COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 2nd July 2020 as follows: Actions for schools during the coronavirus outbreak

Assessment conducted by:	Yvette Sullivan	Job title:	Headteacher	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	10th July 2020	Review interval:		Date of next review:	

Related documents	
School/Trust/Local Authority documents/ :	**Government guidance:** https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak Guidance for full opening: special schools and other specialist settings https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july#clinically-vulnerable-people

Record of Review	
Review Date	**Overview of review**

Risk matrix

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

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed **only if N is put by a bullet point**	Residual risk rating (H/M/L)
1. Establishing a systematic process of full re-opening, including social distancing					
1.1 Organisation of teaching space					
Classroom sizes will not allow adequate social distancing for the staff		• Schools assess their circumstances and identify distinct groups or 'bubbles' of pupils that do not mix. (These maybe small groups, classes or year groups.) Whatever the size of group, pupils should be kept apart from other groups where possible, and older children encourage to social distance within groups. • Classrooms re-modelled, with chairs and desks in place to allow for social distancing where appropriate. • Adaptations to classrooms should include seating pupils side-by-side and facing forwards. • Clear signage displayed in classrooms promote social distancing. • Keep classrooms well ventilated • If possible, adults should maintain a 2-metre distance from each other, and from children • Adults should avoid close face-to-face contact and minimise time spent within 1 metre of anyone. • Where staff or children cannot maintain distancing, particularly with younger children in primary schools, keep in smaller separated groups.	Y Y Y Y Y Y Y Y	Class year groups will be bubbles. As far as is possible As far as is possible, however with the size of the classrooms 2M from the children when not teaching at the front, will not be possible. Staff and children in no more than 2 bubbles.	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed **only if N is put by a bullet point**	Residual risk rating (H/M/L)
Use of large spaces such as the hall, sports hall, dining hall and outdoors		• Groups or bubbles should be kept apart meaning schools should avoid large gatherings such as assemblies or collective worship. • Large indoor and outdoor spaces can be used, but arrangements should be in place for maximising social distancing between pupils and staff and paying scrupulous attention to cleaning and hygiene. • Maximise use of external areas for outdoor sports, again observing social distancing where possible. ensuring sports equipment is thoroughly cleaned between each use by different groups. Contact sports must be avoided.	Y Y Y	Assemblies in class bubbles. Lunches in classrooms. Sports to take place in bubbles and all staff to clean with additional cleaners in place during the day	M
1.2 Availability of staff and class sizes					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning if needed		• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. • Full use is made of those staff who are self-isolating or with extreme vulnerabilities but who are well enough to plan/prepare/teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • Full use is made of testing to inform staff deployment. • If any school has concerns about staffing capacity, then contact the LA or Trust Board	Y Y Y Y Y	Risk assessments in place for vulnerable staff Where remote learning is necessary. Individual plans to be put in place should lockdown or self isolation be necessary.	M
1.3 The school day					
The start and end of the school day create risks of breaching social distancing guidelines		• Start and departure times are staggered. • The number of entrances and exits to be used is maximised. • Different entrances/exits are used for different groups. • Staff, parents and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. • Floor markings are visible where it is necessary to manage any queuing. • Guidance is in place for removing face coverings when pupils and staff who use them arrive at school, and this should be communicated clearly to them.	Y Y Y Y Y Y Y	Staff at gates and entrances to manage arrivals and exits Visible floor markings in place. Face coverings to be removed	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed **only if N is put by a bullet point**	Residual risk rating (H/M/L)
1.4 Planning movement around the school					
Movement around the school risks bubbles mixing and/or breaching social distancing guidelines as appropriate (*See also section 3.4*)		• Circulation plans have been reviewed and revised. • One-way systems are in place where possible. • Corridors are divided where feasible. • Appropriate signage is in place to clarify circulation routes. • Pinch points, and bottle necks such as entrances and exits are identified and managed accordingly. • Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. • Lesson change overs are staggered to avoid overcrowding. • Pupils are regularly briefed regarding observing social distancing guidance. • Appropriate duty rota and levels of supervision are in place.	Y Y Y Y Y Y Y Y Y	Children remain in year group bubbles and exit at staggered times through individual classroom doors	M
1.5 Use of resources					
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened Ensuring curriculum resources are used safely		• Gaps in learning are assessed and addressed in teachers' planning. • Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. • Exam syllabi are covered. • Plans for intervention are in place for those pupils who have fallen behind in their learning. • Pupils limit the amount of equipment they bring into school each day to agreed essentials. • Bags are allowed. • Staff and pupils have their own pens and pencils and other such frequently used equipment • Classroom based resources such as books and games can be used and shared within the group. These should be cleaned regularly • Shared resources, (between classes or bubbles) such as sports, art and science equipment should be cleaned frequently or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) • Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) • Pupils and teachers can take books and shared resources home although unnecessary sharing should be avoided.	Y NA Y Y Y Y Y Y Y Y Y	Recovery curriculum disussed as staff Remote learning will continue should further lockdowns be necessary Where possible, carpets are still in situ	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed **only if N is put by a bullet point**	Residual risk rating (H/M/L)
