

COVID-19: Operational risk assessment for wider 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 July 2020

Assessment conducted by:	M Swift J Chapman-Kemp	Job title:	Business Manager HT	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers, parents/carers
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Date of assessment:	14.07.2020	Review interval:	September 2020	Date of next review:	
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Related documents	
<p>Trust documents:</p> <ul style="list-style-type: none"> HR Guidance for Headteachers during COVID-19 Guidance on Preparing Premises for Wider Opening COVID-19 medical procedures risk assessment Procedures for dealing with a suspected case of COVID-19 Use of Personal Protective Equipment (PPE) Infection control procedures Template individual risk assessment for vulnerable staff 	<p>Government guidance:</p> <ul style="list-style-type: none"> Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 Coronavirus (COVID-19): implementing protective measures in education and childcare settings Coronavirus (COVID-19) Collection: guidance for schools and other educational settings Actions for schools during the coronavirus outbreak Coronavirus (COVID-19): implementing social distancing in education and childcare settings Coronavirus (COVID-19): guidance for educational settings COVID-19: cleaning in non-healthcare settings COVID-19: Planning guide for primary schools Guidance for full opening: schools (Additional guidance due on cleaning in non-healthcare settings by end of term)

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence				
		Highly likely	Likely	Possible	Unlikely	Highly unlikely
Likely impact	Catastrophic impact	Red	Red	Red	Yellow	Yellow
	Major impact	Red	Red	Yellow	Yellow	Green
	Minor impact	Red	Yellow	Yellow	Green	Green
	Negligible impact	Yellow	Yellow	Green	Green	Green
	No impact	Green	Green	Green	Green	Green

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 full re-opening, including necessary social distancing					
1.1 Re-engaging pupils in learning					

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 are a reduced priority within schools when they reopen fully	Yellow	<ul style="list-style-type: none"> Plans in place to meet the learning needs of children in these groups. Pastoral and SEND support deployed wherever possible to support prioritised pupils. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. 	Green	<ul style="list-style-type: none"> 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 	Green
Some pupils will find the return to school difficult due to previous poor attendance, SEND, new to the school or have not engaged with learning during the closure	Yellow	<ul style="list-style-type: none"> Mechanisms put in place to enable staff to flag pupils displaying signs of finding the return difficult OPP's and EHCPs are reviewed by school SENCOs to identify what provision can be provided Pastoral and SEND support deployed to work with identified individuals or groups of pupils Specific transition arrangements in place for all pupils joining the school for the first time 	Green	<ul style="list-style-type: none"> HTs to ensure mechanism for reporting concerns is put in place HTs to ensure OPPs and EHCPs have been reviewed to account for COVID-19 issues HTs to ensure staff are deployed to support work with individual pupils 	Green
Pupils have missed key content during lockdown, preventing them progressing in their learning	Yellow	<ul style="list-style-type: none"> Missed content identified and arrangements in place to ensure this can be covered Formative & Summative assessments planned to inform modification of the curriculum as required. 	Green	<ul style="list-style-type: none"> SLT to ensure that appropriate plans are in place 	Green
1.2 Net capacity					
Available capacity of the school is insufficient when social distancing guidelines are applied	Red	<ul style="list-style-type: none"> DfE guidance states that social distancing should now be observed as far as possible but is not mandatory for pupils in the same bubble. DfE guidance states that bubbles can comprise entire classes or year groups where necessary. Agreed new timetable and arrangements confirmed for each class or year group. 	Yellow	<ul style="list-style-type: none"> HTs to ensure new timetable and arrangements in place 	Yellow
1.3 Organisation of teaching spaces					
Classroom sizes will not allow adequate social distancing	Red	<ul style="list-style-type: none"> DfE guidance states that social distancing should now be observed as far as possible but is not mandatory for pupils in the same bubble. DfE guidance states that bubbles can comprise entire classes or year groups where necessary. Classrooms re-modelled, with chairs and desks facing forward wherever possible and with ideally a 2m space between the teacher and pupils. Staff reminded to minimise time spent within 1m of a pupil as far as possible 	Yellow	<ul style="list-style-type: none"> HTs to make arrangements for new classes and timetables HTs to communicate arrangements to staff Teaching staff to rearrange teaching spaces SBMs to arrange updated signage for each teaching space HT to compile PPT with key social distancing/hygiene measures to be 	Yellow

