COVID-19 Risk assessment – Opening schools Sept 2020

The Government has asked schools to adhere to the following:

From the week commencing 1st Sept, we will be asking all schools within the MAT to welcome back children in.

The risk assessment template below sets out the known hazards and importantly controls that have been advised either by the Government/DfE, the World Health Organisation (WHO), Public Health England (PHE), NHS (safe practice) or good practice (unions/other sources). Some are suggested measures that may be or may not be applicable to your school and specific education setting. The responsible person within the school should use this information to formulate a plan / safe procedures that fit your school.

There are some specific issues that are addressed in the risk assessment but for clarity please read the following Government advice to schools:

Personal Protective Equipment (PPE) including face covering and face masks:

Wearing a face covering or facemask in schools or other education settings is **not** recommended.

Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This **does not apply** to schools or other education settings.

Schools and other education or childcare settings **should** therefore **not require** staff, children and learners to wear face coverings.

Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.

The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 1 metres from others.

PPE is only needed in a very small number of cases including:

- Children, young people and students whose care routinely already involves the use of PPE due to their **intimate care needs** should continue to receive their care in the same way
- If a child, young person or other learner becomes **unwell with symptoms of coronavirus** while in their setting and needs direct personal care until they can return home. A facemask should be worn by the supervising adult if a distance of 1 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a facemask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.

Please note:

The NEU advises its members that staff in special schools, where students cannot socially distance and need personal care and support with hygiene measures, should wear PPE at all times when working with children and young people.

https://neu.org.uk/advice/coronavirus-10-points-special-school-closures

Where PPE is required, the following is a general checklist for PPE management:

- Communicate suitable information to pupils, parents and carers on what to expect in relation to staff wearing additional PPE;
- Ensure training is provided to the relevant staff on how to correctly put on and wear items of PPE, when it should be replaced throughout the day and how it should be disposed of (Videos and guidance is available and noted on the assessment template below);
- Ensure that where a need for disposable half facemasks that provide a higher level of protection (e.g. disposable FFP3 masks and reusable half masks) is identified. Face fit testing is provided by a competent person (And how this will be applied to staff who have facial hair);
- Identify staff that have relevant pre-existing medical conditions which may restrict or prevent some workers wearing certain types of RPE and clarify how this will be managed. (E.g: asthma or skin allergies);
- Ensure a maintained stock of all identified items of PPE, including a contingency surplus, is available to ensure that the identified additional controls can be sustained throughout the phased return period and into full occupation of each school building until such a time that control measures can be reviewed and reduced accordingly.

Social distancing in early years and primary schools:

We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out above:

- Avoiding contact with anyone with symptoms

- Frequent hand cleaning and good respiratory hygiene practices
- Regular cleaning of settings
- Minimising contact and mixing

It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, **only mix in a small, consistent group** and that small **group stays away from other people** and groups.

Public Health England (PHE) is clear that if early years settings, schools and colleges do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.

Where settings can keep children and young people in those small groups **1 metres away from each other**, they should do so. While in general groups should be kept apart, brief, transitory contact, **such as passing in a corridor, is low risk.**

For **pre-school children in early years settings**, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply as set out here, and we recommend using these to group children.

For **primary schools**, classes should normally be **split in half, with no more than 30 pupils** per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 30. Desks should be spaced as far apart as possible.

For **secondary schools and colleges**, the same principle of halving classes will normally apply. It is also sensible to rearrange classrooms and workshops with sitting positions 2 metres apart. Where very small classes might result from halving, it would be acceptable to have more than half in a class, provided the space has been rearranged. Again, support staff may be drawn on in the event there are teacher shortages, working under the direction of other teachers in the setting.

Additional considerations for planning to re-open schools to more students and staff:

The NASUWT has provided some additional information for its members that schools could consider, these are outlined below and on the following link: https://www.nasuwt.org.uk/advice/health-safety/coronavirus-guidance/requirements-for-reopening-of-schools.html

The school should consider further measures and areas during the completion of the initial risk assessment and as the assessment is reviewed during the daily occupation of the school at this time. This includes assessing the availability of staff for all activities during the school day, including lunchtime, break supervision, and to provide support for pupils with special or additional needs, taking into account the following:

- Staff who have underlying medical conditions (as defined in government guidance);
- Staff who are subject to shielding or are in a household where someone is shielding;
- Staff who are self-isolating, and staff on maternity or any other form of leave, and will, therefore, not be available for work;
- The availability of supply staff to cover any vacancies or long-term absences.

