

# COVID-19: Operational Risk Assessment for School Reopening

**SCHOOL NAME: Colindale Primary School**

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Lucy Rodgers, Headteacher	30/5/2020	5/6/2020	Staff, pupils, parents, visitors, volunteers, contractors

## Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way.

This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

## Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012 The Health Protection (Notification Regulations) 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (April 2020)  Education and Skills Service Recovery Planning support for schools (May 2020)	<a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</a>  <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a>

## Suggested Steps of Re-opening Preparation:



## Risk matrix

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	12 to 15 - amber
3. Moderate – e.g. likely to result in one or more classes having to close	3. Possible	9 to 11 – amber
2. Minor	2. Unlikely	Below 9 – green
1. Negligible	1. Negligible	Below 9 – green

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
<b>A. Staffing Resources</b>							
1. Risk that there are Insufficient staff to support all the pupils to be in school in all the year groups proposed by the DfE	3	4	12	• Audit staff availability from the start of the week when extra pupils will be attending.	Y		3
				• Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work)	Y		
				• Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time	Y		
				• Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher)	Y		
				• For pupils who need a high level of adult support, including those with special educational needs, ensure that there are sufficient TAs available to support the pupil.	Y		
				• Full use is made of testing to inform staff deployment	Y		

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				<ul style="list-style-type: none"> <li>Ensure there is the capacity within the staff to deliver on site learning (for those attending school) and home learning (for those who are still at home)</li> </ul>	Y		
2. 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	4	12	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> </ul>	Y		6
				<ul style="list-style-type: none"> <li>Full use is made of those staff who are self-isolating or shielding but who are well enough to plan lessons online.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Full use is made of testing to inform staff deployment.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>A blended model of home learning and attendance at school is in place</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>For pupils with SEN, consideration is given to the use of individual Re-integration Plans.</li> </ul>	Y		
3. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.	4	5	20	<ul style="list-style-type: none"> <li>Staff members encouraged to work at home</li> </ul>	Y		4
4. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	4	12	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y		6
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	N/A		
				<ul style="list-style-type: none"> <li>First Aid certificates extended for 3 months</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Follow Covid19-First responders guidance when administering emergency first aid as social distancing may not be possible to maintain while attending to individuals.</li> </ul>	N	Training for first aiders re guidance for administering first aid and	

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						PPE training to take place week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	N/A		
5. Risks to health and safety because staff are not trained in new procedures.	3	3	9	<ul style="list-style-type: none"> <li>An appendix to the staff handbook is issued to all staff prior to reopening.</li> </ul>	N	To be done during week beginning 1 <sup>st</sup> June as part of staff training	3
				<ul style="list-style-type: none"> <li>Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management</li> </ul> </li> </ul>	N	To be done during week beginning 1 <sup>st</sup> June as part of staff training	
6. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them.	4	4	16	<ul style="list-style-type: none"> <li>Members of staff that are clinically extremely vulnerable will continue to self-isolate and remain at home. Staff who are clinically vulnerable will continue to work from home.</li> </ul>	Y		4
				<ul style="list-style-type: none"> <li>All members of staff with underlying health issues and those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>All staff with underlying health conditions that put them at increased risk from COVID-19 are</li> </ul>	Y		

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				working from home in line with national guidance.			
				<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>	Y		
<b>B. Teaching Spaces, the Learning and School Environment</b>							
7. Risk that there is insufficient accommodation to support pupils attending with a maximum class size of 15	3	3	9	<ul style="list-style-type: none"> <li>Audit accommodation in order to establish how many class groups of up to 15 pupils can be accommodated at any one time (size of group is dependent on space available)</li> </ul>	Y		3
				<ul style="list-style-type: none"> <li>Take account of the needs of individual pupils, including those with SEN.</li> </ul>	Y	AHT/Inclusion to lead	
				<ul style="list-style-type: none"> <li>Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Spare chairs and other furniture removed so cannot be used</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Protocols around 'social distancing' shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing. Where a pupil does not understand 'social distancing', accommodation needs to take account of this, and space identified where the pupil and those supporting them can go.</li> </ul>	N	To be done when children return to school as a priority week beginning 8 <sup>th</sup> June	
				<ul style="list-style-type: none"> <li>Clear signage displayed in classrooms promoting social distancing</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Children stay with their own teacher/teaching assistant and do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN unable to adhere to 'social distancing'.</li> </ul>	Y	In plan	
8. Risk of transmission in large spaces used	3	1	3	<ul style="list-style-type: none"> <li>Limits are set for large spaces e.g. dining hall, school hall, sports hall</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Large gatherings are not permitted</li> </ul>	Y	In plan	

