



St Francis Xavier Catholic Primary School

COVID 19 – Checklist and Risk Assessment for full reopening of school premises: September 2020

Document title	COVID 19 – Checklist and Risk Assessment for full reopening of school premises: September 2020		
Owner	St Francis Xavier Catholic Primary School Mrs J Downes		
Status	Live	Version	3
Last updated	August 2020	Last updated by	Mrs J Downes
Review date	November 2020	Last updated by	Mrs J Downes
Purpose	To provide school's direction from Senior Leadership Team, along with St Catherine of Siena MAC on how schools are safely reopening following the Covid 19 lockdown period		

Constituent academy to which this policy relates:

Our Lady and St Hubert's Catholic Primary School

St Francis Xavier Catholic Primary School's

St Gregory's Catholic Primary School

St Philip's Catholic Primary School

MAC Central Office

Saint Catherine of Siena Catholic Multi Academy Company

COVID 10 –Risk Assessment Reopening Sept 2020

This COVID 19 Risk Assessment has been approved and adopted by Saint Catherine of Siena Catholic Multi Academy Company on 31st August 2020 and will be reviewed again in January 2020

Academy to which this policy relates:

Signed by the Chair – Our Lady and St Hubert's Catholic Primary School:

Signed by the Chair of – St Francis Xavier Catholic Primary School:

Signed by the Chair of– St Gregory's Catholic Primary School:

Signed by the Chair of – St Philip's Catholic Primary School:

Signed for the MAC Central Office

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1. Introduction

The updated Government Guidance 02.07.20 sets out that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term and has been prepared with input from school leaders, unions and sector bodies in consultation with Public Health England and the Health and Safety Executive.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

'Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.'

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.'

(Gov.uk Guidance for full opening schools: 2 July 2020)

Schools must comply with health and safety law, which requires us to assess risks and put in place proportionate control measures. School leaders have worked with Health and Safety consultants, Local Authorities and Unions to draw up plans for the autumn term that address the risks identified using the system of controls set out by Public Health England. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

The system of controls provides a set of principles that effectively minimise risks. All elements of the system of controls are essential.

We appreciate there cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. Local School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk.

We want all pupils and staff to be back in school. We are taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within our setting by revisiting our risk assessments and building on the knowledge and practices we have developed during the last few months.

It is anticipated that the Government will be updating these guides and producing additional guidance over the coming days and weeks. Therefore, it is important that school leadership make regular visits to the [Government website](#) that is aimed specifically at schools and other educational settings.

2. Legislative framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- The Health and Safety at Work etc. Act 1974
- The Workplace (Health, Safety and Welfare) Regulations 1992 (as amended)
- The School Premises (England) Regulations 2012
- The Manual Handling Operation Regulations 1992 (as amended)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Provision and Use of Work Equipment Regulations 1998
- (DfE) 'Advice on standards for school premises' 2015
- Guidance for full opening: schools (GOV.UK 02.07.20)

This policy will be implemented in conjunction with the school's:

- Health and Safety Policy
- First Aid Policy
- First Aid Risk Assessment
- Cleaning Policy and Schedule

Government advice "does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations".

3. Employers' duties

The employer is responsible for making sure that their health and safety risk assessments are maintained and address the risks identified using a system of control measures. St Catherine of Siena Catholic Multi Academy Company take reasonable steps to protect staff, pupils and others from CORONAVIRUS (COVID 19) within our setting.

For St Catherine of Siena Catholic Academy Company, it is the Board of Directors who consult the Academy Committee in each school.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the Principal and school management team.

Reference: <https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

The employer has a duty to:

- Put in place sensible approaches to health and safety, with clear policies that focus on real risks, and do not encourage unnecessary paperwork.
- Provide appropriate training for staff.

- Implement arrangements that manage the risks to staff, pupils and visitors who may be affected by the school's activities.
- Provide personal protective equipment (PPE) in the required setting (first aid or 1-2-1 supervision).
- Check that the control measures have been implemented and remain appropriate and effective.

4. Employees' duties

All of the school workforce play an important part in sensible health and safety management in school. Staff involvement makes a vital contribution towards achieving safer and healthier workplaces, and helps develop sensible rather than over cautious approaches.

Employees have a duty to:

- Take reasonable care for your own health and safety and that of others who may be affected by what you do, or fail to do.
- Attend appropriate training as required.
- As necessary, wear any personal protective equipment (PPE) provided by the employer.
- Cooperate with your employer, fellow members of staff, contractors and others to enable them to make and keep the workplace safe.
- Raise health and safety concerns in line with local arrangements

5. COVID (19) The Risk

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus.

Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The best way to prevent and slow down transmission is to be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol based rub frequently and not touching your face.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

At the time of issuing this guidance, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments. St Catherine of Siena Catholic Multi Academy Company will continue to provide updated information as soon as clinical findings become available.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on coronavirus (COVID 19) suggests that staff in educational settings tend not to at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults however the risk to children themselves of becoming severely ill from coronavirus (COVID19) is very low and there are negative health impacts of being out of school.

'given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school' (Gov.uk Guidance for full opening schools: 2 July 2020)

6. Risk Management Checklist

Checklist

Part 1 is 'checklist' prompt form to assist schools in ensuring all health and safety issues have been considered prior to reopening of the premises. This should be completed prior to the risk assessment.

Further guidance on the statutory testing of plant and equipment can be found in the [school premise logbook](#).

Part 2: H&S Checklist

Conducted by: **JD/AB/NS**

Date: **15.7.20**

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Health & safety/statutory issues						
Have all health & safety compliance checks of plant & equipment been completed prior to opening? (This can be done through referencing of the School Premise Logbook or equivalent)		N		All checks organised with CC scheduled for completion by 1st September All checks completed in-line with statutory guidance	NS to ensure statutory tests completed by 1st September JD/NS to meet to ensure all compliance tests conducted	JD (Principal) NS (Site Manager) by 28.8.20 CC (Operations Manager)
Are there sufficient numbers of staff available in safety critical roles? (e.g. fire marshals, first aid personnel etc)	Y			All key personnel will be timetabled accordingly to ensure key personnel on site at all times	Fire drill, social distancing markers and staffing list. Where this is not possible for school's own site, JD/SLT will coordinate cover with CC and other Principals	NS JD

Will a test of emergency procedures (e.g. fire drill) be carried out in the first week of school reopening?	Y			All staff, parents/carers and children to be made aware of practice fire drill so that they are not alarmed and all are assured of best practice for future safety.	Completed during first week – staff were debriefed on the procedures, children were made aware of the procedures. from first day. Numbers were confirmed also to assist planning of fire drill.	NS / SLT
Social distancing issues						

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Have small class groups been organised as per Government guidance?	Y			Children have been organised into class/year group and may use phase bubbles: <ul style="list-style-type: none"> - EYFS - KS1 - Y3/4 - Y5/6 	Continue to prepare classrooms, outdoor areas to allow for social distancing. Where possible, the bubbles will have designated times for toilet facilities and play areas outside.	SLT