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		<ul style="list-style-type: none"> • Clear messages communicated with pupils reinforcing any social distancing rules to be adhered to and the need for minimising contact outside the bubble as far as possible. • In primary schools, classes stay together with their teacher and do not mix with other pupils outside of their year group as far as possible. 		shared on first day of opening in September	
Large shared spaces (e.g. hall) are used which increases transmission risk		<ul style="list-style-type: none"> • Large shared spaces to be cleaned thoroughly between use by different group/bubbles • Large gatherings avoided, with technological solutions used as an alternative or stringent social distancing in place if gatherings are essential. • Arrangements in place to enable social distancing between bubbles. 		<ul style="list-style-type: none"> • HTs to ensure use of large spaces is restricted and that different bubbles do not use spaces after each other • HTs to ensure staff understand rules relating to 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		<ul style="list-style-type: none"> • 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 but who are well enough to plan learning for pupils across year groups/subjects where possible. • Use of staff who are self-isolating to update and review online learning • Deployment of supply staff where appropriate. • Flexible and responsive deployment of teaching assistants and pastoral staff to supervise and support classes. • Full use made of testing to inform staff deployment. • A blended model of home learning and attendance at school utilised until staffing levels improve. • If there are insufficient staff or spaces to safely maintain the required small groups, partial closures enacted with switch to remote learning where possible • Contingency arrangements are in place for staff who may have to quarantine when returning from abroad 		<ul style="list-style-type: none"> • HTs to reiterate to staff the importance of complying with reporting procedures • SBMS to ensure Bromcom is updated regularly with details of staff absent or self-isolating, along with dates of actual/expected return. • HT to ensure guidance is issued to supply staff on COVID-19 protocols to be observed • 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					

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 start and end of the school day create risks of breaching social distancing guidelines		<ul style="list-style-type: none"> Start and departure time window. The number of building 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 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 		<ul style="list-style-type: none"> 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 	
Arrangements for breakfast and after school provision does not meet social distancing guidelines		<ul style="list-style-type: none"> Provision appropriate to the age of pupils offered where possible with social distancing measures in place Restrict mixing of bubbles within wraparound provision as far as possible Limitations on numbers at wraparound provision, with a clear plan for prioritising access which is communicated to parents Parents asked to book and pay for places in advance to support management of numbers Parents, staff and pupils provided with guidance on the operation of wraparound provision 		<ul style="list-style-type: none"> HTs to communicate with parents about arrangements for wraparound provision SBMs to ensure arrangements are in place for parents to book and pay for wraparound provision 	
1.6 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines		<ul style="list-style-type: none"> Circulation plans reviewed and revised. One-way systems in place where possible. Corridors divided where feasible. Appropriate signage in place to clarify circulation routes. 		<ul style="list-style-type: none"> HTs to ensure a documented plan is in place setting out how the school will operate 	

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		<ul style="list-style-type: none"> Pinch points and bottle necks identified and managed accordingly. Movement of pupils around school minimised as much as possible, with pupils staying in classrooms and staff moving round where feasible. Pupils regularly briefed on the importance of observing social distancing guidance between bubbles. Appropriate duty rota and levels of supervision in place. 		<ul style="list-style-type: none"> 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 Provision					
Pupils fall behind in their learning during school closures or self-isolation and achievement gaps have widened		<ul style="list-style-type: none"> Home and remote learning continuing and calibrated to complement in-school learning as far as possible for pupils unable to access school site Curriculum designed to support children transitioning into school and to reduce anxiety (an 'essentials' curriculum) Plans to use intervention when appropriate in place for those pupils who have fallen behind in their learning. 		<ul style="list-style-type: none"> 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 	
Arrangements for out-of-classroom provision such as internal exclusion do not allow for adequate social distancing		<ul style="list-style-type: none"> Review of typical out of classroom provision to determine what can continue with adequate social distancing in place and how this can be achieved Alternative solutions put in place where social distancing is not possible 		<ul style="list-style-type: none"> HTs to review arrangements for out of classroom provision 	
1.8 Staff workspaces and staffrooms					
Staff rooms and offices do not allow for observation of social distancing guidelines		<ul style="list-style-type: none"> 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 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, taking into account operational needs resulting from more pupils being in school 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 		<ul style="list-style-type: none"> SBMs to ensure that all staff areas have been assessed and appropriate measures put in place 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 	

