



COVID-19: Operational risk assessment for Knypersley First School Re opening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education as dated 02.07.2020

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| Assessment conducted by: | Mrs E Goodyear | Job title: | Headteacher | Covered by this assessment | Staff, pupils, contractors, visitors, volunteers |
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| Date of assessment: | Version 6 12.10.2020 | Review interval: | Daily | Date of next review: | Daily |
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| Related documents | |
|---|---|
| CFLP documents: Behaviour Policy appendix Key Principles for Staff Safeguarding Policy (COVID 19) | Government guidance: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings |

Risk matrix

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



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|--|---|---|---|
| Minor: Causes physical or emotional discomfort. | M | L | L |
|--|---|---|---|

| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action required/comments | Residual risk rating (H/M/L) |
|--|-------------------------------------|---|--------------------|--|------------------------------|
| 1. Establishing a systematic process of opening, including social distancing | | | | | |
| 1.1 Net capacity | | | | | |
| Available capacity of the school is reduced when social distancing guidelines are applied | m | <ul style="list-style-type: none"> Agreed new timetable and arrangements confirmed for each year group for communal spaces | Y | | L |
| 1.2 Organisation of teaching spaces | | | | | |
| Classroom sizes will not allow any social distancing | M | <ul style="list-style-type: none"> Classrooms reorganised to fit in full class numbers- front facing desks Classrooms re-modelled, with chairs and desks in place to allow for appropriate social distancing Spare chairs removed from desks so they cannot be used. Clear signage displayed in classrooms promoting social distancing. Classes- to be known as bubbles, stay together with their teacher children in bubbles do not mix with other bubbles unless full social distancing measures are in place and unavoidable- eg care club provision to support test and trace system. <li style="color: red;">Doors and windows to be left open to increase ventilation | Y | <ul style="list-style-type: none"> Rooms prepared for re-opening – Indoor and outdoor signage secured. | L |
| Large spaces need to be used for lunchtime and PE lessons | H | <ul style="list-style-type: none"> Limits set for large spaces (e.g. hall) for lunchtime- staggered lunch- some classes eat in classrooms. Large gatherings prohibited- assemblies PE lessons within bubbles to be mindful of social distancing and all equipment to be meticulously cleaned after whole bubble use. | Y | <ul style="list-style-type: none"> Usage to communal spaces allocated or timetabled Bubbles communicated via Whatsapp or Teams meeting | M |
| Care club requirements would mix children from different bubbles | M | <ul style="list-style-type: none"> Parents to book in for Care Club session in advance Numbers in care club bubbles to be reduced – consider the use of Key stage care club provision where possible Set children to attend each care club bubble – no mixing between Ensure cleaning kits are available Ensure the COVID behaviour principles are adopted | Y | <ul style="list-style-type: none"> Phone calls to parents in advance of September Register and timetables to be produced | L |
| 1.3 Availability of staff and class sizes | | | | | |



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| The number of staff who are available is lower than that required to teach classes in school | M | <ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Flexible and responsive use of teaching assistants and other staff to supervise classes is in place. Full use is made of test track and trace system to inform staff deployment. Adults can move between bubbles if required Social contact and distancing by adults with children to be avoided especially where adults move between bubbles | Y | <ul style="list-style-type: none"> Review adult movement and potential cross mixing as required Temp Checks to commence for all staff on arrival Staff bubble mixing- regular reminders, reduced marking of work and review teaching techniques to promote social distancing | L |
| 1.4 Curriculum provision | | | | | |
| School cannot provide a broad and balanced curriculum | M | <ul style="list-style-type: none"> Pastoral and SEND support is deployed wherever possible to support prioritised pupils. Whole class teaching to take place not setting for phonics etc to protect bubble integrity Resources to be available to pupils and can be shared within bubble Sharing of resources across bubbles to be limited and meticulous cleaning to take place Only specialist staff support to be provided to reduce number of visitors to site | Y | <ul style="list-style-type: none"> Key staff to support with the needs of the more vulnerable Ensure specialist agencies coming on site meet with HT in advance to understand school RA and expectations eg track and trace etc | L |
| Resources are limited and prevent progress for some pupils | M | <ul style="list-style-type: none"> Resources to be available to pupils and can be shared within bubble Sharing of resources across bubbles to be limited and meticulous cleaning to take place Reading books to be available and shared within bubbles Computing suite to be used in groups of 15 or less- cleaning to take place before use by another bubble Hall to be timetabled for PE with time between for cleaning of equipment | Y | <ul style="list-style-type: none"> Janitor and staff to check stock levels of cleaning stations frequently | L |



