



# **Operational risk assessment for Millbrook School - March 2021**

# COVID-19: Operational risk assessment for Millbrook Primary School

Please note: this risk assessment has been undertaken and should be read in conjunction with guidance on school reopening issued by the Dept for Education on 2<sup>nd</sup> July 2020 and updated on 22<sup>nd</sup> February 2021.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

And also <https://www.gov.uk/guidance/national-lockdown-stay-at-home> issued on the 4<sup>th</sup> January 2021 and updated on 22<sup>nd</sup> Feb 2021 and <https://www.gov.uk/coronavirus/education-and-childcare> issued in January 2021.

<b>Assessment conducted by:</b>	Karen Pyman Helen Tucker	<b>Job title:</b>	Head teacher Deputy head teacher	<b>Covered by this assessment:</b>	Staff, pupils, contractors, visitors, volunteers
<b>Date of assessment:</b>	20/07/2020	<b>Review interval:</b>	04/09/2020 07/10/2020 05/11/2020 04/01/21 01/03/2021	<b>Date of next review:</b>	19/04/2021

## Related documents

### School documents:

[Reopening guidance distributed](#)

- Risk Assessment
- Behaviour Guidelines
- Returning to Work Guidance for Staff
- Temporary Staff handbook
- COVID-19 Safeguarding Policy Annexe
- Timetables and rotas

### Other relevant Government guidance:

- [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](#)
- <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>
- <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>
- <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

## Risk matrix

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

Areas for concern	Risk rating Prior to action (H/M/L)	Control measures	In place?		Residual risk rating H/M/L
			Yes/No	Further action/who responsible/comments	
<b>1. Establishing a systematic process of full re-opening, including social distancing where possible</b>					
<b>1.1 Net capacity</b>					
Available capacity of the school is reduced when social distancing guidelines are applied.	H	<ul style="list-style-type: none"> <li>Agreed number of pupils who can be in any one place at any one time is reduced to enable compliance with most recent guidelines.</li> <li>Some spaces in school are not being used in order to minimise contact and apply social distancing where possible.</li> <li>Agreed new timetable and arrangements confirmed for each year group.</li> <li>Arrangements in place to support pupils when not at school with remote learning at home.</li> </ul>	Yes	No new children added to year groups without a review of the risk assessment	L
<b>1.2 Organisation of teaching spaces</b>					
Classroom sizes will not allow adequate social distancing.	H	<ul style="list-style-type: none"> <li>Classroom size and numbers reviewed.</li> <li>Class sizes and timetables/staffing amended in line with government guidance</li> <li>Classrooms re-modelled, with chairs and desks in place to allow for social distancing for both staff and pupils and room dividers put in place where possible.</li> <li>Any equipment not needed or difficult to clean removed and stored</li> </ul>	Yes		M

		<ul style="list-style-type: none"> <li>• Clear signage displayed in school promoting social distancing.</li> <li>• Additional rooms used when possible</li> <li>• Classes/year groups stay together with their teacher/TAs and do not mix with other pupils, including breaks, lunch and play.</li> </ul>			
<b>Large and central/general spaces could need to be used as teaching spaces</b>	M	<ul style="list-style-type: none"> <li>• Limits set for large spaces (e.g. hall, library, hub, ICT suite) for teaching.</li> <li>• Large gatherings prohibited.</li> <li>• Design layout and arrangements in place to enable social distancing where possible.</li> </ul>	Yes		L
<b>1.3 Availability of staff and class sizes</b>					
<b>The number of staff who are available is lower than that required to teach classes in school and operate effective home learning.</b>	M	<ul style="list-style-type: none"> <li>• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>• Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> <li>• Flexible and responsive use of teaching assistants and pastoral staff to supervise &amp; support classes is in place.</li> <li>• Full use is made of testing to inform staff deployment.</li> <li>• A consideration of employing supply teachers.</li> <li>• Those staff with an NHS letter, identifying them as Extremely Clinically Vulnerable (ECV) will be working from home during Lockdowns &amp; when school is in Tier 4.</li> </ul>	Yes	Ensure all staff know how they can access testing if needed.	L
<b>1.4 Prioritising provision</b>					
<b>The continued prioritisation of vulnerable pupils</b>	M	<ul style="list-style-type: none"> <li>• Pastoral and SEND support is deployed wherever possible to support prioritised pupils.</li> <li>• Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.</li> <li>• Childcare provision to also include access for vulnerable pupils</li> </ul>	Yes		L
<b>1.5 The school day</b>					
<b>The start and end of the school day create risks of breaching social distancing guidelines.</b>	H	<ul style="list-style-type: none"> <li>• Start and departure times are staggered.</li> <li>• The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups.</li> <li>• Staff, parents and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> </ul>	Yes		L