Individual risk assessments for specific pupils should be reviewed to ensure they include provision for safe practice during this time and taking into account the risk of coronavirus. This may include additional assessments of students who previously were not assessed to need one. This may include the following students:

- Pupils who have not previously needed a risk assessment but who in the new circumstances may pose a risk;
- Pupils who need specific care, which cannot be delivered whilst ensuring social distancing;
- Potentially violent pupils, especially those with known risk of spitting and or requiring physical restraint.

The SEN coordinator and other affected staff should be consulted when reviewing or writing such assessments.

Transport arrangements:

Transport to and from school should be assessed if provided by the school or if managed by the school team. How can this be managed safety or adapted to for in line with current social distancing requirements? Do school start times need to be adjusted to accommodate staff and students getting to school safely?

Premises Management

In conjunction with this risk assessment and guidance Judicium Education have previously provided a detailed risk assessment template for 'Managing Premises Functions' during this time and a six part series of guidance documents (in the form of newsletters) titled 'Managing School Premises during COVID-19 outbreak'. The school's management and H&S Lead have been sent this guidance and have access to all Judicium templates. The premises team should refer to this information in order to ensure the school buildings are suitably managed at this time.

Covid-19 Testing:

As essential workers, Support and Teaching staff can apply for a covid-19 test on the government portal or the school can arrange the test on their behalf: https://www.gov.uk/apply-coronavirus-test

For further information regarding this assessment please refer to your assigned Judicium Education Health & Safety consultant.

Health and Safety Risk Assessment – Re-opening Schools – COVID-19

Academy / School	**Guru Nanak Sikh Academy**		Assessment No.	

Site	**GNSA Multi Academy Trust**	**Location**	MAT & NPS

Subject of Assessment	Re opening of the Academy in line with Government measures

Assessed by	A. **Ahmed**	**Date**	26ᵗʰ August 2020	**Review date**	

Details of workplace/activity	Students and employees partaking in school activities within the school premises, including general classroom activities, dining, break-times, playgrounds, pick-up and drop off (where applicable), First aid and external visitors to the school.	**Persons Affected** *(Who may be harmed)*
		Students, Employees, Contractors and Visitors.

Impact Risk Rating	Probability Risk Rating	Overall Risk Rating
5.Catastrophic	5.Almost certain to happen	16 or more - red
4.Major – e.g. likely to result in school closure	4.Likely	13 - 16 - amber
3.Moderate – e.g. likely to result in one or more classes having to close	3.Possible	9 - 12 - amber
2.Minor	2.Unlikely	Below 9 - green

1.Negligible	1.Negligible	Below 9 - green

Hazards and Risks	Impact Score (a)	Probability Score (b)	Current Risk Rating (a) * (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				Staffing Resources			
Risk that there are insufficient staff to support all the students to be in school	3	2	6	● Audit staff availability	Y	All shielding due to end on 1/8/2020. All staff should be available for work	Negligible
				● Ensure staff availability supports all students being in school. If students are at home, ensure Google Classroom has sufficient resources for appropriate home learning.	Y	Progress Leaders to ensure resources are in place for home learning	
				● Ensure flexible and responsive use of Support Staff and available staff.	Y		
				● Ensure there are sufficient support staff available to support those students who need a high level of support e.g. those with SEND,whilst minimising changes in contact.	Y		
				● Full use is made of test and trace to ensure staff are able to attend work (and should not be self-isolating due to test and trace)	Y	https://www.gov.uk/apply-coronavirus-test-essential-workers Website for school staff to request a test	

Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning.	3	3	9	● The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.	Y	HR regular updates and monitoring checks in place	Unlikely
				● Full use is made of all qualified teachers.	Y		
				● Flexible and responsive use of teaching assistants and pastoral staff to help manage students in school.	Y		
				● Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self-isolating due to test and trace	Y	https://covid.joinzoe.com App data is being analysed in collaboration with King's College researchers.	
				● A clear rationale is in place for which students will be in school and at home each day so that a blended model of home learning and attendance at school can be utilised until staffing levels improve.	Y	Priority Groups have been identified who will be in school and locations	
				● Where possible, ensure students with SEND are prioritised to be in school.	Y	Pastoral team fully aware of SEND needs for students return	
Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment	3	3	9	● Where possible, minimise the number of different supply teachers visiting the school –only use established agencies	Y	Only regulated agencies are used who are fully vetted on COVID 19 guidelines	Unlikely
				● Ensure visiting staff are aware of and adhere to distancing and hygiene measures and minimise contact to students who need to be taught.	Y	Fully vetted and instructions provided to any visiting staff	
				● Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.	Y		

of IT trainees.					● Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.	Y	Risk Assessments are requested from any external provider which includes agencies	
Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	4	3	12		● Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible	Y	HR regulate any staff extremely clinically vulnerable	Possible
Risk of not covering essential functions(first-aid, DSL,SENCo).	3	2	6		● Provide cover for the role from within available staffing	Y	We have 4 members within the DSL team	Negligible
					● Ensure First Aid certificates are up to date(previously extended for 3 months)	Y	We have over 20 members of staff first aid trained.	
					● Follow 'Covid19 first responders' guidance and Public Health guidance on use of PPE when administering emergency first aid.	Y		
					● Programme of training for staff in place (e.g.safeguarding)	Y	Inset day training Sept 20	
Risks to health and safety	3	1	3		● A revised staff guidance letter is issued to all staff prior to reopening explaining the procedures very clearly		Inset Day 1/9/20	Negligible

because staff are not trained in new procedures.					● Induction and CPD programmes are in operation for all staff on processes.			
Risk that staff who are extremely critically vulnerable are not identified and measures have not been put in place to protect them.	4	3	12		● An individual risk assessment and suitable controls must be in place before staff return to the workplace. The controls must enable staff to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care.	Y	Group bubbles identified, sanitization stations setup with access to wipes. Face guard also provided to all staff upon return to school	Possible
					● All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated	Y	HR completed a staff response and well being call to all staff in June	
					● Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice	Y	Advice sent out in line with Government guidance at time	
					● Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable	Y		
					● Current government guidance is being applied.	Y		

Teaching Spaces, Learning & School Environment							
Risk of transmission within the school building (including extra-curricular activities)	4	3	12	● Audit accommodation in order to establish how all year groups can be accommodated.	Y	All students will be in school. Timetable will be altered to minimise contact between different year groups	Possible
				● Take account of the unique needs of individual students, including those with SEN	Y		
				● Classes/spaces remodelled to allow for adults to maintain an appropriate distance from students and other adults.	Y	Class spaces to be front facing towards teacher where possible	
				● Reducing the amount of face to face interactions by arranging desks to face the front or ensure appropriate spacing (DT)	Y		
				● Protocols around reduction of contacts and maximising distance shared with students.These should be carefully demonstrated for students with SEN, checking that each student has understood reduction of contacts and maximising distance.	Y	Staggered start times in place	
				● Clear signage displayed in classrooms promoting reduction of contacts and maximising distance	Y		
				● Staff should avoid close face to face contact with students where possible. If this is not possible e.g. supporting a child with SEN,implement appropriate controls	Y	Appropriate PPE will be in place to support those SEN students	
				● If and when extra-curricular activities take place, ensure this provision can work alongside their wider protective measures, including keeping children within their year groups where possible.	Y	All extra-curricular clubs on hold until a review after four weeks of term	

