![Northern Ambition Academies Trust]

COVID-19: Operational risk assessment for school opening during national lockdown

Please note: this risk assessment should be undertaken in conjunction with the guidance on school operations during lockdown issued by the Department for Education on 7 January 2021.

Assessment conducted by:	Melanie Swift Jodie Chapman-Kemp	Job title:	SBM HT	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers, parents/carers

Date of assessment:	Jan 2021	Review interval:	March 2021	Date of next review:	

Related documents	
Trust/government documents: Trust COVID Handbook	**Government guidance:** Restricting Attendance during the National Lockdown - Schools (7 January 2021) Coronavirus (COVID-19): Education and childcare https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools Safe working in education, childcare and children's social care Coronavirus (COVID-19) Collection: guidance for schools and other educational settings Actions for schools during the coronavirus outbreak COVID-19: cleaning in non-healthcare settings https://www.gov.uk/government/publications/face-coverings-in-education

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence				
		Highly likely	**Likely**	**Possible**	**Unlikely**	**Highly unlikely**
Likely impact	Catastrophic impact	🟥	🟥	🟥	🟧	🟧
	Major impact	🟥	🟥	🟧	🟧	🟩
	Minor impact	🟥	🟧	🟧	🟩	🟩
	Negligible impact	🟧	🟧	🟩	🟩	🟩
	No impact	🟩	🟩	🟩	🟩	🟩

