

RISK ASSESSMENT TEMPLATE: FULLY REOPENING A SCHOOL AFTER THE CORONAVIRUS PANDEMIC LOCKDOWN

RAS39

(Checked for Conformity July 2020)

Coronavirus (COVID-19) is a new respiratory illness that has not previously been seen in humans. It belongs to a large family of viruses that cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). Schools have been in a prolonged period of stasis, catering for only students that fell into the categories of 'vulnerable' and 'children of key workers' for some time. However, the government have announced that **all pupils, in all year groups**, will return to school full-time from the beginning of the autumn term, 2020. This risk assessment template is produced to assist schools in preparing to return other students back to teaching and learning on the school/academy site, rather than being taught remotely. This template will be revised regularly as the situation and advice changes over the coming weeks.

It is vital that you consider all of the local circumstances which affect your school and look at the possible support which is on offer from nearby schools and your Local Authority and put those into the mix. Consequently, this risk assessment template is extremely long and detailed, but will need a lot of input and localisation from you and your colleagues.

ACTIVITIES: (What will you be doing and with whom?)	THE FULL REOPENING OF The Colne Community School & College	
DATE OF RISK ASSESSMENT:	Date completed:	4/3/2021
STAFFING: (Staff deployment, responsibilities, expertise, etc.)		

PLEASE ENSURE THAT THE CURRENT DfE, PHE, HSE and ACAS GUIDANCE IS ALL CAPABLE OF BEING FOLLOWED WHEN RE-OPENING YOUR SCHOOL.

Following the Minister for Education's announcement on 2nd July 2020, and subsequent DfE guidance, all year groups will return to school full-time from the beginning of the autumn term. Control measures must be put in place, which are outlined in this document. It is vitally important that social distancing guidance must be adhered to, which will be an enormous challenge for all age groups, but particularly younger ones.

In the government's guidance, published on 2nd July 2020, it was advised that: *"There cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk."*

Aspects to Consider (List only actual hazards/issues related to planned activities)	Who is Affected/What Might Happen? (Staff, students, visitors etc.)	Inherent Likelihood & Severity (See table at end of doc)	Inherent Risk Score (Likelihood x Severity)	Control Measures (How you will reduce the risks and whether they are already in place or not e.g. guards on machines already in place or need to wear PPE eye wear/gloves)	Are Control Measures in Place? If Not, Who Will Implement? (Staff member names or job roles)	Remaining Likelihood & Severity (See table below)	Residual Risk Score (Likelihood x Severity)	When Done & By Whom?
PREPARATION IF THE FACILITY HAS BEEN CLOSED SINCE 23 MARCH 2020								
*All Sigma estates have remained partially or fully open since March 2020. All statutory and compliance works have been completed throughout this period. Any postponed compliance inspections have been rescheduled and will be completed prior to a September full re-opening.								
PREPARATION FOR SCHOOLS WHICH HAVE BEEN PARTIALLY OPEN SINCE 23 MARCH 2020								
Deep cleaning	ALL – failure to effectively clean site will enable the further spread of infection.	4:4	16	All Sigma estates will receive a deep clean in February 2021 prior to re-opening. This will include the full site.	Yes – deep cleans are scheduled: February half term Easter and summer break	1:4	4	CSH
Health & Safety Policy	ALL	2:2	4	The Sigma Trust H&S policy will be updated and reviewed when required to ensure compliance with current guidance.	Yes – H&S policy reviewed August 2020	2:1	2	COFO/TEM
INFORMATION FOR STUDENTS, STAFF AND PARENTS								
Is our information up to date?		2:2	4	Currently the government's response to the virus is being updated daily and concerned teachers and other school staff are urged to check it regularly.	Maintain information lines and ensure latest guidance is adhered to.	1:1	2	SCR
Share visual information with students and staff and parents/carers continually after				Ensure that information posters, for example Catch it, Bin it, Kill it are displayed prominently in student and staff areas.	Posters put up (CSH) Information passed to parents via link.			

the school reopens.		1:1	2	Distribute DfE information for parents/carers: https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings		1:1	2	SCR
Staff support, updates and training		1:1	2	<ul style="list-style-type: none"> Confirm staff induction is provided ie non-pupil days Are staff supported and workloads planned as the DfE guidance requires? Regular updates to all staff and then specific updates to relevant staff who have particular responsibilities. Use e-training courses to prepare staff for returning to work, notably in the realm of mental health/stress. We recommend the Handsam E-Training Centre courses for <i>Coping with Stress</i> and <i>Managing Stress</i>. Ensure that any staff being asked to 'fill in' to support colleagues are trained to a suitable and sufficient level for the tasks required of them, or that the activities are rearranged or reorganised to ensure safety. What counselling for staff and students is available? Is this also available remotely? 	We have 2 non pupils days and 2 days with just year 7 in school. Staff will be given training through video links on how to manage their workload and adapt their pedagogy. Support with mental health will be provided to staff through online course, the employee assistance scheme and OH if required.	1:1	2	ABA
Information assemblies				Deliver assemblies to all students, detailing what the school is doing to	Assemblies will be delivered remotely.			

