



COVID Safe School Opening H&S Risk Assessment

Assessors Name: Helen Jones

Persons Involved in Task/Activity: Appleton Staff

Date of Assessment: 5th January 2021

Covered by this assessment: Appleton Academy pupils, staff, contractors, visitors, volunteers, vulnerable people

Review interval: Daily week 1, weekly from Week 2

The following risk assessment has been undertaken following the guidance issued to schools as a result of the national lockdown.

Related documents	
Key Documents	<p>Government guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications https://www.gov.uk/government/publications/face-coverings-in-education https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools Coronavirus (COVID-19): implementing protective measures in education and childcare settings Safe working in education, childcare and children's social care Actions for schools during the coronavirus outbreak Coronavirus (COVID-19): Education and childcare COVID-19: cleaning in non-healthcare settings</p>

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Risk Matrix

Likelihood	Impact				
	5- Catastrophic	4- Significant	3-Moderate	2-Minor	Negligible
5- Almost Certain	25	20	15	10	5
4- Highly Likely	20	16	12	8	4
3-Likely	15	12	9	6	3
2-Possible	10	8	6	4	2
1-Unlikely	5	4	3	2	1

Area for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further measures required/ comments (including by whom and by when)	In place? (Yes/No)	Residual risk rating
I. Establishing a systematic process for full opening in secondary schools						
I.1 Organisation of 'bubbles' in full year groups						
Unintended mixing between year groups will increase the risk of the virus spreading		<ul style="list-style-type: none"> There is full compliance with the DfE system control measures set out in the latest government guidance. Each year group is arranged in discrete bubbles of between 12 and 15 pupils Each bubble is allocated to a designated set of home base and stays within this area except when using the dining room . All rooms will be fogged, cleaned and disinfected daily. Specialist teaching facilities will not be used. Planning and Schemes of Work are reviewed and revised to maximise the use of teacher demonstrations rather than practical activity by pupils. 				

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		<ul style="list-style-type: none"> • Pupils wear masks at all times and observe hygiene guidance and wash hands frequently. • Teachers are allocated to a home base with the exception of support staff and SLT. Those who are required to move between groups will comply with social distancing and hygiene guidance. • Timetable and arrangements for each year group avoid contact between year groups when moving outside their designated space (e.g at break times; on arrival or leaving). • Staggered break times and lunch times are in place <p>Social distancing is fully observed when small groups of pupils are withdrawn (e.g. for SEND pupils).</p>				
1.2 Organisation of teaching spaces						
<p>Teaching pupils in full classes will increase the risk of the virus spreading</p>		<ul style="list-style-type: none"> • There is full compliance with the DfE system control measures set out in the latest government guidance. • Pupils observe hygiene guidance and wash hands frequently. <p>Good respiratory hygiene is ensured by promoting the 'catch it, bin it, kill it' approach.</p> <ul style="list-style-type: none"> • Face coverings are worn by both pupils and staff at all times except when eating and drinking. • Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents in place. • Contact between individuals is minimised and social distancing maintained wherever possible. 				

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		<ul style="list-style-type: none"> • Staff maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain a 2 metre+ distance from each other, and from children. • Pupils are seated one per table and facing forwards, rather than face to face or side on. <p>Unnecessary furniture is moved out of classrooms to make more space.</p>				
<p>The use of shared spaces and specialist classrooms increases the risk of infection between year groups</p>		<ul style="list-style-type: none"> • Shared spaces will be zoned to prevent bubbles mixing • Large gatherings prohibited. <p>Design layout and arrangements in place to enable social distancing. where possible.</p>				
<p>1.3 Staffing</p>						
<p>Due to COVID-19, the number of staff who are available is lower than that required to teach classes in school</p>		<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. • The updated guidance and expectations for those who are shielding and those who are clinically vulnerable or clinically extremely vulnerable is communicated to relevant staff and discussions held regarding return to work. • For vulnerable staff and pupils, concerns are discussed, procedures explained and risk assessments offered. • A pregnancy risk assessment is in place for any pregnant staff. • All pregnant staff will work from home until the start of maternity leave <p>Dialogue is held with Professional Associations/Trade Unions on the school's approach to staff returning to work where there are concerns raised.</p>				
<p>1.4 The school day</p>						