1.6 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines		• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms, and use is staggered	Y Y	Staggered lunchtimes to accommodate this.	L
1.7 Managing the school lifecycle					
Making progress with the school's autumn term calendar and future work plan considering of COVID-19 measures		• School calendar for the autumn term is rationalised and is informed by DFE expectations of a broad curriculum from the start of the Autumn term with the aim of returning to the school's normal curriculum in all subjects by summer 2021 • Schools continue to build capacity to educate pupils remotely where this is needed. • School recruitment continues as usual.	Y Y Y	Recovery curriculum developed to ensure all subject areas covered	L
Pupils joining the next phase in their education do not feel prepared for the transition		• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters and newsletters and social media posts • Induction days for pupils and parents are planned...	Y Y Y Y	Parents can make appointments to speak to staff.	L
1.8 Governance and policy					
Governors are not fully informed or involved in making key decisions		• Meetings (online) held with governors when key decisions need to be made. • Governing bodies are involved in key decisions on reopening the school. • Governors are briefed regularly on the latest government guidance and its implications for the school.	Y Y Y		L
1.9 Policy review					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed **only if N is put by a bullet point**	Residual risk rating (H/M/L)
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance, visits visitors and other policies are no longer fit for purpose in the current circumstances		All relevant policies: • Safeguarding • Health and Safety • Fire Evacuation • Behaviour • Attendance • Visitors • Visits have been revised to take account of government guidance (Guidance for full opening – schools 2 June 2020) Staff, pupils, parents and governors have been briefed accordingly. • Safeguarding Leads (and deputies) are designated extra time during the first few weeks of term to support staff and pupils regarding new safeguarding and welfare concerns	Y Y Y Y Y Y Y Y	Updated and on google drive 14/7/20	L
1.10 Communication strategy					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health		Communications strategies for the following groups are in place: • Staff • Pupils • Parents • Governors/Trustees • Local authority • Professional associations • Other partners including visitors	Y Y Y Y Y Y Y	See communication strategy document	L
1.11 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health		• An updated staff handbook is issued to all staff prior to full reopening. • Induction and CPD programmes are in operation for all staff prior to reopening, and include: • Infection control including hand hygiene, respiratory hygiene and enhanced cleaning regimes • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Risk management	Y Y Y Y Y Y Y	Reopening handbook in place, including proccedures identified. All staff have copies of the risk assessment	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed **only if N is put by a bullet point**	Residual risk rating (H/M/L)
New staff are not aware of policies and procedures prior to starting at the school when it reopens		• Induction programmes are in place for all new staff – either online or in-school – prior to them starting. • The updated staff handbook is issued to all new staff prior to them starting.	Y Y		L
1.12 Free school meals					
Pupils eligible for free school meals do not continue to receive vouchers if they are unable to attend (e.g. due to self-isolation or following clinical advice)		• A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school.	Y	Admin staff to make HT aware daily when FSM pupils are absent.	L
1.13 Risk assessments					
Risks are not comprehensively assessed in every area of the school considering COVID-19, leading to breaches of social distancing and hygiene guidance.		• Risk assessments are updated or undertaken before the school reopens and mitigation strategies / additional controls are put in place and communicated to staff covering: • Delivering aspects of the curriculum, especially for practical subjects and especially where shared equipment is required to be used • External visits • Managing visitors	Y Y Y Y	Risk assessments in place	M
1.14 School transport					
Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times		• The details of how pupils will travel to and from school are known prior to opening. • Effective liaison with bus companies is used as a basis for planning staggered start and departure times. • Parents reminded of the need to ensure social distancing and changes to drop off and pick up routines, • Plan parents' drop-off and pick-up protocols that minimise adult to adult contact • Guidance is in place regarding the removal of face coverings on arrival at school	Y NA Y Y Y	Walk or individual transport	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed **only if N is put by a bullet point**	Residual risk rating (H/M/L)
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required		• A return-to-work plan for cleaning staff (including any environmental cleans) is agreed with contracting agencies prior to opening. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all frequently touched surfaces and welfare areas. • More frequent cleaning of rooms that are used by different groups • Regular cleaning of toilets • Pupils encouraged to clean hands after use of toilets • Working hours for cleaning staff are increased. • Develop a culture of shared responsibility for keeping areas clean. • Ensure 3rd Party risk assessments (e.g. from cleaning companies) are shared with the school.	Y Y Y Y Y Y Y Y	See Citywide risk assessments Additional cleaner employed for during the course of the day.	M