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1.9 Managing the school lifecycle					
Limited progress is made with the school's calendar and workplan because of COVID-19 measures	Red	<ul style="list-style-type: none"> School calendar and workplan for the Autumn and Spring term rationalised. Consideration given to how technological solutions can be used to support achievement of necessary activities 	Green	<ul style="list-style-type: none"> HTs to review the calendar for the Autumn and Spring Terms and consider rationalisation where possible 	Green
1.10 Governance					
Trust Board members are not fully informed or involved	Yellow	<ul style="list-style-type: none"> Trust Board regularly updated on actions being taken Risk assessments shared with Trustees via Teams Flexibility to move from face-to-face to online meetings if necessary 	Green	<ul style="list-style-type: none"> COVID-19 to remain standing Trust Board agenda item for first two terms of 2020/21 academic year Risk and Audit Committee to consider COVID-19 response as appropriate in committee meetings CEO to update Chair of Trustees regularly 	Green
Academy Council members are not fully informed or involved	Yellow	<ul style="list-style-type: none"> Academy Councils regularly updated on actions being taken Risk assessments shared with Governors via Email Flexibility to move from face-to-face to online meetings if necessary 	Green	<ul style="list-style-type: none"> COVID-19 to remain standing Academy Council Board agenda item for first two terms of 2020/21 academic year HT to update Chair of governors regularly 	Green
1.11 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	Red	<ul style="list-style-type: none"> 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. 	Green	<ul style="list-style-type: none"> HTs to ensure that policy owner reviews policy to take account of COVID-19 HTs to ensure any changes are communicated to relevant stakeholders 	Green
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	Red	<ul style="list-style-type: none"> Communications plans for the following groups in place: <ul style="list-style-type: none"> Staff Pupils Parents and carers Trustees Academy Councils 	Green	<ul style="list-style-type: none"> HTs to consider how to communicate key messages to stakeholders 	Green
1.13 Staff induction and CPD					

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 are not trained in new procedures, leading to risks to health	High	<ul style="list-style-type: none"> Updates to staff handbook issued to all staff prior to full reopening including changes to: <ul style="list-style-type: none"> Infection control procedures Absence reporting procedures Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 	Yes	<ul style="list-style-type: none"> HTs to ensure that operational procedures specific to their school are updated HTs to ensure that staff are reminded of changes to procedures on first day back in September 	Medium
New staff are not aware of policies and procedures prior to starting at the school	High	<ul style="list-style-type: none"> Induction programmes have taken place for all new staff prior to them starting. Updates to the staff handbook issued to all new staff prior to them starting. Training sessions for new staff are recorded and can be issued to new starters during the year 	Yes	<ul style="list-style-type: none"> HR to liaise with SBMs regarding changes to induction arrangements 	Medium
Staff returning to work from maternity, paternity or long-term absences are not aware of the procedures prior to returning to school	High	<ul style="list-style-type: none"> All staff returning to school for the first time since lockdown or after a prolonged period of absence are provided with a COVID-19 induction similar to that given to staff new to the school 	Yes	<ul style="list-style-type: none"> HR to notify schools when staff on long term absence are due to return HTs to ensure that arrangements are in place to deliver induction to returning staff 	Medium
1.15 Risk assessments					
Risk associated with wider reopening are not considered and addressed	High	<ul style="list-style-type: none"> Comprehensive general risk assessment for wider reopening undertaken 	Yes	<ul style="list-style-type: none"> CEO to ensure that HTs in schools are undertaking actions identified in the risk assessment 	Medium
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.	High	<ul style="list-style-type: none"> Risk assessments for school activities are reviewed and updated to take account of COVID-19 Mitigation strategies are put in place and communicated to staff covering delivery of aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Yes	<ul style="list-style-type: none"> SBMs to ensure relevant risk assessments are reviewed and updated to reflect COVID-19 transmission risk 	Medium
1.16 Pupil attendance					
Parents are reluctant to send their child to school due to perception of COVID-19 risks	High	<ul style="list-style-type: none"> Details of the arrangements for social distancing, hygiene and infection control are communicated to parents in advance Parents are made aware of the benefits of their children returning to school and the potential negative effects continuing absence from school may have, along with the fact that attendance is mandatory 	Yes	<ul style="list-style-type: none"> HTs to communicate arrangements for full re-opening and measures in place to parents via appropriate channels HTs to ensure suitably-briefed staff are available to hold discussions with reluctant parents 	Medium

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		<ul style="list-style-type: none"> Individual discussions are held with parents unwilling to send their child to school to establish reasons and possible solutions Liaison takes place with other agencies as appropriate Fines for absence are implemented as a last resort 			
1.17 Further local or national lockdowns					
School is required to close again to some/all pupils as a result of local or national lockdowns		<ul style="list-style-type: none"> Consideration is given to lessons learnt from the original lockdown and plans reflect these Staff are prepared to return to home working at short notice Arrangements are in place to transition some or all pupils back to home learning as seamlessly as possible Rotas can be established quickly to support vulnerable and key worker children if required to remain in school 		<ul style="list-style-type: none"> HTs to ensure that arrangements are in place to revert to home learning/working at short notice 	