Have classrooms and other learning environments been organised to allow for social distancing?	Y			<p>Designated classrooms set out accordingly with front facing desks.</p> <p>Posters, checklists to be in place around the school to adhere to government guidance, i.e., not touching faces, washing hands).</p> <p>Signage to promote social distancing also in place.</p>	<p>An outline of basic measures taken will be relayed to staff, parents/carers and children beforehand to know what to expect upon arrival at the school site.</p> <p>Checklists distributed to staff</p> <p>Staff made aware of roles and responsibilities.</p>	JD / SLT
Has consideration been given to arranging which lessons or classroom activities could take place outdoors?	Y			<p>Staggered drop off / pick up / break times and lunch times have been accounted for.</p> <p>Use of outdoor spaces planned and equipment limited.</p> <p>Bubbles encouraged to use outdoor spaces as much as possible but reminded of social distance practices.</p>	<p>Staff and parents are aware of these arrangements and adjustments have been made to encourage PE outdoors and music tuition in wide, open, well-ventilated spaces.</p>	NS JD SLT

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
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Has movement around the school been reduced? (e.g. use of timetable, selection of classroom etc)	Y			Drop-off / pick-up locations are planned for. There will be a one-way system for entering and exiting the premises. One-way system in place inside as well as inside school Staffing arranged to enable duties are shared, allowing time for regular cleaning.	Staff and parents have been informed as and when changes have been made, e.g. lunch time arrangements to allow for the provision of a hot meal – Y1/2 currently using hall, after 2 nd December, Y3/4 to use separate tables in separate part of hall at separate times.	NS / JD
Are there adequate signs/floor markings (e.g. one way, foot marks, hazard tape etc) in key areas to clearly identify the social distancing rules?	Y			Signage to remind ALL stakeholders of social distancing is in place. A one-way entrance and exit route are planned for so that parents can safely drop off and collect children.	Staff, children and parents have been briefed and are reminded of these precautions and how they are to be followed strictly. Staff and parents to be informed of expectations and procedures once numbers are confirmed.	SITE / SLT
Have assembly groups been staggered?	Y			No assemblies will take place at this point – these will also be shared with children via school website (during lockdown) and via SharePoint/One Drive during 'normal' time.	Only 1 class at a time can attend assembly – the rest of the school will attend via Teams.	JD

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
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Have break times (including lunch) been staggered?	Y			<p>Break times are staggered. To be confirmed when numbers of pupils known.</p> <p>The use of all outdoor areas has been planned for so that bubbles of children remain together (socially distanced)</p>	Staff and parents have been informed and when any changes have been made.	JD/ SLT
Have drop off and collection times been staggered?	Y			Staggered drop-off / pick-up times and a specific drop-off/pick point are planned for.	The use of masks when entering the school grounds for drop-off/collection has been formally communicated to staff and parents.	SLT / all staff
Have parents drop off and pick up protocols been revised to minimise adult to adult contact?	Y			<p>Consideration has been taken as to where and when families enter via:</p> <p>Gate A: This will be down the slope to the main office at the front of school and out via the staff car park</p> <p>Gate B: This will be via the front gate to gulley way (pathway from front of school to park) for drop-off/collection.</p> <p>Gate C: Into the EYFS entrance and out of the bottom gate of this area.</p> <p>Routes to be taken by all stakeholders will work on a one-way, in-out system and bubbles will be collected from designated areas</p>	Any changes that have been or will be made will continue to be communicated to all key stakeholders.	Site / SLT

				that are spaced 2m apart at all times.		
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Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Have all unnecessary items been removed from classrooms and stored elsewhere?	Y			<p>Children to have a tray that includes essential stationery and any essential equipment for learning.</p> <p>Shared resources for designated tables.</p> <p>Where possible, items will NOT be shared and to be kept in the tray when not in use.</p> <p>Where any items are shared for lessons, they will be regularly and meticulously cleaned.</p> <p>Children are not allowed to have any other items, unless they are told otherwise.</p> <p>PE kits to be worn on specific days instead of school uniform to avoid keeping worn kit on school site.</p>	Regular walks around school to continue to ensure the environment is maintained in a Covid-safe fashion.	JD / SLT
Infection control issues						
Have alternative arrangements been made for those adults/children who fall into the	Y			Guidance will be adhered to for pregnant staff and staff shielding for medical reasons – if returning to work, provision will be made for them to work	As of 5/11 any member of staff in the clinically extremely vulnerable category will be required to work from home where possible.	SLT to monitor along with class teachers

extremely vulnerable or vulnerable categories?				in isolation if need be or certainly work with smaller groups of people. Vulnerable children who are shielding will still be contacted by phone from school. Vulnerable children who are absent will be contacted by phone from school in addition to Singlepoint staff.	Individuals in this group will have previously been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past.	SENDCO Singlepoint
Have all soft furnishing/toys etc that are hard to clean been removed?	Y			All removed and stored in rooms being unused. Old items and those in state of disrepair have been disposed of.	Staff to continually check rooms in use to remove prayer table cloths, cushions and any other items that are remaining (PE kits/lost property).	All staff

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Has a "deep clean" been conducted of any areas of the schools that have been out of action/mothballed since the lockdown?	Y			Deep clean scheduled to be completed by 28 th August, following safety checks completion.	Cleaning staff to follow cleaning checklist. Cleaning expectations were relayed to staff on return.	NS SLT

Is there an enhanced cleaning regime of common contact points in place (e.g. door handles, push bars, desks, whiteboards, etc)?	Y			<p>Cleaning to take place regularly throughout the day – tables and chairs at break times, lunchtimes and the end of the day.</p> <p>School to be cleaned twice daily (toilets, staffroom, corridors, bins emptied etc.).</p> <p>Door handles, push bars and whiteboards to be wiped.</p>	Cleaning expectations to be relayed to staff on return.	NS SLT / all staff
Are additional cleaning materials (e.g. wipes) available for use of shared equipment (e.g. kettle, microwave, printers, computer keyboards, pens/pencils, paint brushes, etc)?	Y			Bulk purchase of materials made. Materials provided in staffroom to maintain cleanliness at all times.	<p>Review stock weekly.</p> <p>Staff reminded to use their own equipment at all times (pens, pencils etc.) and to clean down shared items.</p> <p>All Staff to review on daily basis – act accordingly</p>	CC SITE JD / SLT ALL STAFF
Is there a good supply of liquid soap and alcohol-based hand rub (ABHR) available for pupils and adults?	Y			Bulk purchase of materials made. Liquid soap already used in school.	<p>Review stock weekly.</p> <p>All Staff to review on daily basis – act accordingly</p>	CC SITE JD / SLT ALL STAFF

Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
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Is there a ready supply of tissues for pupils and adults?	Y			Bulk purchase of tissues made.	Review stock weekly. All Staff to review on daily basis – act accordingly	CC SITE JD / SLT ALL STAFF
Is consideration being given to deliveries of supplies given that it has been reported that the virus can last on paper for 3 days and cardboard for 24 hours?	Y			Yes - all new orders will be placed with the understanding that when they arrive they will be put into quarantine for 3 days prior to opening.	Ensure stocks are monitored to include the 3 day quarantine for new orders is maintained and stock levels do not diminish.	CC SITE JD/SLT ALL STAFF
Is contaminated waste disposed of regularly and appropriately? Including PPE.	Y			<p>Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):</p> <p>Should be put in a plastic rubbish bag and tied when full.</p> <p>The plastic bag should then be placed in a second bin bag and tied.</p> <p>It should be put in a suitable and secure place and marked for storage until the individual's test results are known.</p> <p>Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.</p>	Measures are followed when necessary and staff have been briefed on this.	SITE / CLEANING STAFF

				<p>if the individual tests negative, this can be put in with the normal waste</p> <p>if the individual tests positive, then store it for at least 72 hours and put in with the normal waste</p> <p>If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.</p>		
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Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Is an isolation room available should an adult or pupil become symptomatic whilst at school?	Y			Meeting room at the front of school will be available.	Remind staff of the location and procedure to follow when symptoms arise.	ALL STAFF
Communication of Plans						
Have parents been informed of the drop-off and pick up protocols?	Y			Parents/carers will be informed by letter of procedures to follow, which is based on SCOS MAC board guidance.	Any changes made will be communicated – changes will only be made if guidance changes as systems in place are working effectively.	JD MAC BOARD

