing to inform staff deployment.</li> <li>• If staffing levels fall to an insufficient level the Trust central team is informed so staff around the Trust can be considered for deployment.</li> </ul>			
<b>Clinically vulnerable and extremely clinically vulnerable staff who are returning to work.</b>	M	<ul style="list-style-type: none"> <li>• Extremely clinically vulnerable staff who were previously shielding need to confirm that they are not part of the small minority of the population who are advised to continue to shield. Their care team will provide this information and any evidence for staff who continue to shield on medical advice should be provided to the school.</li> <li>• Clinically vulnerable and extremely clinically vulnerable BME pupils and staff will require a satisfactory risk assessment prior to September.</li> <li>• The school to contact all staff in these groups to explain they can return to work In September and undertake risk assessments.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• All parents/carers to contact school if they consider their child to be part of a BME group.</li> <li>• SLT to complete individual RA for identified staff/pupils who are at higher risk in school.</li> <li>• Leaders to review changes in guidance around shielding and groups who are either clinically vulnerable or extremely clinically vulnerable.</li> </ul>	L
<b>1.4 The school day</b>					
<b>The start and end of the school day may create difficulties to maintain adequate distancing</b>	H	<ul style="list-style-type: none"> <li>• Start and departure times are staggered.</li> <li>• The number of entrances and exits to be used is maximised.</li> <li>• Different entrances/exits are used for different groups.</li> <li>• Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• Parent/carers are aware of plans.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Communication to parents/carers regarding daily operational matters.</li> <li>• Revise signage and floor markings around school premises.</li> <li>• Staff training (on September INSET days) to update logistical changes.</li> </ul>	L
<b>1.5 Planning movement around the school</b>					

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<p><b>Movement around the school risks does not facilitate adequate distancing</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Circulation plans have been developed and will be reviewed and revised to alleviate any pinch points.</li> <li>• One-way systems are in place where possible.</li> <li>• Corridors are divided where feasible.</li> <li>• Appropriate signage is in place to clarify circulation routes.</li> <li>• Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round.</li> <li>• Pupils are regularly briefed regarding observing social distancing guidance.</li> <li>• Appropriate duty rota and levels of supervision are in place.</li> </ul>	<p>Yes</p>	<p>SLT to share any updated circulation plans with staff.</p>	<p>L</p>
<p><b>1.6 Curriculum organisation</b></p>					
<p><b>Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Teacher planning based on learning gaps. 'Recovery' curriculum will be planned to ensure that academic gaps are addressed. Mental health and wellbeing prioritised alongside academic learning.</li> <li>• If localised lockdown is enforced, remote learning is continuing and is calibrated to complement in-school learning and address gaps identified.</li> <li>• Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> <li>• Appropriate learning opportunities will be in place to 'narrow gaps' on pupils' return.</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Further details to be included as an annex in the SDP.</li> <li>• Low stake, baseline assessments will be in place.</li> </ul>	<p>L</p>
<p><b>Pupil safety and support</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• DSL's have been given additional time in the first few weeks and as necessary to provide support to staff and pupils regarding any new safeguarding and welfare concerns.</li> <li>• Activities have been planned to:                             <ul style="list-style-type: none"> <li>○ support the rebuilding of friendships and social engagement;</li> <li>○ address and equip pupils to respond to issues linked to coronavirus (COVID-19);</li> <li>○ support pupils with approaches to improving their physical and mental wellbeing;</li> <li>○ provide more focused pastoral support where issues are identified.</li> </ul> </li> </ul>	<p>Yes</p>		<p>L</p>
<p><b>Increased risk of transmission from staff and pupils handling shared resources in the classroom</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Staff and pupils to wash their hands regularly.</li> <li>• Resources used by more than one group will be cleaned in between activities. Otherwise, resources are not to be used between groups for 48 hours. If the resource is plastic the time period is 72 hours.</li> <li>• Pupils will only use books and resources provided by their teachers.</li> <li>• Pupils will have their own reading book(s) that will be kept on their table and not shared.</li> <li>• Maths counting equipment will not be shared between groups.</li> </ul>	<p>Yes</p>		<p>L</p>