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
1. Establishing a systematic process of partial opening for vulnerable and key worker pupils, including social distancing					
1.1 Prioritising provision					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
The needs of vulnerable pupils and the children of critical workers are not met		• Plans in place to meet the learning needs of children in these groups. These groups take priority when establishing availability of space. • Pastoral and SEND support deployed wherever possible to support prioritised pupils.		• HTs to ensure appropriate provision is made for pupils in priority groups • HTs to deploy staff to follow up with vulnerable and disadvantaged pupils not attending to ensure access to learning.	
1.2 Net capacity					
Available capacity of the school is insufficient when social distancing guidelines are applied		• Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules. • Clear protocols in place for determining which pupils can attend if demand exceeds available capacity. • Agreed timetable and arrangements confirmed for each group on site. • Arrangements continue to be in place to support pupils when not at school with remote learning at home.		• SBM to reassess net capacity based on social distancing models • HTs to ensure new timetable and arrangements in place • HTs to ensure arrangements for pupils not in school continue	
1.3 Organisation of teaching spaces					
Classroom sizes will not allow adequate social distancing		• Classroom size and capacity while social distancing reviewed, with this information recorded on a master document • Class sizes and timetables/staffing amended allowing for reduced numbers with guidance considered. • Classrooms re-modelled, with chairs and desks in place to allow for social distancing. • Desks placed 2m apart. • Pupils remain seated side by side to reduce face to face contact. • Spare chairs removed from desks so they cannot be used and spare desks removed to allow more circulation space. • Clear signage displayed in classrooms reinforcing social distancing. • In primary schools, classes stay together with their teacher and do not mix with other pupils.		• SBMs to assess new capacity of each room, recording on a plan of school • HTs to make arrangements for new classes and timetables • SBMs to arrange for site staff to reorganise teaching spaces • HTs to communicate arrangements to staff • SBMs to arrange social distancing signage for each teaching space	
Large shared spaces (e.g. hall) are used which increases transmission risk		• Large shared spaces used by only one group per day unless cleaning can be completed between groups • Large gatherings prohibited.		• HTs to ensure use of large spaces is restricted	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
		• Arrangements in place to enable social distancing.		• HTs to ensure staff understand prohibition on large gatherings	
1.4 Availability of staff and class sizes					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning		• The health status and availability of every member of staff is known and regularly (at least weekly and in the event of any notified changes) updated to MIS systems so that deployment can be planned with leaders. • Use of staff who are self-isolating or shielding but who are well enough to plan/deliver online learning. • Flexible and responsive deployment of teaching assistants and pastoral staff to supervise and support classes in school and online. • Full use made of testing to inform staff deployment, including encouraging use of weekly lateral flow testing (LFT) for eligible staff. • If there are insufficient staff or spaces to safety maintain the required small groups, partial closures enacted based on priority groups in the DfE guidance		• HTs to reiterate to staff the importance of complying with reporting procedures • SBMS to ensure Bromcom is updated regularly with details of staff absent, self isolating, or shielding, along with dates of actual/expected return • HTs to encourage staff to make use of testing to confirm COVID-19 infection and ensure they notify school of the outcome • HTs to plan staff deployment	
1.5 The school day					
The start and end of the school day create risks of breaching social distancing guidelines		• Start and departure times staggered if appropriate for numbers. • The number of entrances and exits to be used is maximised – reducing the number of adults or children using any one entry /exit point. • Different entrances/exits used for different groups as far as possible. • Staff and pupils briefed and signage provided to identify which entrances, exits and circulation routes to use. • Plans in place for managing the movement of pupils and staff on arrival to avoid any groups of people congregating. • Floor markings implemented and visible where necessary to manage any queuing. • Parents asked to limit presence on site to one adult per child/family		• HTs to ensure a documented plan is in place setting out how the school will operate • HTs to communicate with parents about arrangements for start and end of school • SBMs to ensure necessary signage and floor markings are ordered and in place	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
		• Parents asked to respect social distancing guidelines (and ensure their children do likewise) when waiting to drop off/collect children • Parents asked to communicate with school staff via telephone or email, rather than face-to-face at drop off/collection times			
1.6 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines		• Circulation plans reviewed and revised. • One-way systems in place where possible. • Corridors divided where feasible. • Appropriate signage in place to clarify circulation routes. • Pinch points and bottle necks identified and managed accordingly. • Movement of pupils around school minimised as much as possible • Pupils regularly briefed on the importance of observing social distancing guidance. • Where possible groups stay with the same consistent adults for the day. • Appropriate duty rota and levels of supervision in place. • Small groups remain 2m away from one another where possible to do so		• HTs to ensure a documented plan is in place setting out how the school will operate • HTs to communicate with pupils and parents about arrangements for movement around school • SBMs to ensure necessary signage and floor markings are ordered and in place	
1.7 Curriculum organisation					
Pupils fall behind in their learning during school closures and achievement gaps have widened		• Home and remote learning continuing • Plans to use intervention **when appropriate** in place for those pupils who have fallen behind in their learning.		• HTs to ensure that appropriate provision is in place to minimise and, where possible, reduce achievement gaps • HTs to develop longer-term plan to support closing gaps for pupils	
1.8 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines		• Staff rooms and offices reviewed and appropriate configurations of furniture and workstations put in place to allow for social distancing, or rotas established where reconfiguring spaces is impractical		• SBMs to ensure that all staff areas have been assessed and appropriate measures put in place	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
		• Staff permitted to work from home or with flexible start and finish times to support social distancing, where roles allow • Staffing levels maintained at the minimum required • Anti-bacterial spray and wipes made available • Staff briefed on the use of these rooms. • Hand washing and social distancing reminders in place • Staff reminded regularly of the importance of maintaining social distancing in areas where only other adults will be present, e.g. offices, staffrooms, kitchenettes		• SBMs to ensure that sufficient hygiene supplies are ordered and distributed • SBMs to ensure that sufficient signage is provided in staff areas to remind staff about hygiene and social distancing • HTs to brief staff on social distancing arrangements	

1.9 Managing the school lifecycle

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
Limited progress is made with the school's spring term calendar and workplan because of COVID-19 measures		• School calendar for the spring term rationalised. • Staff recruitment for Easter 2020 completed		• HTs to review the calendar for the spring term and consider rationalisation to support staff wellbeing and training where possible • HTs to liaise with HR regarding requirements for Spring Term staffing	

1.10 Governance and policy

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
Trust Board members are not fully informed or involved		• Online meetings held with Trust Board members. • Key decisions about the opening plans shared with the Chair of Trustees. • Board members updated on the latest government guidance and its implications for the Trust.		• DFO to arrange virtual Trust Board meetings • CEO to update Chair of Trustees regularly • DFO to circulate appropriate guidance for Trustees	
Academy Council members are not fully informed or involved		• Online meetings held with governors, or other arrangements such as conference calls/email round robins are offered where governors are unable to participate in online meetings. • Key decisions about the opening plans shared with the Chair of Governors. • Governors updated on the latest government guidance and its implications for the school.		• Executive Assistant, in discussion with HT, to arrange virtual Academy Council meetings • HT to update Chair of governors regularly • Executive Assistant to circulate appropriate guidance for governors	