				● As with physical activity during the school day,contact sports should not take place.			
Risk of transmission in large spaces used as classrooms/ teaching spaces	3	3	9	● Limits are set for large spaces e.g. dining hall, school hall, sports hall to facilitate the reduction of contacts and maximise distance, minimising face to face contact	Y	Lunch /breaks are staggered to avoid large gatherings	Unlikely
				● Year group 'bubbles' must minimise contact with each other, this includes breaks, lunchtime. Students should be encouraged to practice reduction of contacts and maximising distance at all times.	Y		
				● Large gatherings of more than one bubble should be avoided	Y	Split break and lunches	

Risks of transmission during use of the outdoor learning environment	3	4	12	Leadership are realistic about the difficulties of reducing contacts and maximising distance for children in outside spaces	Y	Different year groups have been zoned in outside spaces	Possible
				Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside	Y	These are in place with stations located	
				Close down drinking fountains and make arrangements for individual water bottles for children	Y	Fountains already closed down. Parental advice will be sent out regarding water bottles	
				Outside spaces are divided with clear demarcations. Limit interaction, sharing of social spaces between groups as much as possible.	Y	Spaces are already allocated per year group bubbles	
				Where outside space must be shared arrangements for cleaning between bubbles are in place	Y		
				Resources are limited to facilitate effective cleaning daily	Y		
				Only equipment that can be washed easily can be used.	Y		
Risk of staff having to move between groups	4	3	12	• Where staff have to move between groups to deliver the school timetable they should maintain an appropriate distance from students and colleagues.	Y	Staff to follow guidelines on movement through school i.e. one way flow, efficient movement through corridors	Possible

Risks of transmission due to movement around the school.	4	3	12	● Arrange for corridors to be one-way	Y	Arrows purchased and setup	Possible
				● Clear signage and markers	Y		
				● Pinch points and bottlenecks are identified and managed, movement of groups is staggered if possible	Y	Groups located and times adjusted to avoid groups in pinch points	
						Face masks to be work in corridors, shared spaces	
				● Students are reminded regularly of protocols for reduction of contacts and maximising distance	Y	SLT to be present during change over times	
				● Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance	Y		
Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	3	12	● Start and departure times are staggered where possible	Y		Possible
				● Stagger time for SEN transport drop offs and pick ups	Y		
				● Number of entrances and exits used is maximised	Y	All entrance and exit are to be utilised	
				● Determine a zoning system on arrival andensure students sanitise their hands. At the start of the school day students go straight to period 1	Y	Line marking in place in footpath area coming into the Academy	
				● Unless essential, do not allow parents/carers to enter the buildings to drop off or collect children. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe.	Y	Communication to go out to all parents, including parents of new Yr7 students	
					Y		

				● Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible			
				● Identify drop off and pick up waiting areas that can reduce contacts and maximise distance	Y	Minet Country Park or Garib Niwaj area	
				● Extend gate/entrance opening times to prevent queueing	Y		
				● Staff, students and parents are briefed and signage provided to identify entrances, exits and circulation routes	Y	Inset day training 1/9/20	
				● A plan is in place for managing the movement of people on arrival to avoid groups of people congregating	Y	Students to go into zoned areas on arrival	
				● Floor markings visible to all to avoid queuing			
				● Parents given advice on walking/cycling to school, avoiding public transport and minimising driving			
						Communication to go out to all parents, including parents of new Yr7 students	

Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3	2	6	• Advice to students and families on maintaining road safety procedures despite changes. • For those that have to drive, advice on places they should and should not pick up, drop off and park.	Y Y	 Advice given not to park anywhere outside the School and possibility of drop zone near Garib Niwaj	Unlikely
Risk of transmission because students do not observe agreed protocols of the reduction of contacts and maximising distance at breaks	3	5	15	• Break and lunch times are staggered • External areas are designated for different groups • Students are reminded about the protocols of reduction of contacts and maximising distance before every break time • Supervision levels have been enhanced to support all students, including those needing a high level of adult support	Y Y Y Y Y	 Student briefings planned for September Increased presence of SLT	Possible

				● Students sanitise their hands before and after eating and on leaving and returning to the classrooms after breaks	Y	One way flow through canteen; reduced time for lunch; staggered lunch breaks; no stopping in canteen	
				● Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat. Where possible children will be front facing and facing the same direction i.e. not face to face.	Y		
				● Floor markings are clear	Y		
				● If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food	Y		
				● Eating areas are thoroughly cleaned after lunchtime			
Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	2	8	● Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance	Y	Reduction in use of staff room area to prevent gatherings	Unlikely
				● Staff have been briefed on the use of these rooms	Y		