		1:1	2	<p>prevent the spread of infection. This will be particularly important if any level of infection either occurs or is rumoured to have done so. Information about any changes in the school day, policies or layout should be given in these assemblies. Assemblies must be held according to government guidelines on social distancing.</p>	<p>The tutor programme will reflect any government changes and will ensure key messages are regularly given to students.</p>	1:1	2	DGR
Penalties for non-attendance		1:1	2	<ul style="list-style-type: none"> • Are parents aware that there may be a fixed penalty charge incurred if their child does not attend school regularly? • Attendance policy reviewed? (Addendum?) 	<p>Attendance policy updated by GHE. This will cover the penalty charge for poor attendance or holidays in term time.</p> <p>In consultation with sigma and government guidelines the policy has been updated accordingly.</p>	1:1	2	GHE
Reluctant and anxious students		1:1	2	<ul style="list-style-type: none"> • Are staff aware of any anxious or reluctant students? • Are there steps in place to support them? • Attendance policy / safeguarding policy / pastoral/welfare policy reviewed? (Addendum?) 	<p>Teaching staff will be made aware of the most vulnerable and anxious students and be given clear guidance on the first day back on how to deal with this.</p> <p>Tours for the most anxious and SEND students have taken</p>	1:1	2	GHE/KPO

					<p>place. To assist reintegration.</p> <p>Withdrawal rooms for every year group. Vulnerable students to have the offer to stay with SEN or YL at social times. Safeguarding policy updated assisted by A Rudd.</p>			
HYGIENE AND INFECTION								
Returning staff and students		2:2	4	<ul style="list-style-type: none"> Follow the Sigma Trust agreed Covid-19 procedures Follow the Sigma Trust agreed Covid-19 continuity plan <p>How will staff safely travel to site?</p> <ul style="list-style-type: none"> How will parents be allowed onto site to drop students off, if at all? There should be active engagement with NHS Test and Trace. 	Trust agreed procedures for the management of Covid related incidents and a continuity plan for partial or full closures has been developed.	1:2	2	NGA
What are the school/academy's measures to ensure the containment or prevention of spread of the virus?				<ul style="list-style-type: none"> See: Coronavirus (COVID-19): implementing protective measures in education and childcare settings How will you manage to keep to this guidance especially in terms of structural social distancing – eg numbers of students in classes with physical distancing, movement 	<p>Students placed in year group bubbles with own entrances, rooms, exits, toilets and social areas.</p> <p>Class bubbles in key stage 3.</p>			

		4:3	12	<p>around school etc?</p> <ul style="list-style-type: none"> • Can you adhere to the class size and staff availability section of the guidance at every point as the ramp up of students returning to site develop • How will you manage by staggering breaks/lunch times to ensure risk of infection is minimised? • Do you need to expand physical capacity of the school with temporary buildings or using spaces for purposes other than their original design because you are splitting classes up (eg hall, gym, cafeteria, library, open plan spaces, staff room)? • Do you need to review your curriculum policy? • How will you ensure the delivery of a broad and balanced curriculum? – are there plans in place to ensure “missed knowledge” is prioritised upon return? • If you have any children who live with people who are ‘shielding’ can you ensure those students are kept strictly within the guidelines? How do you even identify these students effectively? • Take hygiene measures to reduce the risk of infection spreading, including social 	<p>2m distancing in classrooms for all staff.</p> <p>Break and lunch staggered for year groups.</p> <p>Temporary cordoned off areas of existing buildings and land to accommodate bubbles.</p> <p>Whole timetable is being provided. Some lessons will be without specialist rooms and equipment.</p> <p>HOF are planning SOW to help with “missed knowledge”.</p>	2:2	4	SCR
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			<p>distancing for all persons (see DfE advice).</p> <ul style="list-style-type: none"> • Schools should ask parents and staff to inform them immediately of the results of a test. • Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach. • Can you deliver a suitable and sufficient cleaning regime during school days? The suggestion is every two hours (or at the very least, the start and end of day plus twice more in between.) • Make sure that staff and students are familiar with the appropriate hygiene regimes (hand washing etc) and enforce them with students – the recommendation is at least every two hours. • Is there suitable access to enough washing facilities, soap and hand gel for everyone on site at all times? • Are supplies able to be assured? What back up plans are in place? • Put up signs across the site encouraging good hygiene habits and any other relevant signage to assist the school in managing the return. Ensure that information posters, for example Catch it, Bin it, Kill it are displayed prominently in 	<p>Individual RA for children and staff living with shielding people.</p> <p>Cleaning provided before and after school. Some cleaning throughout the day. We are using catering staff and extra cleaning hours to ensure regime is robust.</p> <p>Clear signage and expectations provided for all staff.</p> <p>Each bubble has access to washing facilities.</p> <p>Cleaning and sanitise supplies purchased and</p>			
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				<p>student and staff areas to encourage a good hygiene regime.</p> <ul style="list-style-type: none"> • Where applicable, appropriate PPE should be worn. • PPE should be worn if a student becomes ill with Coronavirus (COVID-19) symptoms and a distance of more than two metres cannot be maintained, or if the students receive routine, intimate care. 	<p>further supplies on order. Request from Trust if unable to purchase and seek advice if still unable to procure.</p> <p>PPE equipment purchased and ready for September usage. In particular to be used in the medical provision and the catering areas.</p>			
<p>What steps can we take regarding hygiene to reduce the risks of infection?</p>		3:3	9	<ul style="list-style-type: none"> • Wash hands often - with soap and water, or use alcohol sanitiser if handwashing facilities are not available, especially after using public transport – at least every two hours. • Cover your cough or sneeze with a tissue, then dispose of the tissue in a bin. • If you feel unwell, stay at home and do not attend any education or childcare setting – the guidance states <i>“No one with symptoms should attend a setting for any reason.”</i> There should be active engagement with NHS Test and Trace. • How will access to 	<p>Sanitiser in every room and toilets monitored by cleaning staff.</p> <p>Signage displayed throughout the school</p> <p>Hygiene rules will be explained to students on their first day back.</p> <p>Tissues in each room and disinfectant spray.</p>	2:2	4	CSH/SCR