1.11 Policy review

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
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		• All relevant policies revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents and governors/trustees briefed accordingly.		• HTs to ensure that policy owner reviews policy to take account of COVID-19 • HTs to ensure any changes are communicated to relevant stakeholders	
1.12 Communication strategy					

Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health		• Communications plans for the following groups in place:
		  o Staff
		  o Pupils
		  o Parents and carers
		  o Trustees
		  o Academy Councils
				• HTs to consider how to communicate key messages to stakeholders	

1.13 Staff induction and CPD					
New staff are not aware of policies and procedures prior to starting at the school		• Induction programmes are in place for all new staff – either online or in-school – prior to them starting.		• HR to liaise with SBMs regarding changes to induction arrangements	
1.14 Free school meals					
~~Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school~~		• A member of the school's administrative team tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school.		SBM to ensure all children eligible to FSM receive weekly vouchers using Wonde	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required		• Revised cleaning plan agreed and implemented which minimises the spread of infection. • Areas of school taken out of use if appropriate to reduce areas needing frequent cleaning. • Working hours for cleaning staff increased if necessary.		• SBMs to direct cleaning teams in accordance with individual school plan • SBMs to develop updated cleaning plan and document this	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
				• SBMs to consider need for additional staffing hours and adjust budget accordingly	
Appropriate standards of cleanliness sufficient to reduce the spread of infection are not maintained in staff areas		• Kitchenettes and staff food preparation areas cleaned regularly, particularly high contact areas such as kettles, appliance handles and taps • Sanitizer spray or wipes provided in all kitchenettes for use by staff • Paper towels provided in all staff areas containing sinks • Dishwashers used for cleaning crockery where available; otherwise crockery and utensils to be washed in hot soapy water and left to air dry • Use of teatowels/hand towels avoided – any towels in use changed daily and laundered in accordance with cleaning guidance		• SBMs to direct cleaning teams in accordance with individual school plan • SBMs to secure sufficient supplies of cleaning materials • HTs to communicate new arrangements to staff	
Appropriate standards of cleanliness sufficient to reduce the spread of infection are not maintained in pupil areas		• Revised cleaning plan agreed and implemented which minimises the spread of infection. • Areas of school taken out of use if appropriate to reduce areas needing frequent cleaning. • Working hours for cleaning staff increased if necessary. • Prevent access to fixed play equipment if it cannot be adequately cleaned between different groups of pupils		• HTs to communicate new arrangements to staff	
2.2 Hygiene					
Pupils and staff are unable to wash hands regularly and frequently due to lack of handwashing facilities		• Provision of hand sanitizer at key locations as an alternative to handwashing, where hand washing facilities are not immediately available		• SBMs to identify where sanitizer needs to be located and procure sufficient supplies	
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency		• Monitoring arrangements in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.		• SBMs to ensure arrangements in place to monitor supplies and top-up as necessary	
Pupils and staff forget to wash their hands regularly and frequently		• Staff remind pupils of the need to wash their hands regularly and frequently. • Staff and pupils given regular opportunities to wash their hands in accordance with handwashing guidance including		• HTs to communicate arrangements to staff, parents and pupils • SBMs to ensure that sufficient signage is provided	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
		on arrival at school, before eating, after sneezing or coughing • Posters/signage reinforces the need to wash hands regularly and frequently. • School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.			
Pupils and staff contaminate their hands by coughing or sneezing, which then spreads the virus		• Pupils and staff regularly reminded to maintain good hand hygiene, including avoiding touching eyes/nose/mouth with unwashed hands and coughing/sneezing into a tissue/crook of arm • Provision of tissues in all classrooms, offices and meeting spaces • Provision of sufficient lidded bins to meet the needs of staff and pupils in classrooms, offices and meeting spaces		• HTs to ensure regular messages about good hand hygiene are shared • SBMs to procure sufficient supplies of tissues	
Visitors bring the virus into school and contaminate areas they visit		• Provision of hand sanitizer at reception areas with all visitors asked to use sanitizer prior to entering school buildings • Reminder given to visitors on arrival of importance of maintaining good hygiene practices while in school		• SBMs to ensure sufficient supplies are available • SBMs to ensure Reception staff understand visitor procedures	
2.3 Fabric					
The use of fabric chairs may increase the risk of the virus spreading		• Fabric chairs taken out of use where possible. • Where that is not possible then chairs limited to single person use.		• SBMs to identify locations where staff or pupils are sharing fabric chairs/soft toys and replace with wipeable chairs if possible	
2.4 Testing and managing symptoms					
Testing is not used effectively to manage staffing and mitigate risks		• Reminder of the importance of getting tested if displaying symptoms is shared with staff and parents. • Eligible staff are encouraged to make use of LFT testing offered. • Staff and parents asked to notify school of the result of any test undertaken		• HTs communicate arrangements to staff and parents	
Infection transmission within school due to staff/pupils/visitors (or members of their household) displaying symptoms		• Robust collection and monitoring of absence data, including tracking return to school dates • Procedures in place to deal with any pupil, staff or visitors displaying symptoms at school.		• SBMs to ensure Bromcom is updated regularly with details of staff absent, self isolating, or shielding, along with dates of actual/expected return	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
		• Pupils, parents and staff made aware of what steps to take if they, or any member of their household, display symptoms. • Record of any COVID-19 symptoms in staff, pupils or visitors reported to the Trust.		• HTs to confirm arrangements for parents reporting pupil absence due to COVID-19 • HTs to communicate arrangements	
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19		• Clear communications provided to staff, pupils and parents informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Any updates or changes to this guidance communicated in a timely and effective way to all stakeholders.		• HTs to ensure staff, parents and pupils are aware	
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school		• Staff, pupils and parents provided with clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in school. • Any updates or changes to this guidance communicated in a timely and effective way to all stakeholders.		• HTs to ensure staff, parents and pupils are aware	
2.5 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk		• Lists of qualified first aiders maintained • Renewal dates reviewed and training scheduled if possible • Consideration given to need for available first aiders/DSL when planning rotas • Plans in place for mutual aid from other Trust schools		• HTs to consider the need for qualified first aiders and DSLs when planning staff rotas • SBMs to review renewal dates for training and arrange refreshers if possible	