The configuration of medical rooms may compromise reduction of contacts and maximising distancemeasures3	3	5	15	● Reduction of contacts and maximising distance provisions are in place for medical rooms	Y		Possible
				● Additional rooms are designated for students with suspect COVID-19 whilst collection is arranged	Y	Meeting room identified as COVID room which is isolated in admin	
				● PPE available if staff dealing with pupil with symptoms	Y	PPE has been delivered to school	
				● Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y		
Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	4	12	● Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.	Y	Communication to go out to all parents, including parents of new Yr7 students	Unlikely
				● The maximising distance floor markings are clearly in place	Y		
				● Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty	Y		
				● Non-essential visitors to school and deliveries are minimised	Y		
				● Arrangements are in place for visitors to stay apart	Y		
Hygiene and Protective Controls							

Risk				Controls		Notes	Likelihood
Risk that reducing contacts and maximising distance between those in school is difficult or impossible to maintain,leading to a risk of transmission.	3	5	15	● Ensure frequent hand cleaning and good respiratory hygiene practices	Y	Staff/student briefings; regular reminders; use all available facilities	Likely
				● Regular cleaning	Y		
				● Minimise contact and mixing (see above)	Y		
				● See sections above re start and end of day arrangements and break times	Y		
Risk of staff of children with the virus coming into school with symptoms or when symptoms are not clear.	4	4	16	● Information on testing is clear to staff, students and parents with weekly reminders sent out	Y		Possible
				● Ensure that students, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent homeY	Y	https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus/	
				● Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y		
				● PPE on hand	Y		
				● Use NHS Test and Trace	Y	https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-11tracing/nhs-test-and-trace-if-youve-been-in-contact-with-a-person-who-has-coronavirus/	

Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	5	20	• Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example PE equipment.	Y		Possible
				• Establish arrangements for all frequently touched surfaces and equipment e.g. door handles handrails tabletops electronic devices (such as phones) specialist equipment, including equipment used by pupils with SEN	Y	Anti-bacterial spray available in every classroom – students to use at the end of each lesson. Cleaners in every day	
				• When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.	Y		
				• Limit the number of shared resources that are taken home by staff and students and limit the exchange of such resources	Y	All students expected to bring their own stationery – no pens to be given out.	
				• Limit the number of shared resources (such as pencils, arts equipment, etc.) between students in the same classroom.	Y		
				• Teachers should make sure they wash their hands and surfaces, before and after handling students' books	Y	Wipes to be available for teachers	
				• Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Provide hand sanitisers at appropriate locations.	Y	Parents informed via letter on uniform requirements.	

				● There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this	Y		
Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	● Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms	Y	Regularly checked through the day by cleaners	Unlikely
				● Use of hand sanitisers at appropriate locations	Y	Located in every classroom and communal areas	
				● Bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste	Y		
				● Bins to be double bagged and emptied	Y		
				● Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom	Y		

Provision and use of PPE for staff where required is not in line with government guidelines	3	1	3	● Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. ● Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) 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 the wearing of gloves is not a substitute for good handwashing	Y Y Y	Inset day and poster to remind staff	Negligible
Students forget to wash their hands regularly and frequently	4	5	20	● Staff training includes the need to remind students of the need to wash their hands regularly and frequently ● Hand sanitisers clearly signed ● Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently ● SLT monitors the extent to which handwashing is taking place on a regular and frequent basis.	Y Y Y Y	Posters clearly mark sanitation locations	Possible

Students' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	5	15	● Clear messaging to students on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For pupils with SEN, including those with Autism, use appropriate methods such as pictures and modelling.	Y	Reinforced messages via Pastoral leads	Possible
				● Staff model reducing contacts and maximising distance consistently.	Y		
				● Large gatherings are avoided inc assemblies	Y		
				● Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervisedY	Y	Staggered breaks and lunches in place as per instruction to all staff and students	
				● The school's behaviour policy has been revised and clearly sets out the consequences for poor behaviour and deliberately breaking the rules and how the school will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules	Y	Behaviour Policy updated and uploaded onto website	
				● Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed.	Y		
				● Weekly messages to parents reinforce key messages including the importance of reduction of contacts and maximising distance	Y		
				● Arrangements for pupils with SEN have been agreed and staff are clear on expectations.	Y		

Premises and Buildings								

Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	4	3	12	• A plan for cleaning staff on return to school(including any deep cleans) is agreed with contracting agencies prior to opening.
				
				• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include:
				   ○ more frequent cleaning of rooms / shared areas that are used by different groups
				   ○ frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach
				   ○ the regular cleaning of toilets
					Y
					
					Y
						Academy has already engaged with Hayward services on the level of cleaning	Unlikely

Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	5	20	● Follow DfE guidelines for number of students per toilet	Y	Up to 4 boys and 4 girls in respective toilet areas	Possible
				● Floor markings are in place to enable reduction of contacts and maximising distance.	Y		
				● Students know that they can only four students can enter the toilet one at a time.	Y		
				● Students are encouraged to access the toilet during class/throughout the day to help avoid queues.	Y		
				● The toilets are cleaned frequently as laid out in the enhanced cleaning schedule	Y		
				● Monitoring ensures a constant supply of soap and paper towels	Y		
				● Bins are emptied regularly.	Y		
				● Students are reminded regularly on how to wash hands	Y		

Fire procedures are not appropriate to cover new arrangements	4	3	12	• Fire procedures have been reviewed and revised where required, due to:
				  ○ Possible absence of fire marshals
				  ○ The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points
				
				• Staff and pupils have been briefed on evacuation procedures
				
				• Incident controller and fire marshals have been trained and briefed appropriately.
					Y
					
					Y
					
					Y
						New Fire Evacuation points located in year group bubbles	

Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	5	20	• Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points • Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. • Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency	Y Y Y	 Member of staff assigned to students with PEAP	Unlikely

Fire marshals absent due to self-isolation	4	3	12	● An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	Y		Negligble
All building systems may not be operational	3	2	6	● Government guidance is being implemented where appropriate, see following link: https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown ● All systems have been recommissioned including: ○ Water systems (particularly legionella testing and controls in place) ○ Electrical and gas safety checks Emergency escapes, ○ lighting and fire detection systems Security systems ○ Lifts and escalators ○ Heating Ventilation systems	Y Y	Systems have been tested and checked via Hemlow on compliance over the summer holidays	Negligible
Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	2	8	● 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. ● The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm	Y Y Y	Tested by Hemlow	Negligible

Lack of good ventilation means that there is risk of transmission	4	2	8	● Ensure good ventilation in classrooms and common areas e.g. through opening a window ● Follow guidance in the following link: air conditioning and ventilation during the coronavirus outbreak.	Y		Negligible
Visitors to the site (including parents) add to the risk	4	4	16	● Signage giving routes, procedures, entrances and exits to be followed. ● Limit the external visitors to the school during school hours ● Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. ● 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) ● Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually'	Y Y Y Y Y		Negligible

Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	4	16	• 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	Contracts encouraged to come out of hours and with clearance from company that they are risk free	Negligible
				• 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 reduction of contacts and maximising distance is maintained at all times.	Y		
				• Alternative arrangements have been considered such as using a different entrance and exit for contractors and organising classes so that contractors and staff/students are kept apart.	Y		
				• Reduction of contacts and maximising distance is being maintained throughout any such worksand 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		
General							

Existing policies on safeguarding, health and safety, fire evacuation, medical,behaviour, attendance and other policies are no longer fit for purpose in the currentcircumstances3	3	4	12	All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regardingCOVID-19 and its implications for the school. The school has carried out a full Health andSafety Risk Assessment to ensure it is Covid-19 secure. Staff, students, parents and governors have been briefed accordingly.	Y Y Y	A H&S audit has been carried out by Judiicum on compliance measures. A further audit is to be scheduled in September Regular updates have been sent via Google Classroom to stakeholders	Negligible
Risk within various Curriculum/Learning Environment that may result in closure	4	5	20	● Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place. ● Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.:-in PE students will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between students and paying attention to cleaning and hygiene. -	Y	SLT and subject leaders are aware of the risks of activities within the curriculum.	Unlikely

