Shaldon Primary School

COVID-19: Operational risk assessment for school reopening – 2nd March 2021

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education from the 1st March 2021 as follows:

Department for Education guidance:

The DfE has amended guidance for safe working in education, childcare and children's social care settings, including the use of personal protective equipment to include changes to the system of controls, so that it aligns with information already published in the operational guidance for schools and additional operational guidance for special schools, special post-16 institutions and alternative provision.

Amendments includes:

- advice on the use and disposal of face coverings in education and childcare settings
- advice on the areas in which cleaning should be enhanced
- advice on how to consider minimising contact and maintaining social distancing wherever possible
- guidance on ventilation
- guidance on asymptomatic testing
- advice on organising transport for children

Coronavirus: Education and Childcare guidance including:

Guidance for full opening: schools (1st March 2021)

Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (1st March 2021)

School attendance: guidance for schools (1st September 2020)

Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak ((1st March 2021)

Face Coverings in Education (1st March 2021)

Coronavirus (COVID-19): home test kits for schools and FE providers (1st March 2021)

COVID-19: cleaning in non-healthcare settings outside the home (15th October 2020)

Providing school meals during the coronavirus (COVID-19) outbreak (4th February 2021)

COVID-19: guidance on supporting children and young people's mental health and wellbeing (3rd March 2021)

SEND Risk assessment

Safeguarding and remote education during coronavirus (COVID-19) (21st May 2020)

Teaching remotely:

Teaching during Coronavirus (3rd December 2020)

Examples of teaching practice during coronavirus (COVID-19) (12th June 2020)

How schools can plan for tier 2 local restrictions (28th August 2020)

Parents and carers:

Coronavirus (COVID-19): support for parents and carers to keep children safe online (25th June 2020)

[Supporting your children's education during coronavirus](#) (COVID-19) (16th July 2020)

Other resources

[Public Health England Coronavirus resources](#)

[eBug resources](#) (resources to use with children)

OFSTED interim plans https://www.gov.uk/government/collections/ofsteds-plans-2021 (7th December 2020)

Public Health England System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection'

Prevention You must always:

1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.

2) Ensure face coverings are used in recommended circumstances.

3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.

4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.

5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.

6) Consider how to minimise contact across the site and maintain social distancing wherever possible.

7) Keep occupied spaces well ventilated.

In specific circumstances:

8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.

9) Promote and engage in asymptomatic testing, where available.

Response to any infection

You must always:

10) Promote and engage with the NHS Test and Trace process.

11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.

12) Contain any outbreak by following local health protection team advice.

Assessment conducted by:	J.Stewart	Job title:	Headteacher	Covered by this assessment	Shaldon Primary School
Date of assessment:	8th March	Review interval:	Weekly initially, then monthly	Date of next review:	15th March 2021

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Maximum Impact

		1	2	3	4	5	Risk score	Risk level
	1	1	2	3	4	5	1 – 4	**LOW**
	2	2	4	6	8	10	5 – 8	**MEDIUM**
Likelihood	**3**	3	6	9	12	15	9 – 15	**HIGH**
	4	4	8	12	16	20	16 – 25	**EXTREME**
	5	5	10	15	20	25		

Interpretation of Scores	
0 to 4	**Low** - These are currently at an acceptable level of risk, but monitoring should continue to ensure that they do not grow into a more serious threat, line management MUST be aware of these risks and ensure monitoring takes place.
5 to 8	**Medium** - These risks are moderate, and countermeasures should be implemented within a reasonable period, service area managers **MUST** be made aware of the risk and will be responsible for monitoring the action plan.
9 to 14	**High** - Countermeasures to control or eliminate these risks should be implemented as soon as reasonably practicable, service area and Assistant Director level senior managers **MUST** be made aware of the risk and will be responsible for monitoring the action plan.
15 to 25	**Extreme** - these risks require immediate control measures to be implemented or the cause of the risk should be ceased immediately, Service Directors and the SLT **MUST** be made aware of this risk and shall monitor progress and/or take over responsibility for actions.

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Likelihood	
1	Rare - probability of occurrence is <5%
2	Unlikely - probability is >5% to <15%
3	Possible - probability >15% to <50%
4	Likely - probability >50% to <90%
5	Almost certain - probability >90%
Severity	
1	**Insignificant** - A minor problem can be managed by adherence to normal business processes, no external scrutiny from a health and safety regulator. **Safety -** a hazard and/or near miss is identified with little potential to cause an incident. **Health -** no impact on any employee or other persons health.
2	**Minor** - An incident such as an accident, near miss or hazard report, a verbal concern by an enforcing officer concerning a risk e.g. failing to control a specific low impact hazard. **Safety** - a non-lost time accident and/or near miss or a hazard with the potential to cause a minor accident. **Health** - minor acute impact on a single employee with no possibility of any long-term effect.
3	**Moderate** - An accident involving up to 3 employees or member of the public requiring medical attention, letter from a regulatory authority requiring actions and identifying the possibility of sanctions. **Safety** - Lost time accident to up to 3 employees or a member of public requiring medical attention and possibly reportable under RIDDOR, a non-lost time accident and/or near miss or a hazard with the potential to cause a serious accident or a dangerous occurrence requiring notification under RIDDOR. **Health** - absenteeism due to a health issue and an increased possibility of a claim for damages with the possibility of a long term effect, e.g. DSE associated musculoskeletal issue.
4	**Major** - A notifiable major injury involving one or more employees or serious injury to member of the public. Issue of an Improvement and/or Prohibition notice from an Enforcing Authority. **Safety** - Lost time major notifiable accident involving one or more employees or a serious injury to one or more members of the public reportable under RIDDOR, a non-lost time accident and/or near miss or a hazard that causes extensive damage with the potential to have caused major injuries. **Health** - long term absenteeism due to a health issues and claims from one or more employees for damages due to long term impacts of condition.
5	**Extreme** - An accident/incident resulting in the fatality of one or more employees or a member of the public. **Safety** - Fatality of one or more employee and/or member of the public with associated investigation by HSE and criminal action and/or near miss or a hazard that causes extensive damage resulting in a complete loss of essential services to a geographical area or an essential service provision or the potential to have caused multiple fatalities again resulting in a regulatory body undertaking an investigation. **Health** - significant long term absenteeism due to reportable diseases being identified and numerous civil claims from employees for damages due to long term impacts of condition.

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
1. Establishing a systematic process of full reopening, including social distancing					
1.1 Organisation of teaching spaces					
Classroom and corridor layout not prepared and therefore provides opportunities for increased transmission.	15 Extreme Impact 5, likelihood 3	• Classrooms re-modelled, with chairs and desks in place facing front, to minimise transmission of virus. • Enough space for the adults to remain 2m away from children, where possible, to allow for social distancing. • Clear signage displayed in classrooms promoting social distancing. • Classes stay together with their teacher/adult and do not mix with other pupils. • Lessons and other activities to take place outdoors where possible. • Updated Guidance for EYFS (2 July 2020) to be followed. https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff. • Review whole school risk assessment to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary. • Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).	Y	Fire Evacuation Plan has been updated (separate) Extra Outdoor learning sessions:- Additional Forest School sessions timetabled Gardening sessions every Friday Teachers to tape off an area at the front of the room Tables were moved w/c 1st March Tables in some classrooms have been changed so that we can prioritise provision for children with gaps in prior knowledge, owing to lockdown. Resources set out on tables so that children do not need to move around and therefore minimise contact All classrooms are well ventilated at all times – including school hall	5 medium Impact 5, likelihood 1