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<p>The start and end of the school day create risks of contact between discrete year groups</p>		<ul style="list-style-type: none"> • 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. <p>Attendance patterns have been optimised to ensure maximum safety.</p>				
<p>I.5 Planning movement around the school</p>						
<p>Movement around the school risks contact between discrete year groups</p>		<ul style="list-style-type: none"> • Year group 'bubbles' remain in their home bases for all of their learning. • Timetabling avoids more than one year group in circulation at any one time in the same part of the building. • Staff moving between year groups observe social distancing and hygiene procedures at all times. • Pinch points and bottle necks are identified and managed accordingly. <p>Appropriate duty rota and levels of supervision are in place.</p>				
<p>I.6 Curriculum organisation</p>						
<p>Having missed significant face-to-face learning, pupils will</p>		<ul style="list-style-type: none"> • The school has developed and implemented a comprehensive 'catch-up' plan which identifies the 				

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<p>have fallen behind in their progress during school closures and Achievement gaps will have widened</p>		<p>learning gap for individual and groups of pupils in terms of curriculum and knowledge. This will include revised schemes of work, prioritised key elements of the curriculum, engagement in the National Tutoring Programme and additional planned intervention programmes.</p> <ul style="list-style-type: none"> • Gaps in learning are assessed and addressed systematically in teachers' planning. • Home and remote learning continue and will be calibrated to complement in-school learning and address gaps identified. <p>Middle leaders ensure that exam syllabi are covered.</p>				
<p>Some learning activities (for example singing, wind and brass playing and some sports) pose increased risks of spreading COVID-19 infection</p>		<ul style="list-style-type: none"> • Learning activities for which there is a greater risk of infection are identified and relevant staff informed. • Following discussion and consideration with subject leaders, limitations are placed on when and where these activities can take place and timetables and plans are amended accordingly. <p>Enrichment activities will not be undertaken during the national lockdown</p>				
<p>The resumption of non-overnight school visits poses risks to infection control</p>		<p>School visits, including those in the local area, are suspended until Easter 21 when this will be revised in line with national guidelines</p>				
<p>1.7 Staff workspaces</p>						
<p>Staff rooms and offices do not allow for observation of social distancing guidelines</p>		<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. 				

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		Staff have been briefed on the use of these rooms and working from home is encouraged when staff are not on a rota to work in person with pupils.				
I.8 Managing the school lifecycle						
Limited progress with the school's 2020-21 calendar and workplan because of COVID-19 measures		<ul style="list-style-type: none"> • School calendar for 2020-21 revised within the context of the latest national lockdown • Staff recruitment for the forthcoming term has been completed. <p>All meetings must be online until further notice</p>				
Pupils moving on to the next phase in their education do not feel prepared for the transition		<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. <p>Online induction days for pupils and parents are planned.</p>				
I.9 Governance and policy						
Governors are not fully informed or involved in making key decisions about reopening		<ul style="list-style-type: none"> • Online meetings are held regularly with governors. • Governing bodies are involved in key decisions on reopening. <p>Governors are briefed regularly on the latest government guidance and its implications for the school and the Chair of Governors is kept fully informed.</p>				

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I.10 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		<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on full reopening and its implications for the school. This applies particularly to guidance and policy on attendance from September. Staff, pupils, parents and governors have been briefed accordingly. 				
I.11 Communication strategy						
Key stakeholders are not fully informed about the plans for reopening and their implications		<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff Pupils Parents Governors/Trustees Local authority Regional Schools Commissioner Professional associations Other partners 				
I.12 Pupil attendance						
Pupil attendance of vulnerable pupils is lower than expected due to parental concerns about pupils' safety from infection		<ul style="list-style-type: none"> Communications with parents reassure them about the safety of full reopening under the latest government guidance. Dialogue is held with parents who have concerns. 				