		<ul style="list-style-type: none"> <li>• Regular communication reminding parents/carers/staff of procedures</li> <li>• Masks to be worn by adults when entering and leaving the site/building and when dropping off and/or collecting children</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety</li> <li>• School transport does not mix pupils from different schools and limits the number of bubbles in each taxi where possible. Adults to wear masks and follow government guidelines for handwashing/sanitising.</li> </ul>				
<b>1.6 Planning movement around the school</b>						
<b>Movement around the school risks breaching social distancing guidelines</b>	H	<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and revised.</li> <li>• One-way systems are in place where possible.</li> <li>• Appropriate signage is in place to clarify circulation routes. Pinch points and bottle necks are identified and managed accordingly.</li> <li>• Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round.</li> <li>• Pupils are regularly briefed regarding observing social distancing guidance.</li> <li>• Appropriate duty rotas and levels of supervision are in place.</li> <li>• Parents regularly reminded to Social Distance and to follow the one way system at all times.</li> <li>• Parents reminded to adhere to allocated time slots for arrival and collection.</li> <li>• Staff and visitors are recommended to wear face masks in communal areas where they are unable to keep a 2m distance from other adults or feel the risk of transmission may be high.</li> </ul>	Yes		M	
<b>1.7 Curriculum organisation</b>						
<b>Pupils will have fallen behind in their learning during school closure and achievement gaps will have widened.</b>	H	<ul style="list-style-type: none"> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Home and remote learning is continuing where necessary and is calibrated to complement in-school learning</li> <li>• Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> </ul>	Yes	The long term implications of this will need to be addressed further in 2021/22.	M	

1.8 Staff workspaces					
<b>Staff rooms and offices do not allow for observation of social distancing guidelines.</b>	H	<ul style="list-style-type: none"> <li>• Additional staffrooms/PPA spaces provided and allocated to decrease numbers in any one place and allow for social distancing</li> <li>• Break times and lunch breaks have been staggered to reduce numbers of staff in rooms at any one time</li> <li>• Staff toilets have additional cleaning products provided.</li> <li>• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing where possible.</li> <li>• Staff have been briefed during induction on the use of these rooms.</li> <li>• Staff are recommended to wear face masks in communal areas where they are unable to keep a 2m distance from other adults or feel the risk of transmission may be high.</li> </ul>	Yes		L
1.9 Managing the school lifecycle					
<b>The school's Spring/Summer term calendar and workplan may be impacted because of COVID-19 measures</b>	M	<ul style="list-style-type: none"> <li>• School calendar for the spring &amp; summer terms rationalised.</li> <li>• Senior Leadership Team (SLT) and staff meetings to include short- and medium-term response planning.</li> <li>• Monitoring timetables reviewed</li> <li>• Curriculum for Spring &amp; Summer 2021 planned</li> <li>• Online learning in place for any pupils isolating and additional provision ready to be uploaded for classes if a bubble has to close</li> </ul>	Yes		L
<b>Pupils joining the school or moving on to the next phase in their education do not feel prepared for the transition.</b>	H	<ul style="list-style-type: none"> <li>• A plan is in place for pastoral staff and class teachers/pre-school leaders to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>• There is regular and effective liaison with nurseries and secondary schools to assist with pupils' transition.</li> <li>• Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>• Online induction for pupils and parents have been planned.</li> </ul>	Yes		L