Are parents and young people aware of recommendations on transport to and from education or childcare setting (including avoiding peak times)?	Y			Parents/carers will be informed by letter of procedures to follow, which is based on SCOS MAC board guidance.	No further action required unless guidance changes.	JD MAC BOARD
Are parents clear that they cannot gather at entrance gates or doors, or enter the site (unless they have a prearranged appointment, which should be conducted safely)?	Y			Parents/carers will be informed by letter of procedures to follow, which is based on SCOS MAC board guidance. Signage will reinforce this message.	Regular reminders are communicated with families and signage around the school grounds reaffirms the school's stance on this.	JD MAC BOARD
Are parents clear that if their child needs to be accompanied to the education or childcare setting, only one parent should attend?	Y			Parents/carers will be informed by letter of procedures to follow, which is based on SCOS MAC board guidance.	Regular reminders are communicated with families and signage around the school grounds reaffirms the school's stance on this	JD MAC BOARD
Areas to consider	Y	N	N/A	Evidence/Comments	Further actions?	Who & When?
Have staff been briefed about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful?	Y			Staff will receive communication in line with what is shared with families. Staff to be briefed in virtual meeting also. A recording of the meeting is available for staff absent from the meeting.	Updates provided as and when changes occur.	JD / SLT ALL STAFF

7. Full Risk Assessment

The government plan is for the [phased return of some children to school from the week commencing 1 June](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools) full return of all pupils from September 2020: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

School employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2nd July 2020 and is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Local Authorities. [EYFS guidance](#) should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with the school's workforce. If possible, schools should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

Risk assessment is about identifying sensible measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.

Likelihood - For each issue/situation, determine the likelihood it will occur.

Severity (outcome) - determine the potential injury/health.

Likelihood	Severity
4 = Certain = common or frequent occurrence	4 = Major risk - death, loss of limbs, etc
3 = Probable = likely to occur sometime	3 = High risk - broken bones, burns, etc

2 = Possible = may occur sometime	2 = Moderate risk - cuts, bruises, sickness, etc.
1 = Improbable = unlikely to occur	1 = Minimal risk - strain, shaken, no injury, etc

The matrix (below) provides a method to determine the level of risk, with the Likelihood and Severity being independently scored and plotted.

RISK LEVEL MATRIX						
PROBABILITY (LIKELIHOOD)	4	Low	High	Very High	Very High	
	3	Low	Med	High	Very High	
	2	Low	Low	Med	High	
	1	Low	Low	Low	Low	
		1	2	3	4	
		SEVERITY (OUTCOME)				

Once the likelihood and severity of the risk have been assessed they are plotted on the risk profiling grid above and the risk rating defined e.g. If a risk has a likelihood of 3 – Likely and a severity of 1 – Minimal, the risk rating will be $3 \times 1 = 3$. This would mean the risk is low and arrangement would be adequate. Example as follows:

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
Example: Slips, trips and falls	<ul style="list-style-type: none"> Cleaning regime in place. Correct safe substance used for surfaces. Signage available. 	Y	Review arrangements for new staff i.e ensure	$3 \times 1 = 3$ Low

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
<p><i>There are smooth surfaces and tripping hazards around the school site with the potential to cause persons to fall over injuring themselves with multiple injuries.</i></p>	<ul style="list-style-type: none"> • <i>Cleaners have received training.</i> • <i>Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.</i> • <i>Undertake specific risk assessment on snow and ice.</i> • <i>Remove all trailing cables in admin office.</i> 		<p>the H&S policy to shared /communicated</p>	

Links to related published guidance notes to be referred to alongside the Model Risk Assessment

Links to DfE Guidance

As new guidance is produced weekly, please refer to www.gov.uk for updates

Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments>

<https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

<https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

<https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

	https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19
Governance and other resources	<p>As ever, if subscribing schools have questions / queries about governance, they can contact Schools, Central Team, Local Authorities</p> <p>ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</p> <p>HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</p> <p>NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</p>

Version edits			
Version No.	Section - Edits	Page	Published
1	Original		13/07/20
2	Updated		28/08/20

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers	M	<ul style="list-style-type: none"> • Planning for full attendance of all year groups. • Phased starting arrangements in place for year groups / pupils: Reception to spend the first 2 weeks in morning or afternoon 'Stay and Play' sessions with parents/carers. Following this, the children will be brought in via small groups, of 3-6, to attend full time places. • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • On the first day, when children (Years 1- 6) go to their new classes, they will be met by their previous teacher as a transitional step. • Children will be given opportunities to share feelings in prayer time as well as circle time. • Also, as part of Safeguarding, they will be reminded that if there are any worries, they may speak to a trusted adult when they need to. • Gospel and Values assemblies will be shared weekly via the school website so that they can take place in class. • So far, there are no children remain shielded at home – where this is the case, parents/carers will be asked for written evidence of this from their GP. • Requests for support for vulnerable families sent through Early Help Hubs. • Any specialist equipment required is returned to school/additional equipment made available to support return • Readiness to implement Test and Trace by engaging with process set by NHS – sharing this information with families via newsletter and on the school's website. 	Y	<ul style="list-style-type: none"> • Parents/ carers to be sent letter outlining government's expectations for attendance from September 2020. • AB identified as lead professional in school. • SinglePoint staff will continue to be in contact with vulnerable children. <ul style="list-style-type: none"> • Counsellor- Clare Bate • SAT-SEMH • Well-being team in school- AB/ JJ (mat leave) / MM • MW/ML- middle leadership team • Support from other MAC schools. • ALL children will be given email addresses, so that individual contact can be made for learning to continue if they have to self-isolate. • ALL children will be taught to use the school's website so that they can navigate their 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
				way around to access learning and news at home and school online.	
Number of staff available is lower than that required to teach classes in school (<i>cross reference with employee risk assessment</i>)	M	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSLs- there are currently 3, SENCO, There are 3 staff who are paediatric 1st Aiders/emergency 1st aid for children 3-5 years, domestic/kitchen staff, etc. Where staff become absent, due to self-isolating or shielding, but who are well enough to work, they will be directed to work to support their teaching team or wider tasks where necessary. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place through staff being assigned to Mileposts not year groups (Milepost 1 is EYFS, Milepost 2 is Y1-3 and Milepost 3 is Y4-6). Staff will be directed to lead wherever necessary and will receive support from SLT and MLT where required. There will be 5 Fire Marshals and 4 first aiders, along with 1 SENCO and 3 SLT (1 is DSL, 2 are deputy DSLs). All cleaning staff are in place (there are 3) and lunchtime staff will support in cleaning during lunchtimes. A blended model of home learning and attendance at school will be utilised if staffing levels are low due to self-isolating/shielding. Contingency planning with LA is in place and additional resource identified: plan to secure flexible support for home schooling, if a need arises as a consequence of group isolation; whole school isolation or local lockdown. Consideration of available testing for school staff is updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance 	Y	<ul style="list-style-type: none"> Seek out training for all staff in basic first aid. Staff will be offered continuing support to manage their well-being as they return to school. This will include individual discussions with staff prior to their return to identify issues that may require support and consideration. Daily check-ins with staff focussing on their well-being will be prioritised, particularly during the early phases of the return. Trusted Adult Training to be shared with all staff, additional staff training needs will be identified as staff return to school. Well-being area on website sign posting support services. No issue with staff numbers at this point. All classes are covered with teachers as an NQT has been appointed for fixed 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
				term maternity cover • Should guidelines remain in place for pregnant staff to shield from 28 weeks, appropriate staffing plans have been put in place for support across the school	
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	M	<ul style="list-style-type: none"> • Review in-year school admissions expectation with key admission staff. There will be one place in Year 6, where there are 29 children. The classroom capacity is up to 31, whereby desks can still be set out facing the front of the class or so that children are not sat facing one another. • Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. • Ensure speedy admission of children in the relevant year groups. • 30 pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases. 	Y	<ul style="list-style-type: none"> • Regular ongoing dialogue with LEA admissions team 	L
Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils	M	<ul style="list-style-type: none"> • Review EEE termly admissions process. • Ensure key school contact and related resources in place • Ensure parental declarations are completed and signed each term • Any relevant pupils that arise as there are none at the moment, risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases. 	Y	<ul style="list-style-type: none"> • Numbers for Nursery currently . The pupil:staff ratio is 13:1. This will continue to be in place. • A staggered start is in place for YN children. • Meetings prior to starting will establish needs so that any necessary arrangements can be 	