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| Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened | H | <ul style="list-style-type: none"> Strong AfL procedures in place Recovery plans in place support staff to concentrate on knowledge gaps missed due to school lockdown Additional support to target those who do not close gaps quickly Additional transition meetings to take place to identify children at greater risk of falling behind Subject leaders to support teachers to plan effectively to support pupils to catch up. Additional assessment opportunities and planning clinics to be led by subject leaders | Y | <ul style="list-style-type: none"> Await funding guidance to support catch up programme-recruit and deploy staff as required. | M |
| 1.5 The school day | | | | | |
| The start and end of the school day create risks of breaching social distancing and bubble guidance | H | <ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups. Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Floor markings are visible where it is necessary to manage any queuing. Attendance patterns have been optimised to ensure maximum safety. | Y | <ul style="list-style-type: none"> One way system in place for drop of and collection of pupils Communicate expectations with parents Ensure signage is in place-check daily | L |
| 1.6 Planning movement around the school | | | | | |
| Movement around the school risks breaching social distancing guidelines | H | <ul style="list-style-type: none"> Circulation plans have been reviewed and revised. One-way systems are in place where possible. Corridors are divided where feasible. Appropriate signage is in place to clarify circulation routes. Pinch points and bottle necks are identified and managed accordingly. Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. Lesson/break change overs are staggered to avoid overcrowding. Pupils are regularly briefed regarding observing social distancing guidance. Appropriate duty rota and levels of supervision are in place within identified bubbles. | Y | <ul style="list-style-type: none"> Social and emotional support for pupils to adjust to new way of school life Spend time sharing and explaining new class rules Welcome back posters created Observe daily and review as required Ensure curriculum supports training of pupils Bubble Leads to oversee all rotas | L |



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| 1.7 Staff workspaces | | | | | |
| Staff rooms and offices do not allow for observation of social distancing guidelines | H | <ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms.(Updated expectations shared and on display) | Y | <ul style="list-style-type: none"> Rest rooms have been allocated for each KS. All staff have separate access to toilets and drinks facilities. | M |
| 1.8 Governance and policy | | | | | |
| LAB Members and Directors are not fully informed or involved in making key decisions | M | <ul style="list-style-type: none"> Online meetings are held regularly with LAB Members and Directors LAB's are involved in key decisions on reopening. Directors informed of all CFLP guidance for schools LAB's are briefed regularly on the latest government guidance and its implications for the school. | Y | <ul style="list-style-type: none"> Increase phone contact between HT and LAB Chairs | L |
| 1.9 Policy review | | | | | |
| Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances | H | <ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents, directors and LAB members have been briefed accordingly. | Y | Administering Medicines in School Policy to include COVID adaptations | L |
| 1.10 Communication strategy | | | | | |
| Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | H | <ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff Pupils Parents LAB members /Directors Local authority Regional Schools Commissioner Professional associations Other partners | Y | Re-establish parent/contact email groups. Begin to consider contingency planning in case of a local lockdown. | L |



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| 1.11 Staff induction and CPD | | | | | |
| Staff are not trained in new procedures, leading to risks to health | H | <ul style="list-style-type: none"> Key Principles is issued to all staff prior to reopening. Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control Fire safety and evacuation procedures Behaviour management Safeguarding Risk management | Y | | L |
| New staff are not aware of policies and procedures prior to starting at the school when it reopens | H | <ul style="list-style-type: none"> Induction programmes are in place for all new staff – either online or in-school – prior to them starting. Key principles for staff are issued to all new staff prior to them starting. | Y | | L |
| 1.12 Risk assessments | | | | | |
| Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing, bubble working and hygiene guidance. | H | <ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used | Y | Bubble/SLT and Exec Board reviews done daily (first 3 weeks) Ensure staff understand their role in RA review on a daily basis. | L |
| 2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19 | | | | | |
| 2.1 Cleaning | | | | | |