		<ul style="list-style-type: none"> <li>Videos of the school have been produced for new parents to be able to see the school before their child starts.</li> </ul>			
<b>1.10 Governance and policy</b>					
<b>Governors are not fully informed of key decisions.</b>	M	<ul style="list-style-type: none"> <li>Online meetings are held regularly with governors to inform of decisions.</li> <li>Communication via GovernorHub when needed</li> <li>Governors are briefed regularly on the latest government guidance and its implications for the school.</li> <li>Governors sent communication texts through Teachers2Parents when relevant</li> <li>Governors supporting in school where practical</li> </ul>	Yes		L
<b>1.11 Policy review</b>					
<b>Some existing policies e.g. Safeguarding, Behaviour for Learning, are no longer fit for purpose in the current circumstances.</b>	H	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Yes	Additional policies may need to be reviewed as guidance changes.	L
<b>1.12 Communication strategy</b>					
<b>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health.</b>	H	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>Staff</li> <li>Pupils</li> <li>Parents</li> <li>Governors</li> <li>Other partners</li> </ul> </li> </ul>	Yes		L
<b>1.13 Staff induction and CPD</b>					
<b>Staff are not trained in new procedures, leading to risks to health.</b>	H	<ul style="list-style-type: none"> <li>A revised staff handbook was issued to all staff prior to opening in September.</li> <li>Induction and CPD programmes are in operation for all staff prior to September opening, and include: <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management</li> </ul> </li> <li>First Aid Training has been facilitated for a large number of staff to ensure that COVID-19 procedures are followed when a child is hurt or injured</li> </ul>	Yes	Staff updated if anything relevant changes.	L
		<ul style="list-style-type: none"> <li>Induction programmes are in place for all new staff – either in-school or online – prior to them starting.</li> </ul>	Yes		L

<b>New staff are not aware of policies and procedures prior to starting at the school when it opens in September</b>		<ul style="list-style-type: none"> <li>The revised staff handbook is issued to all new staff prior to them starting.</li> </ul>			
<b>1.14 Free School Meals</b>					
<b>Pupils eligible for free school meals do not receive vouchers when they are not in school.</b>	M	<ul style="list-style-type: none"> <li>A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive vouchers when not in school.</li> <li>A particular note is made of pupils who have recently become eligible to ensure they receive their vouchers</li> <li>Government guidance is followed to support disadvantaged pupils throughout the year and issue vouchers when available</li> </ul>	Yes		L
<b>1.15 Risk assessments</b>					
<b>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.</b>	H	<ul style="list-style-type: none"> <li>Risk assessments are updated or undertaken before the school opens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>Different areas of the school</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> </ul>	Yes		L

Areas for concern	Risk rating Prior to action (H/M/L)	Control measures	In place? Yes/No	Further action/who responsible/comments	Residual risk rating H/M/L
<b>2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19</b>					
<b>2.1 Cleaning</b>					
<b>Cleaning capacity is reduced so that an initial thorough clean and ongoing cleaning of surfaces are not undertaken to the standards required.</b>	H	<ul style="list-style-type: none"> <li>• A plan for cleaning staff (including any deep cleans) is agreed prior to opening.</li> <li>• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>• Training is provided for cleaning staff</li> <li>• Working hours for cleaning staff are increased if required.</li> <li>• Additional cleaners employed where necessary to maintain high standards</li> <li>• Other staff to be trained and to take on additional cleaning duties during their usual working hours</li> <li>• Additional procedures to be put in place for waste/lidded bins where possible/tissues.</li> <li>• School is 'fogged' with disinfectant weekly as standard to sanitise all high use areas.</li> <li>• Clinically vulnerable staff, who have not yet been vaccinated, have been encouraged to be especially careful to follow the rules and minimise their contacts with others. They have also been advised to continue to wash their hands carefully and more frequently than usual and maintain thorough cleaning of frequently touched areas.</li> </ul>	Yes		L
<b>2.2 Hygiene and handwashing</b>					
<b>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency.</b>	M	<ul style="list-style-type: none"> <li>• An ongoing audit of handwashing facilities and sanitiser dispensers is regularly undertaken and additional supplies are purchased if necessary.</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day and accessible to all staff without leaving their work space.</li> </ul>	Yes		L
<b>Pupils forget to wash their hands regularly and frequently.</b>	M	<ul style="list-style-type: none"> <li>• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> <li>• Posters and notices reinforce the need to wash hands regularly and frequently.</li> </ul>	Yes		L