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		<ul style="list-style-type: none"> <li>School will provide pupils with all writing and reading materials. Pupils will not be allowed to bring in their own pencil cases or resources. These writing materials will be kept at pupils' allocated seats and not shared with peers.</li> <li>Soft furnishings will be removed from classrooms. Seats will be cleaned each day.</li> <li>Laptops will be cleaned after each use and only used in one group at a time</li> <li>All soft toys, playdough and other materials in EYFS settings that can transmit the virus will be removed and stored. Outdoor learning will be utilised where practical</li> <li>PE curriculum is revised to avoid contact.</li> <li>Only 2 children at a time to use the toilet/hand washing facilities.</li> <li>Daily Q and A session with the children to help eradicate any misconceptions about the transmission of Covid-19.</li> <li>Hands to be washed by staff performing book scrutiny between bubbles (books)</li> </ul>			
Extra-Curricular activities may not be fully reviewed	M	<ul style="list-style-type: none"> <li>Pause wrap round care (before and after school club) due to social groups requiring staffing levels that cannot be provided by the school.</li> <li>Pause all extra-curricular provision/after school clubs and any activities delivered by external providers.</li> <li>Contact sports should not be allowed.</li> </ul>	Yes		L
Risk of transmission during trips and visits	M	<ul style="list-style-type: none"> <li>No trips and visits to take place until after 31 October at the earliest. Review against current government guidance to take place.</li> <li>When trips are re-instated:                             <ul style="list-style-type: none"> <li>No overseas or overnight trips to take place.</li> <li>All trip venues to have a satisfactory Covid-19 risk assessment in place which is shared with the school beforehand.</li> <li>Pre-visit by a member of staff to ensure control measures are in place.</li> <li>School to ensure risk assessment for trips and visits include Covid-19 risks.</li> <li>Social bubbles to be separated during the visit, for example during lunch.</li> <li>Any adults from the venue to maintain 2m social distancing from staff and pupils.</li> <li>No volunteers to accompany the trip.</li> <li>First aid procedures to be drawn up to cover a person presenting with Covid-19 symptoms whilst on a trip.</li> </ul> </li> </ul>			L



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		<ul style="list-style-type: none"> <li>○ School to follow the dedicated pupil transport guidance and include segregated social groups if more than one social group is on the same transport. Adults to keep at least 1m away and wear face coverings. Children 11 and over to wear face coverings.</li> <li>○ All passengers to wash hands prior to boarding the bus.</li> <li>○ Prior to hiring the bus, the school to check that procedures are in place to clean the bus to an adequate standard prior to any pupils on-boarding.</li> </ul>			
Low attendance	M	<ul style="list-style-type: none"> <li>• Communicate that attendance is statutory from the start of the school year to parents/carers.</li> <li>• Review attendance procedures to ensure maximum impact is delivered in terms on non-attendance strategies.</li> <li>• Identify families who may be reluctant or anxious to send their children back.</li> <li>• Check all children who were in Years N,1,2, and 6 who did not attend understand that attendance from September is statutory.</li> <li>• Consider strategies using catch up funding as well as existing pastoral and support services to secure regular attendance.</li> </ul>		<ul style="list-style-type: none"> <li>• Communicate to parents/carers the new expectation around attendance and consequences of poor attendance.</li> <li>• Inclusion team to meet with parents/carers with historical poor attendance to ensure pupils are in school.</li> </ul>	
<b>1.7 Staff workspaces and meeting rooms</b>					
Staff rooms, offices and meeting rooms do not allow for observation of social distancing guidelines	H	<ul style="list-style-type: none"> <li>• Adults are required maintain the current social distancing guidance in place from the government, currently 1m+.</li> <li>• Fabric chairs in the staff rooms will be removed</li> <li>• Staff rooms, offices and meeting rooms have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Additional spaces have been created where required.</li> <li>• Staff have been briefed on the use of these rooms and advised to only use them when absolutely necessary.</li> <li>• Catering staff receive briefing and only one member of staff collects dinner information.</li> <li>• Meetings if avoidable should not take place face to face.</li> <li>• Face to face meetings should be conducted in a room where the 2m social distancing guidance can be adhered to.</li> <li>• Meeting rooms should use available ventilation.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• No unnecessary external visitors will be allowed in the school except for professional agencies relating to the health and welfare of a pupil.</li> <li>• Any meetings will be in a designated room which is cleaned before and after entry.</li> </ul>	L
<b>1.8 Managing the school lifecycle</b>					

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Limited progress with the school's calendar and work plan because of Covid-19 measures	L	<ul style="list-style-type: none"> <li>School calendar for 2020/21 reviewed.</li> <li>Senior Leadership Team (SLT) and staff work plans to include short and medium-term planning.</li> </ul>	No	Curriculum and timetable for September 2020 to include short and medium-term planning for 'catch up' and intervention in the next academic year.	L
<b>1.9 Governance and policy</b>					
Trustees are not fully informed or involved in making key decisions	L	<ul style="list-style-type: none"> <li>Online meetings are held regularly with Trustees.</li> <li>SPRB members are kept updated.</li> <li>Trust Board is involved in key decisions on reopening.</li> <li>Trust Board is briefed regularly on the latest government guidance and its implications for the school.</li> <li>Updates to SPRB through Covid-19 agenda item plus additional communications.</li> <li>Trust Board meeting in July and August to review/approve the full re-opening arrangements and risk level.</li> </ul>	Yes		L
<b>1.10 Policy review</b>					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	M	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and Covid-19 and its implications for the school.</li> <li>Staff, pupils, parents/carers and SPRB members have been briefed accordingly.</li> </ul>	Yes	Reviewed policies to be shared with all staff.	L
<b>1.11 Communication strategy</b>					