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| Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required | H | <ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with staff / contact providers prior to opening. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Working hours for cleaning staff are increased. | Y | <ul style="list-style-type: none"> Meeting to be held with staff to be clear about expectations. | L |
| 2.2 Hygiene and handwashing | | | | | |
| Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency | H | <ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. | Y | <ul style="list-style-type: none"> Bins ordered, paper towel orders increased Staff to check stocks daily and re order well in advance | L |
| Pupils forget to wash their hands regularly and frequently | H | <ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Posters and class discussions reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | Y | Sourcing for automatic hand sanitiser units to commence | L |
| 2.3 Clothing/fabric | | | | | |
| Not wearing clean clothes each day may increase the risk of the virus spreading | H | <ul style="list-style-type: none"> Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. Expectations and guidance are communicated to parents. | Y | <ul style="list-style-type: none"> Further clarification on letter prior to opening | L |
| The use of fabric chairs may increase the risk of the virus spreading | H | <ul style="list-style-type: none"> Take fabric chairs out of use where possible. Where that is not possible sanitize as part of cleaning. Staff may wish to bring in a cover and then take home to wash each day. . | Y | <ul style="list-style-type: none"> Fabric spray on order where the material cannot be removed. | L |
| 2.4 Testing and managing symptoms | | | | | |



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| Testing is not used effectively to help manage staffing levels and support staff wellbeing | H | <ul style="list-style-type: none"> Guidance on getting tested has been published. The guidance has been explained to staff as part of the induction process. Post-testing support is available for staff through the school's health provider. | Y | Regularly send out new guidance to parents as some guiding can be confusing | L |
| Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms | H | <ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. A record of any COVID-19 symptoms in staff or pupils is reported to the CEO. The contact details of all staff coming into school are collated and retained by office staff | Y | | L |
| Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 | H | <ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. This guidance has been explained to staff and pupils as part of the induction process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | Y | <ul style="list-style-type: none"> See Sept opening letter – with more detailed information in light of recent guidance. Regularly update as guidance changes/refines. | L |
| Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school | H | <ul style="list-style-type: none"> 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. This guidance has been explained to staff and pupils as part of the induction process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. Contingency Plan shared with staff and parents. | Y | <ul style="list-style-type: none"> All new policies emailed to staff including safeguarding & behaviour. Work to create 'home learning' IT infra structure to commence | L |



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| 2.5 First Aid/Designated Safeguarding Leads | | | | | |
| The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk | H | <ul style="list-style-type: none"> First Aid certificates extended for three months. A programme for training additional staff is in place. Collaborative arrangements for sharing staff with other schools in the locality have been agreed. Staff clear as to expected level of PPE to be used and how to dispose of it. | Y | PPE available- guidance to don and doff displayed | L |
| 2.6 Medical rooms | | | | | |
| Medical rooms are not adequately equipped or configured to maintain infection control | H | <ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures for PPE/handwashing by first aiders all shared and displayed Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | Y | Bubble First Aider to stay with child who is ill/has symptoms | L |
| 2.7 Communication with parents | | | | | |
| Parents and carers are not fully informed of the health and safety requirements for the reopening of the school | H | <ul style="list-style-type: none"> As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. A COVID-19 section on the school website is created and updated. | Y | Ensure all contact details are up to date and teachers2parents updated as required. | L |
| Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19 | H | <ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. | Y | Include on Newsletter | L |
| 2.8 Personal Protective Equipment (PPE) | | | | | |
| Provision of PPE for staff where required is not in line with government guidelines | H | <ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on | Y | <ul style="list-style-type: none"> Ensure orders are done in good time. Guidance re don ing and doffing clearly displayed, | L |



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| | | <p>how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</p> <ul style="list-style-type: none"> Staff are reminded that wearing of gloves is not a substitute for good handwashing. | | discussed and reviewed in briefing meetings | |
| 3. Maximising social distancing measures | | | | | |
| 3.1 Pupil behaviour | | | | | |
| Pupils' behaviour on return to school does not comply with social distancing guidance when working outside their bubbles/classroom bases | H | <ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters and floor markings. For young children this is done through age-appropriate methods such as stories and games, using new Behaviour Policy appendix. Staff model social distancing consistently. The movement of large numbers of pupils around the school is minimised/staggered Large gatherings are avoided. Break times and lunch times are structured to support social distancing and are closely supervised. The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. (Behaviour Policy Appendix) Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. Messages to parents reinforce the importance of social distancing. Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. | Y | <ul style="list-style-type: none"> Playground area to be sectioned off to reduce bubbles mixing. | M |
| 3.2 Classrooms and teaching spaces | | | | | |