		<ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>			
<b>2.3 Clothing/fabric</b>					
<b>Not wearing clean clothes each day may increase the risk of the virus spreading.</b>	M	<ul style="list-style-type: none"> <li>Policies are agreed on the wearing of uniforms by pupils and dress by staff to minimise risks.</li> <li>Expectations and guidance are communicated to parents and staff.</li> </ul>	Yes	Government guidance now says that clothing does not need to be changed and washed each day.	L
<b>The use of fabric chairs may increase the risk of the virus spreading</b>	M	<ul style="list-style-type: none"> <li>Where they are being used ensure use of chairs is limited and they are cleaned regularly.</li> <li>Rooms in school with a high level of soft furnishing to be 'fogged' daily</li> </ul>	Yes		L
<b>2.4 Testing and managing symptoms</b>					
<b>Testing is not used effectively to help manage staffing levels and support staff wellbeing.</b>	M	<ul style="list-style-type: none"> <li>Guidance on getting tested has been published.</li> <li>Twice weekly lateral flow testing is available to all staff via school.</li> <li>School has small supply of PCR tests to be used in emergencies where tests can not be accessed</li> <li>The guidance has been explained to staff as part of the induction process.</li> <li>Post-testing support is available for staff through the school's health provider.</li> </ul>	Yes		L
<b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b>	H	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> <li>Engage with government Track &amp; Trace procedures and systems.</li> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply.</li> <li>A record of any COVID-19 symptoms in staff or pupils is recorded.</li> </ul>	Yes		L
	H	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take</li> </ul>	Yes		L

<p><b>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</b></p>		<p>should anyone display symptoms of COVID-19 and how this will be implemented in the school.</p> <ul style="list-style-type: none"> <li>• This guidance has been explained to staff and parents as part of the induction process.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>• Procedures are in place for identified areas to be deep cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>			
<p><b>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school.</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• Flow chart (PHE SW HPT: Guidance for Childcare and Educational Settings in the management of COVID-19 – Version 5) will be followed by Senior Staff</li> <li>• Procedures are in place for the relevant 'bubble' to be closed and deep cleaned after any confirmed case of COVID-19.</li> <li>• Track and Trace will be implemented to identify any other contact that anyone who has tested positive has had.</li> <li>• Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>• This guidance has been explained to staff and parents as part of the induction process.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>• Written information on processes and procedures sent to parents before their children return to school.</li> <li>• Information sent out at the beginning of each holiday to outline procedures for a positive case during a break.</li> </ul>	<p>Yes</p>		<p>L</p>
<p><b>2.5 First Aid/Designated Safeguarding Leads</b></p>					
<p><b>The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk.</b></p>	<p>H</p>	<ul style="list-style-type: none"> <li>• All teaching members of SLT now trained to Level 3 Safeguarding</li> <li>• First Aid Training has been facilitated for a large number of staff to ensure that COVID-19 procedures are followed when a child is hurt or injured</li> <li>• Clear identification of all trained staff and this communicated effectively</li> <li>• A programme for training additional staff is in place.</li> </ul>	<p>Yes</p>		<p>L</p>

<b>2.6 Communication with parents</b>					
<b>Parents and carers are not fully informed of the health and safety requirements for the opening of the school in September.</b>	M	<ul style="list-style-type: none"> <li>As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a regular basis using a range of communication tools.</li> <li>A COVID-19 section on the school website has been created and is regularly updated.</li> <li>Parent and pupil information has been created.</li> </ul>	Yes		L
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	H	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a regular basis via email, text, newsletters and the school's website.</li> </ul>	Yes		L
<b>2.7 Personal Protective Equipment (PPE)</b>					
<b>Provision of PPE for staff where required is not in line with government Guidelines.</b>	H	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff; staff serving food; staff dealing with suspected cases of COVID-19) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>Staff and visitors are recommended to wear face masks in communal areas where they are unable to keep a 2m distance from other adults or feel the risk of transmission may be high.</li> <li>Masks to be worn by adults when entering and leaving the site/building and when dropping off and/or collecting children</li> </ul>	Yes		L