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
				made to facilitate learning and safe entry.	
2. Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	M	<ul style="list-style-type: none"> • SLT and site management team meeting to review school site and specify entry/exit points and classroom use • 33 maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble' • 8 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks • Furniture items to be arranged to be front facing (there is no need to acquire additional more suitable furniture e.g., replacing round tables with front facing desks. • There are no unused classrooms that could be utilised – but there is The Nest for small group work (of up to 8-9 safely) and The Intervention room (3-5 maximum) that could be used. • Engagement of appropriate services for families not engaging, which is currently SinglePoint, along with the SENCO and wellbeing staff at school. • Curriculum leads in school meet regularly to review impact of plan • NS engage with NS Trust and Teaching Schools Alliance 	Y	<ul style="list-style-type: none"> • For furniture items, there is no need to replace round table with front facing desks as it would be used in a 1:1 situation for children with EHCP plans. 	L
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	M	<ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. • Classroom size and numbers reviewed through daily planning. • Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with remote learning at home. 	Y	<ul style="list-style-type: none"> • The hall will still be out of use, it will be used only for walking to and from classrooms. • Children will remain in their classrooms for lunchtimes, reducing risk of contact with others. • Lunchtime staff will remain in the classroom, allowing children to go 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating																																			
		<ul style="list-style-type: none"> The classes will stay together with their teacher and will not mix with other pupils. Consideration of staffing changes to cover absence. The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups Encourage use of outdoor space, weather dependent Stagger lunchtimes to align with staggered start and finish times. As during wider opening, children will eat (cold grab bags with vegetarian/non-vegetarian option) in class. The lunchtime supervisor will clean the classroom, while the teaching teams have their lunch. For the children to go outside, the teaching teams will return. For this, EYFS can coordinate times to be able to stay apart, staffed by Mrs Cullen. <table border="1" data-bbox="689 703 1377 978"> <thead> <tr> <th>Class</th> <th>12.00</th> <th>12.30</th> <th>1.00</th> <th>Lunchtime supervisor</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>Eat lunch</td> <td>Outside</td> <td></td> <td>Mrs Bryne / Mrs Paige (T,W,T)</td> </tr> <tr> <td>Y2</td> <td></td> <td>Eat lunch</td> <td>Outside</td> <td>Mrs Byrne</td> </tr> <tr> <td>Y3</td> <td>Eat lunch</td> <td>Outside</td> <td></td> <td>Mr Hackett</td> </tr> <tr> <td>Y4</td> <td></td> <td>Eat lunch</td> <td>Outside</td> <td>Mr Hackett</td> </tr> <tr> <td>Y5</td> <td>Eat lunch</td> <td>Outside</td> <td></td> <td>Miss Pee</td> </tr> <tr> <td>Y6</td> <td></td> <td>Eat lunch</td> <td>Outside</td> <td>Miss Pee</td> </tr> </tbody> </table>	Class	12.00	12.30	1.00	Lunchtime supervisor	Y1	Eat lunch	Outside		Mrs Bryne / Mrs Paige (T,W,T)	Y2		Eat lunch	Outside	Mrs Byrne	Y3	Eat lunch	Outside		Mr Hackett	Y4		Eat lunch	Outside	Mr Hackett	Y5	Eat lunch	Outside		Miss Pee	Y6		Eat lunch	Outside	Miss Pee		<ul style="list-style-type: none"> out to play in their bubble in a designated area outside. There will be set times for them to use toilets as much as possible for visiting the toilet and regular handwashing. Each classroom will have front-facing desks in order that as much social distancing can be in place. As much as possible, classes will use areas outside for learning, which also applies to EYFS. In EYFS, tables will be arranged to allow for social distancing as much as possible. 	
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Y5	Eat lunch	Outside		Miss Pee																																				
Y6		Eat lunch	Outside	Miss Pee																																				
<p>There is a need for additional space to allow for curriculum to be fully delivered</p>		<ul style="list-style-type: none"> Identify available large spaces and appropriate timetabling e,g, dining areas, halls, studios, particularly in outdoor areas. Make arrangements for use of alternative sites with support from the responsible body Large gatherings and assemblies prohibited; assemblies will be recorded and played in each of the school's classrooms instead. This will include hymn practice and prayer services too. Mass will not take place in Church, a member of staff or volunteer from church will record Father Joseph saying Mass where possible and this will be played to classes as and when appropriate. 		<ul style="list-style-type: none"> The hall will be out of use for most activities – Year 1 and 2 children with siblings will line up, 2 metres apart, at hometime to wait for older siblings to collect them and go out of Gate A (via the school's front entrance). 																																				