				<p>toilets/welfare facilities be managed for both staff and students?</p> <ul style="list-style-type: none"> • Pupils, students, staff and visitors should wash their hands, before leaving home, on arrival at school, after using the toilet, after breaks and sporting activities, before food preparation, before eating any food including snacks and before leaving school. • Ensure toilets are flushed with the seats down to stop airborne particles causing transmission of infection. • Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet • Clean and disinfect frequently touched objects and surfaces. • An alcohol-based hand sanitiser should be used if soap and water are not available. It should contain at least 60% alcohol. • How will you avoid close contact with people who are unwell? • How will you discourage the touching of eyes, nose and mouth? • Encourage staff and students to be honest in reporting symptoms. • How will main school 	<p>Each year group will have their own toilet in their zone to be used frequently throughout the day. Identify staff toilets. Staff toilets added to map in first day backpack.</p> <p>Toilets will be cleaned regularly throughout the day. Each year group bubble has a designated toilet.</p> <p>Key messages will be on signage and in letters sent home.</p> <p>Main reception has a perspex screen and hand sanitiser.</p> <p>All cleaners will be briefed but this is common practice.</p> <p>Cleaners will be on call for emergencies and they will be</p>			
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				<p>reception be managed to reduce risk of infection?</p> <ul style="list-style-type: none"> • How will common areas be managed to reduce risk of infection? • Wherever possible, staff and students should be encouraged to use exclusively their own equipment (pens, pencils etc) as much as possible and avoid sharing resources. • Consider limiting resources wherever possible, including lunchboxes, hats and mobile phones. 	<p>given a cleaning rota of areas.</p> <p>Most doors will remain open to prevent touching handles. Cleaners will follow cleaning rota.</p> <p>Windowed room in south block entrance near main reception used to contain those displaying symptoms before being collected containing those with symptoms and staff wearing PPE.</p> <p>Windows to be open in classrooms.</p> <p>All asked to provide own equipment. Packs will be available for those without and will remain at their desk throughout the period.</p>			
<p>DEALING WITH GROUPS</p>								

<p>Grouping students</p>				<ul style="list-style-type: none"> • The government advice is: <i>“Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.”</i> • Assess the circumstances – if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. • When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). 	<p>Year 7 and 8 to have class bubbles for all lessons. KS4 to have year bubbles.</p> <p>DT will be placed on a rota for the specialist rooms with very little access available up until Christmas.</p> <p>Students to remain in classes or year group areas for most of the day.</p>			
<p>Using staff with groups</p>				<p>Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally two metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers.</p>	<p>Teachers are to move around school following the social distancing guidance.</p> <p>Year groups will remain in zones or classrooms as much as possible to reduce the amount</p>			<p>GHE</p>

					<p>of movement around the school and consequently the contact between students will be minimised.</p> <p>We have recommended that all students should be wearing face coverings during lessons.</p> <p>All students are expected to wear face covering indoors when transitioning around the school unless exempt.</p>			
MANAGING THE SCHOOL DAY								
Staggered timings				<ul style="list-style-type: none"> • Are you able to stagger the start/end of the school day for different groups? • If the start/end of the day are staggered, the amount of teaching time must remain constant. 	<p>Natural stagger to start of school including five entrances to keep year groups apart. Different times for break and lunches but maintaining school hours. Slight stagger to the end of the school day.</p>			SCR

<p>Before and after school</p>				<ul style="list-style-type: none"> • Are parents informed of any changes to the start/finish times of the school day? • Is there a system in place to deal with hand washing and the removal of face masks for staff and students arriving at school? If students keep their masks, they must be kept safely in a plastic bag. 	<p>Information provided.</p> <p>Training has been provided on handling and removal of face masks.</p>			<p>SCR</p>
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CONTINGENCY PLANS

<p>Who needs to be informed of any special measures?</p>	<p>SLT/LGC/Trustees/Officers</p>	<p>4:2</p>	<p>8</p>	<p>The Sigma Trust Covid-19 continuity plan to include all key contacts for reference and outlined responsibilities to manage any special measures.</p>	<p>Sigma Trust continuity plan to be circulated.</p>	<p>1:2</p>	<p>2</p>	<p>BMA</p>
<p>How do we decide if our school should close again & how will this decision be finalised?</p>	<p>HT/CEO</p>	<p>3:4</p>	<p>12</p>	<p>Central government will advise whether schools in affected areas should stay open or close, on the basis of scientific advice. This may well change day to day depending on how COVID-19 spreads during the relaxation of lockdown. If the government were to advise closure, LAs would communicate the message to schools, but schools would not close at that point. LAs, acting on local health information, would inform schools when their area is affected and the advice to close applies. The decision on whether to close at that time remains with the head teacher</p>	<p>Decision to be made by HT and CEO based on local circumstances and following Covid-19 continuity plan</p>	<p>3:4</p>	<p>12</p>	<p>HT/CEO</p>