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as classrooms/ teaching spaces				<ul style="list-style-type: none"> <li>Design and layout and arrangements in place to allow for social distancing</li> </ul>	Y	In plan	
9. Risks of transmission during use of the outdoor learning environment for young children	3	5	15	<ul style="list-style-type: none"> <li>Leadership are realistic about social distancing and young children in outside spaces</li> </ul>	Y		9
				<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, as soon as children come in from play</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Large climbing equipment will be difficult to clean and will to be shut down in the current circumstances</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Every Bubble will have their own outdoor play box which will not be shared with other Bubbles</li> </ul>	N	Prepared week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available during playtime</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Outside spaces are allocated for each bubble on a rota system</li> </ul>	Y	Rotas prepared week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Outdoor play box equipment will be cleaned daily</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning daily</li> </ul>	N	Prepared week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Bike and wheeled toy play – will not be used</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Areas which are difficult to clean such as mailable materials and planting areas will not be used. Where possible each child will have their individual resources e.g. laptop, pencils</li> </ul>	N	Prepared week beginning 1 <sup>st</sup> June	
10. Risks of transmission due to movement around the school.	4	5	20	<ul style="list-style-type: none"> <li>Arrange for corridors to be one-way where possible</li> </ul>	N	Prepared week beginning 1 <sup>st</sup> June	12
				<ul style="list-style-type: none"> <li>Clear signage and markers for the youngest children</li> </ul>	N	Prepared week beginning 1 <sup>st</sup> June	

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				<ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>	N	Prepared week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Pinch points and bottle necks are identified and managed</li> </ul>	N	Prepared week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Movement of pupils and staff around the school is minimised</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly of social distancing protocols</li> </ul>	N	Children to be taught when they return to school week beginning 8 <sup>th</sup> June	
				<ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place</li> </ul>	N	Draft rota to be finalised week beginning 1 <sup>st</sup> June	
11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	5	20	<ul style="list-style-type: none"> <li>Start and departure times are staggered</li> </ul>	Y	In plan	12
				<ul style="list-style-type: none"> <li>Children attend half day sessions to reduce the number of people and drop off and pick up times</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	N	Assistant Head for Inclusion to investigate week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Number of entrances and exits used is maximised and a one way system in place</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Do not allow parent/carers to enter the buildings to drop off or collect children nor any gathering at the school gates to talk to other parents.</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can retain social distancing</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	Y	In plan	

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				<ul style="list-style-type: none"> <li>Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating</li> <li>Floor markings visible to all to avoid queuing</li> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> <li>Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> <li>Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	N	Prepared week beginning 1 <sup>st</sup> June and 8 <sup>th</sup> June	
				<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> <li>Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> <li>Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	N	Staff training week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	N	Prepared week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	N	To be reviewed week beginning 8 <sup>th</sup> June	
12. 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	4	12	<ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> <li>For those that have to drive, advice on places they should and should not pick up, drop off and park</li> <li>Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.</li> <li>Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.</li> <li>Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	3
				<ul style="list-style-type: none"> <li>For those that have to drive, advice on places they should and should not pick up, drop off and park</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.</li> </ul>	N/A		
				<ul style="list-style-type: none"> <li>Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.</li> </ul>	N	To be reviewed week beginning 8 <sup>th</sup> June	

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				<ul style="list-style-type: none"> <li>Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.</li> </ul>	N	To be reviewed week beginning 8 <sup>th</sup> June	
13. Risk of transmission because pupils do not observe agreed protocols of social distancing at playtimes	3	4	12	<ul style="list-style-type: none"> <li>Playtimes are staggered</li> </ul>	Y	In plan	9
				<ul style="list-style-type: none"> <li>External areas are designated for different groups</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of social distancing before every playtime</li> </ul>	N	To be done week beginning 8 <sup>th</sup> June	
				<ul style="list-style-type: none"> <li>Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.</li> </ul>	Y	In plan	
14. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes	3	5	15	<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of social distancing before every lunchtime</li> </ul>	N	To be done week beginning 8 <sup>th</sup> June	3
				<ul style="list-style-type: none"> <li>Pupils wash their hands before and after eating</li> </ul>	N	To be done week beginning 8 <sup>th</sup> June	
				<ul style="list-style-type: none"> <li>Children attending afternoon sessions will eat in their classrooms</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>	N/A		
				<ul style="list-style-type: none"> <li>Year 6 children will eat before or after their half day session. Children attending morning sessions will be given a lunch to eat at home</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Children cannot bring their own packed lunch</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	N/A		
15. Staff rooms and offices do not allow for observation of social distancing guidelines	4	5	20	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	8
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	