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I.13 Staff induction and CPD						
<p>Staff are not trained in new procedures, leading to risks to health</p>		<ul style="list-style-type: none"> • Induction and CPD programmes are in operation for all staff and include: <ul style="list-style-type: none"> • The DfE system control measures set out in the latest government guidance • Organisational arrangements (i.e. year groups operating as ‘bubbles’) • Infection control • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding <p>Risk management</p>				
<p>New staff are not aware of policies and procedures prior to starting at the school when it reopens</p>		<ul style="list-style-type: none"> • Induction programmes are in place for all new staff – either online or in-school – prior to them starting. <p>The revised staff handbook is issued to all new staff prior to them starting.</p>				
<p>Staff are not equipped or trained to deliver remote learning</p>		<ul style="list-style-type: none"> • All staff are inducted in the use of MS Teams. • All staff have equipment to deliver online learning from their classrooms and from their homes. <p>All staff receive support and training to ensure that pupils learning at home and at school follow the school’s curriculum plans.</p>				
I.14 Free school meals						
<p>Pupils eligible for free school meals do not receive them due to</p>		<p>A member of the school’s administrative team is tasked with ensuring that the list of pupils eligible for free school</p>				

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discontinuity during the school closure period		meals is accurate and up to date and that pupils receive free meals when in school.				
1.15 Risk assessments						
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.		<ul style="list-style-type: none"> • Risk assessments are updated or undertaken 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 <p>School trips and visits</p>				
1.16 School transport						
Conditions and arrangements on dedicated school transport pose risks to infection control		<p>Schools agree with the operators of dedicated school transport the following measures where possible:</p> <ul style="list-style-type: none"> • how pupils are grouped together on transport, where possible reflecting the bubbles that are adopted within school • use of hand sanitiser upon boarding and/or disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible <p>the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to</p>				

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		come into very close contact with people outside of their group or who they do not normally meet				
Changes to public bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times		<ul style="list-style-type: none"> The details of how pupils will travel to and from school are known prior to opening. Dialogue is held with parents about alternative ways of travelling to and from school, including cycling and walking. <p>Effective liaison with bus companies is used as a basis for planning staggered start and departure times.</p>				
1.17 Responding to cases of COVID-19 and local lockdowns						
The school is unsure how to respond when there are suspected or confirmed cases of COVID-19 amongst pupils or staff		<ul style="list-style-type: none"> There is full compliance with the DfE system control measures set out in the latest government guidance. Year group 'bubbles' are kept discrete at all times. The school engages swiftly with NHS Test and Trace if cases are suspected. Advice is sought from Trust/Local Authority/Public Health Teams and appropriate action taken. Close contacts are identified and asked to self-isolate. <p>Arrangements are in place for home and remote learning for pupils who are required to self-isolate.</p>				
The school is unprepared for a lockdown should the rate of infection rise in the area		<ul style="list-style-type: none"> There is full compliance with the DfE system control measures set out in the latest government guidance. A contingency plan is in place and staff are briefed on its contents. Systems put in place during the school closure period (e.g. home/online learning, pastoral systems, safeguarding systems) are ready to be reactivated. <p>Lessons learnt during the school closure period are applied to the contingency plan.</p>				

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2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19