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 ongoing cleaning of surfaces are not undertaken to the standards required		<ul style="list-style-type: none"> Return-to-work plan for cleaning staff (including any deep cleans) agreed prior to full reopening. Revised cleaning plan agreed and implemented which minimises the spread of infection. Working hours for cleaning staff increased if necessary. 		<ul style="list-style-type: none"> SBMs to direct cleaning teams in accordance with individual school plan SBMs to develop updated cleaning plan and document this 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		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 	

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)
		<ul style="list-style-type: none"> • Use of teatowels/hand towels avoided – any towels in use changed daily and laundered in accordance with cleaning guidance • Implement cleaning log to record frequency of cleaning for high-traffic areas such as toilets and communal spaces 			
Appropriate standards of cleanliness sufficient to reduce the spread of infection are not maintained in pupil areas		<ul style="list-style-type: none"> • Revised cleaning plan agreed and implemented which minimises the spread of infection. • Working hours for cleaning staff increased if necessary. • Schedule frequent cleaning of resources shared within groups. • Prevent access to equipment if it cannot be adequately cleaned between different groups of pupils • Implement cleaning log to record frequency of cleaning for high-traffic areas such as toilets, classrooms and communal spaces 		<ul style="list-style-type: none"> • SBMs to direct cleaning teams in accordance with individual school plan • 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		<ul style="list-style-type: none"> • Identify key locations for siting of hand sanitizer stations to ensure hands can be cleaned regularly during the school day • Provision of hand sanitizer at key locations as an alternative to handwashing, where hand washing facilities are not immediately available 		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Collation of master list of alternative suppliers to use if one supplier is out of stock • Monitoring arrangements in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 		<ul style="list-style-type: none"> • SBMs to determine where additional supplies are required • 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		<ul style="list-style-type: none"> • 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 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. 		<ul style="list-style-type: none"> • HTs to communicate arrangements to staff, parents and pupils • SBMs to assess where signage should be located • SBMs to ensure that sufficient signage is provided 	

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Pupils do not use hand sanitizer appropriately		<ul style="list-style-type: none"> Use of hand sanitizer is supervised where appropriate (e.g. younger pupils or those with additional needs where there is a risk of misuse such as ingestion) 		<ul style="list-style-type: none"> HTs ensure relevant staff are aware of the need to provide supervision when using sanitizer 	
Pupils and staff contaminate their hands by coughing or sneezing, which then spreads the virus		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> HTs to ensure regular messages about good hand hygiene are shared SBMs to procure sufficient supplies of tissues SBMs to identify requirements and order sufficient bins 	
Visitors bring the virus into school and contaminate areas they visit		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> SBMs to ensure sufficient supplies are available SBMs to ensure Reception staff understand new visitor procedures 	
2.3 Testing and managing symptoms					
Testing is not used effectively to manage staffing and mitigate risks		<ul style="list-style-type: none"> Guidance on getting tested shared with staff and parents as part of the reopening process. Staff and parents asked to notify school of the result of any test undertaken 		<ul style="list-style-type: none"> HTs communicate arrangements to staff and parents 	
Infection transmission within school due to staff/pupils/visitors (or members of their household) displaying symptoms		<ul style="list-style-type: none"> 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. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. Pupils, parents and staff 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. 		<ul style="list-style-type: none"> SBMs to ensure Bromcom is updated regularly with details of staff absent or self-isolating along with dates of actual/expected return HTs to establish 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		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> HTs to ensure staff, parents and pupils are aware 	

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anyone display symptoms of COVID-19		<ul style="list-style-type: none"> Guidance explained to staff and pupils/parents as part of the wider reopening process. Any updates or changes to this guidance communicated in a timely and effective way to all stakeholders. 			
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> HTs to ensure staff, parents and pupils are aware 	
2.4 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk		<ul style="list-style-type: none"> Lists of qualified first aiders maintained Renewal dates reviewed and training scheduled if possible Additional staff trained in basic first aid where possible Plans in place for mutual aid from other Trust schools 		<ul style="list-style-type: none"> SBMs to review renewal dates for training and arrange refreshers if possible HT to ensure that there is always a DSL/First aider on site 	
Safeguarding staff are unable to handle an increased number safeguarding concerns reported on return to school		<ul style="list-style-type: none"> Consideration given to freeing up time for DSLs at start of term where possible Plans in place for mutual aid from other Trust schools 		<ul style="list-style-type: none"> HTs to consider how to free up DSLs where possible 	
2.5 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control		<ul style="list-style-type: none"> First aid administered from staff within bubbles if possible 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. 		<ul style="list-style-type: none"> SBMs to ensure sufficient PPE ordered and available SBMs to ensure arrangements for cleaning are in place 	
2.6 Communication with parents and carers					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school		<ul style="list-style-type: none"> As part of the overall communications strategy referenced in 1.12, parents kept up to date with information, guidance and the school's expectations on a weekly/2 weekly basis using a range of communication tools. 		<ul style="list-style-type: none"> HTs to communicate regularly with parents/carers SBMs to arrange for update of COVID-19 section on school website as necessary 	