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
				<mark>and library.</mark> <mark>Teachers and parents advised to wear additional layers to ensure they are not too cold as windows and doors will be propped open.</mark>	
1.2 Availability of staff					
Members of staff are unavailable as they have not engaged in regular asymptomatic testing	9 high Impact 3, likelihood 3	• Staff have all attended training sessions and follow up training, prior to roll out of asymptomtic lateral flow testing, which began w/c 25th January 2021 • All school staff self-test and report results every Sunday and Wednesday • Staff members are appointed to co-ordinate issuing of kits and collating of results • Test kits are stored securely • Register is kept and kits also issued to contractors who work on site • Parents advised w/c 1st March of the fact that household members and childcare providers for primary aged children are also able to acquire lateral flow tests for home use, from 8th March.		• All staff prior to 25th January received training and information to ensure that they understand and support the need to: • Promote and engage with the NHS Test and Trace process • To respond if anyone within the setting is suspected or confirmed to have coronavirus (COVID-19), education, childcare and children's social care settings and providers must ensure they: • understand the NHS Test and Trace process • take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19) • report confirmed cases of coronavirus (COVID-19) through the online attendance form daily return - settings should also continue to inform their local authority of any confirmed cases • Anyone who displays symptoms of coronavirus (COVID-19) must self-isolate immediately and get a test. Tests for	

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				symptomatic illness can be booked online through the NHS Test and Trace website, or ordered by telephone via NHS 119. Essential workers, which includes anyone involved in education, childcare or social work, and their households, have priority access to testing. Schools and FE providers also have access to a small number of home testing kits for use in line with our guidance on home testing kits. •	
Members of staff are not available as they are unwell or self-isolating following instructions from 'test and trace'.	9 high Impact 3, likelihood 3	• If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. • Careful planning of the year groups/classes should be undertaken based on staff availability. • Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks • Full use is made of test and trace to inform staff deployment. • If no available members of staff, including support staff and supply staff, the class will be asked to learn from home • Members of staff who are self-isolating, can contribute to planning for online learning.	Y	• Timetable has been reviewed to ensure adequate cover Information re. Test and Trace and actions to take if suspecting an outbreak have been given to staff and training session has also covered this • Parental Guidance issued to this effect • Class TAs to cover PPA/Minimise use of TAs across the school Three staff members have self isolated in autumn term, although in two cases, this is as a result of family members. One staff members has isolated as result of family member confirmed positive. Currently in spring term, all staff are able to attend school.	6 medium Impact 3, likelihood 2
Members of staff are not available as they are following quarantine advice, or face travel disruption following a holiday abroad	9 high Impact 3, likelihood 3	• Staff should be advised that they need to be available for work from the beginning of term. A letter has been sent from the CEO. • Where it is not possible to avoid a member of staff quarantining, there is an expectation that the staff member should work from home.	Y	• Staff advised during consultation meeting on 13th July • Email to staff went out 10th July advising expectations re. return to work	3 low Impact 3, likelihood 1
1.3 Attendance of children and staff					

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
Children do not return to school due to parental concern.	12 high Impact 3, likelihood 4	• Parents are encouraged to send their children in, through use of the following strategies: · Making it clear to parents that it is compulsory to return children to school (unless statutory reason applies) · Sharing the risk assessment · Video showing how the school is applying the protective measures · Writing letters · Discussions with individual parents · Engaging with partner agencies around families • If these strategies fail to encourage children to return, the usual attendance strategies will be used, including penalties for non-attendance.	Y	• Video links and guidance on YouTube – virtual tour of school and protective measures in place • Transition video for school website filmed by Tom Brice on 18th Dec	5 medium Impact 3, likelihood 2
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	8 medium Impact 4, likelihood 2	• Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. • If appropriate, seek GP or occupational health advice. • Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups'	Y	• Staff training and discussion around safety measures • Staff well-being board • Risk assessments completed by staff and discussions held where necessary • Revisiting staff individual risk assessments w/c 8th March • Vulnerable staff have now been vaccinated	4 low Impact 4, likelihood 1
1.4 The school day					
The start and end of the school day create risks of breaching social distancing guidelines	25 Extreme Impact 5, likelihood 5	• Start and departure times are staggered for each year group. Use alternative drop off locations where possible. • At the start of the school day, children should remove any face coverings and dispose of these safely. • Adaptations to start times and end times should not reduce the overall teaching time e.g. by shortening breaks/ lunchtimes • The number of entrances and exits to be used is maximised. • Different entrances/exits are used for different classes. • 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. • All children should wash their hands thoroughly on arrival at school.		• Timetable for staggered start/finish times is in place. This follows current entry/exit points in current use • One way system in place • Lunch time to be shortened by 15 mins so that overall teaching hours are not reduced • Drop-off zones on playground in place to ensure adults can quickly drop and leave the site • Floor markings visible System working well. Parents	10 high Impact 5 Likelihood 2

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
				arriving and leaving promptly. Masks to be work by parents/carers and all staff on school gate/playground.	
1.5 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	25 Extreme Impact 5, likelihood 5	• Always keep 'class bubbles' together where possible. Each cohort should retain the same teacher / TA where possible. No mixing of groups e.g. for sports or where there is part-time provision. • Consider lining children up in order to filter in and out of the classroom at breaktimes. • 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. • Pupils are regularly briefed regarding observing social distancing guidance. • Appropriate duty rota and levels of supervision are in place.	Y	• Year 2 access toilets through courtyard, to avoid corridor • Year R/Year 1 access toilets by their classrooms • This leaves only Years 3 and 4 having to use the corridor – this needs to be organised by JR/AQ to ensure no crossover in toilet access • Lunch time toilet access supervisor • Yrs 5/6 use main toilets • All children gel hands before and after using toilets. This includes gelling hands before they leave the classroom to walk to the toilet block.	10 high Impact 5 Likelihood 2
1.6 Curriculum organisation					
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened	15 High Impact 3, likelihood 5	• At the beginning of term, gaps in learning are assessed • Curriculum planning is adapted to addressed gaps – aspects of subjects are prioritised following assessment. • In EYFS the prime areas of learning are prioritised • In KS1 and KS2, gaps are prioritised along with essentials such as phonics, reading, vocabulary, writing and maths • The curriculum will remain broad and ambitious for all children, with the full	Y	• Summer term PIRA/PUMA to be used in Autumn • Gap analysis of tests to identify planning and intervention • Weekly home learning tasks to continue • Live streaming of lessons – one per week • Music to take place in school hall, so that	6 Medium Impact 3, Likelihood 2

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
		range of subjects being taught. • Remote learning is available for children who are self-isolating, and is calibrated to complement in-school learning and address gaps identified. • Teaching of music and singing require additional protective measures such as additional distancing and use of outdoors. • In Physical Education, outdoor activity should be prioritised, maximising distance, and following scrupulous cleaning • Plans for intervention are in place for those pupils who have fallen behind in their learning. • Use of catch up support for targeted individuals, and for equipping all adults to effectively meet the needs of all children though the curriculum • https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/ • https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/		LP can be distanced 2+ m from rest of class and children can stand safely apart • Test results and gap analysis to be shared with parents in March – parent consultations wc 15th March Use of catch up premium to employ existing part time teacher for extra half days to support with interventions.	
Planned return to normal curriculum in all subjects by March 2021	15 High Impact 3, likelihood 5	• Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.	Y	• Planning w/c 8th March to ensure gaps identified in assessments are addressed Review of reading and maths in spring term, addressing gaps identified in December assessment data drop. DR providing focussed maths support for teachers	6 Medium Impact 3, Likelihood 2
Suspension of some subjects for some pupils in exceptional circumstances.	15 High Impact 3, likelihood 5	• Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.	Y	• Accurate SEND record keeping • Weekly SEND learning walks and book looks to quickly identify pupils who may require curriculum adaptations	6 Medium Impact 3, Likelihood 2