2.6 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control		• Ideally first aid administered within the small groups • Social distancing provisions in place for medical rooms. • Separate room or space designated for pupils with suspected COVID-19 whilst collection is arranged which ideally complies with latest recommendations. • Sufficient PPE provided in medical rooms. • Procedures in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.		• SBMs to ensure sufficient PPE available • SBMs to ensure arrangements for cleaning are in place	
2.7 Communication with parents and carers					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
Parents and carers are not fully informed of the health and safety requirements for the school		• As part of the overall communications strategy, parents kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A COVID-19 section on the school website created and updated.		• HTs to communicate regularly with parents/carers	
Parents and carers do not fully understand their responsibilities should a child show symptoms of COVID-19		• Key messages in line with government guidance reinforced on a weekly basis via email, text and the school's website.		• HTs to communicate regularly with parents and carers	
2.8 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines		• Government guidance on wearing PPE understood and communicated to staff • Sufficient PPE procured. • Those staff required to wear PPE (e.g. first aiders, SEND intimate care; receiving/handling deliveries; cleaning staff) instructed on how to put on and remove PPE carefully to reduce contamination and also how to dispose of them safely. • • Catering staff unable to maintain social distancing in school kitchens to wear masks/visors unless exempt		• SBMs to ensure sufficient PPE is available • SBMs to ensure staff wearing PPE are trained in its use	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
3. Maximising social distancing measures					
3.1 Pupil behaviour					
Pupils' behaviour does not comply with social distancing guidance		• Clear messaging to pupils on the importance and reasons for social distancing reinforced throughout the school day by staff and through posters and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Staff model social distancing consistently. • The movement of pupils around school is minimised.		• SBMs to ensure signage and markings are in place • HTs to communicate arrangements and expectations to staff, parents and pupils • HTs to review behaviour policy	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
		• Large gatherings are avoided at all times. • Break times and lunch times structured to support social distancing and are closely supervised. • Any group activities that requires pupils to be in close physical contact with each other are avoided, such as contact sports and playground games • Risk assessment of individual pupils to be undertaken where likelihood of need for physical intervention or inability to follow age-appropriate arrangements for social distancing is deemed high • Senior leaders monitor areas where there are breaches of social distancing measures and review arrangements. • Messages to parents reinforce the importance of supporting the school's approach to social distancing. • Arrangements for social distancing of younger primary school children agreed and staff clear on expectations.		• HTs to ensure risk assessments for individual pupils are undertaken where necessary	
3.2 Classrooms and teaching spaces					
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures		• Small group arrangements in place. • Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures • All furniture not in use removed from classrooms and teaching spaces where there is space to store these items elsewhere. • Unnecessary items, soft toys, soft furnishings and intricate toys which are difficult to clean removed from classrooms and other learning environments where practicable and there is space to store these items elsewhere • Consideration given to whether planned activities can take place outside • Limit the sharing of resources/equipment between pupils as far as possible • Rooms ventilated as far as possible by opening windows/doors		• HTs to make arrangements for new classes and timetables • SBMs to arrange for site staff to reorganise teaching spaces where appropriate • HTs to communicate arrangements to staff	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
3.3 Movement in corridors					
Social distancing guidance is breached when pupils circulate in corridors		• Circulation plans reviewed. • One-way systems in operation where feasible. • Corridors divided where feasible. • Outdoor movement routes/external classroom doors used wherever practical • Circulation routes clearly marked with appropriate signage. • Any pinch points/bottle necks identified and managed accordingly. • Movement of pupils around school minimised as much as possible. • Pupils briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels in place. • Primary school staff have option to wear masks in communal areas if they wish.		• HTs to ensure a documented plan is in place setting out how the school will operate • SBMs to ensure that sufficient signage is provided	
3.4 Break times					
Pupils do not observe social distancing at break times		• Break times are staggered. • External areas designated for different groups. • Pupils reminded about social distancing as break times begin. • Social distancing signage in place around the school and in key areas. • Supervision levels enhanced, especially with younger pupils, to support social distancing. • Any group activities that requires pupils to be in close physical contact with each other are avoided, such as contact sports and playground games		• HTs to ensure a documented plan is in place setting out how the school will operate • SBMs to ensure that sufficient signage is provided	
3.5 Lunch times					
Pupils do not observe social distancing at lunch times		• Pupils reminded about social distancing as lunch break begins. • Pupils wash their hands before and after eating. • Eating areas cleaned after lunch.		• HTs to ensure a documented plan is in place setting out how the school will operate	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
				• HTs to ensure lunchtime arrangements are communicated to parents • SBMs to ensure appropriate cleaning arrangements are in place	
3.6 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures		• Queuing zones for toilets and hand washing established and are monitored. • Floor markings in place to enable social distancing. • Pupils know they can only use the toilet one at a time/Limit number of pupils in toilets to 50% of normal capacity, closing cubicles as appropriate • Pupils reminded to wash hands thoroughly after using the toilet • Pupils reminded to maintain social distancing as far as possible when using toilets • Pupils encouraged to access the toilet during class/throughout the day to help avoid queues. • Toilets are cleaned frequently. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils reminded regularly on how to wash hands and young children are supervised in doing so.		• HTs to ensure a documented plan is in place setting out how the school will operate • SBMs to ensure appropriate cleaning arrangements are in place • SBMs to ensure arrangements are in place for monitoring and replenishing hygiene supplies	
3.7 Medical Rooms					
The configuration of medical rooms compromise social distancing measures		• Social distancing provisions in place for medical rooms. • Designated room/space established for pupils with suspected COVID-19 to use whilst collection is arranged. • Face mask worn by staff caring for suspected COVID-19 cases while they await collection if a distance of 2 metres cannot be maintained • If contact with the pupil is necessary, gloves, apron and a facemask worn by the supervising adult, with eye		• SBMs to ensure sufficient PPE ordered and available • SBMs to ensure arrangements for cleaning are in place • HTs to ensure staff are briefed on the new procedures	

	Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
			protection if there is a risk of splashing to the eyes if the pupil is coughing, spitting or vomiting, for example • Procedures in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.			
3.8 Reception area						
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines			• Numbers of visitors in reception are limited • Social distancing points clearly set out, using floor markings, continuing outside where necessary. • Social distancing guidance clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). • Non-essential deliveries and visitors to school minimised. • Arrangements in place for segregation of visitors. • Reception staff well briefed on guidelines and restrictions for visitors		• HTs to ensure arrangements are communicated to staff and parents	
3.9 Arrival and departure from school						
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply			• Start and finish times are staggered if necessary. • The use of available entrances and exits maximised. • Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. • Weekly messages to parents stress the need for social distancing at arrival and departure times.		• HTs to ensure a documented plan is in place setting out how the school will operate • HTs reinforce new procedures to parents • SBMs to ensure that sufficient signage is provided	
3.10 Transport						
The use of public transport poses risks			• Pupils, staff and parents to be asked to avoid public transport where possible and reminded of the government guidance on how social distancing can be observed on public transport if use is unavoidable.		• HTs to reiterate message regularly via appropriate communication channels	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
in terms of social distancing					
3.11 Staff areas					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic		• Reconfiguration of staff rooms and offices where appropriate to allow for social distancing between staff • Planning for staff to attend on a rota basis where it is not possible to socially distance in offices • Staff lunch times staggered where possible • Meeting rooms used as additional staff rest areas where social distancing cannot be achieved in existing staffrooms		• HTs to ensure a documented plan is in place setting out how the school will operate • SBMs to ensure that sufficient signage is provided in staff areas to remind staff about social distancing • HTs to brief staff on social distancing arrangements	
3.12 Visitors and meetings					
Visitors to school post risks in terms of social distancing and transmission of infection		• Avoid non-essential visitors to minimise face-to-face contact • Remote meetings to take place where possible • Essential visitors reminded not to visit school if displaying COVID-19 symptoms or if symptoms are being displayed by a member of their household and to follow the self-isolation guidance provided • Visitors to be advised to avoid public transport where possible and use private vehicle, bike or walking to get to school • No onsite meetings to take place unless deemed to be business critical • On site meetings to follow social distancing guidelines of 2m spacing, using suitably sized meeting space with adequate ventilation. • All meeting rooms have hand sanitiser, tissues and wipes available. • No hospitality provided to visitors attending site		• HTs to brief staff on new arrangements • SBMs to ensure adequate hygiene supplies are located in meeting rooms	
3.13 Minibus					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
3.13 Offsite Visits					
Offsite visits (including home visits) poses risks in terms of social distancing and transmission of infection		• Visits only take place where social distancing guidelines can be maintained, including transportation to and from the location. • Staff told not to enter a pupil's home during wellbeing checks		• HTs to brief staff on new arrangements	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
4. Continuing enhanced protection for children and staff with underlying health conditions					
4.1 Pupils with underlying health issues					
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them		• Parents asked to make the school aware of pupils' underlying health conditions • The school, and parents, are clear about the definitions and associated mitigating strategies for people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.** • Schools have a regularly updated register of pupils with underlying health conditions. • Pupils who live with someone who is CEV only attend if stringent social distancing can be maintained, following an individual risk assessment		• HTs to remind parents about the guidance • HTs to encourage parents to notify school if their child is CEV or CV • SBMs to ensure medical details about pupils are recorded on Bromcom • HTs to arrange for risk assessments to be undertaken as appropriate	
Inadequate measures		• Clinically extremely vulnerable (CEV) pupils who are shielding are advised not to attend school		• HTs to direct parents to government guidance or	

	Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
are put in place to protect pupils with underlying health issues					recommend they seek their own medical advice	
4.2 Staff with underlying health issues						
Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them			• All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. • Members of staff with underlying health conditions asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Relevant staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.**		• HR to ensure medical details about staff are recorded on Bromcom • HTs to arrange for risk assessments to be undertaken as appropriate	
Inadequate measures are put in place to protect staff with underlying health issues			• Current government guidance is being applied. • Clinically extremely vulnerable (CEV) staff to work from home where their role permits or be placed on paid leave if working from home is not possible • Clinically vulnerable (CV) staff to be offered a new, or review of existing, risk assessment		• HTs to communicate arrangements to staff • HTs to arrange for risk assessments to be undertaken as appropriate	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
5. Enhancing mental health support for pupils and staff					
5.1 Mental health concerns – pupils					
Pupils' mental health is adversely affected during the period that the school has been closed and by the COVID-19 crisis in general		• Staff available to support pupils with mental health issues. • Access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • Wellbeing/mental health discussed regularly in PSHE/**virtual** assemblies/pupil briefings (stories/toy characters used for younger pupils to help talk about feelings). • Resources/websites provided to support the mental health of pupils provided. • Weekly Wellbeing calls made to all pupils by class teacher.		• HTs to plan for how this can be achieved • HTs to ensure details of available resources are shared	
5.2 Mental health concerns – staff					
The mental health of staff is adversely affected during the period that the school has been closed and by the		• Staff encouraged to focus on their wellbeing. • Consideration given to staff workloads, particularly where external factors are causing additional pressures on staff • Line managers proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training include content on wellbeing. • Open door policy for staff who need additional support • Staff briefings/training on wellbeing provided. • Staff signposted to useful websites and resources.		• HTs to communicate arrangements to staff	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
COVID-19 crisis in general					
Working from home adversely affects staff mental health		• Staff working from home due to shielding /social distancing/ self-isolation have regular catch-ups with line managers. • Staff encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans agreed with support provided where necessary. • Staff working from home help provide remote learning for any pupils who need to stay at home.		• HTs to communicate arrangements to staff	
5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family		• Access to trained staff who can deliver bereavement counselling and support. • Support requested from other organisations when necessary.		• HTs to communicate arrangements to staff	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
6. Operational issues					
6.1 Review of fire procedures					