2.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency		• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. • Handwashing is built into the daily routine and is supervised by staff. • Teachers should ensure they wash their hands and surfaces, before and after handling pupils' books • Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.	Y Y Y Y Y	Sanitisers in every room and shared areas.	L
Pupils forget to wash their hands regularly and frequently		• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently to include start of school day, after breaks and after using any shared equipment • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. • School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. • Pupils should be encouraged where possible not to touch their faces or to put objects in their mouths.	Y Y Y Y	Return to school handbook shared with all staff. Posters in place around school, at entrance and exit points etc	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed **only if N is put by a bullet point**	Residual risk rating (H/M/L)
2.3 Clothing/fabric					
Not wearing clean clothes regularly may increase the risk of the virus spreading		• Uniform is worn and washed regularly as normal • Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks • Expectations and guidance are communicated to parents. • Uniform that cannot be machine washed should be avoided. • Consider leeway for any child who has grown out of any parts of their uniform since March but whose parents cannot currently replace it.	Y Y Y Y Y		M
The use of resources and equipment may not be cleaned frequently enough		• Students and staff to have their own pens and pencils etc. • Classroom resources to be shared only within the bubble and cleaned regularly • Resources that are shared between bubbles to be cleaned frequently and always cleaned or rotated and out of reach for a period of 48 hours (72 hours for plastics) between each bubble's use. • Outdoor equipment to be regularly cleaned • Limit equipment that pupils bring to school to lunch box, hat, coat, books, stationery and mobile phones. • Limit unnecessary sharing of resources as much as possible.	Y Y Y Y Y Y	Support staff to clean shared equipment between use.	L
2.4 Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing		• Guidance on getting tested has been published. • The guidance has been explained to staff as part of the induction process. • Health and Wellbeing support is available through the LA https://myzone.salford.gov.uk/people-zone/health-and-wellbeing	Y Y Y	On website	L
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms		• Robust collection and monitoring of absence data, including tracking return to school dates, is in place. • 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. • Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms (no one with symptoms should attend a setting for any reason). This includes an understanding of the definitions and mitigating actions to take in	Y Y Y	On website	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed **only if N is put by a bullet point**	Residual risk rating (H/M/L)
		relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply**.**			
		• Local Authority process is followed when anyone displays symptoms	Y		
		• A record of any COVID-19 symptoms in staff or pupils is reported to the trust and local authority.	Y		
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		• Staff, pupils and parents have received clear communications informing them of current government guidance and local authority process on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.	Y	Displayed on website	L
		• This guidance has been explained to staff and pupils as part of the induction process.	Y		
		• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y		
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school		• Staff, pupils and parents 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.	Y		L
		• This guidance has been explained to staff and pupils as part of the induction process.	Y		
		• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders	Y		
2.5 First Aid/Designated Safeguarding Leads					
The lack of capacity / availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk		• Ensure staff First Aid training is booked and accessed if First Aid Certificate has expired. Where there is a good reason why this is not possible, First Aid certificates to be extended till 30th December 2020	Y	Paediatric First Aid undertaken by 3 additional staff in April 2020. HLTA in place to provide emotional support	L
		• A programme for training additional staff is in place.	Y		
		• Collaborative arrangements for sharing staff with other schools in the locality have been agreed.	NA		
		• All relevant staff are aware of all pupils in school with relevant health conditions	Y		
		• DSL and Deputy DSL to be given more time at start of term to provide support to staff and pupils	Y		
		• Ensure good communication with school nurses.	Y		
2.6 Medical rooms					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed **only if N is put by a bullet point**	Residual risk rating (H/M/L)
Medical rooms are not adequately equipped or configured to maintain infection control		• Social distancing provisions and PPE where needed for personal care are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.	Y Y Y		M
2.7 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school		• As part of the overall communications strategy referenced in Section 1, parents are kept up to date with information, guidance and the school's expectations using a range of communication tools. • A COVID-19 section on the school website is created and updated. • Parent and pupil guidance is created, shared, emailed and put on the school website. • Risk assessment to be published on school website (unless staff group is less than 50)	Y Y Y Y	Regular information sent to parents by email and newsletters and updates on social media	M
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		• Key messages in line with government guidance are reinforced via email, text and the school's website.	Y		M
2.8 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines		• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. • Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Ensure that 3rd party employers (e.g. catering and cleaning companies) have shared risk assessments with the school.	Y Y Y Y		L