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating									
		<ul style="list-style-type: none"> Design layout and arrangements in place to enable social distancing. The EYFS environment is re-organised to meet requirements of social distancing. In EYFS, there will be a staggered start and leave system in place, with a one-way system for parents/carers to follow. 		<ul style="list-style-type: none"> There will be separate outdoor spaces for children to use at different times throughout the day. Clear markings on the floor will be in place throughout, along with posters to help all to adhere to social distancing rules. The EYFS environment will have clear signs and floor markings to assist with social distancing adherence. 										
3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils														
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	M	<ul style="list-style-type: none"> 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. A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils. Parent and pupil handbooks created reflecting changes to usual school policy. Advice is made available to parents on arrangements testing for COVID-19. Arrangements for pick-up/drop-off times: Beginning of day <table border="1" data-bbox="669 1129 1361 1401"> <thead> <tr> <th>Time</th> <th>Group/s</th> <th>Gate</th> </tr> </thead> <tbody> <tr> <td>8.30</td> <td>- YN/YR - All SinglePoint children.</td> <td>N/A (enter via EYFS site entrance) SinglePoint – Gate A</td> </tr> <tr> <td>8.40</td> <td>Children WITH SIBLINGS</td> <td>Gate A for any Key Stage 1 child with sbilings in KS1 or EYFS Gate B for KS2 children with siblings in KS2</td> </tr> </tbody> </table> 	Time	Group/s	Gate	8.30	- YN/YR - All SinglePoint children.	N/A (enter via EYFS site entrance) SinglePoint – Gate A	8.40	Children WITH SIBLINGS	Gate A for any Key Stage 1 child with sbilings in KS1 or EYFS Gate B for KS2 children with siblings in KS2	Y	<ul style="list-style-type: none"> In the first instance, School Comms will be used for emails to keep parents/carers informed. Children and parents/carers will be shown (via video on class pages) the ways in which communication will be shared, for text messages, School Life will be used. A COVID-19 section on the school website is in place and families will be directed to this as and when necessary Policies will be kept up to date on the school's website. 	L
Time	Group/s	Gate												
8.30	- YN/YR - All SinglePoint children.	N/A (enter via EYFS site entrance) SinglePoint – Gate A												
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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted			In place? (Yes/No)	Further action/ Comments	Final risk rating
		8.50	Children WITHOUT SIBLINGS	A – KS1 B – KS2		<ul style="list-style-type: none"> School Life will add an 'Additions to your school website ' so that all families are made aware of any changes made. Advice is made available to parents on arrangements testing for COVID-19. 	
		<u>End of day</u>					
		Time	Group/s	Gate			
		3.05	KS1 WITH KS1-2 SIBLINGS at SFX and SinglePoint children (3.00)	A If YOUNGEST is in KS1, children leave via Gate A.			
		3.05	KS2 WITH KS2 SIBLINGS at SFX	B If YOUNGEST is in KS2, children leave via Gate B.			
		3.15	KS1 children WITHOUT SIBLINGS.	A			
		3.15	KS2 children WITHOUT SIBLINGS.	B			
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	M	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy. Ensure contact details of families are up to date. 			Y	<ul style="list-style-type: none"> If a child falls ill, he/she will be collected from a designated room by the office, when they will be supervised by a member of staff at a safe distance. The usual process for gathering contact details, for at least 2 contacts per child will continue – it the parents/carers' duty to ensure that their telephone and email contact details are up to date and that school are notified of changes. 	L

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<p>Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place</p>	M	<ul style="list-style-type: none"> Where possible, daily changes of clothes would be advisable to reduce the risk of infection. Staff and pupils will adhere to school's hygiene policies For attendance expectations; in particular when COVID-19 is a risk factor within the family, the school will follow Public Health England guidance for children to self-isolate. The Nest (well-being room) will be open daily at lunchtime to give children a space for Hippo Time. SinglePoint staff will attend The Nest a weekly basis for one session where possible. School staff will follow the Covid 19 Well-being action plan to support the well-being of children as well as staff. Staff (by self-referral) and children (by school referral) can utilise services offered by SinglePoint if they feel the need for mental or emotional support. Staff and children, as well as family members will be signposted to https://www.sandwellhealthyminds.nhs.uk/ also. 	Y	<ul style="list-style-type: none"> All children will be expected to wear full school uniform and to change when they return home each evening. Regular handwashing will be in place; Children will be expected to bring pumps or trainers for PE initially, the school will await further guidance from the government regarding PE before allowing children to wear PE kits. 	L
<p>4. The school day This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>					
<p>The start and end of the school day create risks of breaching social distancing guidelines</p>	M	<ul style="list-style-type: none"> Start and departure times are staggered as detailed above. The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. EYFS will consist of entrance and exit for YN and YR. Key Stage 1 – Year 1-2 children, and any siblings of these children will use Gate A (meaning that risk is lessened at point of entry by grouping siblings). Key Stage 2 – Years 3-6 children, and any siblings of these children will use Gate B (meaning that risk is lessened at point of entry by grouping siblings). 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 and parents are informed that gathering at school gates needs to be minimised. Floor markings are visible where it is necessary to manage any queuing. 	Y	<ul style="list-style-type: none"> There will be consistent use of the one-way system set in 3 entrances to school with 3 separate exits, named: EYFS, Gare A and Gare B. 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 and parents are informed that gathering at 	M

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		<ul style="list-style-type: none"> Attendance patterns have been optimised to ensure maximum safety. A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. 		<p>school gates needs to be minimised.</p> <ul style="list-style-type: none"> In EYFS, where there may children who distressed, staff will keep regular contact with parents/carers so that arrangements can be adapted to the needs of individuals. In KS1 and KS2, if children are distressed on entry, The Nest will be a safe place for them to go to with a member of staff to have Hippo Time, so that they feel safe and reassured. 	
Daily attendance registers for new cohorts are not in place	M	<ul style="list-style-type: none"> Mrs Marshall (Office Manager) holds responsibility for completion of school daily attendance registers, along with any member of each teaching team calling the register. Mrs Marshall (Office Manager) holds responsibility for completion of DfE daily submission (if applicable) Regular reporting and monitoring of attendance to responsible body will be completed by Mrs Downes (Principal) who will direct staff when necessary. 	Y		L
5. Provision for meals and FSM. Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools					
Pupils eligible for free school meals do not continue to receive vouchers	M	<ul style="list-style-type: none"> FSM Voucher scheme is continued Issues with food poverty to be addressed through application to Early Help Hubs – any families who find themselves in need at any point may contact Mrs Downes (Principal) at headteacher@sfxcps.co.uk. Throughout the holiday period, this email address will be manned by SLT (also Mrs Bullock, Deputy Head) to ensure that families have a point of contact. If this contact fails to work at any point, families may contact staff at SinglePoint. 	Y	<ul style="list-style-type: none"> FSM Voucher scheme will continue to be managed by the SCOS MAC Operations Manager, Mrs Caddick. Mrs Marshall will work in collaboration with families to ensure that all those eligible for FSM and communicate this 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
				information to the central team at SCOS MAC.	
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	M	<ul style="list-style-type: none"> Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVLs and Childminders. Communicate information to parents regarding wraparound care. Seek support from LA and other voluntary agencies 	Y	<ul style="list-style-type: none"> SinglePoint will continue to offer breakfast and after-school clubs on a daily basis. 	L
Meals are not available for all children in school	M	<ul style="list-style-type: none"> Communication with Dolce, catering provider, has been made so that cold grab bags will be available to be purchased in the first instance. Safe food preparation space, taking account of social distancing Stagger lunchtimes to align with staggered start and finish times will be in place, but no children will eat in the hall/dining area in the first instance. All children will eat lunch in their classrooms, whether having grab bags or bringing lunches from home. Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option. Usual considerations in place for dietary requirements 	Y	<ul style="list-style-type: none"> Dolce will communicate with school to confirm that they are following social distancing and hygiene measures. Dolce to share risk assessment to communicate how they will manage social distancing. 	L
6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer					
Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	M	<ul style="list-style-type: none"> Safeguarding remains highest priority and policy is updated to reflect changes All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) 	Y	<ul style="list-style-type: none"> Assemblies and circle times will be a place where children will be reminded that they have a voice and that they can approach any trusted 	L

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		<ul style="list-style-type: none"> School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency. Reference to an addendum for the BCC Model Safeguarding Policy. 		<ul style="list-style-type: none"> adult if/when they need to. All staff will continue to have safeguarding training, the first INSET day. SLT/SENCO/Safeguarding team members to contact families of pupils that are not attending school Fire drill to be carried out on one day during the first week at school. Staff to revise lockdown procedures and hold a lockdown drill during the second week. Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Reference to further safeguarding will be updated on the school website and found also at https://www.sandwellcsp.org.uk/. 	
High risk of increased disclosures from returning pupils	M	<ul style="list-style-type: none"> DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils Contact is maintained with families where there are vulnerable pupils that are not attending school due to 	Y	<ul style="list-style-type: none"> DSLs to make selves available for disclosures and to liaise with SinglePoint to support children. 	L