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16. The configuration of medical rooms may compromise social distancing measures	3	5	15	• Social distancing provisions are in place for medical rooms	Y	In plan	2
				• Additional rooms are designated for pupils with suspect COVID-19 and their siblings whilst collection is arranged	Y	In Plan	
				• PPE available if staff dealing with pupil with symptoms	N	Awaiting stock from DFE and to order week beginning 1 <sup>st</sup> June	
				• Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y	In plan	
17. Groups of people gather in reception areas which may contravene social distancing guidelines	3	5	15	• Parents are made aware of new school procedures prior to their children starting back at school	N	To be done week beginning 1 <sup>st</sup> June	9
				• Social distancing floor markings are clearly in place	N	To be done week beginning 1 <sup>st</sup> June	
				• Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty	N	To be done week beginning 1 <sup>st</sup> June	
				• Non-essential visitors to school and deliveries are minimised	Y		
				• Arrangements are in place for visitors to stay apart	Y		
<b>C. Hygiene and protective controls</b>							
18. Risk that social distancing between pupils and between staff and pupils 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	In plan	9
				• Regular cleaning	Y	In plan	
				• Minimise contact and mixing (see above)	Y	In plan	
				• See sections above re start and end of day arrangements, playtimes and break times	Y	In plan	

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19. Risk of staff or children with the virus coming into school when symptoms are not clear.	4	5	20	<ul style="list-style-type: none"> <li>• Testing of staff or pupils if any COVID symptoms appear</li> </ul>	Y	In plan	12
				<ul style="list-style-type: none"> <li>• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>• PPE on hand.</li> </ul>	N	Awaiting delivery of stock from DFE and will order more week beginning 1 <sup>st</sup> June	
20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	5	20	<ul style="list-style-type: none"> <li>• 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 outdoor play equipment.</li> </ul>	Y	Already in place for Key Worker group and will be extended to all	8
				Establish arrangements for all frequently touched surfaces and equipment to be regularly cleaned e.g. <ul style="list-style-type: none"> <li>• door handles</li> <li>• handrails</li> <li>• tabletops</li> <li>• play equipment</li> <li>• toys</li> <li>• electronic devices (such as phones)</li> <li>• specialist equipment, including equipment used by pupils with SEN</li> </ul>	Y	Already in place for Key Worker group and will be extended to all	
				<ul style="list-style-type: none"> <li>• When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.</li> </ul>	Y	Already in place for Key Worker group and will be extended to all	
				<ul style="list-style-type: none"> <li>• Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</li> </ul>	Y	Already in place for Key Worker group and will be extended to all	
				<ul style="list-style-type: none"> <li>• Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.</li> </ul>	Y	Already in place for Key Worker group and will be extended to all	