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<b>Key stakeholders are not fully informed about changes to policies and procedures due to Covid-19, resulting in risks to health</b>	M	Communication plan for the following groups are in place: <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ Pupils</li> <li>○ Parents/Carers</li> <li>○ SPRB/Trustees</li> <li>○ Local Authority</li> <li>○ Regional Schools Commissioner</li> <li>○ Professional associations</li> <li>○ Other partners</li> </ul>	Yes		L
<b>1.12 Staff induction and CPD</b>					
<b>Staff are not trained in new procedures, leading to risks to health</b>	H	<ul style="list-style-type: none"> <li>• Policies and procedures are available to all staff prior to opening on the shared drive.</li> <li>• Induction and CPD programmes are in operation for all staff prior to full reopening, and include:                             <ul style="list-style-type: none"> <li>○ Infection control</li> <li>○ Fire safety and evacuation procedures</li> <li>○ Behaviour and attendance</li> <li>○ Safeguarding</li> </ul> </li> </ul>	Yes	Staff who did not receive initial training when the school reopened will be fully inducted on their return to work.	L
<b>New staff are not aware of policies and procedures prior to starting at the school when it reopens</b>	H	<ul style="list-style-type: none"> <li>• Induction programmes are in place for all new staff – either online or in school – prior to them starting.</li> <li>• Revised policies and procedures are issued to all new staff prior to them starting.</li> <li>• Teachers returning from maternity may have had KIT days and induction arrangements in place.</li> </ul>	Yes	New staff starting will have full safety induction.	L
<b>1.13 Free school meals</b>					
<b>Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school</b>	H	A payment for FSMs will be made at the start of the Summer period for all means tested FSMs. FSMs from September will be provided within school through the school meals service.	Yes		L
<b>1.14 Risk assessments</b>					

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<p>Risks are not comprehensively assessed in every area of the school in light of Covid-19, leading to breaches of hygiene guidance and adequate distancing</p>	<p>H</p>	<p>Risk assessments are updated or undertaken before the school fully reopens and mitigation strategies are put in place and communicated to staff covering:</p> <ul style="list-style-type: none"> <li>○ Different areas of the school</li> <li>○ When pupils enter and leave school</li> <li>○ During movement around school</li> <li>○ During break and lunch times</li> <li>○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> <li>○ Infection control</li> </ul>	<p>Yes</p>	<p>Full review of all risk assessments has taken place and been shared with all relevant stakeholders.</p>	<p>L</p>
<p><b>2. Investing in safety equipment and health and safety arrangements to limit the spread of Covid-19</b></p>					
<p><b>2.1 Cleaning</b></p>					
<p>Cleaning is not to the standard within the guidance</p>	<p>L</p>	<ul style="list-style-type: none"> <li>• A cleaning rota (including any deep cleans) is agreed with caretakers/premises managers prior to full opening.</li> <li>• A cleaning log is mounted in each room, completed daily and checked by SLT.</li> <li>• An enhanced cleaning plan and procedure is in place including deep clean following the guidance within cleaning of non-healthcare settings guidance.</li> <li>• Working hours for cleaning staff is reviewed prior to full reopening of the school.</li> <li>• Additional cleaners are currently being recruited.</li> <li>• Schedule the isolation or cleaning of resources between groups.</li> </ul>	<p>Yes</p>	<p>Identified intervention areas provided with a cleaning rota to ensure cleaning after each use.</p>	<p>L</p>
<p><b>2.2 Hygiene and handwashing</b></p>					
<p>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</p>	<p>M</p>	<ul style="list-style-type: none"> <li>• An audit of handwashing facilities and sanitiser dispensers has been undertaken before the school reopens and additional supplies have been purchased.</li> <li>• Handwashing and other cleaning supplies are monitored weekly and purchased well in advance of requirement.</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> </ul>	<p>Yes</p>		<p>L</p>

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Pupils forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> <li>Staff training includes teaching the appropriate handwashing techniques and the need to remind pupils to wash their hands regularly and frequently.</li> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>Adults in school monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> <li>School leaders and caretaker to monitor handwashing and use of soap etc. at regular intervals (entry and exit to school, before and after breaks and lunches and in circulation around corridors).</li> <li>Supplies of soap, sanitiser and hand washing facilities are in place for each socially distanced group including additional sinks if required.</li> <li>Promote the “catch it, bin it, kill it” approach with pupils and staff using posters, pupil induction and CPD.</li> </ul>	Yes		L
Items brought to and from home may increase the risk of virus spreading	M	<ul style="list-style-type: none"> <li>Pupils are asked to put any coats in bags in the classroom and store them under their seat or in a designated area.</li> <li>Devices such as laptops can be allowed home but must be cleaned both before and after transferring between school and home.</li> <li>No personal equipment such as pencil cases to be brought into school.</li> <li>Water bottles brought into school must be filled at home and be taken home and cleaned at the end of each day.</li> </ul>	Yes		L
<b>2.3 Clothing/fabric</b>					
The use of fabric chairs may increase the risk of the virus spreading	H	<ul style="list-style-type: none"> <li>Shared fabric chairs not to be used.</li> <li>Signage to be placed on furniture which is unable to be moved.</li> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Yes	Staff who have specific medical conditions will be provided with a designated, appropriate chair.	L
<b>2.4 Testing and managing symptoms</b>					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	H	<ul style="list-style-type: none"> <li>Guidance on getting tested has been published and explained to staff as part of the induction process.</li> <li>The track and trace system will be explained to staff as part of ongoing CPD.</li> </ul>	Yes	Training/communication to stakeholders.	L