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
Music, dance and drama activities	25 Extreme Impact 5, likelihood 5	• Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities. • This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Schools should also consider Guidance for Music, Dance and Drama as well as Guidance for the Performing Arts	Y	• Virtual music lessons • Music teacher in hall and pupils in their own classrooms Online Harvest Festival Virtual fundraising through FOSS – ie, sponsored walk to Lapland	5 Medium Impact 5, likelihood 1
Physical activity in schools	25 High Impact 5, likelihood 5	• Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. • External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice: • guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust • Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. • Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.	Y	• Two PE sessions weekly – both outdoors where weather permits • Hygiene kit in PE shed so that equipment can be sterilised after use Support in place from Sports Partnership – gymnastics enrichment and in- school CPD	5 Medium Impact 5, likelihood 1

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
Practical science, art and D&T lessons	15 High Impact 3, likelihood 5	• Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the Guide to doing practical science work during Covid-19, Guide to doing practical work in D&T, food and art , Carrying out practical science work in non-lab environments and for primaries Practical activities in a bubble. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.	Y	• Spring term – Yrs 5 and 2 focus on DT • Spring term – Yrs 3, 4 Geography • Year 3 field trips postponed to summer term	6 medium Impact 3 Likelihood 2
Educational visits	15 High Impact 3, likelihood 5	• All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the Covid-19 DfE travel guidance for educational settings For additional information check with EVOLVE guidance on website.	Y	• Evolve RA used • Yr 3 field trip to Dartmoor postponed	6 medium Impact 3 Likelihood 2
Groups of children mixing resulting in risk of more widespread transmission	25 Extreme Impact 5, likelihood 5	• Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible. • Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. • Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time). • Large gatherings such as assemblies and with more than one group should be avoided.	Y	• Virtual assemblies • Bubbles have separate entry/exit points • Timetable of staggered arrival/departure/lunch.break/PE to ensure no cross over throughout day • Pupil sessions and daily reminders • Posters and signage around school • One way system in place Distanced school council	10 High Impact 5 Likelihood 2
1.7 Staff workspaces					

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
Staff rooms and offices do not allow for observation of social distancing guidelines	25 Extreme Impact 5, likelihood 5	• 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 should aim to keep 2m apart from one another. • Staff have been briefed on the use of these rooms. • Numbers of people reduced at any one time on a rota to allow social distancing – chairs removed/placed apart. • Avoid unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below. • Staff and pupil hygiene measures to be operated in line with Government guidelines and will be confirmed daily and enforced by continuing monitoring. • Each premise area will have access to cleaning materials and in the case of the staff room, staff will be responsible for ensuring the area is sanitised after use.	Y	• Limits on people permitted in school office at any one time: 2 max in office; 3 max in staff room • Additional cleaning of staff room during the day • Own mug/spoon • Timetables for staggered breaks • Training on 4th July to cover cleaning of communal areas throughout the day • Staff members advised on maintaining hygiene when using communal areas • Staggered break timetable to ensure minimal use of adults at any one time in the day • When 2 or more people in office, masks to be worn • Office staff work apart whenever there is an overlap • Staff wear masks in communal areas	5 Medium Impact 5 Likelihood 1
1.8 Managing the school calendar					
Usual school events cannot take place due to protective measures	10 High Impact 2, Likelihood 5	• School events should be considered for adaptation or postponement/cancellation. Every opportunity should be taken to adapt activities e.g. use of technology, move outside, split people into smaller groups • Assemblies/ Collective Worship should take place with only one bubble at a time e.g. class assemblies. • Singing should be avoided in collective worships/ choirs etc.	Yes	• Yr5 residential cancelled • Harvest Festival may be postponed • Teignmouth Sea Shanty Festival cancelled • Virtual assemblies	4 Low Impact 2 Likelihood 2

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
New children start school without an adequate induction/transition programme	12 High Impact 3 Likelihood 4	• A plan is in place for children to transition into reception. • There is regular and effective liaison with pre-schools to aid 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.	Yes	• Zoom meetings with teachers in summer • Longer phased induction in September • Virtual tours already in place • Additional virtual tour will show classrooms with amended table configuration – to be filmed and sent out w/c 20th July	6 Medium Impact 3 Likelihood 2
1.9 Communication strategy					

Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	25 Extreme
	
	Impact 5
	Likelihood 5
		• Communications strategies for the following groups are in place:
		  • Staff
		  • Pupils
		  • Parents
		  • Governors/Trustees
		  • Local authority
		  • Regional Schools Commissioner
		  • Professional associations
		  • Other partners
			Yes	• Staff consultation 13th July
				• Staff training4th Sept
				• Risk Assessment shared with governors 13th July
				• Parental guidance completed and sent out 17th July
				• CP to send trust wide policies and paperwork to RSC/Devon/Trade Unions
				• JS consulted with all staff regarding their concerns around returning to school on 4th Jan. All staff have returned, no additional measures required.
					5 Medium
					
					Impact 5
					Likelihood 1

1.10 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	25 Extreme Impact 5 Likelihood 5	A CPD programme is in operation for all staff prior to reopening, and includes: • Infection control • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Risk management • <mark>Testing arrangements</mark> • <mark>Timetable changes</mark> Compliance with Covid 19 enhanced hygiene and social distancing procedures	Yes	Staff will be sent a list of Flick learning courses to be completed prior to the 4th Sept Safety and infection control training to take place on 4th Sept Re-familiarisation with fire and evacuation procedures to be included in fire training on 4th Sept Weekly meetings to review timetable adaptations Fire evacuation drill on 14th Sept – new distanced gather points for all bubbles Staff meeting on 4th Jan addressed	5 Medium Impact 5 Likelihood 1

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Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
		will be monitored to ensure best practice is maintained.		review of safety measures Revisit of safety measures prior to return on 8th March	
In school and trust CPD cannot take place due to social distancing	9 High Impact 3 Likelihood 3	• In school CPD continues to take place, either socially distanced, or online. Outside areas can also be utilised while weather and seasons allow. • Cross trust meetings can take place online.	Yes	CPD will take place in the school hall	3 Low Impact 3 Likelihood 1
New staff are not aware of policies and procedures prior to starting at the school when it reopens	25 Extreme Impact 5 Likelihood 5	• An induction programme is in place for all new staff – either online or in-school – prior to them starting. • The revised staff handbook is issued to all new staff prior to them starting.	Yes	Induction is taking place for AQ and JR through online and in person (distanced) Staff planning meetings for Sept in school hall – distanced Staff handbook is in process of being updated Safeguarding/SEN meetings will take place within first week back – IEPs have been shared with	5 Medium Impact 5 Likelihood 1
1.11 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.	25 Extreme Impact 5 Likelihood 5	• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: • Different areas of the school • Use of facilities and equipment • 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 • Consultation with employees and trades union Safety Reps on risk assessments. • Risk assessment published on school intranet and website. • Nominated employees tasked to monitoring protection measures. • Employees encourage to report any non compliance. • The effectiveness of prevention measures will be monitored by school leaders. • This risk assessment will be reviewed if the risk level changes and/or in light of updated guidance and after the first weeks operational experience.	Yes	• Circulation guidance has been issued to staff on 10th July • Staff consultation taken place on 13th July • Covid training has already been held on 8th June and also online (Flick) • Weekly review of RA • This RA has been shared with governors • First review will take place on 14th Sept, and then weekly for the first month, unless circumstances change. • CO is the designated trained IOSH Managing Safety staff member for Shaldon • Class Dojo to be continued in March for ease and consistency of parent communications	5 Medium Impact 5 Likelihood 1