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				<ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books</li> </ul>	Y	Already in place for Key Worker group and will be extended to all	
				<ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.</li> </ul>	Y	Already in place for Key Worker group and will be extended to all	
				<ul style="list-style-type: none"> <li>There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform will not be worn.</li> </ul>	Y	Already in place for Key Worker group and will be extended to all	
21. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	<ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>	Y	Already in place for Key Worker group and will be extended to all	4
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Plenty of bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	N	To be discussed with cleaners week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>	Y		
22. Provision and use of PPE for staff where required is not in line with government guidelines	3	5	15	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	6
				<ul style="list-style-type: none"> <li>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</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	
23. Pupils forget to wash their hands regularly and frequently	4	4	12	<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	8
				<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	
24. Pupils' behaviour on return to school does not comply with social distancing guidance	3	5	15	<ul style="list-style-type: none"> <li>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. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling</li> </ul>	N	To be done from week beginning 8 <sup>th</sup> June	9
				<ul style="list-style-type: none"> <li>Staff model social distancing consistently.</li> </ul>	Y	Already in place for Key Worker groups. To be extended from 8 <sup>th</sup> June for all.	
				<ul style="list-style-type: none"> <li>The movement of pupils around the school is minimised.</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Large gatherings are avoided.</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Break times and lunch times are structured to support social distancing and are closely supervised</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> </ul>	N	DHT to lead on this week beginning 1 <sup>st</sup> June	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> <li>Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>Messages to parents reinforce the importance of social distancing.</li> <li>Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.</li> <li>Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	N N N N	To be done from week beginning 8 <sup>th</sup> June To be done from week beginning 1st June To be done from week beginning 8 <sup>th</sup> June To be done from week beginning 8 <sup>th</sup> June – AHT/Inclusion to lead	
<b>D. Premises and Buildings</b>							
25. Risk that cleaning capacity is at a reduced level so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	4	3	12	<ul style="list-style-type: none"> <li>Classrooms and shared spaces not in use during school the school closure are regularly cleaned to ensure school ready for opening when required</li> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>Working hours for cleaning staff are increased</li> </ul>	Y Y Y		8
26. The use of fabric chairs may increase the risk of the virus spreading	3	4	12	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	N N/A	To be done week beginning 1 <sup>st</sup> June	3
27. Queues for toilets and handwashing risk non-compliance with social distancing measures	4	5	20	<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>Markings are in place to enable social distancing.</li> <li>Pupils know that they can only use the toilet one at a time.</li> </ul>	N N N	To be done week beginning 1 <sup>st</sup> June To be done week beginning 1 <sup>st</sup> June To be done week beginning 8 <sup>th</sup> June when the children return	8

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> <li>Bubbles have a rota system to help avoid queues.</li> <li>The toilets are cleaned frequently and bins are emptied regularly.</li> <li>Monitoring ensures a constant supply of soap and paper towels</li> <li>No children except the Key Worker groups mean that toilets are used less and a deep clean can happen at lunchtime</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	Y Y Y Y N	In plan In plan & in place for Key Worker groups In plan & in place for Key Worker groups In plan To begin when children return 8 <sup>th</sup> June	
28. Fire procedures are not appropriate to cover new arrangements	4	5	20	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals</li> <li>The need to apply social distancing rules during evacuation and at muster points</li> <li>A possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>Staff and pupils have been briefed on any new evacuation procedures</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	N N N	To be done week beginning 1 <sup>st</sup> June To begin when children return 8 <sup>th</sup> June To be done week beginning 1 <sup>st</sup> June	4
29. Fire evacuation drills - unable to apply social distancing effectively	4	5	20	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> </ul>	N N	To be done week beginning 1 <sup>st</sup> June To be done week beginning 1 <sup>st</sup> June	4

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> <li>Consider access route for teachers and pupils with mobility issues, as social distancing measures may not be possible during an emergency</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	
30. Fire marshals absent due to self-isolation	4	3	12	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	4
31. All systems may not be operational	3	2	6	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate.</li> </ul>	Y		3
				<ul style="list-style-type: none"> <li>All systems have been recommissioned.</li> </ul>	N/A		
32. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	1	4	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y		4
				<ul style="list-style-type: none"> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>	N/A		
33. Visitors to the site (including parents) add to the risk	4	5	20	<ul style="list-style-type: none"> <li>Signage giving routes, procedures and entrances to be followed.</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	13
				<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>	Y	In plan	
				<ul style="list-style-type: none"> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>	N	To be done week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>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)</li> </ul>	Y	In plan	

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				<ul style="list-style-type: none"> <li>Consider holding SEN meetings such as Annual Reviews 'virtually'</li> </ul>	N	To be reviewed by AHT/Inclusion	
34. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	4	3	12	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y		4
				<ul style="list-style-type: none"> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Contractors to confirm they have no signs of COVID 19 before entering the school building</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> </ul>	N/A		
				<ul style="list-style-type: none"> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	Y	In plan	
<b>E. General</b>							
35. Existing policies on safeguarding, health	3	5	15	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social</li> </ul>	N	To be completed week beginning 1 <sup>st</sup> June	3