				of the school in consultation with the CEO of the Trust.				
How can parents and carers be informed of any issues/closure?		1:1	1	<ul style="list-style-type: none"> Check and update pupil and parent/carer contact details. Draft template letters, both for re-closure and re-opening. 	SchoolComms used to inform of closures along with texting and website posts.	1:1	1	SCR
Are you prepared for remote learning in case of any issues/closure?		1:1	1	Check with curriculum team.	Google Classroom will continue to be used for uploading lessons and HW. This will support students that do have to isolate.	1:1	1	ABA
Will the school be able to open if there are multiple staff absences?		3:3	9	<ul style="list-style-type: none"> To what degree can you safely staff the school/academy? Does it leave you overstretched? How does annual leave come into the mix? Do you need to make an interim policy on leave? Will you be opening on non-standard school year days? Plan how you might operate the school in the event of key staff absences, both teaching and ancillary personnel. Review arrangements for covering teaching and non-teaching duties, notably first aid, medical and safeguarding cover. Consider the allocation of responsibilities, duties and cover arrangements during a pandemic, including who would take key decisions in the event of leadership team absence. 	<p>School can operate on reduced staffing however this may require rotation from year groups if severe absence. We will not open on non-standard school days.</p> <p>ELT can be used to cover SLT roles if needed and seconds/subject leads can be used to</p>	2:3	6	SCR

				<ul style="list-style-type: none"> Consider how you will ensure that any peripatetic or agency staff you use understand the school's new operational circumstances and risk assessments and be suitably supervised in delivering their duties, including having direct access to permanent senior staff for support. (N.B. there is no specific reference to non-employee 'staff' in the DfE advice so the presumption must be they should be risk assessed separately by you as per the H&S at Work Act and associated regulations). This may prove prohibitive for various reasons. Consider drawing up a list of parent/volunteers (DBS checked) who could be used to supervise children in times of significant absence. Research options with the LA as to how students might work from home during a pandemic. 	<p>cover ELT where needed.</p> <p>External cover will need to be limited. Records of any external cover will need to be monitored with agencies.</p> <p>Communication will need to be established if a cover teacher becomes unwell.</p> <p>We can continue to use Google Classroom and will look at recording lessons if needed.</p>			
Is your school suitably equipped?		3:3	9	<ul style="list-style-type: none"> Establish whether your school is suitably equipped with materials needed to implement infection control measures. These would include tissues, tissue disposal, hot water and soap. Check the school's cleaning arrangements/contracts and establish whether special provision could be made during a pandemic. 	<p>All rooms have tissues and bins in them. Toilets will be monitored by the cleaning team to check hot water and soap.</p> <p>Cleaning companies willing to assist when required for more PPE equipment.</p>	2:2	4	CSH/ABA

				<ul style="list-style-type: none"> Do you have the correct and sufficient PPE? 	Yes			
SAFEGUARDING AND STUDENTS								
Is the school able to comply with the requirements of the current DfE advice on Safeguarding?		2:2	4	See: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers	Safeguarding and child protection policies reviewed and updated with any addendums clear. Confirm date shared with staff (July 2020)	2:2	4	GHE
Is the school able to comply with the requirements of KCSIE 2020 which remains in place until further notice?		2:2	4	See: Keeping children safe in education - GOV.UK	Confirm date shared with staff (July 2020) All staff will have completed their Safeguarding training by the first week back in September.	1:1	1	GHE
Health conditions		2:2	4	<ul style="list-style-type: none"> Check with parents/carers whether any further conditions have developed in their children which you need to be made aware of. Check with parents/carers whether any medication is being taken by any students. Ensure all relevant staff are informed of the conditions and action to take and that any first aiders and medical staff are fully 	Schools to confirm all pupil medical information is up to date. School to confirm any identified training required/ delivered.	1:1	1	KPO

				trained and able to give suitable and sufficient support in a crisis.				
Ensure EHC plans can be delivered		2:2	4	<ul style="list-style-type: none"> Consider how EHC plans can be delivered and how you can provide back up if a particular member of staff becomes unavailable for any reason at short notice. Liaise with the necessary agencies and parents/carers. 	Schools to confirm all EHCPs reviewed by SENCO.	1:1	1	KPO
<p>Is the school able to support students with any mental health issues which are very likely to occur at any time during this process?</p> <p>The DfE guidance states “We expect school leaders and teachers to consider their pupils’ mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn and assess where pupils are in their</p>		2:2	4	<ul style="list-style-type: none"> Ensure you have trained staff in place or access to support quickly from other sources. Consider the impact of the wide nature of the lockdown period and COVID-19 crisis in general on students – for example isolation, being gung ho at being ‘let out’, emotional or sexual abuse which may have occurred as there has been a far higher instance of this reported during the lockdown period etc. What counselling for staff and students is available? Can that be enacted in such a way that it can be delivered remotely? Have adjustments been made following assessments of pupils’ learning needs to enable support for learning, especially for the groups mentioned in the DfE guidance? Schools should consider the provision of pastoral and extra-curricular activities to all 	<p>YL to work in year blocks to support students who need it and time allocated to deal with the increased number of disclosures we are expecting.</p> <p>External counsellor in 2 days a week to support struggling students.</p> <p>School nurse to work with struggling students, identified by the YL.</p> <p>Covid anxiety workbook with techniques to be used with struggling students.</p>	2:2	4	GHE/ KPO