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		<ul style="list-style-type: none"> COVID-19 section on the school website to be regularly updated. 			
Parents and carers do not fully understand their responsibilities should a child show symptoms of COVID-19		<ul style="list-style-type: none"> Key messages in line with government guidance reinforced on a weekly basis via email, text and the school's website. 		<ul style="list-style-type: none"> HTs to communicate regularly with parents and carers 	
2.7 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines		<ul style="list-style-type: none"> 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; cleaning staff) instructed on how to put on and remove PPE carefully to reduce contamination and also how to dispose of them safely. Staff reminded that wearing of gloves is not a substitute for good handwashing. 		<ul style="list-style-type: none"> SBMs to ensure sufficient PPE is available SBMs to ensure staff wearing PPE are trained in its use 	
Pupils and staff are wearing face coverings on arrival at school		<ul style="list-style-type: none"> DfE guidance is that face coverings are not recommended in schools Process is in place for removing face coverings on arrival at school Pupils, parents and staff are informed of the process Plastic bags are available for the storage of reusable face coverings where pupils or staff do not have their own 		<ul style="list-style-type: none"> HTs to ensure that procedures for removal of face coverings are communicated to pupils, parents and staff 	
2.8 Containment of outbreaks					
Action is not taken to contain infections within school		<ul style="list-style-type: none"> Appropriate procedures are in place to contain symptomatic individuals and these are communicated to staff Staff and parents are asked to notify the school of the outcome of any coronavirus test (positive or negative) Contact local health protection team for advice if notified that a pupil or staff member has received a positive test result School to follow advice provided by health protection team 		<ul style="list-style-type: none"> HT/SBM to communicate requirements to staff and parents HT to ensure Trust HQ is notified of any positive tests 	
Pupils, staff and parents do not engage with Test and Trace		<ul style="list-style-type: none"> Key messages about the importance of engaging with Test and Trace in line with government guidance reinforced on a weekly basis via email, text and the school's website. 		<ul style="list-style-type: none"> HTs to communicate regularly with staff, 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)
Schools do not take appropriate action when contacted by Test and Trace		<ul style="list-style-type: none"> Schools follow guidance issued by Test and Trace or PHE, including sending staff or pupils home as required 		<ul style="list-style-type: none"> HTs communicate to staff the protocols if they are contacted by PHE or Test and Trace 	
Schools do not maintain adequate records of interactions to facilitate Test and Trace		<ul style="list-style-type: none"> Records of staff absence are kept up to date Records are maintained of where groups are not being taught by their usual member of staff, or by a member of staff outside their bubble (including where supply staff have been used) Records of staff providing first aid to pupils are maintained Records are kept of any behaviour incidents where pupils or staff may have been in close contact e.g. where staff have restrained pupils, where physical altercations have taken place or where staff/other pupils have been coughed on/spat at Records of all visitors to school (including contractors) are maintained 		<ul style="list-style-type: none"> HTs ensure that appropriate procedures are in place to keep these records 	

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 and effective hygiene measures					
3.1 Pupil behaviour					
Pupils' behaviour on return to school does not comply with social distancing and hygiene guidance		<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for distancing between bubbles and within bubbles where appropriate 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. Large gatherings are avoided. Break times and lunch times structured to support distancing between bubbles and are closely supervised. Any group activities that requires pupils to be in close physical contact with each other, such as contact sports and playground games, to be risk assessed and avoided or 		<ul style="list-style-type: none"> SBMs to audit requirements for signage and floor markings and record on school plan 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 and arrange for section of the school website to detail the COVID-19 specific expectations and any escalation points 	