					● In music lessons physical distancing and playing outside will be done wherever possible, positioning students back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups. ● Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support			

Key stakeholders are not fully informed about changes to policies and procedures due toCOVID-19, resulting inrisks to health4	4	2	8	● Communications strategies for the following groups are in place:
				    ○ Staff (inc extra-curricular activities)
				    ○ Students
				    ○ Parents
				    ○ Governors
				    ○ Local authority
				    ○ Health services
				    ○ Professional associations
				    ○ Other partners
				    ○ Neighbouring schools
				
				● Parents are communicated with to make sure they know:
				
				    ○ whether their child will be able to attend from 2rd Sept
				    ○ what protective steps you're taking to make the school a low-risk place for their child
				    ○ what you need them to do (such as ondrop off and collection)
					Y
					
					Y
						Informed via Google, School Comms, contact via Local Authority	Unlikely

Students who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education	4	2	8	● School is aware of current guidelines for shielding ● Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis. ● Parents have been asked to make the schoolaware of students' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. ● Schools have a regularly updated register of students with underlying health conditions. ● Staff are available to ensure students at home continue to be provided with remote education	Y Y Y Y Y		Unlikely
Pupils' mental health has been adversely affected during the period that the school has been closed and by theCOVID-19 crisis ingeneral2	2	5	10	● There are sufficient numbers of trained staff available to support students with mental health issues. ● There is access to designated staff for all students who wish to talk to someone about wellbeing/mental health. ● Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies ● Resources/websites to support the mental health of students are provided.	Y Y Y Y	School Councillor is available to help students during this difficult period. Pastoral team also available to help students.	Possible

The mental health of staff has been adversely affected during the period that the school has been closed and by theCOVID-19 crisis in general	2	5	10	• 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 have been signposted to useful websites and resources.	Y Y Y Y	Perkbox employee assist program in place to support staff members. OH referral in place for those staff that may be affected more than others	Possible
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	3	6	• The governing body continues to meet regularly 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 Principal 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'	Y Y Y Y Y	Meetings continue on Zoom. Regular update reports to the board during the COVID crisis	Negligible

				oversight and hold leaders to account for areas of statutory responsibility.			
Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	3	9	● Guidance on test and trace has been published. ● The guidance has been explained to staff ● Post-testing and tracing support is available for staff.	Y Y Y	Process explained to all staff by HR: https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/nhs-test-and-trace-if-youve-been-in-contact-with-a-person-who-has-coronavirus/	Unlikely
Infection transmission within school due to staff/students (or members of their household) displaying symptoms	4	4	16	● Robust collection and monitoring of absence data, including tracking return to school dates, is in place. ● Procedures are in place to deal with any student or staff displaying symptoms at school. This includes the use of test and trace for both staff and students and appropriate action, in line with government guidance, should the tests prove positive or negative. ● Students, 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 term clinically vulnerable and clinically extremely vulnerable should these apply	Y Y Y		Possible

Staff, students and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms ofCOVID-19	4	4	16	● Staff, students and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19and how this will be implemented in the school.	Y	Messages, videos and letters have been sent via Google classroom.	Unlikely
				● This guidance has been explained to staff and students as part of the induction process.	Y	HR have been liaising with staff members as well	
				● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders	Y		
Staff, students and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 inthe school including test and trace	4	4	16	● Staff, students and parents have received clear communications informing them of current government guidance on confirmed cases ofCOVID-19 and how this will be implemented in the school.	Y		Unlikely
				● This guidance has been explained to staff and students 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, parents and carers are not aware of recommendations on transport to and from school | 4 | 4 | 16 | • Reduce any unnecessary travel on buses or public transport where possible (for example,by walking or cycling to school) and avoiding peak times. | Y | | Unlikely |
| | | | | • Students, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures | Y | | |