2.1 Public Health England system control measures

		<ul style="list-style-type: none"> • Current government guidance is being applied, and specifically the DfE system of control measures set out in the latest government guidance are in place as follows: <p>I. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>The information below is included in the school's reopening plan. This information is issued at staff and pupil briefings and in letters home to parents:</p> <ul style="list-style-type: none"> • Anyone with symptoms must remain at home and self-isolate for 10 days if they test positive. Anyone in their household needs to self-isolate for 10 days (including siblings). • Any pupil or staff member needs to go home immediately if they have symptoms. They should take a test as soon as possible. • A child with symptoms awaiting collection needs to be isolated and kept at a distance of 2m from the supervising staff member, ideally in a well-ventilated place. PPE is required if this distance cannot be maintained or there is a risk of contaminated bodily fluids. • If the child uses the bathroom, it must be thoroughly disinfected before use by anyone else. • Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand 				
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		<p>sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with disinfectant after they have left to reduce the risk of passing the infection on to other people.</p> <ul style="list-style-type: none"> • Routinely taking the temperature of pupils is not recommended by Public Health England as this is an unreliable method for identifying coronavirus (COVID-19). <p>In addition:</p> <ul style="list-style-type: none"> • Staff are reminded that they have received training on infection control that gives them a good understanding of how the spread of coronavirus occurs and can be mitigated. • Infection control training is arranged for new staff. <p>2. Face Coverings</p> <ul style="list-style-type: none"> • Current government guidance regarding the wearing of face masks is followed. • All adults wear a mask or face covering in communal areas (such as corridors and halls). • Pupils in all secondary schools wear a face covering in communal areas. • Face coverings are worn when travelling on school buses and public transport. <p>3. Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> • Handwashing / sanitising is scheduled into the school day. It takes place as a minimum: when pupils, staff 				
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		<p>or visitors enter the school; at break; before and after lunch; before leaving school; whenever the toilet is used.</p> <ul style="list-style-type: none"> • It is defined which bubbles are using which toilets and sinks. • A tick sheet/ board is maintained when handwashing has taken place as a visual reminder. • Handwashing routines are re-taught to pupils using suitable video. • Checks are scheduled during the day on stocks of hand sanitiser, soap and paper towels. Steps are taken to ensure that there is sufficient supply in school. <p>4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <ul style="list-style-type: none"> • Posters are downloaded/made/bought that remind pupils and staff about the approach and the importance of handwashing and displayed around the school, particularly by washbasins/ toilets and at entry/exit points. • The location of bins around the school is checked on, and more are ordered if necessary. • A schedule for bins to be emptied / disinfected is in place and is adhered to. • Pupils using public transport are reminded of the need to wear face coverings/masks. • A stock of masks is maintained and made available for staff who can’t socially distance (for use if they are required to provide first aid / intimate care to pupils with COVID-19 symptoms) and for pupils who do not have a mask for use on public transport. <p>5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</p>				
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		<ul style="list-style-type: none"> • The school's business manager ensures delivery of the induction package to cleaning staff so they fully understand their role in preventing the spread of coronavirus. • The cleaning schedule is reviewed and if necessary additional staff hours are provided to ensure that DfE listed criteria are met. • Stock checks and stock control are maintained. <p>6. Minimise contact between individuals and maintain social distancing wherever possible</p> <ul style="list-style-type: none"> • Arrangements are in place to limit the number of contacts between pupils and staff. • Individuals are encouraged to maintain social distancing where possible. • Pupils are organised in year group bubbles. In school, year groups are kept separate from each other. This may involve staggered start and finish times, staggered break times, staggered lunch times. • Movement around the school by pupils is minimised. Bubbles are allocated home-bases and where possible taught in these classrooms. • Where it is necessary for pupils to be taught in specialist rooms – such as a science lab – then the space and equipment is thoroughly disinfected before a new bubble enters. • The movement of staff between bubbles and around school during the day is minimised. Where possible, double lessons are used to support this. • For each year group, basic equipment (such as pen/ pencil/ eraser/ ruler/ glue stick) that pupils routinely need is collated and kept in separate bags. These are made available to any pupil who does not have their own equipment. Each pupil keeps this bag of equipment for their own use. 				
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		<ul style="list-style-type: none"> • Arrangements are in place to avoid touching pupils' mobile phones and to avoid queues forming if they need to collect them from a central point. <i>An approach might be to discourage pupils from bringing mobile phones to school. In the event that a pupil needs a phone – for instance if they travel a distance to school, they are instructed to keep their phone in their bag, switched off, throughout the day.</i> • Arrangements are in place for pupils to use lockers, safely, without queues forming or bubbles mixing. • Specific lessons where practical equipment may need to be used, such as in science labs or design technology workshops - These specialist learning spaces are built into cleaning staff rotas to reduce risk of contamination by thorough cleaning between bubbles. Pupils are instructed to clean some resources with wipes at the end of lessons where resources / spaces will subsequently be used by another bubble. • Resources are boxed, including library books, that are needed for particular classes, to avoid pupils using shared areas such as the school library. • The need for staff to take pupils' work away from school is minimised. Pupils' self -assessment of work in books is undertaken where appropriate. Where possible work is completed and assessed online. Work done on paper that requires teacher input/feedback is placed in a plastic box (for the class teacher / subject teacher as appropriate) and retained in school for 48 hours before being marked. <p>7. Where necessary, wear appropriate personal protective equipment (PPE)</p> <ul style="list-style-type: none"> • The school continues to maintain and monitor stocks of PPE and has access to supplier lists. 			
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		<ul style="list-style-type: none"> • Staff are supplied with PPE when supervising a pupil who has symptoms of COVID-19 (if 2m social distancing cannot be ensured) and for the provision of routine intimate care to pupils that involves the use of PPE. • Gloves and aprons are provided for cleaning staff. • Face masks are worn by staff when cleaning visible bodily fluids from suspected COVID-19 case. • Stocks of PPE are regularly monitored and replenished. • Staff are referred to the trust PPE guidance document. <p>8. Keeping Occupied spaces well ventilated</p> <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) • Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air 				
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		<ul style="list-style-type: none"> • Natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) • Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice. <p>9. Engage with the NHS Test and Trace process</p> <ul style="list-style-type: none"> • School leaders understand the complexity of the arrangements for testing and self-isolation and ensure that staff and parents are fully aware of them. Special advice sheets are prepared in the event that a child is sent home with symptoms, for the parents of that child and other members of the bubble. • Staff induction for return to school includes information about the NHS Test and Trace process. <p>10. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <ul style="list-style-type: none"> • Contact details for local Public Health England team and local authority health and safety team are readily to hand. • In line with current guidance, a clear process is in place to notify the appropriate authorities of any cases that test positive (e.g. the Trust, the Local Authority, the DfE/Local Health Protection Team as required). • A spreadsheet is maintained to record all staff and pupils who are self-isolating who have tested positive. These spreadsheets are kept up to date. • Use is made of any template letters provided by Public Health England / local authority as directed locally. • The Toolkit for confirmed COVID-19 cases in school, including the Action Plan, is followed for all confirmed cases. 				
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		<ul style="list-style-type: none"> Support and advice are sought from the Trust for any queries/complex cases. Further advice is sought from the Local Authority/DfE/PHE as required. <p>11. Contain any outbreak by following local health protection team advice</p> <ul style="list-style-type: none"> Advice provided by the local health protection team is acted on immediately. <p>Good working relationships are established and maintained enabling rapid communication with local authorities and local Public Health England.</p>					
2.2 Cleaning							
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required					
2.3 Hygiene and handwashing							
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not	Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency					