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
		• Encourage feedback from parents via message boards or parent mail systems • Additional training resources have been invested within each school to establish an additional member of staff trained to I.O.S.H. Managing Safely standard which should be completed before the schools return in September 20.			
1.12 School transport					
Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times	4 Low Impact 3 Likelihood 1	• https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers • The details of how pupils will travel to and from school are known prior to opening. • Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school. Liaise with School Transport Team where further consider needs to be given to taxi and escort services. • Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport.	Yes	• Pupils in Yr 5/6 walk or cycle • Parent advice for travelling safely on public transport set out in parent handbook	4 Low Impact 3 Likelihood 1
Travelling on public transport may increase the risk of community transmission.	25 Extreme Impact 5 Likelihood 5	• Where using public transport, children and their families should wear face coverings. • Use of hand sanitiser where possible. • Distancing on public transport where possible. • Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied. • Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles • Effective liaison with bus companies is used as a basis for planning staggered start and departure times.	Y	• Parents advised of guidelines on p transport on 3rd March	5 Medium Impact 5 Likelihood 1
Dedicated school transport (including minibuses), including statutory provision	15 High Impact 3 Likelihood 5	• transport-to-school-and-other-places-of-education-autumn-term-2020 • Although there is no requirement for students to sit with the group of students or "bubble" with which they are educated, students should sit in year groups as far as possible when travelling – this will be in ascending year groups front to back (youngest students at the front of the vehicle). Schools may even wish to draw up seating arrangements on vehicles.	Y	• This would form part of teacher briefs and sports related risk assessments when using school minibus for sports events involving a mix of year grps	5 Medium Impact 5 Likelihood 1

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
		• Consider how you are going to "police" any seating arrangements as this is not the driver's responsibility – their role is to focus on driving the vehicle safely. • Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of each day to assist the students. • Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning. • Ensure organised queuing/boarding and distancing within vehicles if possible.			
School transport (including minibuses)- Face coverings & PPE	15 High Impact 3 Likelihood 5	• It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, DCC, supported by PHE, **recommend** that people aged 11 and over wear a face covering when travelling on dedicated school transport from the start of the autumn term. However, there are some exemptions: • https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings • Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.	Y	• Falls under site visits involving use of school minibus. Staff have to meet with headteacher to discuss risk assessments as part of our school policy for arranging trips	5 Medium Impact 5 Likelihood 1
School transport (including minibuses)- Loading for vehicles above nine passenger seats	15 High Impact 3 Likelihood 5	• Students should be asked to respect the driver's personal space and hold back from entering the vehicle until the driver has indicated it is safe to do so, and then do so one by one in an orderly manner. They should hold their bus pass so it is visible to the driver (and produce for closer examination if requested). • Seats alongside or immediately to rear of the driver may be out of use and if so, would be clearly marked as "out of use" by the operator.	Y	• Falls under site visits involving use of school minibus. Staff have to meet with headteacher to discuss risk assessments as part of our school policy for arranging trips	5 Medium Impact 5 Likelihood 1

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
School transport (including minibuses)- Good practice & personal care	15 High Impact 3 Likelihood 5	• ALL students will be expected to abide by the DCC Code of Conduct • Students, drivers and escorts should clean their hands, before boarding home to school transport and when arriving at school or home. It should not normally be necessary for students to clean their hands during the journey. • Coughs/sneezes – students/parents to be given guidance on good management of coughs and sneezes, in line with the "catch it, bin it, kill it" approach – this will be reinforced in schools. • Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.	Y	• Falls under site visits involving use of school minibus. Staff have to meet with headteacher to discuss risk assessments as part of our school policy for arranging trips	5 Medium Impact 5 Likelihood 1

School transport (including minibuses) - Carriage of passengers with symptoms	25 Extreme
	
	Impact 5
	Likelihood 5
		• Parents must be advised that students MUST NOT board home to school transport, if they or a member of their household has symptoms of coronavirus.
		• Any child, young person or other learner who starts displaying coronavirus symptoms while at their setting should be sent home immediately. They must not travel on home to school transport. The school should contact the parent or carer who should make arrangements for the child or young person's journey home.
		• In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported to their home, you must contact the Transport Coordination Service at DCC. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak.
		• Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;
		    • they develop symptoms themselves (in which case, they should arrange a test) or
		    • the symptomatic person subsequently tests positive (see below) or
		    • if they have been requested to do so by NHS Test and Trace.
			Y	• Falls under site visits involving use of school minibus. Staff have to meet with headteacher to discuss risk assessments as part of our school policy for arranging trips	5 Medium Impact 5 Likelihood 1

Wider public transport	25 Extreme	• It is the law that you must wear a face covering when travelling in England on public transport. Some people don't have to wear a face covering	Y	• Falls under site visits involving use of school minibus. Staff have to meet with	5 Medium Impact 5

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
	Impact 5 Likelihood 5	including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.		headteacher to discuss risk assessments as part of our school policy for arranging trips	Likelihood 1
School Transport arrangements support changes to school times	4 Low Impact 3 Likelihood 1	• Any alternative access arrangements for when students arrive at the school grounds should be communicated via the school to families/students. • Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles	Y	• Falls under site visits involving use of school minibus. Staff have to meet with headteacher to discuss risk assessments as part of our school policy for arranging trips	4 Low Impact 3 Likelihood 1
1.13 Wraparound care					
Children mix with groups of other children and staff from outside their groups within Breakfast Club and After school club provision.	25 Extreme Impact 5 Likelihood 5	• Schools are encouraged to resume extra-curriculum provision where they can. • Communicate with parents about the increased risk through additional contacts and mixing so that they are fully aware of this before using wraparound care. • Where possible, try to establish small constant groups in breakfast club and after school club. • As children will be mixing with other groups, they should be encouraged to keep a distance of at least one metre, with no face to face contact or touching. • Children with additional needs, e.g. toileting, should continue to receive the support on their EHCP. • Make full use of the outdoors during these clubs so that children are able to space out. • https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak	Yes	• Maximum capacity of 15 children • Additional children would go into a bubble • Use of Reception/Yr 1 room allows for opening of double doors (Th/Fr) • Use of hall – space and ventilation • Letter has been sent out regarding fixed days and only using where absolutely necessary • TAs to go into bubbles/groups with children from their phased key stage, where possible. • Football club through premier sportssplits children into bubbles, same as school. • Constant football groups to minimise risk of transmission • Own equipment brought by posrts provider – cleaned before/after use	10 High Impact 5 Likelihood 2

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Areas for concern	Risk rating prior to action	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating
1.14 Access to the site					
Visitors access the site and mix with staff/ and or children and heighten the risk	20 Extreme Impact 5 Likelihood 4	• Inform parents, carers or any visitors, such as suppliers, not to enter the setting if they are displaying any symptoms of coronavirus. • Only one parent should attend. • Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required. • Create a procedure and script for receptionists to use when dealing with visitors. Visitors should sign the letter on behalf of their organisation to demonstrate how they are complying with protective measures. • Place notices at school entrance points to advise that only essential visitors should enter the premises. • Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process, either sanitising new supplies or apply the 72 hour rule to quarantine goods etc.	Yes	• One way system maintained • Visitors would include TME and contract staff from Devon Norse • All other work undertaken out of school hours • Delivery drop point in place outside front of building New regulations in place requiring all visitors to site to wear a mask Masks to be worn by parents at drop off and pick up Masks to be worn by staff on gate and playground during drop off and pick up Masks worn by staff and visitors in communal areas	5 Medium Impact 5 Likelihood 1