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)
		<ul style="list-style-type: none"> undertaken with additional safety measures in place to minimise transmission of infection Behaviour policy revised to include compliance with COVID-19 requirements and communicated to staff, pupils and parents. 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 effectiveness of social distancing measures and review arrangements. Messages to parents reinforce the importance of supporting the school's approach to social distancing and the changes to the school's behaviour policies. Arrangements for social distancing of younger primary school children agreed and staff clear on expectations, e.g. limited ability to social distance within bubbles but clear protocols for minimising contact between bubbles. Pupils limit equipment brought into school to essentials only 		<ul style="list-style-type: none"> 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 and hygiene measures		<ul style="list-style-type: none"> Classrooms arranged with pupils at desks facing forward as far as possible, with a 2m space between pupils and teacher if possible Seating plans are in use to avoid pupils switching seats regularly Furniture not in use removed from classrooms and teaching spaces where there is space to store these items elsewhere. Arrangements reviewed regularly. 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; where resources are shared, these are 		<ul style="list-style-type: none"> 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)
		<ul style="list-style-type: none"> cleaned frequently or rotated to allow them to be unused for 48hrs (72hrs for plastics) between bubbles Rooms ventilated as far as possible by opening windows/doors 			
3.3 Movement in corridors					
Social distancing guidance is breached when pupils circulate in corridors		<ul style="list-style-type: none"> Circulation plans reviewed and amended. 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. Where possible, pupils stay in classrooms and staff move around. Pupils briefed regularly regarding observing social distancing guidance whilst circulating. Appropriate supervision levels in place. 		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> Break times are staggered. External areas designated for different bubbles. Pupils reminded about social distancing between bubbles as break times begin. Social distancing signage in place around the school and in key areas. Consideration given to designating particular areas for particular bubbles 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 to be risk assessed 		<ul style="list-style-type: none"> HTs to ensure a documented plan is in place setting out how the school will operate 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)
		and avoided or undertaken with additional safety measures in place to minimise transmission of infection			
3.5 Lunch times					
Pupils and staff do not observe social distancing at lunch times		<ul style="list-style-type: none"> Pupils reminded about social distancing between bubbles as lunch break begins. External areas designated for different bubbles. Pupils wash their hands before and after eating. Additional arrangements in place, such as staggering lunch times, pupils eating in classrooms as appropriate to restrict mixing between bubbles Eating areas cleaned after lunch. Pre-ordering arrangements in place to minimise queues 		<ul style="list-style-type: none"> HTs to ensure a documented plan is in place setting out how the school will operate 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		<ul style="list-style-type: none"> Only one child at a time from each class can frequent the toilet 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- Cleaning Log 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. 		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> Social distancing provisions in place for medical rooms. Designated room/space established for pupils with suspected COVID-19 to use whilst collection is arranged. 		<ul style="list-style-type: none"> SBMs to ensure sufficient PPE ordered and available SBMs to ensure arrangements for cleaning are 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)
		<ul style="list-style-type: none"> • 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 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. 		<ul style="list-style-type: none"> • HTs to ensure staff are briefed on the new procedures 	
3.8 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines		<ul style="list-style-type: none"> • 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). • Additional Perspex screening considered for reception areas if appropriate distance cannot be maintained • 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 		<ul style="list-style-type: none"> • HTs to ensure arrangements are communicated to staff and parents • SBMs to assess requirement for floor markings/other protective measures and ensure arrangements are in place • SBMs to ensure Reception staff are briefed on the arrangements 	
3.9 Arrival and departure from school					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply		<ul style="list-style-type: none"> • Start and finish times are 'windowed'. • 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. 		<ul style="list-style-type: none"> • 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 in terms of social distancing		<ul style="list-style-type: none"> • Pupils, staff and parents reminded of the government guidance on use of public transport, including the use of face masks for pupils in the relevant age groups. 		<ul style="list-style-type: none"> • 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)
The use of non-public transport contracted by the school poses risks in terms of social distancing	Yellow	<ul style="list-style-type: none"> DfE guidance is that pupils on dedicated school services do not need to comply with the distancing rules for public transport Where school arranges the transport, due diligence is undertaken to ensure the provider is making adequate arrangements to reduce COVID-19 transmission including regular cleaning Pupils and staff use hand sanitizer before boarding transport Pupils are seated in groupings that reflect their classroom seating or bubbles as far as possible 	Green	<ul style="list-style-type: none"> HTs to ensure staff are aware of the protocols 	Green
3.11 Staff areas					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	Red	<ul style="list-style-type: none"> Reconfiguration of staff rooms and offices where appropriate to allow for social distancing between staff Staff lunch times staggered where possible 	Green	<ul style="list-style-type: none"> HTs to ensure a documented plan is in place setting out how the school will operate SBMs to ensure that all staff areas have been assessed and appropriate measures put in place 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 	Green
3.12 Visitors and meetings					
Visitors to school post risks in terms of social distancing and transmission of infection	Red	<ul style="list-style-type: none"> Avoid non-essential visitors to minimise face-to-face contact Remote meetings to take place where possible Meetings to take place outside school hours if possible 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 On site meetings to follow social distancing guidelines using suitably sized meeting space with adequate ventilation. 	Green	<ul style="list-style-type: none"> HTs to brief staff on new arrangements SBMs to ensure adequate hygiene supplies are located in meeting rooms 	Green