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	wash their hands with sufficient frequency					
Pupils forget to wash their hands regularly and frequently		<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 electronic messaging boards reinforce the need to wash hands regularly and frequently. <p>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</p>				Pupils forget to wash their hands regularly and frequently
2.4 Clothing/fabric						
Not wearing clean clothes each day may increase the risk of the virus spreading		<ul style="list-style-type: none"> • During the lockdown period, pupils and staff are advised to wear comfortable and warm clothing. Uniform is temporarily suspended <p>Expectations and guidance are communicated to parents.</p>				Not wearing clean clothes each day may increase the risk of the virus spreading
The use of fabric chairs may increase the risk of the virus spreading		<p>12. Fabric chairs are taken out of use where possible.</p> <p>Where that is not possible, chairs are limited to single person use and labelled accordingly</p>				The use of fabric chairs may increase the risk of the virus spreading
2.5 Testing and managing symptoms						
NHS Test and Trace is not used effectively to help manage infection control amongst staff and pupils, maximise staffing levels and support staff wellbeing		<ul style="list-style-type: none"> • Guidance on engaging with the NHS Test and Trace process has been explained to staff as part of induction. • Staff, parents and pupils are clear that they should book a test if they are displaying symptoms. • Staff, parents and pupils are clear that they should provide details of anyone they have been in close contact with if they were to test positive for 				