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		<ul style="list-style-type: none"> <li>Post-testing support is available for staff through the school's health provider SAS.</li> <li>Guidance on what to do if someone in the school 'social group' develops symptoms is made clear to staff.</li> </ul>			
<b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b>	H	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place and chasing first day absence.</li> <li>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.</li> <li>Pupils, parents/carers and staff are aware of what steps to take if they, or any member of their household, displays symptoms or is required to self-isolate through the track and trace system This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply.</li> <li>A record of any Covid-19 symptoms in staff or pupils, self-isolation and track and trace is recorded. Positive Covid-19 cases are reported to the Trust who will contact the <u>PHE Health Protection Team for Wakefield</u>.</li> <li>Holding area established in school to manage the situation if anyone is symptomatic which is cleaned according to guidance afterwards.</li> </ul>	Yes	Training/communication to stakeholders.	M
		<ul style="list-style-type: none"> <li>If anyone in a 'bubble' is symptomatic – that person to self-isolate and get tested, the government guidance for all people within household is 14 days isolation.</li> <li>Weekly correspondence from school to contain steps to take if anyone in the household is symptomatic. Staff to be regularly updated of these steps also.</li> </ul>			
<b>Infection transmission during a trip or visit</b>	M	<ul style="list-style-type: none"> <li>Buses to be cleaned to a standard prior to on-boarding.</li> <li>First aid procedure in place should a person display Covid-19 symptoms on a school organised trip/visit.</li> </ul>	Yes		L
<b>Staff, pupils and parents/carers are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of Covid-19</b>	H	<ul style="list-style-type: none"> <li>Staff, pupils and parents/carers 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.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Yes	Training/communication to stakeholders.	L

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<p><b>Staff, pupils and parents/carers are not aware of the school's procedures should there be a confirmed case of Covid-19 in the school</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Staff, pupils and parents/carers 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 following a confirmed case in the school.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders as part of ongoing CPD.</li> </ul>	<p>Yes</p>	<p>Training/communication to stakeholders.</p>	<p>L</p>
<p><b>2.5 First Aid/Designated Safeguarding Leads</b></p>					
<p><b>The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• First aider/DSL available in school at all times.</li> <li>• A programme for training additional staff is in place if required.</li> <li>• Collaborative arrangements for sharing staff within the Trust if required.</li> </ul>	<p>Yes</p>		<p>L</p>
<p><b>2.6 Medical rooms</b></p>					
<p><b>Medical rooms are not adequately equipped or configured to maintain infection control</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Social distancing provisions are in place for medical rooms.</li> <li>• Additional rooms are designated for pupils with suspected Covid-19 whilst collection is arranged.</li> <li>• The room has a door which can be closed and social distancing arrangements are in place.</li> <li>• Procedures are in place for medical rooms to be cleaned after suspected Covid-19 cases, along with other affected areas, including toilets.</li> <li>• PPE as per the guidance is in place.</li> <li>• Adequate provisions of PPE have been procured and made available to staff as needed.</li> </ul>	<p>Yes</p>		<p>L</p>
<p><b>2.7 Communication with parents/carers</b></p>					

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Parents and carers are not fully informed of the health and safety requirements for the full opening of the school	H	<ul style="list-style-type: none"> <li>As part of the overall communications strategy referenced in 1.11, parents/carers are kept up to date with information, guidance and the school's expectations using a range of communication tools.</li> <li>A Covid-19 communication section on the school website has been created and is kept updated.</li> <li>Parent/carer and pupil guidance is created and communicated.</li> </ul>	Yes		L
Parents and carers may not fully understand their responsibilities should their child show symptoms of Covid-19	H	Key messages in line with government guidance are reinforced via email, text and the school's website.	Yes	<ul style="list-style-type: none"> <li>Ongoing monitoring will take place.</li> <li>Information communicated to parents/carers before September start.</li> </ul>	L
<b>2.8 Personal Protective Equipment (PPE)</b>					
Provision of PPE for staff where required is not in line with government guidelines	H	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>Activities where PPE is required clearly states the type of PPE to be worn within the procedure.</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) 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.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing in return to work induction and staff briefings.</li> <li>The guidance states that staff are not required to wear face masks unless the procedures being followed requires this.</li> <li>Staff who need to wear facial covering (face screen rather than mask) will speak with school leadership beforehand.</li> </ul>	Yes		L
<b>3. Maximising social distancing measures</b>					
<b>3.1 Pupil behaviour</b>					