<p>learning, and agree what adjustments may be needed to the school over the coming weeks. Plus identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils.”</p>				<p>pupils designed to support the rebuilding of friendships and social engagement, address and equip pupils to respond to issues linked to coronavirus (COVID-19) and support pupils with approaches to improving their physical and mental wellbeing.</p>	<p>Employee Assistance Programme (EAP) provision available for all staff who require support.</p>			
<p>Are there any issues associated with monitoring the internet usage etc in the school?</p>		2:2	4	<p>Be clear that internet safety for both students and staff must not be reduced at any point. This may mean ensuring contractor providers can deliver the service if you do not have this capability in house.</p>		1:2	2	JSC
<p>Is the school able to deliver interviews, transition sessions, open days, parents evenings etc?</p>		2:2	4	<p>Ensure that any such sessions which allow persons other than your staff and students onto your site are organised according to the prevailing guidance for schools: Coronavirus (COVID-19): implementing protective measures in education and childcare settings</p>	<p>Parents’ Evenings pushed to Spring term. Open Evening provided virtually.</p>	1:1	1	NGA
<p>Coronavirus related behaviour incidents</p>				<p>Review the school’s behaviour policy to include coronavirus</p>	<p>Behaviour policy reviewed and updated with any</p>			

				(COVID-19) related behaviour incidents.	amendments clearly explained to all staff and students on the first day back.			GHE
Considering mentoring		2:2	4	Mentoring of students by staff or their peers may offer great support mechanisms if they are struggling emotionally or mentally.	YL in zones to support struggling students, as well as the SEN withdrawal rooms for students who need it. Wellbeing support for staff provided by Employee Assistance Program.	1:2	2	GHE
FIRST AID, MEDICAL AND EMERGENCIES								
First Aid and Medical provision		4:4	16	<ul style="list-style-type: none"> Are suitable numbers of correctly qualified first aiders / medical support staff able to be available at all times? Please note that the HSE has announced that first aid certificates have been automatically extended by three months so you have some more leeway if your staff are nearing or have passed the end of their 3-year qualification. If it is not possible to provide this support internally, can you bring other support in from outside provision – eg other local schools? If that is not possible, can there be access to this support that 	Number of first aid trained staff is 16.	3:3	9	CSH/NNA

				<p>may be based off-site but able to attend site at short notice?</p> <ul style="list-style-type: none"> Are vulnerable staff (eg those with underlying health conditions or who may be pregnant) suitably supported and catered for? Are staff who live with or look after vulnerable people able to be assisted to work from home? Err on the side of caution at all times as you will be liable for any failure in this regard. 	<p>Individual risk assessments completed by CSH.</p> <p>Some support staff may be able to work from home with individual plans and agreement.</p>			
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FOOD AND NUTRITION/HEALTH/DIETARY REQUIREMENTS AND SAFETY

Can food hygiene and nutritional requirements be kept to?	ALL	4:3	12	<p>There has been no relaxation of any requirement for food hygiene or nutritional requirements. Ensure your kitchen/provider can deliver to the usual standard.</p>	<p>An R/A has been completed by the Catering Manager in conjunction with LBA safety and the provision is compliant with hygiene and nutritional standards. (HT to check with Catering Manager that an LBA R/A has been completed and confirm HT approval)</p>	1:3	3	KPO
Queuing arrangements		3:3	9	<p>Can queuing for lunch be made safe under the social distancing guidance? Do arrangements such as serving lunch in classrooms need to be made?</p>	<p>Each year group will have its own area for social times. Only two year groups a day staggered with cleaning time will be</p>	2:2	4	GHE

					permitted use of the refectory. Two members of staff will supervise the refectory at lunch time to manage the queue.			
PPE		3.3	9	Is suitable and sufficient PPE available to staff, particularly for cleaning up after lunch or clearing bio-hazards etc?	Visors, face masks, aprons, footwear, tabards, gloves available and will be distributed to departments. Stock held by Site Team.	2.2	4	CSH
Is food waste able to be disposed of/collected at suitable intervals?		2.2	4	Failure to dispose of food waste suitably or delays to collections may lead to a build-up which attracts vermin. Waste company collect weekly and this can be increased if required.	All sites have been provided with a specialist food waste bin. Veolia waste company on call if required.	2.1	2	CSH
SAFE TEACHING PRACTICE								
Social distancing in the classroom		3:3	9	<ul style="list-style-type: none"> All procedures and staff / student ratios should be set to ensure that the prevailing DfE guidance on social distancing is adhered to. See: Guidance for full opening: schools - GOV.UK How does the timetable need to be adjusted to allow for this and any other factors such as expert staffing etc? 	Students will stay in rooms in KS3 and staff will move around to teach them. KS4 lessons will stay in year group zones but will be taught in normal groups.	3:2	6	SCR