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		<p>parent/carer decision – but the attendance policy will be adhered to unless the absence is due to illness.</p> <ul style="list-style-type: none"> Multi-agency arrangements in place to support early help School is aware of support through Early Help Hubs, which includes the use of SinglePoint. Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 			
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	M	<ul style="list-style-type: none"> Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as ‘You’ve Been Missed’ bereavement support and any changes that have occurred in children’s lives since they have been away from school. Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. 	Y	<ul style="list-style-type: none"> Staff also to follow the SCOS MAC bereavement policy. Staff have access to the school’s Covid 19 Well-being Action Plan for resources to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. Staff to seek advice from SinglePoint for strategies to use to support issues with mental health and anxiety along with accessing Healthy Mind, Healthy Me resources. 	L
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
Pupils’ behaviour on return to school does not comply with social distancing guidance	M	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, boards and floor markings. For young children this is done through age-appropriate methods such as stories and games. 	Y	<ul style="list-style-type: none"> Children to be reminded in assemblies, circle time and other class activities. Children to remain in their classrooms for lessons, 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice • 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 and 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/carers. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing. 		<p>music teacher, Jon Shepherd to visit classes as opposed to using the hall.</p> <ul style="list-style-type: none"> • No assemblies/Masses or other gatherings will take place. • For parent/carer sessions (Progress meetings), discussions will be held via Teams or telephone call. • Break times and lunch times will be staggered to reduce contact. • SLT to speak with parents/carers regarding behaviour and sanctions will be put in place, so that any pupil not complying with the expectations will be addressed. • Good behaviour for following social/safe distancing and self-care will be praised via House Points and via emailing to parents/carers, so that success is celebrated. 	
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	M	<ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers' planning. Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified. Exam syllabi are covered where appropriate Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning Consider the response to young children who have fallen behind in their self-care skills School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school, working with support from SinglePoint. 	Y	<ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers' planning. Blended learning (if necessary) will continue via the school website and through each pupil's email address. After school intervention will be put in place for those pupils identified as needing support. Basic skills to be heavily embedded as part of the 'catch up curriculum' approach. 	L
School unable to meet full provision required in line with EHCP	M	<ul style="list-style-type: none"> Review individual pupil's EHCP to consider what can reasonably be provided whilst in school Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan Access support through health and social care offer Support offered through LA SEND Panel/ Early Years Inclusion Support Service 	Y	<ul style="list-style-type: none"> Some children with EHCPs may begin on a reduced timetable, which will be set to increase rapidly throughout the first half term, but always with sensitivity to each individual's needs. AB (Deputy/SENDSCO) and JD to monitor. 	L
Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school	M	<p>For those children shielding on medical grounds from September</p> <ul style="list-style-type: none"> Review online offer for pupils that are unable to attend school Access Early Help Hub support for those pupils affected by ICT poverty along with support from SinglePoint. Differentiate offer for eligible children that can't attend school to support future transition 	Y	<ul style="list-style-type: none"> If the anticipated small-group who are shielding do so when September comes, paper packs will also be produced and distributed to families for support with learning and development 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> Staff understand responsibility in providing Online Learning for all pupils not in school. Access Sandwell's offer for resources at http://www.sandwell.gov.uk/info/200295/schools_and_learning/4485/activity_packs_for_children_staying_at_home_due_to_the_covid-19_coronavirus_crisis 		<ul style="list-style-type: none"> Keep website updated with resources so that children who are absent can access learning, this will be followed up by phone calls from staff at school. Access Early Help Hub support for those pupils affected by ICT poverty Differentiate offer for eligible children that can't attend school to support future transition 	
Pupils moving on to the next phase in their education are ill-prepared for transition	M	<ul style="list-style-type: none"> A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary and secondary schools) to assist with pupils' transition. Regular communications with the parents/carers of incoming pupils are in place, including letters, newsletters and online broadcasts. Small group induction days for pupils and parents are planned, whereby the new entrants will have a staggered start. 	Y	<ul style="list-style-type: none"> Videos have been shared by new class teachers for their classes for September. The initial 2 days in school will be devoted to addressing issues related to transition. Virtual tours of the school will be made available for parents and pupils when school opens for future need. 	L
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	M	<ul style="list-style-type: none"> Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff Advice sought from LA to support staffing levels or support eligible children to access provision through another school Chair of responsible body kept informed throughout 	Y	<ul style="list-style-type: none"> All staff to receive first aid training on initial INSET days, this will be in addition to 4 members of staff who hold paediatric first aid certificates. 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
				<ul style="list-style-type: none"> • Ensure First Aid qualifications for all staff are renewed as necessary. • Seek support from SCOS MAC schools where possible to ensure staff coverage. 	
Identify staff unable to return to school	M	<ul style="list-style-type: none"> • Currently there are no staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing who cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls • Identify specific activities for staff who are vulnerable/shielded 	Y	<ul style="list-style-type: none"> • Risk assessments have been offered to the whole staff and some already been carried out. • Monitor staff surveys. 	L
Staff are insufficiently briefed on expectations	M	<ul style="list-style-type: none"> • Staff receive daily/weekly briefings on day to day school matters • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school 	Y	<ul style="list-style-type: none"> • JD to finalise rota/bubbles with SLT before 01.09.2020 • JD/SLT to lead weekly staff meetings through MS teams or socially distanced in school hall • Staff receive regular emails and updates for what is shared on the school site along with letters to families. • SLT to carry out action from the school's Covid 19 Well-being Action Plan. • SLT will continue to work with staff to assess staff workload so that realistic expectations are in place. • Regular INSET will take place weekly with ALL 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
				members of the teaching teams.	
10. Protective measures and hygiene This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	M	<ul style="list-style-type: none"> • School drop-off/collection times are staggered to minimise numbers. • Drop-off/collection zones have been clearly marked with tape/paint to encourage social distancing. • Separate entrance and exit routes are in place. • Phase bubbles have been agreed to uphold social distancing measures • There will be 3 entry and exit points, staggered starts at break times • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Break and lunch times are staggered and supervised to minimise numbers and allow for social distancing. • One-way system in place where possible in and around the school to minimise close contact between adults and pupils. • Foot marks and/or tape has been used in key areas of the school (e.g. dining hall) to show "social distancing" lengths and no access areas. • Playground has been marked to encourage social distancing. • Parents/carers can only visit the school by appointment. • Regulate access to areas where it is difficult to maintain social distancing (Toilets, stairwells, storage rooms ,etc.) limit to 1person access at a time for example 	Y	<ul style="list-style-type: none"> • Children will follow the rule of remaining to the left-hand side of the corridor and ONLY one line moving on the stairs at one time. • Clear signage will reinforce expectations. • At start of the day and hometimes, staff will support at pinch points/bottle necks are identified to manage safe distancing accordingly. • For all lessons, pupils stay in classrooms and staff move around. • Assemblies and daily class discussions will reinforce social distancing guidance for circulating. • Duty timetable to be in place for lunchtimes, teaching teams must remain with classes at breaktimes. • Posters regarding safety measures and messages will be displayed around school, School Council will be invited to reinforce this 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
				via class meetings and additional posters. <ul style="list-style-type: none"> • When weather allows, breaks, lunches and lessons will be conducted outside of the classroom. • Message sent to parents prior to school opening that outlines the new school routines and strategies and the importance of them sticking to the protocols for safety and compliance. 	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	M	<ul style="list-style-type: none"> • Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EY environment • Resources are arranged to be used by small groups to limit the risk of cross contamination. • Arrangements are reviewed regularly. 	Y	<ul style="list-style-type: none"> • Upto 33 per classroom is in place. • Where there are smaller rooms with less capacity, there will be signage on the doors to inform maximum numbers in each room. • Additional furniture to be stored in the shed until safe to use. • There will be no use of soft furnishings/toys in EYFS. • Planning and timetables will identify groups and where they will be based. • Each week, during staff INSET/meetings, staff will review how effective the risk assessment is and involve School Council in this also. 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Staffrooms and offices do not allow for observation of social distancing guidelines	M	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms. 	Y	<ul style="list-style-type: none"> Staff will be expected to email office staff where possible instead of entering the office. Signage will be in place on doors to show maximum capacity. 	L
Queues for toilets and handwashing risk non-compliance with social distancing measures	M	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. Floor markings are in place to promote social distancing. Pupils and staff know that they can only use the toilet one at a time. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently to take account for the number of pupils accessing the facilities. 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. Handwashing is incorporated into the daily timetable. Additional hand hygiene stations with alcohol-based hand rub (ABHR) available at all entry points and other key areas around the school. <ul style="list-style-type: none"> Use of e-bug learning resources to promote and teach pupils the importance of good hygiene practices. <ul style="list-style-type: none"> Reception desk/area has glass screen/barrier. Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils. 	Y	<ul style="list-style-type: none"> Windows to be opened each morning in classrooms to allow for a free flow of fresh air. Refer to Government guidance on Health protection in schools and other childcare facilities for further information. Set times will be in place for classes to visit toilet. Additional cleaning around lunchtimes will be in place. Mr Shenton (Site Manager) to carry out a regular stock check. Children in each class to be made aware to alert staff if they notice that there is not sufficient soap or paper towels for them to use. Bins to be emptied daily, being double bagged. Timetabled handwashing will continue, so that handwashing takes place at least once per hour. 	L M