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	25 Extreme Impact 5 Likelihood 5	• Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. • Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. Use regular detergents AND bleach/disinfectant for cleaning. Review COSHH assessments and implement additional controls required where there has been any change in products. • Cleaners should wear the appropriate PPE (see guidance below) usually gloves and aprons. See Safe working in education and childcare for guidance on PPE and guidance on cleaning non-health care settings. • Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups.	Yes	• Devon Norse cleaners • Cleaning kits available and re-stocked for staff to use in own classrooms/areas throughout the school day	10 High Impact 5 Likelihood 2
Contaminated surfaces spread virus.	25 Extreme Impact 5 Likelihood 5	• Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. • In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. • Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs. • In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings • Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link. • Staff to ensure that surfaces and sanitised frequently throughout the day. • Follow government guidance for working in education and childcare if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on Cleaning and decontamination of non-health care settings.	Yes	• Soft furnishings and high risk transmission resources have been removed	10 High Impact 5 Likelihood 2

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Play equipment is used by multiple groups	25 Extreme Impact 5 Likelihood 5	• Outdoor play equipment - Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children's hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on Managing Outdoor Playgrounds for equipment also used by the community. • When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.	Yes	• Each bubble has its own set of play equipment – colour coded and sterilised between uses	10 High Impact 5 Likelihood 2
Resources are shared increasing spread of virus	25 Extreme Impact 5 Likelihood 5	• Prevent the sharing of stationery and other equipment where possible • For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. • Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. • Suitable procedures in place for managing access to items of 'heavy use' such a photocopier to reduce social distancing. • It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. • Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.	Yes	• Children wear PE kit to school on the day they have their PE lesson, to minimise need to bring in additional clothing • Resources allocated to tables/rows • Children have individual pencil cases – includes glue sticks, protractors	10 High Impact 5 Likelihood 2
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	25 Extreme Impact 5 Likelihood 5	• 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. Members of staff are identified for this purpose. • Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure	Yes	• CO to order supplies on rotation, liaising directly with contract cleaners	5 Medium Impact 5 Likelihood 1

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		enough handwash and sanitiser stations are available based on what you have learned from usage to date.			
Pupils and staff forget to wash their hands regularly and frequently	25 Extreme Impact 5 Likelihood 5	• Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture. • Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. • Posters 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. • Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. • Plan in regular access to facilities throughout the day. • Children and staff to wash their hands on arrival. • Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug. • Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.	Yes	• Checklist for staff use daily • Sinks in classrooms • Daily check-ins with children – reminder of protocols and routines • Training on 4th Sept in school • Covid training prior to 4/9 using Flick online learning • Lidded bins have been ordered • Clinical waste bins on site • Children to put used tissues in plastic bags	10 High Impact 5 Likelihood 2
Respiratory Hygiene	25 Extreme Impact 5 Likelihood 5	• Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.	Yes	• Daily checklists for contract cleaners • Checked and discussed between CO and TM every Weds	10 High Impact 5 Likelihood 2
Waste is left around in an unhygienic manner	25 Extreme Impact 5 Likelihood 5	• Ensure bins for tissues are emptied throughout the day. • Follow Guidance on disposal of PPE waste (such as used fluid resistant masks) and Government guidance on disposal of waste, including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins.	Yes	• Daily checklists for contract cleaners • Checked and discussed between CO and TM every Weds	5 Medium Impact 5 Likelihood 1

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		• Cleaning staff will have sufficient training and PPE for the procedure.		
Safe disposal of face protection (PPE)		• Face masks are not disposed of correctly	Yes	Staff have all been trained regarding the following information: Used PPE and any disposable face coverings that staff, children, young people or students wear should be placed in a refuse bag and can be disposed of as normal domestic waste. If the wearer has symptoms of coronavirus (COVID-19), disposal of used PPE and face coverings should be in line with COVID-19: cleaning of non-healthcare settings outside the home. Used PPE and disposable face coverings should not be put in a recycling bin or dropped as litter. Education, childcare and children's social care settings should provide extra waste bins for staff and customers to throw away disposable face coverings and PPE and should ensure that staff and customers do not use a recycling bin. Settings should communicate clearly to pupils, staff and visitors a process for when face coverings should be worn within certain settings. The safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of reusable face coverings in individual, sealable plastic bags between use. Where a face covering becomes damp,	

(adapted from Star Academy Trust and Local Authority Risk Assessments)

				it should not be worn and the face covering should be replaced carefully. Staff, pupils and students may consider bringing a spare face covering to wear in the event that their face covering becomes damp during the day. See further guidance on face coverings in education settings.	

To dispose of waste such as disposable cleaning cloths, face coverings, tissues and PPE from people with symptoms of coronavirus (COVID-19), including people who are self-isolating and members of their household:

- put it in a plastic rubbish bag and tie it when full
- place the plastic bag in a second bin bag and tie it
- put it in a suitable and secure place marked for storage for 72 hours

This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours.

Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances.

2.3 Clothing/fabric

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Not wearing clean clothes each day may increase the risk of the virus spreading	15 Extreme Impact 5 Likelihood 3	• Schools to return to their usual uniform policies in the autumn term as uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. • Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. • Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures. • Expectations and guidance are communicated to parents. • Children come in wearing PE kit on sports days	Yes	• Return to uniform • PE kit on days have PE lessons In winter we will allow children to wear additional items of clothing, as classrooms will be well ventilated and therefore rooms may be colder than usual This will continue through the spring term and through the summer	5 medium Impact 5 Likelihood 1
The use of fabric chairs may increase the risk of the virus spreading	15 Extreme Impact 5 Likelihood 3	• Take fabric chairs out of use where possible. • Where that is not possible then ensure chairs are limited to single person use.	Yes	• Fabric chairs have been removed and are stored at back of school hall	5 Medium Impact 5 Likelihood 1
2.4 Testing and managing symptoms					
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	25 Extreme Impact 5 Likelihood 5	• Robust collection and monitoring of absence data, including tracking return to school dates, is in place. • Procedures are in place to manage any pupil or member of 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	Yes	• Communicated to staff in briefings and training/staff handbook • Information regarding procedures will be set out for parents in guidance document	15 Extreme Impact 5 Likelihood 3 It is noted that

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		prove positive or negative. • If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained. • If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained. • 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 • Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. • Parents must inform the school of any test outcome. • A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. • RIDDOR Reporting procedure are followed for absences suspected to have been due to Covid 19. • Public health reporting procedures to be complied with concerning the operations of Track and Trace.			this remains an Extreme risk area due to the possibility of a systematic transmission which has been considering within the Statutory guidelines.
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	25 Extreme Impact 5 Likelihood 5	• Access to testing is available to all members of staff. Katie Metherell will be able to book you a test katie.metherell@acexcellence.co.uk • The circumstances and arrangements for testing and self-isolation are explained to staff as part of the induction and training process. • 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. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Staff to sign a declaration that they have been trained and are aware of procedures.	Yes	• Communicated to staff in briefings and training/staff handbook • Information regarding procedures will be set out for parents in guidance document	5 Medium Impact 5 Likelihood 1
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-	25 Extreme Impact 5 Likelihood 5	**Dealing with suspected and confirmed case/ cases and outbreak.** • ALWAYS contact the local Health Protection Team if one of the following: 1) The symptomatic person has been admitted to Hospital 2) The Possible case REFUSES testing	Y	• Flow charts sent out to parents and staff • Information guides on display in staff room • Staff signposted to telephone	5 Medium Impact 5 Likelihood 1

(adapted from Star Academy Trust and Local Authority Risk Assessments)

| 19 in the school | | 3) There are a cluster of possible cases/unexpected increase in absenteeism
4) The Possible case has DEFINITE link to a confirmed case
5) ALL confirmed cases.