3. Maximising social distancing measures

3.1 Pupil behaviour

Pupils' behaviour on return to school does not comply with social distancing guidance		• Where appropriate, clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.	Y		M
		• Staff model social distancing consistently Between adults; adults and pupils (where possible); and between bubbles.	Y		
		• The movement of pupils around the school is minimised.	Y		
		• Large gatherings that break bubbles are avoided.	Y		
		• Break times and lunch times are staggered and structured to support maintenance of bubbles and social distancing where appropriate and are closely supervised.	Y		
		• The school's behaviour policy has been revised to include Supportive inclusive guidance, trauma informed compliance with social distancing communicated to staff, pupils and parents. - and reinforced regularly	Y		
		• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.	Y		
		• Messages to parents reinforce the importance of social distancing.	Y		
		• Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.	Y		
		• Consistently impose sanctions when rules are broken, in line with the behaviour policy, as well as positively reinforcing well-executed rules through encouragement and rewards.	Y		
		• All pupils and staff understand this is now part of how school operates.	Y		

3.2 Classrooms and teaching spaces					
The size and configuration of classrooms and teaching spaces does not support compliance with bubble model and social distancing measures		• Home base arrangements in place for pupils unable to return yet, or pupils working remotely due to a local outbreak • Engagement with high quality remote education is monitored. • Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance i.e. staff socially distancing from pupils where possible • Small adaptations to the classroom to support distancing where possible, e.g. seating pupils side by side. Move unnecessary furniture out of classrooms to make more space. • Teachers and other staff operating across different classes and year groups in order to fa ciliate delivery of the school timetable keep their distance from pupils and other staff as much as they can. • All pupils and staff to clean hands when they change rooms Arrangements are reviewed regularly.	Y Y Y Y Y Y	Staff training on remote education in place. Classrooms reorganised.	M
3.3 Movement in corridors					
Social distancing guidance is breached when pupils circulate in corridors		• See section 1..4: *Planning Movement around the school*	Y		M
3.4 Break times					
Pupils may not observe maintaining bubbles and social distancing where appropriate at break times		• Break times are staggered. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas including all drop off and collection points. • Supervision levels have been enhanced, to support social distancing. • All pupils and staff clean their hands when they return from breaks	Y Y Y Y Y Y	Timetables are in place	L
3.5 Lunch times					
Pupils may not observe maintaining social bubbles and social distancing where appropriate at lunch times		• Rotas are in place to prevent bubbles mixing • Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • Dining area layouts have been configured to ensure social distancing and maintaining bubbles. • Tables and chairs have been cordoned off where this is not possible. • Floor markings are used to manage queues and enable social distancing.	Y Y Y Y NA Y	Children eating in classrooms to maintain bubbles with cleaning between.	L

		• Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. • Guidance has been issued to parents and pupils on packed lunches • Eating areas are cleaned after lunch and between groups	Y Y Y	
3.6 Toilets				
Queues for toilets and handwashing risk non-compliance with social distancing measures		• Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to enable social distancing. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues and school policy is amended to reflect this • The toilets and sinks are cleaned frequently. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. - building these routines into school culture – hand sanitiser continually available	Y Y Y Y Y Y Y	Class groups timetabled and where children require additional visits, staff will supervise to ensure distancing.	L
3.7 Medical Rooms				
The configuration of medical rooms may compromise social distancing measures		• Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.	Y Y Y		M

3.8 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines		• Social distancing points are clearly set out, using floor markings, continuing outside where necessary. • Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). • Non-essential deliveries and visitors to school are minimised. • Arrangements are in place for segregation of visitors. • Any essential visitors asked to comply with all required control measures. • All visitors sign in with contact details – to be used in the event of a local outbreak. Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). • Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable).	Y Y Y Y Y Y Y		L
3.9 Arrival and departure from school					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply		• Start and finish times are staggered. • The use of available entrances and exits is maximised. • Removing face coverings when pupils and staff who use them arrive at school is communicated clearly to them • Pupils and staff clean hands on arrival and departure to school • Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. • Messages to parents stress the need for social distancing at arrival and departure times.	Y Y Y Y Y Y	Timetable in place.	M
3.10 Transport					
The use of public and school transport by pupils poses risks in terms of social distancing		• 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 for pupils over the age of 11 • Survey parents on their typical routes to school and potential alternatives. • 'Safer travel guidance for passengers' is shared with families using public transport. • Settings should also consider ways to minimise use of public transport to get to and from school at peak time, e.g. 'walking buses' • Guidance is in place for dedicated school transport – social distancing does not apply from the autumn term if systems are in place to minimise risk of transmission	NA NA NA NA NA		L

		• Removing face coverings when pupils and staff who use them arrive at school is communicated clearly to them	Y		
3.11 Staff areas					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic		• Plan how shared staff spaces are used to help staff distance from each other • Use of staff rooms minimised.	Y Y	Distancing in place in staffrooms and staggered lunch and breaks will minimise contact.	L
4. Continuing enhanced protection for children and staff with underlying health conditions					
4.1 Pupils with underlying health issues					
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them		• Parents have been provided with clear guidance and this is reinforced on a regular basis. • 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. • The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.** • Schools have a regularly updated register of pupils with underlying health conditions.	Y Y Y Y		M

4.2 Staff with underlying health issues

| Staff with underlying health issues (extremely vulnerable, vulnerable or at heightened risk) are not identified and so measures have not been put in place to protect them | | • All members of staff with underlying health issues, those within vulnerable groups or those with extreme vulnerabilities have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.
• Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.
• Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as **clinically vulnerable** and **clinically extremely vulnerable.**
• All staff with extreme vulnerabilities are working from home, Those who are vulnerable are in work following an individual risk assessment, and those with heightened risk factors (page 9 of the individual risk assessment) have had a risk assessment. .
• Current government guidance is being applied. | Y

Y

Y

Y

Y | Risk assessments discussed with staff. | L |

4.3 Staff at higher risk of developing more severe complications

| Employees with additional risk factors and measures have not been put in place to protect them.