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)
		<ul style="list-style-type: none"> All meeting rooms have hand sanitiser, tissues and wipes available. No hospitality provided to visitors attending site 			
3.13 Offsite Visits					
Offsite visits (including home visits) poses risks in terms of social distancing and transmission of infection		<ul style="list-style-type: none"> Visits only take place where social distancing guidelines can be maintained, including transportation to and from the location. Staff leading educational visits to ensure that risks associated with COVID-19 are included as part of the risk assessment Staff not to enter pupils' homes during wellbeing checks DfE guidance states that no overnight or foreign trips to take place until further notice 		<ul style="list-style-type: none"> HTs to brief staff on new arrangements 	
3.15 Supply, Casual or Peripatetic Staff (including sports coaches)					
Supply, casual or peripatetic staff are unclear on the hygiene and social distancing requirements		<ul style="list-style-type: none"> Arrange briefing for supply, peripatetic or casual staff, including aide memoire document, on arrival in school setting out expectations in relation to social distancing and hygiene measures Use same external staff where possible to build familiarity 		<ul style="list-style-type: none"> HTs to ensure that those booking supply are clear on what information needs to be provided to supply staff 	
3.16 Uniform					
Pupils arrive for school not in correct uniform		<ul style="list-style-type: none"> Communication with parents to ensure that they are aware that normal uniform arrangements apply Local arrangements in place where appropriate for pupils to attend in PE kit on PE days 		<ul style="list-style-type: none"> HTs to remind parents of the uniform arrangements from September 	
3.17 Curriculum specific					
Risks associated with performing arts lessons are not adequately addressed		<ul style="list-style-type: none"> Risk assessments for music activities such as singing, chanting, shouting or playing wind or brass instruments revised to take account of COVID-19 risks Higher risk activities are substituted for lower risk activities where possible Mitigation is put in place including physical distancing, playing/singing outside, limiting group sizes to 15, positioning pupils back to back/side by side, not sharing instruments 		<ul style="list-style-type: none"> HTs to ensure that staff are aware of the protocols 	

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)
		<ul style="list-style-type: none"> No large group activities such as choirs, ensembles or performances to take place 			
Risks associated with PE lessons are not adequately addressed		<ul style="list-style-type: none"> Risk assessments for PE activities revised to take account of COVID-19 risks Higher risk activities are substituted for lower risk activities where possible Mitigation is put in place including physical distancing, playing outside, limiting group sizes, cleaning equipment thoroughly between groups No contact sports to take place Children to attend in PE kit to minimise risk when changing 		<ul style="list-style-type: none"> HTs to ensure that staff are aware of the protocols 	

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 or in 'at risk' groups					
4.1 Pupils with underlying health issues or in 'at risk' groups					
Pupils with underlying health issues or in 'at risk' groups such as BAME or pregnant pupils, are not identified and so measures have not been put in place to		<ul style="list-style-type: none"> Parents asked to make the school aware of pupils' underlying health conditions and other risk factors Parents of pupils with underlying health conditions asked to seek and act on advice of their consultant or GP Schools have a regularly updated register of pupils with underlying health conditions. Schools to update Bromcom with any other known risk factors for individual pupils 		<ul style="list-style-type: none"> HTs to remind parents about the guidance SBMs to ensure relevant details about pupils are recorded on Bromcom 	

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)
protect them					
Inadequate measures are put in place to protect pupils with underlying health issues or in 'at risk' groups		<ul style="list-style-type: none"> • Current government guidance is being applied • Individual risk assessments are undertaken where appropriate. • Provision is available for pupils to transition to remote learning in the event of shielding being reactivated 		<ul style="list-style-type: none"> • HTs to arrange for risk assessments to be undertaken as appropriate • HTs to direct parents to government guidance or recommend they seek their own medical advice 	
4.2 Staff with underlying health issues or in 'at risk' groups					
Staff with underlying health issues or in 'at risk' groups, such as BAME or pregnant staff, are not identified and so measures have not been put in place to protect them		<ul style="list-style-type: none"> • All members of staff with underlying health issues or additional risk factors asked 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. 		<ul style="list-style-type: none"> • HR to request update from staff with latest details of health conditions or any specific risk factors • HR to ensure medical details about staff are recorded on Bromcom • HR to ensure that other known risk factors communicated by staff are recorded on Bromcom 	
Inadequate measures are put in place to protect		<ul style="list-style-type: none"> • Current government guidance is being applied. • Individual risk assessments are undertaken where appropriate 		<ul style="list-style-type: none"> • 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)
staff with underlying health issues or in 'at risk' groups				<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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). Posters and displays at appropriate points around school to signpost pupils to sources of support Resources/websites provided to support the mental health of pupils. 		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> HTs to communicate arrangements to staff SBMs to ensure that additional support provided to individual staff is documented 	