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
				<ul style="list-style-type: none"> • Soap will be the best method for hygiene, when outside, children will use hand gel if they cannot access soap and water. 	
11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies					
<p>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required</p>	M	<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces • More frequent cleaning of rooms / shared areas that are used by different groups • Working hours for cleaning staff are increased in agreement with staff. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity 	Y	<ul style="list-style-type: none"> • Deep cleans have taken place prior to June opening and will be carried out during the Summer holiday. • Lunchtime supervisors will support in the cleaning of classrooms and surrounding areas, bins to be taken to the hall with lunchtime waste as opposed to the use of class bins. • Staff from teaching teams to contribute to daily cleaning of door handles, doorways and corridor walls and other frequently touched surfaces. • Working hours for cleaning staff are increased in agreement with staff. • Outdoor playground equipment should be more frequently cleaned. • Seek SCOS MAC support for insufficient capacity. 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	M	<ul style="list-style-type: none"> • Cleaning staff are aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Public Health Sandwell. Use the flowchart. 	Y	<ul style="list-style-type: none"> • Cleaning staff to wear PPE appropriate to their normal role (gloves/aprons). • Site Manager to keep a regular stock check, with support of the cleaning team so that there is sufficient to clean each day. • Seek support from SCOS Operations Manager as and when necessary. 	L
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	M	<ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. • Reinforce 'catch it, kill it, bin it' message • Use of e-bug learning resources to promote and teach pupils the importance of good hygiene practices. • Reception desk/area has glass screen/barrier. 	Y	<ul style="list-style-type: none"> • Principal to collaborate with central team so that sufficient supplies are ordered prior to opening. • Staff to supervise children when they are handwashing where appropriate so that safeguarding still remains the first priority for all. • Cleaning as well as teaching staff and lunchtime supervisors to monitor soap, hand towels and sanitiser and report to the school office if necessary. • School Council to support with additional posters to 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
				reinforce 'catch it, kill it, bin it' message <ul style="list-style-type: none"> Refer to Government guidance on Health protection in schools and other childcare facilities for further information. 	
Inadequate supplies and resources mean that shared items are not cleaned after each use	M	<ul style="list-style-type: none"> Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups) Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products The governing board finance committee is aware of any additional financial commitments 	Y	<ul style="list-style-type: none"> Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups) Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
				<ul style="list-style-type: none"> • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products • The governing board finance committee is aware of any additional financial commitments 	
13. School level response should someone fall ill on site in line with government guidance and protective measures and hygiene					
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 or should there be a confirmed case of COVID-19 in the school	M	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. Use the flowchart from Public Health Sandwell about how to deal with a suspected case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • See Appendices for Covid 19 Symptoms • Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l or by telephone to 0344 225 3560 (opt 0 opt 2). Keep upto date with PH updates on responding to cases in schools during the contact tracing phase of the response. 	Y	<ul style="list-style-type: none"> • Staff, pupils and parents have received newsletters and regular update via the school's website, along with telephone calls and online assemblies. • Staff have been directed to attend Covid 19 Antibodies testing at Sandwell's hospitals/clinics. • Updates and changes are shared via emails, newsletters. • Pupils will be taught how to navigate around websites so that they can access information at home within families. 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@Sandwell.gov.uk). For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria). 			
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	M	<ul style="list-style-type: none"> School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. <p>PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</p>	Y	<ul style="list-style-type: none"> The meeting room at the front of school will be designated room for children with symptoms of Covid 19 or other infectious diseases. A member of staff would be available so that the child is not alone before being collected. SLT will liaise with Site Manager and cleaning staff so that if the room is used for a child with symptoms 	L

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				of Covid 19, the room will be deep cleaned after the ill pupil has left that day.	
Unable to meet social distancing rules and the virus is transmitted from person to person	M	<ul style="list-style-type: none"> School drop-off/collection times are staggered to minimise numbers. Drop-off/collection zones have been clearly marked with tape/paint to encourage social distancing. Separate entrance and exit routes are in place. Phase bubbles have been agreed to uphold social distancing measures 	Y	<ul style="list-style-type: none"> When weather allows, breaks, lunches and lessons will be conducted outside of the classroom. Message sent to parents prior to school opening that outlines the new school routines and strategies and the importance of them sticking to the protocols for safety and compliance. 	m
		•		•	
14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required is not in line with government guidelines	M	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood and communicated Sufficient PPE has been procured through normal stockist PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs Seek LA support for emergency PPE stock Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance 	Y	<ul style="list-style-type: none"> Staff INSET/meetings will have some designated time to discuss appropriate use of PPE. Mr Shenton and Mrs Benbow (First Aid Lead) will take regular stock checks so that there is sufficient equipment. SLT along with Site Manager will collaborate with Operations Manager for any further supply of PPE equipment. 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home	M	<ul style="list-style-type: none"> Requirements for PPE have been assessed in line with DfE guidelines and Public Health Sandwell scenarios Sufficient stock has been ordered using school's usual suppliers Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines. 	Y	<ul style="list-style-type: none"> Currently there are no children requiring intimate care. There are 2 MAPA trained staff in school who may need use PPE at times, there is sufficient equipment. Regular stock checks will continue. 	L
15. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	H	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. Assurances have been sought from the contractors that they are familiar with the symptoms associated with Coronavirus covid-19, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	Y	<ul style="list-style-type: none"> Issues arising from risk assessments will be addressed as priority. Where there are any areas which pose risks to users, they will be locked and out of use by all. Any contractors will be kept away from staff and pupils so that risks are kept to a minimum – wherever possible, contractors will be in attendance when school is closed to children and they will be accompanied by Mr Shenton (Site Manager) Premises governing board committee is aware of planned works and associated risk assessments 	L/M