Areas for concern	Risk rating Prior to action (H/M/L)	Control measures	In place? Yes/No	Further action/who responsible/comments	Residual risk rating H/M/L
<b>3. Maximising social distancing measures &amp; maintaining distinct groups</b>					
<b>3.1 Pupil behaviour</b>					
<b>Pupils' behaviour on return to school does not comply with relevant safety guidance.</b>	H	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing and remaining in their separate bubbles is reinforced throughout the school day by staff and through posters, notice boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>• Staff model social distancing and/or remaining in bubbles consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured to support remaining in distinct bubbles and are closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents</li> <li>• Senior leaders monitor areas where there are breaches between bubbles and measures and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of social distancing and/or remaining in distinct bubbles.</li> <li>• Arrangements for younger children have been agreed and staff are clear on expectations.</li> </ul>	Yes		L
<b>3.2 Classrooms and teaching spaces</b>					
<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures.</b>	M	<ul style="list-style-type: none"> <li>• Where social distancing can not be maintained the children will remain in distinct bubbles.</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces.</li> <li>• Arrangements are reviewed regularly.</li> </ul>	Yes		L
<b>3.3 Movement in corridors</b>					
<b>Social distancing guidance or bubbles are breached when pupils circulate in corridors</b>	M	<ul style="list-style-type: none"> <li>• One-way systems are in operation where feasible.</li> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly.</li> </ul>	Yes		L

		<ul style="list-style-type: none"> <li>• The movement of pupils around school is minimised as much as possible.</li> <li>• Reminder signs at regular intervals</li> <li>• Where possible, pupils stay in classrooms and staff move around.</li> <li>• Breaks are staggered to avoid overcrowding.</li> <li>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> </ul>				
<b>3.4 Break times</b>						
<b>Pupils may not observe social distancing at break times.</b>	H	<ul style="list-style-type: none"> <li>• Break times are staggered.</li> <li>• External areas are designated for different bubbles.</li> <li>• Social distancing signage is in place around the school and in key areas.</li> <li>• Supervision levels have been enhanced, especially with younger pupils, to support social distancing and/or remaining in their bubble.</li> </ul>	Yes		L	
<b>3.5 Lunch times</b>						
<b>Pupils may not observe social distancing at lunch times.</b>	H	<ul style="list-style-type: none"> <li>• Pupils are reminded about keeping in their separate bubble as lunch times begin.</li> <li>• Pupils wash their hands before and after eating.</li> <li>• Arrangements are in place for staggering lunch times.</li> <li>• Arrangements in place for children to eat in lunch hall in their bubbles (plan of layout and systems completed)</li> <li>• Lunch hall divided in distinct sections</li> <li>• Eating areas are cleaned between sittings and after lunch.</li> <li>• One-way system in operation in hall</li> </ul>	Yes		L	
<b>3.6 Toilets</b>						
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	M	<ul style="list-style-type: none"> <li>• Groups allocated to particular toilets</li> <li>• Pupils know that they can only use the toilet one at a time.</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>• The toilets are cleaned frequently.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	Yes		L	