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<p><b>Pupils' behaviour on return to school does not comply with social distancing guidance</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Regular reminders re: keeping distance where possible.</li> <li>• To set reasonable and proportionate expectations re. behaviour.</li> <li>• Posters and signs to be reviewed and displayed around school.</li> <li>• Teachers and support staff maintain social distance when supporting children.</li> <li>• SLT to monitor carefully pupils' behaviour.</li> <li>• Parents/carers to receive communication from school regarding pupil behaviour.</li> <li>• Reminders sent to all parents/carers re: social distancing between groups.</li> <li>• Children wherever feasible remain in their protected bubbles and not mix.</li> <li>• Daily reminders provided to all children and staff.</li> <li>• Share updated Behaviour Policy with all staff and children.</li> <li>• Pupils not complying with social distancing guidance to be dealt with in line with the amended Behaviour for Learning Policy.</li> <li>• Increased access to ELSA, behaviour support and Ed Psych agencies.</li> </ul>	<p>Yes</p>		<p>M</p>
<p><b>3.2 Classrooms and teaching spaces</b></p>					
<p><b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Consistent groups to be in place to reduce transmission.</li> <li>• Assess the circumstances and classroom space of each school in order to implement appropriate class bubble sizes.</li> <li>• Children to be provided with their own personalised classroom equipment.</li> <li>• All children to be sat facing the front of the classroom.</li> <li>• Where possible teacher to maintain social distance of 2m.</li> <li>• Books and equipment used by the children must be cleaned immediately after use.</li> <li>• Schools to consider the use of the different shared area teaching spaces.</li> <li>• Where possible dividers to be used to split shared area spaces.</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Investigate the potential safe use of classroom break out areas.</li> <li>• Schools to assess how many children can be realistically positioned in each teaching space and be expected to face the front of the class.</li> <li>• Schools to investigate storage opportunities in order to make available the use of the school hall.</li> </ul>	<p>L</p>
<p><b>3.3 Movement in corridors</b></p>					

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<p><b>Social distancing guidance is breached when pupils circulate in corridors</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and amended.</li> <li>• A one-way travel system where possible to be designed and implemented.</li> <li>• One-way systems are in operation where feasible.</li> <li>• Corridors are divided where feasible.</li> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly.</li> <li>• The movement of pupils around school is minimised as much as possible.</li> <li>• Where possible, pupils stay in classrooms and staff move around.</li> <li>• Lesson change overs are staggered to avoid overcrowding.</li> <li>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> <li>• Timetable designed to ensure limited movement around school.</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• The guidance recognises that the 1m+ social distance measurement may be decreased during circulation.</li> <li>• School to review the one-way system currently in operation.</li> </ul>	<p>M</p>
<p><b>3.4 Break times</b></p>					
<p><b>Pupils may not observe social distancing between groups break times</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Break times are staggered between groups where possible.</li> <li>• Pupils to be briefed to avoid physical contact - hugs, handshakes, contact games. No physical contact can be allowed between social groups.</li> <li>• Clearly marked out playground space and use of all outdoor areas – playground and field if social groups take breaks at the same time.</li> <li>• Staff rotas in place to ensure appropriate supervision.</li> <li>• Children called into school by the staff – staggered approach.</li> <li>• Pupils can line up at the end of play but not mix with other social groups.</li> <li>• External areas are designated for different groups.</li> <li>• Sanitise hands upon re-entering school.</li> <li>• Pupils are reminded about maintaining social distancing as much as possible as break times begin.</li> <li>• Social distancing signage is in place around the school and in key areas to remind pupils.</li> <li>• It is recognised that within the social group younger children are not expected to maintain an adequate distance.</li> <li>• Outdoor play areas to be cleaned after each use</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• There needs to be an audit and review of break and lunchtime arrangements including identifying spaces for each class bubble.</li> <li>• The allocation of staff to ensure correct supervision is in place.</li> <li>• Staff to be reminded of the strategies to ensure social distancing is maintained.</li> </ul>	<p>M</p>

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		<ul style="list-style-type: none"> <li>Schools to assess and agree what play equipment can be used and be cleaned effectively afterwards.</li> </ul>			
<b>3.5 Lunch times</b>					
<b>Pupils may not observe the segregation between social groups at lunch times</b>	H	<ul style="list-style-type: none"> <li>LTSs receive staff briefing on the changed arrangements.</li> <li>Pupils to take meals inside classrooms.</li> </ul>	Yes		L
<b>3.6 Toilets</b>					
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	M	<ul style="list-style-type: none"> <li>Pupils briefed daily on the arrangements for using the toilets. Toilets can be used by different social groups with enhanced cleaning but social distancing of at least 1m+ will be maintained by an assessment of allowed numbers.</li> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>Floor markings are in place to enable social distancing between social groups.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>Signs around school indicate restricted toilet access for pupils.</li> <li>The toilets are cleaned frequently.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied daily and rubbish disposed of safely.</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	Yes	Children to be reminded to adhere to advice given when using toilet and hand washing facilities	L
<b>3.7 Medical Rooms</b>					
<b>The configuration of medical rooms may compromise social distancing measures</b>	M	<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical rooms.</li> <li>Additional rooms are designated for pupils with suspected Covid-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms to be cleaned after suspected Covid-19 cases, along with other affected areas, including toilets.</li> </ul>	Yes		L
<b>3.8 Reception area</b>					