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances				distancing and COVID-19 and its implications for the school.			
				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure. (LBB will issue guidance on this shortly)</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	N	Training to take place week beginning 1 <sup>st</sup> June	
36. Curriculum/Learning Environment	3	5	15	<ul style="list-style-type: none"> <li>Consider what activity is more difficult/ not possible to be undertaken with social distancing in place.</li> <li>Each activity should be risk assessed and should not be run unless the risks can be mitigated <ul style="list-style-type: none"> <li>-PE</li> <li>-Practical lessons</li> </ul> </li> </ul>	Y	In plan	9
				<ul style="list-style-type: none"> <li>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.</li> </ul>	N	Training to take place week beginning 1 <sup>st</sup> June	
37. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	3	12	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>Staff</li> <li>Pupils</li> <li>Parents</li> <li>Governors</li> <li>Local authority</li> <li>Health services</li> <li>Regional Schools Commissioner</li> <li>Professional associations</li> <li>Highways department</li> </ul> </li> </ul>	Y	In plan	4

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				<ul style="list-style-type: none"> <li>Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>whether their child will be able to attend from the week commencing 1 June</li> <li>what protective steps you're taking to make the school a low-risk place for their child</li> <li>what you need them to do (such as on drop off and collection)</li> </ul> </li> <li>For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>	N	Started week before half term, to be completed week beginning 1 <sup>st</sup> June	
					N	Started week before half term, to be completed week beginning 1 <sup>st</sup> June	
38. 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	4	3	12	<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> </ul>	N	To be reinforced during the week beginning 1 <sup>st</sup> June, prior to school re-opening on the 8 <sup>th</sup>	8
				<ul style="list-style-type: none"> <li>Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> </ul>	N	To be reinforced during the week beginning 1 <sup>st</sup> June, prior to school re-opening on the 8 <sup>th</sup>	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	N	To be reinforced during the week beginning 1 <sup>st</sup> June, prior to school re-opening on the 8 <sup>th</sup> June	
				<ul style="list-style-type: none"> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	N	To be updated during the week beginning 1 <sup>st</sup> June, prior to school re-opening on the 8 <sup>th</sup> June	
39. Pupils' mental health has been adversely affected during the period that the school has been closed and by the	2	4	8	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>	Y		6
				<ul style="list-style-type: none"> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> </ul>	Y		

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COVID-19 crisis in general				<ul style="list-style-type: none"> <li>Wellbeing and mental health is discussed regularly in PSHE and regular opportunities for pupils to talk about their feelings</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	N	To be planned week beginning 1 <sup>st</sup> June	
40. 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	3	5	15	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	N	To be included in staff training the week beginning 1 <sup>st</sup> June	9
				<ul style="list-style-type: none"> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> </ul>	N	To be included in staff training the week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	N	To be included in staff training the week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	N	To be included in staff training the week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	N	To be included in staff training the week beginning 1 <sup>st</sup> June	
41. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	2	4	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y		2
				<ul style="list-style-type: none"> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>The headteacher's 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.</li> </ul>	Y		

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				<ul style="list-style-type: none"> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>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.</li> </ul>	Y		
42. Testing is not used effectively to help manage staffing levels and support staff wellbeing	3	3	9	<ul style="list-style-type: none"> <li>Guidance on getting tested has been published.</li> <li>The guidance has been explained to staff</li> <li>Post-testing support is available for staff.</li> </ul>	Y	Updates given during training week beginning 1 <sup>st</sup> June	3
43. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	3	12	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply</li> <li>A record of any COVID-19 symptoms in staff or pupils is reported to the local authority.</li> </ul>	N	In place for staff & Key worker groups. To be extended to all pupils from 8 <sup>th</sup> June.	8
44. Staff, pupils and parents are not aware of the school's	4	4	16	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take</li> </ul>	Y	In plan	8

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procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19				should anyone display symptoms of COVID-19 and how this will be implemented in the school.			
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Partial	To be reinforced week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y	On-going/regular training and communication in place and will continue	
45. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	4	4	16	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> </ul>	Partial	Parents to be updated week beginning 1 <sup>st</sup> June	4
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	N	Included in training starting week beginning 1 <sup>st</sup> June	
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y	On-going/regular training and communication in place and will continue	
46. Staff, parents and carers are not aware of recommendations on transport to and from school	4	4	16	<ul style="list-style-type: none"> <li>Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12).</li> </ul>	Partial	Discussions had with staff & will take place with parents week beginning 1 <sup>st</sup> June	8