<b>3.7 Reception/office area</b>					
<b>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing Guidelines.</b>	M	<ul style="list-style-type: none"> <li>• Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>• Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>• Non-essential deliveries and visitors to school are minimised.</li> <li>• Arrival times are specified for collections</li> <li>• Parents asked to call or email instead of coming to the school office</li> <li>• Arrangements are in place for segregation of visitors.</li> </ul>	Yes		L
<b>3.8 Arrival and departure from school</b>					
<b>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply.</b>	M	<ul style="list-style-type: none"> <li>• Start and finish times are staggered.</li> <li>• One way system in place for drop off and pick times</li> <li>• The use of available entrances and exits is maximised.</li> <li>• Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>• Masks to be worn by adults when entering and leaving the site/building and when dropping off and/or collecting children</li> <li>• Clear instructions on procedures communicated to parents</li> <li>• Regular messages to parents stress the need for social distancing at arrival and departure times.</li> </ul>	Yes		L
<b>3.9 Transport</b>					
<b>The use of public transport by pupils poses risks in terms of social distancing</b>	M	<ul style="list-style-type: none"> <li>• Guidance is in place for pupils and parents on how social distancing can be observed on public transport. This includes advice on the use of face coverings.</li> <li>• Encourage other ways of coming to school where possible, e.g. walking, driving.</li> </ul>	Yes		L
<b>3.10 Staff areas</b>					
<b>The configuration of staff rooms and offices makes compliance with social distancing measures problematic.</b>	M	<ul style="list-style-type: none"> <li>• Additional staff rooms and break areas have been provided.</li> <li>• Break times and lunchtimes have been staggered to minimise the number of staff using staffrooms and toilets at any one time.</li> <li>• Staff and visitors are recommended to wear face masks in communal areas where they are unable to keep a 2m distance from other adults or feel the risk of transmission may be high.</li> </ul>	Yes		L

Areas for concern	Risk rating Prior to action (H/M/L)	Control measures	In place? Yes/No	Further action/who responsible/comments	Residual risk rating H/M/L
<b>4. Continuing enhanced protection for children and staff with underlying health conditions</b>					
<b>4.1 Pupils with underlying health issues</b>					
<b>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.</b>	H	<ul style="list-style-type: none"> <li>• Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>• Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>• The school, and parents are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable</li> <li>• Schools have a regularly updated register of pupils with underlying health conditions.</li> <li>• Medical advice is sought if there is not clarity over the impact of underlying health conditions.</li> <li>• Current government guidance being followed for children that are ECV or CV.</li> </ul>	Yes		L
<b>4.2 Staff with underlying health issues</b>					
<b>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</b>	H	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Records are kept of this and regularly updated.</li> <li>• Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>• Current government guidance being followed for staff that are ECV or CV.</li> <li>• Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>• All staff with underlying health conditions are risk assessed to determine if they can attend school or work from home in line with national guidance</li> <li>• Current government guidance is being applied.</li> </ul>	Yes		L

Areas for concern	Risk rating Prior to action (H/M/L)	Control measures	In place? Yes/No	Further action/who responsible/comments	Residual risk rating H/M/L
<b>5. Enhancing mental health support for pupils and staff</b>					
<b>5.1 Mental health concerns – pupils</b>					
<b>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general.</b>	M	<ul style="list-style-type: none"> <li>• There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>• There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>• Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>• Resources/websites to support the mental health of pupils are provided by school Pastoral Support Worker &amp; PSHE subject leader.</li> </ul>	Yes		L
<b>5.2 Mental health concerns – staff</b>					
<b>The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>	M	<ul style="list-style-type: none"> <li>• Staff are encouraged to balance their wellbeing with their responsibilities.</li> <li>• Visibility of leadership and key staff.</li> <li>• Well being activities to take place when needed.</li> <li>• Line managers are available to discuss wellbeing with the staff that they manage, including their ability to manage their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> </ul>	Yes		L
<b>Working from home can adversely affect mental health.</b>	M	<ul style="list-style-type: none"> <li>• Staff working from home due to self-isolation have regular catch-ups with line managers.</li> <li>• Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.</li> <li>• Appropriate work plans have been agreed, with support provided where necessary.</li> <li>• Staff working from home may help provide remote learning for any pupils who need to stay at home.</li> </ul>	Yes		L
<b>5.3 Bereavement support</b>					
<b>Pupils and staff are grieving because of loss of friends or family.</b>	M	<ul style="list-style-type: none"> <li>• The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>• Support is requested from other organisations when necessary.</li> </ul>	Yes		L