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<p><b>Groups of people gather in reception (parents/carers, visitors, deliveries) which risks breaching social distancing guidelines</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>• One person allowed in the reception area at once.</li> <li>• Signage in place.</li> <li>• Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>• Non-essential deliveries and visitors to school are minimised.</li> <li>• Parents/carers are asked to telephone with queries rather than ask in person.</li> <li>• Procedure in place to eliminate social contact during deliveries and collections of goods.</li> <li>• Staff are asked not to enter the school office in person and email with queries or phone.</li> <li>• Telephones around school must be cleaned during the deep clean and only used by one person between cleans.</li> <li>• All payments to be made by cashless means.</li> <li>• Visitors to declare they are following Covid and tier 3 guidance on signing in.</li> <li>• Visitors to be directed to QR code</li> </ul>	<p>Yes</p>	<p>To check that all signage and instructions continue to be in place.</p>	<p>L</p>
<p><b>3.9 Arrival and departure from school</b></p>					
<p><b>Pupils and parents/carers congregate at exits and entrances, making social distancing measures difficult to apply</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Start and finish times are staggered and this information is communicated to parents/carers.</li> <li>• The use of available entrances and exits is maximised.</li> <li>• Issue guidance on the drop off and collection procedures.</li> <li>• Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>• Use of identified spaces to support the drop off and collection of pupils.</li> <li>• Weekly messages to parents/carers stress the need for social distancing at arrival and departure times.</li> <li>• SLT to oversee drop off and collection times.</li> <li>• PCSO will be called if parents/carers are disregarding government guidance.</li> </ul>	<p>Yes</p>	<p>.</p>	<p>L</p>
<p><b>3.10 Transport</b></p>					

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<p><b>The use of public and school transport by pupils and staff poses risks in terms of social distancing</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Guidance already in place on how social distancing can be observed on public is shared with parents/carers and pupils.</li> <li>• Guidance shared with all staff regarding social distancing, travelling to work and car sharing.</li> <li>• Walking buses to be instigated where practical.</li> <li>• Organised queuing in place when waiting for transport to arrive and depart.</li> <li>• Buses hired for trips and visits to have adequate cleaning procedures in place and cleaned prior to the group on-boarding.</li> <li>• Procedures for dedicated school transport to be followed, all pupils to wash hands prior to on-boarding and all persons over 11 to wear facemasks.</li> <li>• All adults where possible to remain 2m apart from pupils.</li> <li>• Where more than one social group is on the same transport seat each group separately.</li> </ul>	<p>Yes</p>		<p>L</p>
<p><b>3.11 Staff areas</b></p>					
<p><b>The configuration of staff rooms and offices makes compliance with social distancing measures problematic</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff.</li> <li>• Fabric chairs not to be used.</li> <li>• Chairs to be stacked to avoid too many staff using the staffroom.</li> <li>• Staff room usage communicated and designated areas are set up to facilitate social distancing.</li> <li>• Signage to say only allow a number of staff members in each staff room at one time (as assessed by each individual school).</li> <li>• Cleaning equipment is available at all times and staff are encouraged to clean up after themselves and wipe down surfaces.</li> <li>• Staff are asked not to enter school offices and email/phone with requests and queries.</li> </ul>	<p>Yes</p>		<p>L</p>
<p><b>4. Continuing enhanced protection for children and staff with underlying health conditions</b></p>					
<p><b>4.1 Pupils with underlying health issues</b></p>					

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<p>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</p>	<p>M</p>	<ul style="list-style-type: none"> <li>From 1 August 2020 government guidance regarding pupils and staff shielding to be followed.</li> <li>Parents/carers have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>Parents/carers 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.</li> <li>The school and parents/carers are clear about the definitions and associated mitigating strategies relation to people who are classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b>.</li> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	<p>Yes</p>		<p>L</p>
<p>4.2 Staff with underlying health issues</p>					
	<p>M</p>	<ul style="list-style-type: none"> <li>All members of staff who are clinically vulnerable or extremely clinically vulnerable, those within vulnerable groups or are shielding until 1 August 2020 have been instructed to make their condition or circumstances known to the school along with a copy of their letter. Records are kept of this and regularly updated. Staff who live with a person who is extremely clinically vulnerable have made this known and a copy of their letter has been seen and logged.</li> <li>Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or follow current government advice. The current guidance is that these people can now return to work. A small minority of the population will continue to shield and these staff are asked to advise the school and provide evidence.</li> <li>Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable – all will require a risk assessment in place.</li> <li>Current government guidance is being applied.</li> <li>Staff who live with an extremely clinically vulnerable person can return to work in line with current government guidance.</li> </ul>	<p>Yes</p>	<p>Maintain communication with these members of staff who have been shielding and ensure a risk assessment is in place prior to their return to work.</p>	<p>L</p>
<p>5. Enhancing mental health support for pupils and staff</p>					