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		<p>coronavirus (COVID-19) or if asked by NHS Test & Trace.</p> <ul style="list-style-type: none"> Staff, parents and pupils are clear that they should <u>self-isolate</u> if they have been in close contact with someone who tests positive for coronavirus (COVID-19) or if someone they live with develops coronavirus (COVID-19) symptoms. <p>Post-testing support is available for staff through the school's health provider.</p>				
<p>Transmissions due to asymptomatic cases put pupils and staff at risk and could result in some transmissions in schools going undetected. This is a particular concern given high transmissibility of new variants.</p>		<ul style="list-style-type: none"> In school testing is provided for staff in line with current government guidance. <i>(Scientific evidence indicates that Lateral flow testing will identify new variants of Covid-19).</i> Any testing arrangements carried out in school are in line with government guidance and are covered by an appropriate risk assessment, with additional control measures in place as required. A separate risk assessment for COVID-19 testing in schools is in place to cover testing arrangements (refer to the Trust 'COVID-19 Risk Assessment: School Based Asymptomatic Testing' for further details). <p>Lateral flow testing will not be used to prevent pupils and staff self isolating due to being a close contact</p>				
<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>		<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 NHS Test and Trace for both staff and pupils and 				

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		<p>appropriate action, in line with the most recent government guidance, should the tests prove positive or negative.</p> <p>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 in line with the most recent government guidance.</p>				
<p>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</p>		<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. <p>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</p>				
<p>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p>		<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. <p>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</p>				
<p>2.6 First Aid/Designated Safeguarding Leads</p>						

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<p>The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</p>		<ul style="list-style-type: none"> • First Aid certificates extended for three months. • A programme for training additional staff is in place. <p>A rota of first aid staff is in place and identified on the daily rota</p>				
<p>2.7 Medical rooms</p>						
<p>Medical rooms are not adequately equipped or configured to maintain infection control</p>		<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. <p>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</p>				
<p>2.8 Communication with parents</p>						
<p>Parents and carers are not fully informed of the health and safety requirements for the lockdown opening of the school</p>		<ul style="list-style-type: none"> • As part of the overall communications strategy referenced in I.I.I, 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 specific communication on the requirements for school attendance of vulnerable pupils is issued and followed up with discussion where necessary. <p>A COVID-19 section on the school website is created and updated.</p>				
<p>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</p>		<p>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</p>				

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2.9 Personal Protective Equipment (PPE)					
<p>Provision of PPE for staff where required is not in line with government guidelines</p>		<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. staff supervising pupils with symptoms where 2m distancing cannot be maintained, and cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. <p>Wearing of face masks for all is a minimum expectation and all times with the exception of eating and drinking.</p>			
3. Adopting the new organisational model of discrete year group 'bubbles'					
3.1 Pupil behaviour					
<p>Pupils' behaviour on return to school does not comply with the new guidance on operating within discrete year group 'bubbles'</p>		<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for operating in year group 'bubbles' and on social distancing at other times is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. • Staff continue to model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are prohibited • Break times and lunch times are structured to avoid different year groups coming in to contact with each other and are closely supervised. • The school's behaviour policy has been revised to include compliance with the new arrangements and this has been communicated to staff, pupils and parents. 			