				<ul style="list-style-type: none"> • How do class sizes need to be adjusted and what does this mean for staffing? • How do classrooms need to be adjusted? • How will school ensure there is a mixture of online and on-site learning should it be required? 	<p>2 metre gap at the front of the room. Storage for books and student resources. All classrooms in rows.</p> <p>Faculties will plan for using Google Classroom.</p>			
Staff / Student ratios		2:2	4	<ul style="list-style-type: none"> • Are all legal (eg EYFS and EHC plans) and risk assessed levels of staff / student ratios able to be delivered at all times? • Identify your stress points and plan for how you can support if it 'breaks' at that point. 	<p>EHCP situated at front of class. They will have full normal coverage of lessons. Extended support provided within year bubble areas with break out staff.</p>	2:1	2	KPO
Practical lessons		4:4	16	<ul style="list-style-type: none"> • Practical activities contain far more hazards inherently. They will be even more difficult to deliver with social distancing guidance needing to be adhered to. Consider what is possible, what is practicable and where additional measures such as extra supervision or expert staff in the room may be necessary. • Ensure that all practical lessons are re-risk assessed and signed off by department heads or 	<p>Practical spaces can be used in year group bubbles on certain days.</p> <p>All practical risk assessments to be reviewed and schemes of work changed to comply with the government guidance.</p>	3:2	6	GHE

				<p>if necessary members of SLT are consulted or asked to sign off.</p> <ul style="list-style-type: none"> Ensure risk assessments are reviewed regularly and the current version is signed by all relevant staff and distributed to them. 				
<p>Music and Singing</p> <p>The DfE advice states: <i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible,</i></p>		3:3	9	<ul style="list-style-type: none"> Consider how music can be taught safely according to the guidance. Consider how groups need to be created in order to deliver music safely (max 15 students for 'singing, chanting, playing wind or brass instruments or shouting' with 'physical distancing' measures also in place). Lessons could be outside where possible to assist with this. Consider which other lessons may include singing (common usage in languages, for example) and what precautions will need to be taken. 	<p>Singing will not be permitted.</p> <p>KS3 to be taught in class bubbles.</p> <p>KS4 to be taught in option class in designated areas.</p>	2:2	4	CPI/JGU

<p><i>limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.”</i></p>								
<p>Physical Education</p> <p>The DfE advice states: <i>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during</i></p>		3:3	9	<ul style="list-style-type: none"> • Consider how sport/P.E. can be taught safely according to the guidance. N.B. contact sports are to be ‘avoided’. • Consider how ‘consistent’ groups need to be created in order to deliver sport/P.E. safely. • Consider locations of sports/P.E. lessons. The advice states: <i>‘Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.’</i> 	<p>Schemes of work have been changed to comply with government guidelines. Sports changed focusing on athletics rather than team games.</p> <p>All lessons are to take place outside where possible.</p> <p>Year 7 & 8 are to be taught in their class bubbles.</p> <p>All equipment will be separated into year groups and cleaned</p>	2:2	4	DGR/KPU

<p><i>exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</i></p>				<ul style="list-style-type: none"> Consider how equipment can be ‘thoroughly cleaned’ between uses. Consider the use of external coaches and what measures need to be in place to ensure their safety (eg social distancing, as they will move between ‘bubbles’) <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> Guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport. Advice from organisations such as the Association for Physical Education and the Youth Sport Trust. 	<p>before and after every lesson.</p> <p>We will not have any external coaches coming into school.</p> <p>We will adapt our plans as the guidance for sport changes.</p>			
<p>Ensure all statutory checks on equipment / machinery are made prior to use</p>		2.2	4	<ul style="list-style-type: none"> Ensure that any statutory tests which are required and are due/overdue are delivered before any equipment/machinery is used. Put the machinery/ equipment out of use and inform all staff until this is delivered. Ensure records are kept. 	<p>All mandatory checks will be completed and records kept in Facilities Manager’s Office.</p>	2.1	2	CSH
<p>Ensure visual checks on equipment / machinery are made prior to every use</p>		3.2	6	<p>Machinery or equipment which has not been used in a while must be checked to ensure it is usable, ideally by a competent person. This may be true for many practical departments such as Science, PE,</p>	<p>All equipment will be portable appliance tested.</p> <p>Visual check of all machinery and</p>	2.2	4	CSH

				DT, Art, Drama or Music. We recommend keeping simple handwritten records.	equipment to be completed prior to use			
PPE		3.3	9	Ensure all relevant PPE is available or reschedule/amend the planned activity.	Departments to check prior to any planned activity.	2.2	4	CSH
Movement between lessons and breaks		4:4	16	<ul style="list-style-type: none"> Plan circulation around your site so as to ensure the social distancing guidance can be delivered. One option is to keep students in classrooms and rotate staff to reduce risks. Ensure supervision is sufficient during breaks to keep social distancing guidance working practically. 	<p>Staff will rotate and students stay in their bases.</p> <p>New Staff rota created to supervise the children during social times and new section of BFL linked to Covid.</p> <p>Face masks to be worn when in transition unless exempt.</p> <p>Staggered break and lunch times.</p>	3:3	9	GHE
FIRE AND LOCKDOWN								
Compliance checks are made prior to reopening		2.2	4	Check all firefighting equipment, signs and emergency lighting operates as it should.	<p>All checks completed and registered on Handsam</p> <p>Visual checks completed</p>	2.1	2	CSH

					throughout the school			
Revised fire and lockdown procedures		2.2	4	Revise both the evacuation and lockdown procedure and communicate the new procedures to students and staff. These may further change as you admit further cohorts of students and staff, and reopen parts of your site, assuming you are reopening in phases.	Amendments made and sent to staff on the first day in September.	2.1	4	GHE
Fire and lockdown drills		3:3	9	<ul style="list-style-type: none"> Deliver a fire drill and lockdown rehearsal each time a significant change is made such as a whole new cohort being readmitted to the site. Do not underestimate what will have been forgotten by students and staff and if you are changing the procedures in any way you can iron out issues by testing and then evaluating them. The records of staff fire marshals etc should be updated to include information re staff who have left since the spring term. 	<p>Confirm Fire Evacuation/ Lockdown procedures have been reviewed and shared with staff and pupils.</p> <p>We will practice this in the first two weeks in September.</p>	2:3	6	GHE
PEEPs		3:2	6	<ul style="list-style-type: none"> Check that existing PEEPs remain valid and amend if necessary, ensuring all staff and relevant students are aware of the changes. Inform parents/carers where necessary. Deliver any new PEEPs which have become relevant. Keep records. 	<p>Current procedures will be checked by the fire officer and any amendments will be in place for school opening.</p> <p>Records will be held in the fire diary.</p>	2.1	2	CSH