• If a child or staff member in your education setting becomes symptomatic, you should advise them to access testing through the normal channels.
• However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided home test kits to improve the chances that the individual will get tested. See the DfE guidance on test kits for schools.
• If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162 or email swhpt@phe.gov.uk. If the matter is not urgent you can also email ask.swhpt@phe.gov.uk.
• For **ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS** inform the local authority by emailing educate.schoolspriorityalerts-mailbox@devon.gov.uk(Devon) or Rachael.Williams@torbay.gov.uk (Torbay)
• Devon County Council's Local Outbreak Management Plan (LOMP) is available here: https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the **Schools Emergency Plan** to incorporate the above links.
• The following resources should also be referred to in the event of cases at the setting:
• Educational settings Action cards
• PHE SW HPT: Flowchart for childcare and Educational settings V 4
• Follow government guidance on what happens if someone becomes ill and what happens if there is a confirmed case of coronavirus in a setting
• https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks

• Ensure accurate records of staff and pupils are maintained to enable public health contact tracking and test regimes.
• 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.

• Should a test come back positive, that class bubble (including the adults) may have self-isolate for 14 days (to be advised by PHE) | | numbers on display in staff room and main office
Weekly safeguarding bulletins sent out and staff briefings every week

Classroom daily checklists for hygiene measures and cleaning of tables and touchpoints – monitored by SLT | |

"Academy for Character and Education - operational risk assessment for school reopening"
"(adapted from Star Academy Trust and Local Authority Risk Assessments)"

First partial row at top (continuation):
- Further guidance link
- This guidance has been explained...
- Any updates or changes...

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		• Further guidance https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ • This guidance has been explained to staff and pupils as part of the induction and training process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.			
2.5 Managing an outbreak					
There is a lack of communication between the school and PHE following an outbreak. **The school is not prepared to continue the offer of remote education for children who are required to self-isolate.**	25 Extreme Impact 5 Likelihood 5	• https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks • The Head should liaise closely with the PHE health protection team to manage any outbreak. • Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the Actions for Schools Guidance Section 5 • A high-quality offer of remote learning in place for children who are self-isolating. Opportunities for both online and offline resources. Where possible, the school will support families without access to technology. This curriculum will mirror learning in school, and will have in built systems of assessment so that work can be adapted to ensure good progress (see list of criteria on link above)	Yes	• Staff know who to contact and to liaise with SLT • Home learning systems in place for children required to isolate	5 Medium Impact 5 Likelihood 1
2.6 First Aid					
Nominated first aiders move between children and classes and heightens risk of transmission	15 Extreme Impact 5 Likelihood 3	• First aider to wear single use PPE as they will be working across the class bubbles and will be working at a distance less than 1m, including face to face contact. • Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies	Yes	• PPE is readily available in all of our classroom hygiene kits • Use of PPE for first aiders is included in our staff training session • Additional first aid training taking place, including diabetes training in case 1:1 TA is absent	5 Medium Impact 5 Likelihood 1
2.7 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	15 Extreme Impact 5 Likelihood 3	• As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • School newsfeed and Class Dojo used to communicate Covid 19 information regularly. • Encourage parents to phone school and make telephone appointments if the wish to discuss their child or safety measures (avoid face to face meetings).		• Returning to school letter will be sent out covering information relating to entry/exits/lunch breaks/clean daily clothes • Photos and virtual tours to be sent out to show one way drop off/pick up route through the school site and name of designated group leader	5 Medium Impact 5 Likelihood 1

(adapted from Star Academy Trust and Local Authority Risk Assessments)

	(red cell)	• Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. • Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely. • Make it clear that only one parent should accompany children to school			(yellow cell)
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	15 Extreme Impact 5 Likelihood 3	• Parents are regularly reminded of the need to notify school if they or one of their children have the virus. • Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.		• As per returning to school information update that will be sent out to parents whose children are returning to school • Information to be sent out no later than Friday 17th July	5 Medium Impact 5 Likelihood 1
Parents demonstrate aggression due to anxiety and stress	9 High Impact 3 Likelihood 3	• Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimizing adult to adult contact (for example, which entrance to use) to reduce anxiety, keep parents up to date with regular communications.		• As per returning to school information update that will be sent out to parents whose children are returning to school • Information to be sent out no later than Friday 17th July	6 Medium Impact 3 Likelihood 2
2.8 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	25 Extreme Impact 5 Likelihood 5	• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 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 • Adequate training / briefing on use and safe disposal • Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures • and above guidance on use in education settings. • Those staff required to wear PPE (e.g. SEND intimate care; supervising children with symptoms) 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.		• As per training 4th Sept and staff handbook • Weekly checks and reviews • Audit trail of checking and monitoring systems in place • Exec leadership to oversee and audit	5 Medium Impact 5 Likelihood 1
Use of face coverings- Lack of understanding	15 Medium Impact 5 Likelihood 3	• Guidance on the use of face coverings for pupils in year 7 and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. Additional precautionary measures should also be taken where local restrictions apply.	Y	• Large quantities of PPE stock in storage. • Weekly checking system - nominated staff member (CO)	5 Medium Impact 5 Likelihood 1

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		• Headteachers should use their discretion regarding use of masks and visors in communal areas and corridors. • Adequate training / briefing on use and safe disposal • Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.		responsible for checking supplies and re-ordering	

34

Academy for Character and Education - operational risk assessment for school reopening

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3. Maximising 'system of controls' measures				
3.1 Pupil behaviour				
Pupils' behaviour on return to school does not comply with social distancing guidance	25 Extreme Impact 5 Likelihood 5	• 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. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • 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. • 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. • Individual risk assessments of children with previous poor behaviour • https://www.gov.uk/government/publications/behaviour-and-discipline-in-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#how-should-i-care-for-children-who-regularly-spit	Yes	• Children's induction in first week • Children's virtual tour of school to be shown in classrooms and discussed with group leader • Circle time on first day back • Discussed in planning meetings on 4th Sept Behaviour policy updated in light of government updates Policy published on website	10 High Impact 5 Likelihood 2
3.2 Classrooms and teaching spaces				
The configuration of classrooms and teaching spaces does not support compliance with system of controls	25 Extreme Impact 5 Likelihood 5	• Children organised into 'class sized bubbles' and use their classroom as their base. • Furniture organised so that children are facing forward • All furniture not in use has been removed from classrooms and teaching spaces. • Allow space for adults to be socially distanced for children where possible. • Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security, and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these	Yes	• Classrooms to be reconfigured on 20th July and JS to film a virtual tour, explaining seating arrangements to children • Caretaker to ensure classrooms ventilated at start/end of day • Updated caretaker checklist in light of Covi-19 precautions in place from 7th Sept • Deep cleaning of school to take place on Friday 4th Sept	5 Medium Impact 5 Likelihood 1

Academy for Character and Education - operational risk assessment for school reopening