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)
affected during the period that the school has been closed and by the COVID-19 crisis in general		<ul style="list-style-type: none"> Staff briefings and training including specific, externally-delivered sessions focused on wellbeing. Open door policy for staff who need additional support Staff signposted to useful websites and resources. 			
Working from home adversely affects staff mental health		<ul style="list-style-type: none"> Staff working from home due to self-isolation have regular catch-ups with line managers. Staff are encouraged to come into school regularly unless self-isolating or risk assessment suggests this is inadvisable Staff encouraged to speak regularly with colleagues, take regular breaks and exercise. Appropriate work plans agreed with support provided where necessary. 		<ul style="list-style-type: none"> HTs to communicate arrangements to staff 	
5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family		<ul style="list-style-type: none"> Access to trained staff who can deliver bereavement counselling and support. Support requested from other organisations when necessary. 		<ul style="list-style-type: none"> 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. Premises issues					
6.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none"> Fire procedures reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff and pupils briefed on any new evacuation procedures. 	Y	<ul style="list-style-type: none"> SBMs to review existing fire procedures and amend as appropriate HTs to ensure all staff and pupils are aware of revised procedures 	M
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> Plans for fire evacuation drills in place which are in line with social distancing measures. 	Y	<ul style="list-style-type: none"> SBMs to review existing fire procedures and amend as appropriate HTs to ensure all staff and pupils are aware of revised procedures 	M
Key staff within evacuation plan absent due to self-isolation	H	<ul style="list-style-type: none"> A shadow staff rota in place to cover absences and staff briefed accordingly. 	Y	<ul style="list-style-type: none"> SBMs to review existing fire procedures and amend as appropriate HTs to ensure all staff and pupils are aware of revised procedures 	M
6.2 Managing premises on reopening after lengthy closure					
All systems may not be operational	M	<ul style="list-style-type: none"> Government guidance implemented where appropriate. All systems recommissioned. 	Y	<ul style="list-style-type: none"> SBMs to ensure all necessary systems are operational and address any issues 	M
Statutory compliance has not been completed due to the availability of	M	<ul style="list-style-type: none"> All statutory compliance up to date. 	Y	<ul style="list-style-type: none"> SBMs to review any outstanding areas and arrange for completion asap 	M

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)
contractors during lockdown					
6.3 Contractors working on the school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		<ul style="list-style-type: none"> • Meetings with contractors prior to starting work to take place remotely where possible • Ongoing works and scheduled inspections for schools (e.g. estates related) designated as essential work by the government and so are set to continue. • 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). 		<ul style="list-style-type: none"> • SBMs to review existing contractor procedures and amend as appropriate 	
6.3 Deliveries to the school site					
Deliveries arriving whilst school is in operation may pose a risk to social distancing and infection control		<ul style="list-style-type: none"> • Suppliers are asked to undertake deliveries outside windows at the start and end of the school day wherever possible • Delivery routes to be segregated from pupil areas as far as possible • Multiple orders for routine suppliers are consolidated into a single weekly or bi-weekly order to reduce visits to site as far as possible • Delivery drivers to be briefed on social distancing requirements by Receptionist before entering school site 		<ul style="list-style-type: none"> • SBMs to liaise with regular suppliers to notify of new arrangements • SBMs to plan appropriate delivery routes • SBMs to ensure staff, including office staff placing orders, are briefed on revised ordering process • SBMs to ensure Receptionists are aware of their role 	

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.		<ul style="list-style-type: none"> Trust Board and committees meet regularly face-to-face or via online platforms as appropriate. Arrangements are in place so any Trustees unable to attend face-to-face meetings have the option of participating remotely 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. 		<ul style="list-style-type: none"> Executive Assistant to facilitate 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.		<ul style="list-style-type: none"> Academy Council continues to meet regularly face-to-face or via online platforms as appropriate. Arrangements are in place so any governors unable to attend face-to-face meetings have the option of participating remotely 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. 		<ul style="list-style-type: none"> Executive Assistant to facilitate remote meetings 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)
		<ul style="list-style-type: none"> 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. 			

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		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> SBM to ensure hand sanitiser is available SBM to instruct caretakers to maintain high level of hygiene 	