PREMISES COMPLIANCE								
Ensure unused areas of the building are not able to be accessed by unauthorised persons		3.2	6	Security of unused blocks or rooms should be checked regularly to ensure that roving staff or students are not able to access areas which are not being actively kept safe or are not being supervised as they are closed for use.	Unused rooms to be locked. Site Team to check regularly.	2.1	2	CSH
Audits		2.2	4	Reschedule any audits, such as arson, fire, disability, safeguarding or full health and safety audits for a suitable time. The visits and reports will give you key information to assist you in ensuring the school is run safely and compliantly and to allow you to move to the next phase of your plan.	Summer break is the time when most contractors visit so safety equipment and maintenance is thoroughly checked. Updated fire risk survey .	2.1	2	CSH
SECURITY								
Ensure the security of the school is suitable and sufficient at all times		3.2	6	Staff and students should not be put at a higher risk because of the pandemic. Consider arson risks (see Handsam Quick Guide F05 Managing Fire Risk: Arson Risk Audit).	All cardboard bins to be padlocked. Thorough daily checks by the Site Team on opening and closing the school.	2.2	4	CSH
ADMINISTRATION								
Is the school able to deliver the administrative requirements		2:2	4	<ul style="list-style-type: none"> Consider not only what you need to do in terms of record-keeping for the immediate timeframe, but also what 	Safe staff workspaces for PPA been designated as original staff room	1:2	2	SCR

both internal and external?				<p>preparation needs to be going into the forthcoming academic year.</p> <ul style="list-style-type: none"> Do you have sufficient staffing? Are your workspaces suitable to allow for social distancing requirements? 	and old Thrive office area.			
Continued home working	Identified staff	3:1	3	<ul style="list-style-type: none"> Where possible the HSE still requires that workers work from home, rather than on site (05/05/20). That advice may change in coming weeks. You should only be looking to bring back onto site those staff whom you need to be able to operate for the phase of your plan. 	HT to work with HR team to identify individuals or groups of staff that will remain working from home and follow guidance within the trust Covid-19 procedures.	3:1	3	SCR
CONTRACTORS, SUPPLY AND PERIPATETIC STAFF								
Check the status of all school suppliers / contractors		3.2	6	<ul style="list-style-type: none"> Satisfy yourself to a suitable level of detail dependent upon the critical nature of the service each contractor provides to you that the phase of opening you are proposing can be supported. Do not opt to stretch to the limit as a small break in any chain can lead to a significant outcome, even closure. Ensure any variance of contracts is dealt with properly (possibly by your solicitor) and is written down and signed as agreed by all relevant parties. For example, provision of school meals may be far smaller. Have a back-up plan. 	<p>All contractors are pre-booked in advance of their work.</p> <p>Facilities Manager controls all contractors (Site Team in his absence).</p> <p>All contractors are thoroughly briefed on arrival and registered signed like Asbestos /Hot work permits.</p>	2.1	3	CSH

<p>Plan for supplier / contractor / visitor site visits</p>		<p>3.2</p>	<p>6</p>	<ul style="list-style-type: none"> • Ensure that visitors/contractors etc are given full information prior to arrival such that their time on site and contact with staff or students is minimised (eg contractors arriving out of regular school hours to deliver statutory testing) and that any relevant PPE is provided by themselves or made available by the school. • Review their DBS/risk assessments in advance and ensure they are adhered to. • Work should be undertaken outside of school hours if possible. 	<p>Contractors are kept to the minimum during school hours unless they are emergencies or call outs.</p> <p>All contractors/visitors to sign in/out for track and trace purposes.</p> <p>If contractor is not DBS checked then they are escorted throughout their visit.</p>	<p>2.2</p>	<p>4</p>	<p>CSH</p>
<p>Plan for supplier / contractor failure</p>	<p>ALL</p>	<p>2:4</p>	<p>8</p>	<p>Develop back up plans as you must be ready for any supplier/contractor to fail to deliver at short notice as it cannot be predicted when coronavirus (COVID-19) might strike their workplace.</p>	<p>Schools to contact Trust Estates Manager in the event of a contractor becoming unable to deliver a key service or statutory inspection for support.</p>	<p>1:2</p>	<p>2</p>	<p>Local Site Manager/ TEM</p>
<p>Dealing with supply and peripatetic staff</p>				<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p>	<p>Records and contact details for supply staff will be kept and monitored. They will be supplied with risk assessment and guidelines on arrival into school. External supply will be asked to arrive at 8am so that they can</p>			<p>ABA</p>