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		<ul style="list-style-type: none"> • Senior leaders monitor areas where there are breaches of the discrete year group 'bubble' model and arrangements are reviewed. • Messages to parents reinforce the importance of adhering to the new arrangements. <p>Wilful disobeying of rules relating to staying within year groups and following hygiene procedures will be sanctioned appropriately and proportionately, by exclusion from key worker/ vulnerable pupil provision where necessary</p>				
3.2 Classrooms and teaching spaces						
The size and configuration of classrooms and teaching spaces does not allow teachers to comply with social distancing measures		<ul style="list-style-type: none"> • All classrooms have been assessed and configured to allow for teachers to maintain 2 metres social distancing with pupils' desks facing the front in rows. • All furniture not in use has been removed from classrooms and teaching spaces. • Arrangements are reviewed regularly. 				
3.3 Specialist learning spaces						
The use of specialist learning spaces (e.g. science labs, technology and arts areas) risks the spread of infection between different year group bubbles		<ul style="list-style-type: none"> • Specialist teaching spaces will not be used during the period of the national lockdown. 				
3.4 Shared spaces						
The use of shared spaces (e.g. hall, dining room) risks different year group bubbles mixing		<ul style="list-style-type: none"> • Shared spaces are zoned to prevent bubble mixing. • No more than one home group is scheduled to occupy a zone within a shared space at any one time. • Shared spaces are cleaned after use. 				

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3.5 The SEN Hub and Resourced Provision, withdrawal of pupils to small groups and detentions						
The use of spaces for SEN areas/withdrawal of pupils risks the spread of infection		<ul style="list-style-type: none"> • Social distancing is fully observed in spaces where small groups of pupils are brought together for a specific purpose. • Spaces are cleaned after use. • There will be no detentions during the lockdown period 				
3.6 Movement in corridors						
The discrete year group 'bubble' arrangements are breached when pupils circulate in corridors		<ul style="list-style-type: none"> • Home base bubble arrangements are in place. • The use of shared/specialist learning spaces are prohibited • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • Appropriate supervision levels are in place. 				
Year groups may mix at break times		<ul style="list-style-type: none"> • Break times are staggered. • Pupils are kept within their assigned 'bubbles' zone during social times. • External areas are designated for different groups. • Pupils are reminded about staying in their assigned 'bubbles' as break times begin. • Appropriate signage is in place around the school and in key areas. • Supervision levels have been enhanced. 				
3.8 Lunch times						
Year groups may mix at lunch times		<ul style="list-style-type: none"> • Lunch times are staggered. • Pupils are reminded about staying in their assigned bubble zone as lunch times begin. • Pupils wash their hands before and after eating. • Dining areas are cleaned before and after each year group has used them. 				

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		<ul style="list-style-type: none"> • Tables and chairs have been cordoned off where necessary. • Floor markings are used to manage queues and enable social distancing. • Pupils eat lunch with others in their home base bubble. • Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). 				
3.9 Toilets						
Queues for toilets and handwashing risk non-compliance with social distancing measures between pupils from different discrete year group 'bubbles'		<ul style="list-style-type: none"> • Each home base is allocated a toilet block • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. This can be achieved by pupils from a specified bubble visiting the toilets at set times. • 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. 				
3.10 Medical Rooms						
The configuration of medical rooms may compromise social distancing measures		<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. 				
3.11 Reception area						
The configuration of medical rooms may compromise social distancing measures		<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. 				