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| The size and configuration of classrooms and teaching spaces does not support social distancing measures | H | <ul style="list-style-type: none"> Bubble base arrangements in place and become imperative if social distancing measures are less strict Net capacity assessment completed, with each classroom and teaching space compliant All furniture not in use has been removed from classrooms and teaching spaces.- where possible Tables – front facing, child’s movement limited (in KS 1 and 2) Arrangements are reviewed regularly. Doors and windows to be left open to increase ventilation | Y | | L |
| 3.3 Movement in corridors | | | | | |
| Social distancing guidance is breached when pupils circulate in corridors | H | <ul style="list-style-type: none"> Circulation plans have been reviewed and amended. One-way systems are in operation where feasible. Corridors are divided where feasible. Circulation routes are clearly marked with appropriate signage. Any pinch points/bottle necks are identified and managed accordingly. Yard zones established alongside staggered breaks and lunchtimes The movement of pupils around school is minimised as much as possible. Where possible, pupils stay in classrooms and staff move around. Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. Appropriate supervision levels are in place. | Y | <ul style="list-style-type: none"> Review meetings daily to ensure pinch points, issues as they arise are tackled. | L |
| 3.4 Break times | | | | | |
| Pupils may not observe social distancing at break times | H | <ul style="list-style-type: none"> Break times are staggered. External areas are designated for different groups- zones Pupils are reminded about social distancing between bubbles as break times begin. Social distancing signage is in place around the school and in key areas. Supervision levels have been enhanced, especially with younger pupils, to support social distancing between bubbles | Y | <ul style="list-style-type: none"> Ensure cleaning kits for PE equipment are in place and stored safely | M |
| 3.5 Lunch times | | | | | |



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| Pupils may not observe social distancing at lunch times | H | <ul style="list-style-type: none"> Pupils are reminded about social distancing as lunch times begin. Pupils wash their hands before eating. Dining area layout (If appropriate) established or bubble bases used Tables and chairs have been cordoned off where this is not possible. Floor markings are used to manage queues and enable social distancing. Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). Eating areas are cleaned after lunch. | Y | Ensure dinner staff are well briefed and feedback gained daily | M |
| 3.6 Toilets | | | | | |
| Queues for toilets and handwashing risk non-compliance with social distancing measures | H | <ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. Floor markings are in place to enable social distancing. Pupils know the restricted numbers of pupils using the toileting area at one given time. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. | Y | <ul style="list-style-type: none"> Team leads to monitor review timings and address issues as they arise | L |
| 3.7 Medical Rooms | | | | | |
| The configuration of medical rooms may compromise social distancing measures | H | <ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. Ensure staff understand the reporting arrangements of suspected cases and test and tracing https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ | Y | | L |



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| 3.8 Reception area | | | | | |
| Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines | H | <ul style="list-style-type: none"> Social distancing points are clearly set out, using floor markings, continuing outside where necessary. Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). Non-essential deliveries and visitors to school are minimised. Arrangements are in place for segregation of visitors. Communication encouraged via text, email and phone. Appointment only visitors welcome. | Y | <ul style="list-style-type: none"> Strong communication via email, text and phone established by all staff | L |
| 3.9 Arrival and departure from school | | | | | |
| Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply | H | <ul style="list-style-type: none"> Start and finish times are staggered. The use of available entrances and exits is maximised. Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. Weekly messages to parents stress the need for social distancing at arrival and departure times. | Y | <ul style="list-style-type: none"> One way system in place for drop of and collection of pupils | L |
| 3.10 Staff areas | | | | | |
| The configuration of staff rooms and offices makes compliance with social distancing measures problematic | H | <ul style="list-style-type: none"> Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. Other staffroom bases identified to allow strong social distancing measures | Y | <ul style="list-style-type: none"> Additional bases in place ensure cleaning materials and wash facilities in place | L |
| 4. Continuing enhanced protection for children and staff with underlying health conditions | | | | | |
| 4.1 Pupils with underlying health issues | | | | | |