					test and get a result before mixing with students. We have let supply agencies we work with know this.			
TRIPS, FIXTURES AND TRAVEL ARRANGEMENTS								
Travel to and from school at the beginning and end of the school day		4:4	16	<ul style="list-style-type: none"> Ensure that travel arrangements for students who rely on school buses and public transport are available and suitable. Is the use of public transport kept to a minimum? If provided by the school ensure that the prevailing travel guidance is strictly adhered to. Set out, communicate and police a policy for parents/carers/others 'hanging around' in the playground, at the school gates or outside at the start and end of day. 	<p>Horizon contacted and informed of the plans for September. All bussed transport to school requires the use of a facemask. The facemask must be stored safely when not used in school.</p> <p>Students will be informed about the most up to date travel guidance by the bus company.</p> <p>The new policies will be explained to the students on the first day in March</p>			GHE
Collection by a parent				<ul style="list-style-type: none"> If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed 	Windowed room in south block entrance near main reception used to contain			

				<p>door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <ul style="list-style-type: none"> • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. • PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). 	those displaying symptoms before being collected.			JRE
School transport		3.4	9	<ul style="list-style-type: none"> • Ensure any school transport is safe, drivers are licensed and checks have been delivered. • N.B Changes have been made to the MOT regulations, see: Getting an MOT - GOV.UK • Vehicles must always be roadworthy. • Is there additional provision made for the more frequent cleaning of vehicles? • Can groups of students be transported in their own "bubbles"? 	<p>Register of drivers held by Facilities Manager.</p> <p>Minibus is due MOT and service during summer break.</p> <p>Vehicle will be cleaned prior to any usage and cleaned after use.</p>	3.3	9	GHE/CSH

<p>School Trips</p>		<p>4:4</p>	<p>16</p>	<ul style="list-style-type: none"> • Can the current government advice be adhered to? See: Coronavirus (COVID-19): travel advice for educational settings. • What other factors need to be risk assessed in order to consider whether you will run a particular trip? (First aid and medical provision, staffing ratios, emergency plan, transport, social distancing, PPE etc.) • Be aware that currently (08/07/2020), the government advises against domestic and foreign, overnight visits. 	<p>No trips currently planned for Autumn term.</p>	<p>0:0</p>	<p>0</p>	<p>DGR</p>
<p>The school has plans for an overseas trip- should it be cancelled?</p>		<p>4:4</p>	<p>16</p>	<p>At the moment the DfE advises against such trips. Travel to many popular travel destinations can result in a period of quarantine. This list can change at short notice. See: gov.uk/guidance/travel-advice-novel-coronavirus</p>	<p>No trips currently planned for Autumn term.</p>	<p>0:0</p>	<p>0</p>	<p>DGR</p>
<p>School fixtures</p>		<p>2:2</p>	<p>4</p>	<p>Currently (08/07/20) there is no formal government advice on fixtures, but it is difficult to see how they can be arranged safely based on social distancing guidance and given that contact sports are to be 'avoided'. Currently, we advise to not arrange fixtures, particularly for contact sports.</p>	<p>No fixtures currently planned for Autumn term.</p>	<p>0:0</p>	<p>0</p>	<p>DGR</p>
<p>Consultation with stakeholders and relevant parties</p>	<p>Staff/Pupils/ Parents/Wider Community - A lack of</p>			<p>The Trust and JCC will ensure meetings are held between union representatives and trustees/CEO.</p>	<p>Schools to list staff induction programme, new intake induction</p>			

	transparent communication and information will cause confusion and uncertainty. The Trust must ensure clear information is provided to all parents and staff surrounding any full re-opening.	1:1	1	For students and parents/carers ensure they and their parents/carers have a voice in allaying any fears or concerns they may have.	programme and awareness training for the full school cohort.	1:1	1	SCR/NGA
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Responsible person name:	C Shanks	Signature:		Date:	04/03/2021
//SMT/SLT name:	S Crane	Signature:		Date:	

Please rate the **Risk Severity** and the **Risk Likelihood** using the below table both before and after the Control Measures.

		Risk Likelihood				
R i s k S e v e r i t y	Total Risk calculation table	1: Near impossible	2: Unlikely	3: Notable chance	4: Likely	5: Almost certain
	1: Insignificant	1	2	3	4	5
	2: Minor impact	2	4	6	8	10
	3: Notable impact	3	6	9	12	15
	4: Major impact	4	8	12	16	20
	5: Catastrophic	5	10	15	20	25

Likelihood and severity form a ratio created by taking the number affixed to the relevant level of each in the white box – for example a “near impossible” risk likelihood and “minor injuries” risk severity would form a ratio of 1:2. These figures are then multiplied to form the inherent risk score, in this case 2. Repeat this process to ascertain your **remaining likelihood and severity** after control measures and then multiply the ratio to find your residual risk score.

Risk Rating Calculation

Total Risk = Remaining Risk Severity X Remaining Risk Likelihood

A **Total Risk** score of **1-9** should mean you are safe to undertake the activity as long as the required control measures are in place throughout.

A **Total Risk** score of **9-12** should mean you reconsider control measures, method or even necessity of activity before undertaking it.

A **Total Risk** score of **13-25** should mean you do not undertake the activity at all until you have completely reconsidered how to deliver it safely.

Please Also Note

All risk assessments should be approved and signed by SMT/SLT/line management as appropriate.

All accidents and incidents must be recorded in line with the school/academy's policy.

Also report near misses – not just accidents or incidents.