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		should be switched off. Ventilation to chemical stores should remain operational			
3.3 Staff					
Staff measures to reduce contact and transmission	25 Extreme Impact 5 Likelihood 5	• When assessing the return to full opening in September the following section of the DfE guidance must be followed: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks • **Where this cannot be met, then the school must record why and what other control measures they will adopt.** • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. • When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).	Yes	• Circulation plans in place • Designated routes and pathways for classes to access toilets • Breaktimes/PE slots/Lunch breaks staggered and timetabled to minimise cross over on star wells and in corridors • Briefing for children in case they inadvertently see another child from another bubble in the corridor • Pupil checklists issued as bookmarks and posters in classrooms • Part time schedule for office staff	10 High Impact 5 Likelihood 2
Managing supply teachers, visitors, contractors and other temporary visiting staff.	25 Extreme Impact 5 Likelihood 5	• Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. • Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. • Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. • Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. • Where visits can happen outside of school hours, they should.	Y	• Caterers distanced from children by using hall as servery • Additional staff member to wipe and sterilise surfaces in classrooms – only entering when children have vacated the room	10 High Impact 5 Likelihood 2

Academy for Character and Education - operational risk assessment for school reopening

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		• A record should be kept of all visitors. • It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.		
3.4 Movement in corridors				
Social distancing guidance is breached when pupils circulate in corridors	25 Extreme Impact 5 Likelihood 5	• 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. • The movement of pupils around school is minimised as much as possible. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place.	Yes	• Circulation plans in place • Designated routes and pathways for classes to access toilets • Breaktimes/PE slots/Lunch breaks staggered and timetabled to minimise cross over on star wells and in corridors • Briefing for children in case they inadvertently see another child from another bubble in the corridor • Review of pupil safety briefings took place on 8th March in staff meeting. First week back, staff to re-iterate our safety rules to children.	5 Medium Impact 5 Likelihood 1
3.5 Break times				
Pupils may not observe social distancing at break times	25 Extreme Impact 5 Likelihood 5	• Break times are staggered. • External areas are designated for different groups. • Pupils are reminded about social distancing 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.	Yes	• Designated group leaders to supervise breaks • Designated lunch supervision – outdoors or in classrooms • Children all have segregated zones • Timetable for use of reading shed – weekly slot, to allow confinement over the weekend	5 Medium Impact 5 Likelihood 1
3.6 Lunch times				
Pupils may not observe social distancing at lunch times	25 Extreme Impact 5 Likelihood 5	• Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • The school hall will not be used for lunchtime. Meals will be eaten outdoors or in classrooms initially. • A takeaway restaurant will be in operation with staggered collection times (see Sam Ward's guide) • Floor markings are used to manage queues and enable social distancing. • Guidance has been issued to parents and pupils on packed lunches (e.g. the	Yes	• Pupil training and safety briefing on 7th September • Guidance issued to parents – basis of any subsequent conversations regarding pupil breaches of distancing rules • Eating in zones in school hall and use of dedicated 'Zones' on playground	5 Medium Impact 5 Likelihood 1

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		• use of disposable bags instead of lunch boxes). • Eating areas are cleaned before and after lunch.			5 Medium Impact 5 Likelihood 1
Kitchen facilities do not comply with latest guidance	15 Extreme Impact 5 Likelihood 3	• School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19) • Ensure Health & Safety policies are followed • See Sam Ward's comprehensive guidance booklet for staff. • Catering staff to follow the relevant aspects of government guidance for food premises: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery	Yes	• Food to be brought in by Devon Norse and risk assessment has been reviewed	5 Medium Impact 5 Likelihood 1

3.7 Toilets

Queues for toilets and handwashing risk non-compliance with social distancing measures	25 Extreme Impact 5 Likelihood 5	• Limit the number of children or young people who use the toilet facilities at one time. • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to enable social distancing. • Pupils know that they can only use the toilet one at a time. • Flush the toilet with the lid down (where these are present) • Where possible, allow 2 minutes between use of cubicles to allow the particles in the air to settle. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues at breaktimes. • 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.	Yes	• Staff members to monitor use of toilets at lunch times – TA on duty will lead class in to corridor and check no other bubble is attempting access at that same time • Pupil checklists and training to ensure awareness and understanding of thorough handwashing – Teachers to take responsibility for daily reminders and 'quizzes' on how to ensure children stay safe in school	15 High Impact 5 Likelihood 3

3.8 Medical Rooms/ isolation space

The configuration of medical rooms may compromise social distancing measures	20 Extreme Impact 5 Likelihood 4	• Social distancing provisions are in place for medical rooms. • If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. • Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. • Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location. • Procedures are in place for medical rooms to be cleaned after suspected	Yes	• Isolation bench in place on playground	10 High Impact 5 Likelihood 2

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		COVID-19 cases, along with other affected areas, including toilets.		
3.9 Reception area				
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	25 Extreme Impact 5 Likelihood 5	• 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. • Staff take responsibility to remind visitors to follow the social distancing guidelines.	Yes	• One way entry/exit with clear signage • Adults not to be permitted in the school building: Signage to be displayed making this clear • JS/ZE available at start/end of each day to ensure marshalling of adults through the drop-off system, ensuring flow and movement • Children's entry/exit points to be communicated prior to them returning 5 Medium Impact 5 Likelihood 1
3.10 Arrival and departure from school				
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	25 Extreme Impact 5 Likelihood 5	• 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. • Start and finish times will be closely monitored by School staff assisting in minimising the risk.	Yes	• •One way entry/exit with clear signage • Adults not to be permitted in the school building: Signage to be displayed making this clear • JS/ZE available at start/end of each day to ensure marshalling of adults through the drop-off system, ensuring flow and movement Children's entry/exit points to be communicated prior to them returning Gate closed between bubble drop off and collection, to ensure that children and adults do not mix with other bubbles Masks to be worn effective 8th March Additional staff on front/back gate to 10 High Impact 5 Likelihood 2

(adapted from Star Academy Trust and Local Authority Risk Assessments)

				marshal parents through the one way system and ensure no congregation	

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4. Continuing enhanced protection for children and staff with underlying health conditions

4.1 Pupils with underlying health issues

Pupils who were previously shielding are not identified and so measures have not been put in place to protect them	25 Extreme Impact 5 Likelihood 5	• Shielding advice for all adults and children will pause on 1 August meaning that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. • Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons should be followed, and those under the care of a specialist encouraged to discuss their return to school. • https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 • Should transmission rates rise locally, then children who are extremely clinically vulnerable will be advised to resume shielding. • Should children have to stay at home for health reasons, they will have full access to remote learning.	Yes	• Parents asked to make teachers aware of underlying health issues in parent guidance sent out w/c 20th July	5 Medium Impact 5 Likelihood 1
Children with special educational needs are not able to follow guidance safely	25 Extreme Impact 5 Likelihood 5	• Children with EHCP or SEND need, complete risk assessment to support full attendance (WP has a template) • Ensure the same adult is assigned to children needing one to one provision as some children will need additional support to follow measures. • For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child • Some pupils will need additional support to follow these measures. 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	Yes	• Parents of two children with EHCPs in daily consultation with JS/ZE • Most risk lies with one Y6 EHCP child, and parents are supportive of suggestions made by the school to ensure his safety	5 Medium Impact 5 Likelihood 1

4.2 Staff with underlying health issues

Staff with underlying health issues or those who have previously been shielding are not identified and so measures have not been put in place to protect them	25 Extreme Impact 5 Likelihood 5	• Staff deemed to be clinically extremely vulnerable and clinically vulnerable can return to school in the Autumn term subject to school leaders confirmation that the school is 'covid-secure', i.e. that every reasonable step has been taken to ensure the safety of children, staff, premises and community and that the full measures as provided in the DfE guidance have been applied. • A risk assessment should be undertaken with clinically extremely vulnerable	Yes	• Staff risk assessments will be undertaken again w/c 13th July at same time as staff consultation on re-opening	15 High Impact 5 Likelihood 3

(adapted from Star Academy Trust and Local Authority Risk Assessments)

		and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. • A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers • The most vulnerable should take particular care to stringently adhere to the protective measures/ system of controls. • Staff should maintain Public Health guidance of 2m wherever possible. • If not reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. • The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils. https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people and here https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 • Members of staff who live with family members who were previously shielding can return to work. • School leaders should consider how they deploy colleagues flexibly to enable them to be as safe as possible.			