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5.1 Mental health concerns – pupils					
<b>Pupils' mental health has been adversely affected during the period that the school has been closed and by the Covid-19 crisis in general</b>	M	<ul style="list-style-type: none"> <li>• There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>• DSL staff on site at all times to support pupils with mental health issues.</li> <li>• PSHE/Wellbeing forms key part of curriculum as children return to school.</li> <li>• There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Team of staff currently receiving iheart training.</li> <li>• Provide children with a reminder of a way in which they can share concerns and worries.</li> </ul>	L
		<ul style="list-style-type: none"> <li>• 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).</li> <li>• Resources/websites to support the mental health of pupils are provided.</li> </ul>		<ul style="list-style-type: none"> <li>• Signpost parents/carers to websites which support mental health and wellbeing.</li> </ul>	
5.2 Mental health concerns – staff					
<b>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</b>	M	<ul style="list-style-type: none"> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• All staff are aware of how to access the SAS Wellbeing services provided free of charge including nurse support and counselling.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> <li>• Put link to resources on here from the guidance.</li> </ul>	Yes	Remind all staff about SAS Wellbeing services and reissue SAS brochure.	L
<b>Working from home can adversely affect mental health</b>	M	<ul style="list-style-type: none"> <li>• Some admin staff in line with government guidance should work at home if possible. Staff working from home due to self-isolation have regular catch-ups with line managers including welfare calls.</li> <li>• Counselling and support can be accessed free of charge through SAS.</li> <li>• Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.</li> <li>• Appropriate work plans have been agreed with support provided where necessary.</li> <li>• Staff working from home may help provide remote learning for any pupils who need to stay at home.</li> </ul>	Yes		L
5.3 Bereavement support					

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Pupils and staff are grieving because of loss of friends or family do not have support from employer	M	<ul style="list-style-type: none"> <li>The school has access to a counselling service who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary.</li> <li>Headteachers made aware of bereavement.</li> <li>Headteachers check bereaved staff are aware/access if desired support available.</li> </ul>	Yes		L
<b>6. Maintaining educational provision for children of key workers and vulnerable children - if a local lockdown occurs</b>					
<b>6.1 Maintaining provision</b>					
Educational provision must still be maintained for priority children when the school reopens	M	<ul style="list-style-type: none"> <li>Current government guidance is being followed.</li> <li>Liaison is continuing with parents/carers who are key workers and the parents/carers of vulnerable children to agree required provision including the identification of additional priority children.</li> <li>The facility for full-time attendance is available where required (even if their peers are only attending part-time).</li> <li>Arrangements are in place to ensure that this cohort is tracked and supported effectively.</li> <li>Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day.</li> </ul>	Yes		L
<b>7. Operational issues</b>					
<b>7.1 Review of fire procedures</b>					
Fire procedures are not appropriate to cover new arrangements	M	<p>Fire procedures have been reviewed and revised where required, due to:</p> <ul style="list-style-type: none"> <li>Possible absence of fire marshals.</li> <li>Maintaining distancing rules during evacuation and at muster points.</li> <li>Possible need for additional muster point(s) to maintain distancing where possible.</li> <li>Staff and pupils have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Staff to be made aware during training of plans.</li> <li>Teachers to ensure children are aware of any changes to fire evacuation procedure during first session back.</li> </ul>	L
Fire evacuation drills - unable to apply social distancing between groups effectively	M	Plans for fire evacuation drills are in place which are in line with social distancing measures between groups.	Yes	Reduction in social distancing measures reflected in fire evacuation plans.	L



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Fire marshals absent due to self-isolation	M	An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	Yes	Documents monitoring staff absence are used.	L
<b>7.2 Managing premises on full reopening after lengthy closure</b>					
All systems may not be operational	L	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate.</li> <li>All systems have been maintained during the closure period.</li> </ul>	Yes		L
Statutory compliance has not been completed due to the availability of contractors during lockdown	L	All statutory compliance is up to date.	Yes		L
<b>7.3 Contractors working on the school site</b>					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	M	<ul style="list-style-type: none"> <li>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.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>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.</li> <li>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.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>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).</li> <li>Contractors on site procedure reviewed.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Key works are planned during the summer break.</li> <li>Social distancing measures remain in schools – with circulation routes and hand sanitiser stations present.</li> <li>Children remain in classrooms or marked outside areas.</li> </ul>	L