Fire procedures are not appropriate to cover new arrangements		• Fire procedures reviewed and revised where required, due to:
		  o Reduced numbers of pupils/staff
		  o Possible absence of fire marshals
		  o Social distancing rules during evacuation and at muster points
				• SBMs to review existing fire procedures and amend as appropriate
				• HTs to ensure all staff and pupils are aware of revised procedures	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
		• Staff and pupils briefed on any new evacuation procedures.			
Fire evacuation drills - unable to apply social distancing effectively		• Plans for fire evacuation drills in place which are in line with social distancing measures.		• SBMs to review existing fire procedures and amend as appropriate • HTs to ensure all staff and pupils are aware of revised procedures	
Key staff within evacuation plan absent due to self-isolation		• A shadow staff rota in place to cover absences and staff briefed accordingly.		• SBMs to review existing fire procedures and amend as appropriate • HTs to ensure all staff and pupils are aware of revised procedures	
6.2 Contractors working on the school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		• Meetings with contractors prior to starting work to take place remotely where possible • Use of contractors to be reviewed with any non-essential works postponed where possible • Assurances sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. • Alternative arrangements considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing maintained throughout any such works and where this is not possible arrangements are reviewed. • Normal contractor procedures applied with updates in light of COVID-19 (including need to include COVID-19 considerations in contractor risk assessments and reminders to contractors about the need for social distancing).		• SBMs to review existing contractor procedures and amend as appropriate	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
7. Governance					
7.1 Oversight of the Trust Board					
Lack of oversight during the COVID-19 crisis leads to misunderstandings.		• Trust Board and committees meet regularly via online platforms. • Trust Board and committee agendas structured to ensure all statutory requirements are discussed and Trust leaders held to account for their implementation. • CEO's report to the Board includes content and updates on how the Trust is continuing to meet its statutory obligations in addition to covering the Trust's response to COVID-19. • Regular dialogue with the Chair of Trust Board and those with designated responsibilities is in place. • Minutes of meetings reviewed to ensure that they accurately record the Trust Board's oversight and holding leaders to account for areas of statutory responsibility.		• Executive Assistant to arrange regular remote meetings • CEO to regularly brief Chair of Trustees • DFO to review minutes	
7.2 Oversight of the Academy Council					
Lack of Academy Council oversight during the COVID-19 crisis leads to misunderstandings.		• Academy Council continues to meet regularly via online platforms or other agreed methods. • Academy Council agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • Head's Report to the Academy Council includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. • Regular dialogue with the Chair of Governors and those with designated responsibilities is in place. • Minutes of meetings reviewed to ensure that they accurately record Academy Council's oversight and holding leaders to account for areas of statutory responsibility.		• Executive Assistant to arrange regular remote meetings in discussion with HT/Chair of Governors • HT to regularly brief Chair of Governors • DFO to review minutes	

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Outstanding Actions/Comments	Residual risk rating (H/M/L)
8. 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					
Electronic key pads for entry into school		• Staff/parents/visitors to be given hand sanitiser to use before entry to school building • Caretakers to disinfect the buzzers at the start of the day and throughout		• SBM to ensure hand sanitiser is available SBM to instruct caretakers to maintain high level of hygiene	