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> Premises governing board committee is aware of planned works and associated risk assessments Were BDES is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building. 			
Fire procedures are not appropriate to cover new arrangements	M	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff, pupils and governors have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with Covid plan. 	Y	<ul style="list-style-type: none"> Fire procedures are in place and teaching teams will hold daily briefings to establish who will act as fire marshals. Social rules during evacuation and at muster points apply and will be adhered to by staff Staff, pupils and governors will be informed of the evacuation and lockdown procedures, lessons learnt will be shared afterwards also. 	L
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required 	Y	<ul style="list-style-type: none"> Fire drill and lockdown procedures will be practised within the first 2 weeks. 	L
Fire marshals absent due to self-isolation	M	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. Staff appropriately trained in fire marshal duties as required. 	Y	<ul style="list-style-type: none"> Fire procedures are in place and teaching teams will hold daily briefings to establish who will act as fire marshals – currently Mrs Downes (Principal) is Fire Marshal trained. 	L
Statutory compliance has not been completed due to the	M	<ul style="list-style-type: none"> All statutory compliance is up to date. 	Y	<ul style="list-style-type: none"> All statutory compliance is up to date. 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
availability of contractors during lockdown		<ul style="list-style-type: none"> Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. LA support is in place 		<ul style="list-style-type: none"> Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. LA support is in place 	
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	M	<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. NS/NC are aware of financial support available to support sustainability (LT to confirm) 	Y	<ul style="list-style-type: none"> Lists with items identified has been shared with SCOS Operations Manager. SCOS central team has been consulted to identify potential savings in order to work towards a balanced budget. 	L
16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing your approach					
<p>Considerations</p> <ul style="list-style-type: none"> Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this. There doesn't appear to be any difference between ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes 					

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions. Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis. If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on living with someone who is shielded. It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances. 			
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	M	<ul style="list-style-type: none"> An equality impact assessment is undertaken for staff and pupils All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. Current government guidance is being applied. Consider advice from Public Health England regarding BAME staff in section above. Seek advice from Occupational Health Service 	Y	<ul style="list-style-type: none"> All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding will be asked to complete a risk assessment. PEEPs are kept centrally and are made known to relevant staff. It is the duty of staff and parents/carers of pupils with underlying health issues, those within vulnerable groups or who are shielding to inform Mrs Marshall (Office Manager) and Mrs Downes (Principal). Seek advice from Occupational Health Service in additional advice 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
				from Mrs Caddick (Operations Manager).	
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	M	<ul style="list-style-type: none"> • 2 of BAME staff • 0 of BAME staff risk assessed and requiring to remain shielded at home • 2 of BAME staff able to return but requiring additional support • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. 	Y	<ul style="list-style-type: none"> • All staff are encouraged to focus on their wellbeing and this will be brought up as an item in MLT and SLT meetings. • Wellbeing area in staffroom to continue to be managed by Mrs Bullock (Deputy Head). • SLT and MLT to initiate a Staff Wellbeing folder on Office 365 (One Drive), to be shared with staff during Milepost and/or staff meetings. • Staff also to be directed to SinglePoint as well as services offered by Occupational Health. 	L
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	M	<ul style="list-style-type: none"> • No of BAME pupils • None of BAME pupils risk assessed and requiring to remain shielded at home • None of BAME pupils able to return but requiring additional support • School will liaise with SinglePoint to support pupils and parents with these anxieties. • There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school 	Y	<ul style="list-style-type: none"> • The Nest will be open daily and pupils will be directed there if necessary, they can choose to drop in. • Any concerned parents/carers will be directed to SinglePoint as well as offered time to speak with SLT in school. • All relevant helplines and linked will be shared on the school's website also. 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> School arrangements demonstrating social distancing measures are shared with parents and pupils Resources/websites to support parent and pupil anxiety are provided. 			
Parents do not follow advice on social distancing when visiting the school	M	<ul style="list-style-type: none"> Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings 	Y	<ul style="list-style-type: none"> There will be allocated times for any visitors to school. Where allocated times are not possible, visitors will be expected to follow the maximum capacity guidance. Where possible telephone appointments will be offered. Anyone entering the building will be directed to use hand sanitiser before and after use of the electronic signing in pad. 	L
17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
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	M	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. Refer 	Y	<ul style="list-style-type: none"> Staff and pupils to receive regular updates via emails, newsletters and information on the school website. 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	M	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school including any Early Years and Resource Base provision When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Y	<ul style="list-style-type: none"> Risk assessments to be shared and reviewed at staff meetings so that all necessary steps are taken to ensure safety. 	L
18. Home to School Transport					
<p>Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.</p> <p>Keys points include:</p> <ul style="list-style-type: none"> Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area. As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools. In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. <p>The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads.</p> <p>http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19</p>					
Pick up and drop off times	H	<ul style="list-style-type: none"> As per Government guidance: <ul style="list-style-type: none"> tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) 	Y	<ul style="list-style-type: none"> As per Government guidance: <ul style="list-style-type: none"> Only one parent/carer to drop off and collect. Times to be shared via letter explaining reopening. 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> ➤ <i>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)</i> ➤ <i>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</i> <p>In addition:</p> <ul style="list-style-type: none"> • Consider opening school gates earlier so parents can socially distance on the playground • Stagger start and finish times to ease pavement congestion • Consider the use of simple signage to highlight 2 metre distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings • Consideration of emergency school streets measures as identified in the Emergency Sandwell Transport Plan including Car Free School Streets, parking restrictions and reducing speed limits. • If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. 		<ul style="list-style-type: none"> ➤ <i>Signage will be in place to ensure that there are reminders for parents/carers not to gather at the entrances/exits.</i> ➤ <i>Regularly seek feedback from staff to address training issues.</i> <p>In addition:</p> <ul style="list-style-type: none"> • Gates will be opened 10 minutes earlier than normal to allow for safe social distancing. • Sibling groups will arrive and leave together so that there is a little congestion as possible. • Signage is in place around the school building (within the school site). • Where possible, seek support from PCSOs at the start and end of days so that the one way system is supported. 	
Children arriving late as a result of journey to school	M	<ul style="list-style-type: none"> • As per Government guidance: <ul style="list-style-type: none"> ➤ <i>Children, young people and parents are encouraged to walk or cycle where possible</i> ➤ <i>ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers</i> 	Y	<ul style="list-style-type: none"> • Find out from parents/carers and children how they travel to school and support them in gathering information to arrive on time. 	L

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<p>➤ ensure that transport arrangements cater for any changes to start and finish times</p> <p>In addition:</p> <ul style="list-style-type: none"> • Advise parents/carers not to drive to school, allowing more room for children and families to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. • Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Use transport@sandwell.gov.uk to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. • For further information and guidance regarding any of the above points see: https://www.modeshiftstars.org/staysafegetactive/ or for further information about transport and TravelWise in Sandwell: telephone: 0121 569 4894 or 0121 569 4889 or email: transport@sandwell.gov.uk 		<ul style="list-style-type: none"> • Direct families to transport@sandwell.gov.uk to review and update school travel plan considering both staff and pupil travel. • Letter to be sent out to all returning families as to new expectations • SLT to monitor and enforce expectations in morning and afternoon at collection and drop off periods 	

Principals are responsible for their respective school including Premises, Risk assessments and implementing safety measures (Water systems etc)

Risk Assessment Review

This Covid-19 Risk Assessment has been checked by:

Name	Role	Signature
Jenni Downes	Principal	
Alicia Bullock	Deputy Head Teacher	
Nigel Shenton	Site Manager	

8. APPENDICES