Academy for Character and Education - operational risk assessment for school reopening

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5. Enhancing 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 and by the COVID-19 crisis in general	16 Extreme Impact 4 Likelihood 4	• 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. • 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). • Additional pastoral and extra-curricular activities for targeted children • Resources/websites to support the mental health of pupils are provided. • https://www.gov.uk/guidance/teaching-about-mental-wellbeing • https://covid.minded.org.uk/ • https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning	Yes	• SEN Support Staff available, not timetabled as group leaders • Mental wellbeing resources disseminated from CAMHS regularly during lockdown (see Dojo) Well being updates on school website WP has provided Babcock recommended resources to be used in school in the first days back	12 High Impact 4 Likelihood 3
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	16 Extreme Impact 4 Likelihood 4	• 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. • Discuss with staff about the plans for September (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. • If appropriate, seek GP or occupational health advice • The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. • The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.	Yes	• As per staff training 4th Sept and handbook • Team meetings weekly focus	12 High Impact 4 Likelihood 3
5.3 Provision for children with SEND and Safeguarding of children returning to school				

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Children with SEND require additional support following school closures	15 Extreme Impact 3 Likelihood 5	• Appropriate support should be identified for children with SEND, including deployment of support staff and return of specialist staff from within and outside the school. • Children should be provided with the support that meetings their needs, including adapted support in class, intervention. • Leaders may wish to refer to https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ to support their planning. • Community of SEND gateway https://www.sendgateway.org.uk/whole-school-send/join-our-community-of-practice.html		• Adapting IEPs • Weekly SEND review with JS/ZE • Weekly Wednesday SEND learning walk – focussing on one class each week – assessing provision and impact for SEND children as well as looking at learning in books and evidence of interventions having impacted childrens' progress towards closing gaps • Tom Hodgson newly appointed SENCo and attending training provided by WP	9 High Impact 3 Likelihood 3
An increased number of children make disclosures following their extended period in lockdown	20 Extreme Impact 4 Likelihood 5	• Child protection policy to be revised to reflect the full return of all children. • DSLs and pastoral leads should be provided with more time, especially in the first few weeks of term, to meet the needs of children returning to school. • Ensure that communication with other agencies e.g. social care, school nurses is excellent		• Annual safeguarding training scheduled for 4th September • Staff to complete mandatory Flick learning on Safeguarding, handling disclosure prior to this event • Staff will sign a declaration to say that they will read and make sure they fully understand the information set out in the latest version of KCSIE	9 high Impact 3 Likelihood 3

Academy for Character and Education - operational risk assessment for school reopening

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6. Maintaining educational provision for children who are self-isolating or have to stay at home.

6.1 Maintaining provision

Educational provision must still be maintained for children who are not able to attend school because they are self-isolating or are unable to return for a valid reason.	12 High Impact 3 Likelihood 4	• Teachers will keep in regular contact with parents. • Remote learning will be maintained for children at home. • Where children do not have access to appropriate technology, they will be loaned equipment. • Class Dojo will continue to be used to teach lessons, collect in children's learning, feedback on quality and to communicate with parents. • Where possible, children will be able to join their classmates for 'live lessons' • The curriculum content and quality will reflect that offered in school. • https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks	Yes	• Home learning to continue as is currently • IEPs/SEN children provided with additional home support	3 Low Impact 3 Likelihood 1

7. Premises related risks

7.1 Review of fire procedures

Fire procedures are not appropriate to cover new arrangements	25 Extreme Impact 5 Likelihood 5	• Fire procedures have been reviewed and revised where required, due to: • Increased numbers of pupils/staff • 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. • Incident controller and fire marshals have been trained and briefed appropriately. • Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures.	yes	• Staff training on 4th Sept to cover aspects of fire safety • Children's induction lesson on 9th June will cover where to go and how to exit the building • Marshal points remain same on playground • Continuing with weekly fire alarm testing • New markings on playground to identify gather points - distanced	5 Medium Impact 5 Likelihood 1
Fire evacuation drills - unable to apply social distancing effectively	25 Extreme Impact 5 Likelihood 5	• Plans for fire evacuation drills are in place which are in line with social distancing measures. •	yes	• Evacuation drill scheduled for Friday 11th Sept: Designated exit points for no more than two bubbles, allowing each bubble to be kept separate whilst exiting through their designated route	5 Medium Impact 5 Likelihood 1

Academy for Character and Education - operational risk assessment for school reopening

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Fire marshals absent due to self-isolation	25 Extreme Impact 5 Likelihood 5	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. • Training and guidance to be provided for any additional Fire Marshalls required who have not undertaken the role previously.	yes	• As per staff training • 2 Fire Marshals will be on site at all times: JS and AC • TB will take on role of KS1 clearance monitor as MG is on maternity • Next evacuation drill on 7th January • Fire Alarm service took place on 22nd Dec, during school holidays	5 Medium Impact 5 Likelihood 1
7.2 Premises management					
Management of legionella	25 Extreme Impact 5 Likelihood 5	• Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak.	Yes	• Covered by Devon Norse • Records kept in school office of checks • Routinely checked throughout lockdown and during school summer holiday • Legionella testing is up to date	5 Medium Impact 5 Likelihood 1
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	6 Medium Impact 3 Likelihood 2	• Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.	Yes	• Asbestos survey carried out in July 2020 • Fire Alarm testing and security alarm testing completed in summer holidays	3 Low Impact 3 Likelihood 1
Hiring out premises	15 High Impact 5 Likelihood 3	• Schools should ensure they are considering carefully how to hire out to external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. Such arrangements can only operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.	Yes	• We have refused the hiring to a local WI group as we are unable to clean between group leaving in evening and children arriving next morning • All hall hires have been stopped and not resumed	5 Medium Impact 5 Likelihood 1

8 . Governance

8.1 Oversight of the governing body

Academy for Character and Education - operational risk assessment for school reopening

(adapted from Star Academy Trust and Local Authority Risk Assessments)

Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	9 High Impact 3 Likelihood 3	• The Trust Board and local committees 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 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.	Yes	• Governors have been sent our most recent planning and timetables • Newsletter updates have gone to governors regularly since March, including reports on pupil progress at home and impact of staff shielding on our future capacity to open more widely • Minutes and committee reports from April 29th and June 24th held as evidence	3 Low Impact 3 Likelihood 1
8.2 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	25 Extreme Impact 5 Likelihood 5	• All relevant policies have been revised to take account of the most recent government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents and governors have been briefed accordingly.	Yes	• Policy updates – most recently, safeguarding and behaviour have been circulated to staff and governors and are also available on our school website	5 Medium Impact 5 Likelihood 1

9. 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	

Fire Exit door at rear of Yr3 classroom needs to be replaced	25 Extreme Impact 5 Likelihood 5	• Fire Exit Procedures have been changed so that Yr 3 is evacuated through an alternative route, and out onto the playground. • This exit route has been updated and communicated to staff and is on our revised fire evacuation plan	Yes	• This will need to be addressed with Jess Rayner, new staff member working in Yr3 classroom • Fire Evacuation Drill will take place in first week, to ensure that Jess is aware of the exit route she will need to use in the event of an alarm • Jenny to follow up on this issue to check on progress of new door and costs of being fitted	5 Medium Impact 5 Likelihood 1
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