(Additional risk factors are BAME, smoking, high blood pressure, obesity, age, disability, pregnancy) | | • Employees have had discussions with their line managers and provided with clear guidance specific for their needs.
• Employees have been asked to make their line manger aware of any underlying health conditions and the manager has sought to ensure that the appropriate guidance has been acted upon.
• The service is clear about the definitions and associated mitigating strategies relation to people who have any additional risk factors. The following are classed as additional risk factors; BAME, smoking, high blood pressure, obesity, age, disability, pregnancy
• Records are kept of this and regularly updated.
• Members of staff with additional risk factors have been asked to seek and act on the advice of their GP/consultant/midwife/occupational health or current government advice.
• Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as having an additional risk factor.
• All staff with additional risk factors that put them at increased risk from COVID-19 are working in line with national guidance and the services' risk assessment.
• Current government guidance is being applied. | Y

Y

Y

Y
Y

Y

Y

Y | | M |

5. Enhancing mental health support for pupils and staff

5.1 Mental health concerns – pupils

Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general		• There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • 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). • Resources/websites to support the mental health of pupils are provided	Y Y Y Y	3 staff Mental Health first aid trained. PHSE on recovery curriculum daily. English is linked around mental health and wellbeing texts in every year group.	M

5.2 Mental health concerns – staff

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		• Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. (e.g. Salford Wellbeing Programme)	Y Y Y Y Y		M
Working from home can adversely affect mental health		• Staff working from home due to self-isolation have regular catchups with line managers. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans have been agreed with support provided where necessary. • Staff working from home may help provide remote learning for any pupils who need to stay at home.	Y Y Y Y		M

5.3 Bereavement support

Pupils and staff are grieving because of loss of friends or family		• The school has access to trained staff who can deliver bereavement counselling and support. • Support is requested from other organisations when necessary.	Y Y		M

6. Operational issues

6.1 Review of fire procedures

Fire procedures are not appropriate to cover new arrangements		• Fire procedures have been reviewed and revised where required, due to:
		  • Possible absence of fire marshals
		  • Maintenance of bubbles and Social distancing measures during evacuation and at muster points
		• Possible need for additional muster point(s) to enable social distancing where possible
			Y
			
			Y
			Y
			
			Y
				Fire dril w/c 7th September	L

		• Staff and pupils have been briefed on any new evacuation procedures.	Y		
		• Incident controller and fire marshals have been trained and briefed appropriately.	Y		
		• New arrangements are tested and amended if necessary	Y		
Fire evacuation drills - unable to apply social distancing effectively		• Plans for fire evacuation drills are in place for early in the autumn which are in line with maintaining bubbles and social distancing measures.	Y		M
Fire marshals absent due to self-isolation		• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	Y		L
6.2 Managing premises on reopening after closure during the school holidays					
All systems may not be operational		• Government guidance is being implemented where appropriate. • All systems have been recommissioned.	Y Y		L
Statutory compliance has not been completed due to the availability of contractors during lockdown		• All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.	Y Y		L
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		• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.	Y	Contractors informed of the requirement for distancing and will be limited to essential only.	L
		• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.	Y		
		• 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.	Y		
		• 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.	Y		
		• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.	Y		
		• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).	Y		
7. Finance					

7.1 Costs of the school's response to COVID-19

The costs of additional measures and enhanced services to address COVID-19 when reopening places, the school in financial difficulties		• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust.	Y Y Y Y Y		M

8. Governance					
8.1 Oversight of the governing body					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.		• The governing body continues to meet when key decisions need to be made via online platforms. • The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • The headteachers report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. • Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. • Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.	Y Y Y Y Y		L
9. 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**					
	•	•	•	•	
	•	•	•	•	
	•	•	•	•	

School Leadership Use Only

Approved by (Head Teacher/ Chair of Governors)		Date of Approval	Click here to enter a date.
Date Provided to Unions	Click here to enter a date.	Date of Review	Click here to enter a date.