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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	H	<ul style="list-style-type: none"> <li>The Trust has sufficient reserves to cover additional cost pressures.</li> <li>Additional cost pressures are managed across the Trust not at individual school level.</li> <li>Additional cost pressures due to Covid-19 identified, recorded and reported in monthly management accounts.</li> <li>Additional Covid-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are continually under review.</li> <li>Additional sources of income/grants are continually explored.</li> </ul>	Yes		L
9 Continuity of Education					
9.1 Business Continuity in the event of a further school closure					
Failure to educate pupils in a timely manner if the school was required to close	H	<ul style="list-style-type: none"> <li>Business continuity plan in place to ensure lessons can begin immediately after a school closure.</li> <li>All staff to move to live lessons supported by digital and paper timetables.</li> <li>All staff have the IT facilities to provide daily live lessons, from home if required.</li> <li>Parents/carers will be informed via text, email, class Dojo. Teacher calls home will support the home learning activities on a weekly basis.</li> <li>Oak Learning Academy have also highlighted that they are continuing with their online learning platform to support schools nationwide.</li> </ul>	Partially	Set classes up on Microsoft Teams.	L
9.2 Children who are self-isolating					
Children who are self-isolating are not engaged in meaningful education	M	<ul style="list-style-type: none"> <li>Plans are in place to support children at home in their learning.</li> <li>All children to be provided with school timetables.</li> <li>Resources to complete learning tasks will be provided both in paper format and digitally.</li> <li>Where feasible pupils who are self-isolating will attend live lessons.</li> <li>All completed work must be submitted via class Dojo or email only.</li> <li>Regular phone contact by class teacher/DSL.</li> </ul>	Yes		L
10. Governance					

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10.1 Oversight of the governing body					
Lack of Trustee/SPRB oversight during the Covid-19 crisis leads to the school failing to meet statutory requirements	L	<ul style="list-style-type: none"> <li>The Trust Board/SPRB continues to meet regularly via online platforms.</li> <li>Agendas are structured to ensure all statutory requirements within terms of reference are discussed and school leaders are held to account for their implementation.</li> <li>The Headteacher/CEO report to Trust Board/SPRB 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.</li> <li>Regular dialogue with the Chair of Trust Board and link SPRB Members with designated responsibilities is in place.</li> </ul>	Yes		L
11. Additional site-specific issues and risks					
11.1 Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
Pupils who have an attached EHCP to ensure that an individual RA is in place to ensure the safety of the pupil and staff	H	<ul style="list-style-type: none"> <li>Conduct a risk assessment for each individual with an EHCP to ensure we can maintain their safety when in school.</li> <li>To liaise with parents/carers to communicate individual plans.</li> <li>Communicate with relevant staff to ensure they are clear on pupil plans.</li> <li>Parents/carers to be consulted regarding a phased return, if appropriate, for pupils with an EHCP.</li> </ul>	Yes		L
Pupils who display severe behavioural traits: ensure that an individual RA is in place to ensure the safety of the pupil and staff	H	<ul style="list-style-type: none"> <li>Conduct a risk assessment for each individual with behavioural issues to ensure we can maintain their safety when in school.</li> <li>Ensure provision is in place for pupils that require positive handling – referring to policy.</li> <li>To liaise with parents/carers to communicate individual behaviour and care plans.</li> <li>Communicate with relevant staff to ensure they are clear on individual pupil behaviour and care plans.</li> </ul>	Yes		L
Reopening of Breakfast provision from Monday 28 <sup>th</sup> September	H	<ul style="list-style-type: none"> <li>Office to create a list of children who require breakfast club – ensure we can meet need.</li> <li>Children to enter from 8am through main entrance – member of staff to tick off on arrival.</li> <li>3 members of staff to provide service during first 4 weeks.</li> <li>Each class to have a row in the hall – socially distant from other class bubbles.</li> <li>Breakfast served to children.</li> <li>Packs to be created for children.</li> </ul>	Yes		L

## Risk Assessment for Full Re-opening for September 2020

		<ul style="list-style-type: none"> <li>• Parents to provide 48hours notice prior to a place being given.</li> <li>• Children to stay in seat during breakfast club.</li> <li>• Additional staff member allows children to use their class toilet if required.</li> <li>• Agreement signed by parents – if children not following the rules a place may be taken away.</li> <li>• Any children who have behaviour / SEND need breakfast club staff informed and behaviour plans shared by class teacher.</li> <li>• Additional full RA in place for Breakfast provision.</li> </ul>			
<b>Support the tracking of Covid 19</b>	M	<ul style="list-style-type: none"> <li>• Display track and trace QR poster for visitors to use on entry to school.</li> <li>• Office staff to ask visitors into school to 'check in' into premises</li> </ul>	Yes	Poster to be displayed in main entrance.	L

An action plan accompanies this risk assessment which is monitored by the Trust Board. The plan tracks and monitors both controls still to be implemented