Areas for concern	Risk rating Prior to action (H/M/L)	Control measures	In place? Yes/No	Further action/who responsible/comments	Residual risk rating H/M/L
<b>6. Maintaining educational provision</b>					
<b>6.1 Maintaining provision</b>					
Educational provision must be maintained for children when the school reopens.	M	<ul style="list-style-type: none"> <li>• Current government guidance is being followed.</li> <li>• Liaison is continuing with parents.</li> <li>• Staff will be used flexibly, where needed, and their job roles re-negotiated for a fixed period if necessary.</li> <li>• Out of school hours childcare provision will be provided for those wanting regular and consistent provision allowing them to return to work. Children who have previously and regularly accessed the provision will be given priority.</li> <li>• Out of hours childcare will be limited to 12 to promote social distancing, as children may come from different bubbles across the school</li> <li>• Arrangements are in place to signpost parents towards provision over any holiday periods in-line with current government guidance.</li> <li>• No sports clubs or extra-curricular clubs will be held to minimise risks of mixing bubbles and staff working with increased numbers of children.</li> <li>• Peripatetic music teachers will adhere to COVID safe practices. They will complete their own risk assessments prior to beginning lessons.</li> </ul>	Yes		L
Educational provision must be maintained for children when the local/national situation changes.	H	<p><b>Tier 1 –</b> The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as ‘tier 1’. There are no changes to childcare or primary education. All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.</p>	Yes	This may change in line with national government guidance.	L

		<p><b>Tier 2 –</b> Early years settings, primary schools and other specialist settings will continue to allow all children/pupils to attend on site.</p> <p><b>Tier 3 –</b> Childcare, nurseries, primary schools and other specialist settings will continue to allow all children/pupils to attend on site.</p> <p><b>Tier 4 –</b> All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers.</p> <p>All other pupils should not attend on site. Specialist settings will allow for full-time on-site attendance of all pupils.</p> <p><b>Remote education to be provided for all other pupils.</b></p>			
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Areas for concern	Risk rating Prior to action (H/M/L)	Control measures	In place? Yes/No	Further action/who responsible/comments	Residual risk rating H/M/L
<b>7. Operational Issues</b>					
<b>7.1 Review of fire procedures</b>					
<b>Fire procedures are not appropriate to cover new arrangements.</b>	H	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to:               <ul style="list-style-type: none"> <li>○ Social distancing rules between bubbles during evacuation and at muster point</li> <li>○ Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>• Staff and pupils have been briefed on any new evacuation procedures.</li> <li>• Fire marshals have been trained and briefed appropriately.</li> </ul>	Yes		L
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	M	<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> <li>• These will be practiced regularly</li> </ul>	Yes		L
<b>Fire marshals absent due to self-isolation</b>	M	<ul style="list-style-type: none"> <li>• Additional staff are in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Yes		L
<b>7.2 Managing premises on reopening after partial closure</b>					
<b>All systems may not be operational</b>	M	<ul style="list-style-type: none"> <li>• Government guidance is being implemented where appropriate.</li> <li>• All systems have been recommissioned where required.</li> </ul>	Yes		L
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	M	<ul style="list-style-type: none"> <li>• All statutory compliance is up to date.</li> </ul>	Yes		L

7.3 Contractors working on the school site					
<p><b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control.</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Contractors will only be brought in if absolutely necessary</li> <li>• If possible any work will be carried out when most staff and pupils are not on site</li> <li>• If contractors need to be onsite during the school day they will be supervised as usual in line with safeguarding requirements.</li> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>• Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</li> <li>• Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	<p>Yes</p>		<p>L</p>

Areas for concern	Risk rating Prior to action (H/M/L)	Control measures	In place? Yes/No	Further action/who responsible/comments	Residual risk rating H/M/L
<b>8. Finance</b>					
<b>8.1 Costs of the school's response to COVID-19</b>					
<p>The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties.</p>	M	<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>Business Manager has worked to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional government funding has been applied for in relation to specific COVID-19 costs.</li> <li>The school's projected financial position has been shared with governors.</li> </ul>	Yes		L
<b>9. Governance</b>					
<b>9.1 Oversight of the Board of Governors</b>					
<p>Lack of governance oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</p>	M	<ul style="list-style-type: none"> <li>The Governing body and relevant committees continue to meet regularly via online platforms.</li> <li>The head teacher reports regularly to the Board of Governors and includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Regular conversations with the co-chairs of governors to keep them updated</li> <li>Key decisions made by the FGB following comprehensive information sharing</li> </ul>	Yes		L