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		<ul style="list-style-type: none"> Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 				
3.11 Reception area						
<p>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</p>		<ul style="list-style-type: none"> All but essential visitors and prohibited from coming onto the school site 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). Arrangements are in place for segregation of visitors. 				
3.12 Arrival and departure from school						
<p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply and risking pupils from different year groups mixing</p>		<ul style="list-style-type: none"> The use of available entrances and exits is maximised. Social distancing guidelines are reinforced at entrances and exits. Weekly messages to parents stress the need for social distancing at arrival and departure times. 				
3.13 Transport						
<p>The use of designated school transport and public transport by pupils poses risks in terms of social distancing</p>		<ul style="list-style-type: none"> Agreement has been reached with companies operating designated school transport on the optimum arrangements possible to minimise the risk of spreading the virus. Revised guidance is in place for pupils and parents on the new arrangements for pupils travelling on designated school transport, including advice on the use of face coverings if pupils are travelling with children other than from their own 'bubble'. Discussions have been held with the relevant public transport authority, with the local authority and with 				

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		<ul style="list-style-type: none"> bus companies on whether journey times can be staggered to avoid peak times. Other ways for pupils to travel to and from school, such as walking and cycling, have been explored with parents. Face coverings are worn where required. 				
3.14 Staff areas						
The configuration of staff rooms and offices makes compliance with social distancing measures problematic		<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. Staff are briefed about the limitations to use of staff rooms. 				
4. Continuing enhanced protection for children and staff with underlying health conditions						
4.1 Pupils with underlying health issues						
Pupils who are clinically vulnerable or clinically extremely vulnerable do not attend school even though it is deemed safe to do so		<ul style="list-style-type: none"> Parents of pupils with underlying health conditions have been provided with updated guidance and discussions have been held with them on a case by case basis regarding attendance at school from January 2021. 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 in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance. The register of pupils with underlying health conditions is regularly updated. All extremely vulnerable pupils are advised not to attend school during the current national lockdown 				

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4.2 Staff with underlying health issues						
<p>Staff who are clinically vulnerable or clinically extremely vulnerable do not return to work even though it is deemed safe to do so</p>		<ul style="list-style-type: none"> • Staff with underlying health issues have been provided with updated guidance and discussions have been held with them regarding returning to work. • 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 in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance. • Current government guidance is being applied. • All clinically extremely vulnerable, and pregnant members of staff are advised not to attend school during the period of the national lockdown. 				
5.2 Mental health concerns – staff						
<p>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</p>		<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 have been signposted to useful websites and resources. 				
5.3 Bereavement support						

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Pupils and staff are grieving because of loss of friends or family		<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. 				
6. Operational issues						
6.1 Review of fire procedures						
Fire procedures are not appropriate to cover new arrangements		<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: Pupils operating in discrete home base 'bubbles' Staff moving between discrete home base 'bubbles' Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 				
Fire evacuation drills - unable to apply social distancing effectively between discrete year group 'bubbles'		<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which take account of the new arrangements and apply social distancing where necessary. 				
6.2 Managing premises on reopening after lengthy closure						
All systems may not be operational		<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. All systems will remain in normal operation. 				
Statutory compliance has not been completed due to the availability of contractors during lockdown		<ul style="list-style-type: none"> All statutory compliance is up to date. Water systems have been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Statutory compliance information is available. 				
6.3 Contractors working on the school site						

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<p>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>		<ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • Due diligence is carried out prior to any contractors attending the site, and methods statements and risk assessments are obtained and reviewed. • 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. • 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). 				
7. Finance						
7.1 Costs of the school's response to COVID-19						
<p>The costs of additional measures and enhanced services to address COVID-19 when the ongoing pandemic and lockdown measures places the school in financial difficulties</p>		<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. • Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. 				

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		<ul style="list-style-type: none"> • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and trust. 				
8. Governance						
8.1 Oversight of the governing body						
<p>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</p>		<ul style="list-style-type: none"> • The governing body continues to meet regularly via online platforms. • The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • The Executive Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. • Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. • Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 				