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| 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 | H | <ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically extremely vulnerable. Schools have a regularly updated register of pupils with underlying health conditions. | Y | | L |
| 4.2 Staff with underlying health issues | | | | | |
| 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 | H | <ul style="list-style-type: none"> All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. Current government guidance is being applied. | Y | <ul style="list-style-type: none"> Individual risk assessments to be completed for all staff shielding/at risk/anxious. | L |
| 5. Enhancing mental health support for pupils and staff | | | | | |
| 5.1 Mental health concerns – pupils | | | | | |
| Pupils' mental health has been adversely affected during the period that the school has been closed | M | <ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. | Y | <ul style="list-style-type: none"> Referral to Visyon, Trailblazers and homestart continue as appropriate. | L |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action required/comments | Residual risk rating (H/M/L) |
|---|-------------------------------------|---|--------------------|----------------------------------|------------------------------|
| and by the COVID-19 crisis in general | | <ul style="list-style-type: none"> Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites to support the mental health of pupils are provided. | | | |
| 5.2 Mental health concerns – staff | | | | | |
| The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | M | <ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. | Y | | L |
| Working from home due to self isolation or clinically extremely vulnerable guidance can adversely affect mental health | M | <ul style="list-style-type: none"> Staff working from home due to self-isolation have regular catch-ups with line managers. Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. Appropriate work plans have been agreed with support provided where necessary. Staff working from home may help provide remote learning for any pupils who need to stay at home. | Y | | L |
| 5.3 Bereavement support | | | | | |
| Pupils and staff are grieving because of loss of friends or family | M | <ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. | Y | . | L |
| 7. Operational issues | | | | | |
| 7.1 Review of fire procedures | | | | | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action required/comments | Residual risk rating (H/M/L) |
|---|-------------------------------------|---|--------------------|---|------------------------------|
| Fire procedures are not appropriate to cover new arrangements | H | <ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> • Reduced numbers of pupils/staff • Possible absence of fire marshals • Social distancing rules during evacuation and at muster points • Possible need for additional muster point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. • Fire marshals have been trained and briefed appropriately. | Y | <ul style="list-style-type: none"> • Share muster points and new fire evac guidance with all staff | M |
| Fire evacuation drills - unable to apply social distancing effectively | H | <ul style="list-style-type: none"> • Plans for fire evacuation drills are in place which are in line with social distancing measures. | Y | <ul style="list-style-type: none"> • | L |
| Fire marshals absent due to self-isolation | M | <ul style="list-style-type: none"> • An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. | Y | <ul style="list-style-type: none"> • | L |
| 7.2 Contractors working on the school site | | | | | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action required/comments | Residual risk rating (H/M/L) |
|--|-------------------------------------|--|--------------------|--|------------------------------|
| Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control | H | <ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. 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. Temperature checks are carried out on arrival and before entering the school building and all contact details collected and retained. 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. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). | Y | <ul style="list-style-type: none"> Ensure office staff are clear as to visitor checks and collection of contact details before entry. | L |
| 8. Finance | | | | | |
| 8.1 Costs of the school's response to COVID-19 | | | | | |
| The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties | M | <ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. CFLP finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with Directors and LAB Members. | Y | <ul style="list-style-type: none"> | L |
| 9. Governance | | | | | |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action required/comments | Residual risk rating (H/M/L) |
|--|-------------------------------------|---|--------------------|--|------------------------------|
| 9.1 Oversight of the governing body | | | | | |
| Lack of Director and LAB oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements. | H | <ul style="list-style-type: none"> The LAB and Director Board continues to meet regularly via online platforms. All agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Head's report to LAB members includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of LABs and those governors with designated responsibilities is in place.(Link LAB and Director Champions) Minutes of LAB meetings are reviewed to ensure that they accurately record LAB's oversight and holding leaders to account for areas of statutory responsibility. | Y | | L |
| 10. Additional site-specific issues and risks | | | | | |
| Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them | | | | | |
| Pupils and parents/carers walking on school drive as part of one way system for drop off and collection of pupils. | H | <p>Measures in place as discussed with H&S governor to mitigate risk-as below:</p> <ul style="list-style-type: none"> Cone end of drive and only half gate open to prevent vehicles entering drive way Member of staff to oversee this area People requiring disabled access /parking at school to arrange this on a needs basis-communicate this clearly with stakeholders Office to communicate with regular companies accessing school via driveway e.g. Ash Waste / Croppers that driveway is closed at specific morning and afternoon times. Staff to park on grass as necessary so that clear space for pupils/parents leaving driveway Communicate the above with all stakeholders | Y | <ul style="list-style-type: none"> Additional staff to support year 6 as entrance near carpark Cones and marking to support social distancing ques for school office to be established on carpark. | L |
| Parents/carers/pupils not adhering to one way system breaching social distancing guidelines | H | <ul style="list-style-type: none"> Signage in place Marshals until route established Staff presence Clear communication with all stakeholders | Y | <ul style="list-style-type: none"> Additional staff on yard- each day. | M |



| Areas for concern | Risk rating prior to action (H/M/L) | Control measures | In place? (Yes/No) | Further action required/comments | Residual risk rating (H/M/L) |
|-------------------|-------------------------------------|---|--------------------|----------------------------------|------------------------------|
| | | <ul style="list-style-type: none">Staggered start and end times | | | |