

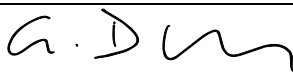


# **Peel Hall Primary School**

**Operational Risk Assessment  
for  
School Opening to all Children  
on  
7<sup>th</sup> September 2020**

# COVID-19: Operational risk assessment for Peel Hall Primary School reopening

This risk assessment has been undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 2<sup>nd</sup> July 2020

Description of Task / Work Area					
<p>To open school to all children, based on government guidance (<i>Guidance for full opening: schools – 2<sup>nd</sup> July 2020</i>) from 7<sup>th</sup> September 2020 and keeping children, staff, contractors, visitor and volunteers safe in school:</p> <ul style="list-style-type: none"> <li>School will operate Year Group Bubbles, consisting of full classes</li> <li>School recognises the risk posed by Coronavirus (COVID-19) to our staff, pupils and their families. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment.</li> <li>School will ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and pupils.</li> <li>School will share this Risk Assessment with governors, employees and parents</li> <li>We will continue to comply with all relevant Health and Safety Legislation.</li> </ul> <p><b>System of Controls (must be in place at all times):</b></p> <ol style="list-style-type: none"> <li>minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</li> <li>clean hands thoroughly more often than usual</li> <li>ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</li> <li>introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> </ol> <p><b>System of Controls (must be properly considered)</b></p> <ol style="list-style-type: none"> <li>minimise contact between individuals and maintain social distancing wherever possible</li> </ol> <p><b>System of Controls (in specific circumstances)</b></p> <ol style="list-style-type: none"> <li>where necessary, wear appropriate personal protective equipment (PPE)</li> </ol> <p><b>System of Controls (preventing infection – must be followed in every case where relevant)</b></p> <ol style="list-style-type: none"> <li>engage with the NHS Test and Trace process</li> <li>manage confirmed cases of coronavirus (COVID-19) amongst the school community</li> <li>contain any outbreak by following local health protection team advice</li> </ol>					
<b>Assessors:</b>	Mrs G. Dunkley: Headteacher	<b>Assessment Date:</b>	25/09/2020	<b>Date of Review:</b>	January 2021
<b>Signatures:</b>		<b>How communicated to staff:</b>	On Shared Drive	<b>Date communicated to staff:</b>	05/01/21

Risk matrix

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

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>1. Establishing a systematic process of full re-opening, including social distancing</b>					
<b>1.1 Organisation of teaching space</b>					
Classroom sizes will not allow adequate social distancing for the staff	M	• Schools assess their circumstances and identify distinct groups or ‘bubbles’ of pupils that do not mix. (These maybe small groups, classes or year groups.) Whatever the size of group, pupils should be kept apart from other groups where possible, and older children encouraged to social distance within groups.	Y		L
		• Classrooms re-modelled, with chairs and desks in place to allow for social distancing where appropriate.	Y		
		• Adaptations to classrooms should include seating pupils side-by-side and facing forwards.	Y		
		• Clear signage displayed in classrooms promote social distancing.	Y		
		• Keep classrooms well ventilated	Y		
		• If possible, adults should maintain a 2-metre distance from each other, and from children	Y		
		• Adults should avoid close face-to-face contact and minimise time spent within 1 metre of anyone.	Y		
		• Children are in groups of no more than 12.	Y		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>Use of large spaces such as the hall, sports hall, dining hall and outdoors</b>	M	<ul style="list-style-type: none"> <li>Groups or bubbles should be kept apart meaning school will not hold large gatherings such as assemblies or collective worship.</li> <li>Large indoor and outdoor spaces can be used, but arrangements in place for maximising social distancing between pupils and staff and paying scrupulous attention to cleaning and hygiene.</li> <li>Maximise use of external areas for outdoor sports, again observing social distancing ensuring sports equipment is thoroughly cleaned between each use by different groups. Contact sports will be avoided.</li> </ul>	Y Y Y		L
<b>1.2 Availability of staff and class sizes</b>					
<b>The number of staff who are available is lower than that required to teach classes in school and operate effective home learning if needed</b>	H	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Full use is made of those staff who are self-isolating or with extreme vulnerabilities but who are well enough to plan/prepare/teach lessons online.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place if required.</li> <li>Full use is made of testing to inform staff deployment.</li> </ul>	Y Y Y Y		L
<b>1.3 The school day</b>					
<b>The start and end of the school day create risks of breaching social distancing guidelines</b>	H	<ul style="list-style-type: none"> <li>Key Stage 1 /EYFS children enter through KS1 gate and go straight to class (staff on hand to support). Key Stage 2 children enter through KS2 gate and go straight to class (staff on hand to support).</li> <li>Parents advised to wear masks/keep appropriate distance apart.</li> <li>Children collected from the playgrounds, each Year Group has separate place to stand.</li> </ul>	Y Y Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>1.4 Planning movement around the school</b>					
<b>Movement around the school risks bubbles mixing and/or breaching social distancing guidelines as appropriate</b>	H	<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and revised.</li> <li>• One-way systems are in place where possible.</li> <li>• Appropriate signage is in place to clarify circulation routes.</li> <li>• Pinch points, and bottle necks such as entrances and exits are identified and managed accordingly.</li> <li>• Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round.</li> <li>• Pupils are regularly briefed regarding observing social distancing guidance.</li> <li>• Appropriate duty rota and levels of supervision are in place.</li> </ul>	Y Y Y Y Y Y		L
<b>1.5 Use of resources</b>					
<b>Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened Ensuring curriculum resources are used safely</b>	H	<ul style="list-style-type: none"> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Home and remote learning is in place for all children not able to attend school. and is calibrated to complement in-school learning and address gaps identified.</li> <li>• Pupils limit the amount of equipment they bring into school each day to agreed essentials, no pencil cases/stationery.</li> <li>• Bags are allowed.</li> <li>• Staff and pupils have their own pens and pencils and other such frequently used equipment- provided by school</li> <li>• Classroom based resources such as books and games can be used and shared within the group. These should be cleaned regularly</li> <li>• Shared resources, (between classes or bubbles) such as sports, art and science equipment will be cleaned frequently or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics)</li> <li>• Pupils and teachers can take books and shared resources home although unnecessary sharing should be avoided.</li> </ul>	Y Y Y Y Y Y Y		L


Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>1.6 Curriculum Design</b>					
<b>The curriculum becomes narrow</b>	H	<ul style="list-style-type: none"> <li>• Plan on the basis of the educational needs of pupils</li> <li>• For both the children in school and those at home, teachers will focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.</li> <li>• Where needed (e.g. Year Group Bubbles having to self-isolate), home and remote learning is continued and is calibrated to complement in-school learning.</li> <li>• The majority of pupils will be taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE</li> <li>• Pupils will remain in Year Group Bubbles, sports equipment thoroughly cleaned between each use by different Year Groups Bubbles and contact sports avoided.</li> <li>• Commando Joe is suspended for this half term.</li> <li>• Activities such as daily mile, making lunch break times and lessons active and encouraging active travel to enable pupils to be physically active whilst encouraging physical distancing</li> <li>• No afterschool clubs this half term</li> <li>• No Educational Visits this half term</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>1.7 Staff workspaces</b>					
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>	H	<ul style="list-style-type: none"> <li>• Offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>• Staff have been briefed on the use of these rooms, and use is staggered</li> <li>• Staffroom only to be used for making drinks, storing and preparing food.</li> <li>• Staff regularly briefed about social distancing.</li> <li>• Staff encouraged to voice their concerns to SLT or Phase lead where social distancing is not being practised</li> <li>• Staff personal belongings to be stored in drawers/stock cupboards</li> </ul>	Y Y Y Y Y Y		L
<b>1.8 Managing the school lifecycle</b>					
<b>Making progress with the school's autumn term calendar and future work plan considering of COVID-19 measures</b>	M	<ul style="list-style-type: none"> <li>• School recruitment continues as usual</li> <li>• Feasibility and organisation of Parents' Evening to be assessed.</li> </ul>	Y Y		L
<b>Pupils joining the next phase in their education do not feel prepared for the transition</b>	M	<ul style="list-style-type: none"> <li>• 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.</li> <li>• There is regular and effective liaison with the destination high school to assist with pupils' transition.</li> <li>• Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online information.</li> </ul>	Y Y Y		L
<b>1.9 Governance and policy</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>Governors are not fully informed or involved in making key decisions</b>	H	<ul style="list-style-type: none"> <li>Meetings (online or face-to-face) held with governors when key decisions need to be made.</li> <li>Governors are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>	Y Y		L
<b>1.10 Policy review</b>					
<b>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance, visits visitors and other policies are no longer fit for purpose in the current circumstance.</b>	H	All relevant policies: <ul style="list-style-type: none"> <li>Safeguarding</li> <li>Health and Safety</li> <li>Fire Evacuation</li> <li>Behaviour</li> <li>Attendance</li> </ul>	Y Y Y Y Y		L
<b>1.11 Communication strategy</b>					
<b>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</b>	H	Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>Staff – Email/Screen</li> <li>Pupils – Class Teacher/Microsoft Team</li> <li>Parents - ParentApps</li> <li>Governors – Email/Microsoft Teams/socially distanced meetings</li> <li>Local authority - email</li> <li>Professional associations</li> <li>Other partners including visitors</li> </ul>	Y Y Y Y Y Y Y		L
<b>1.12 Staff induction and CPD</b>					
<b>Staff are not trained in new procedures, leading to risks to health</b>	H	<ul style="list-style-type: none"> <li>Induction and CPD programmes are in operation for all staff and include:               <ul style="list-style-type: none"> <li>Infection control including hand hygiene, respiratory hygiene and enhanced cleaning regimes</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> </ul> </li> </ul>	Y Y Y Y		L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>○ Safeguarding</li> <li>○ Risk management</li> </ul>	<p>Y</p> <p>Y</p>		
<b>New staff are not aware of policies and procedures prior to starting at the school when it reopens</b>	H	<ul style="list-style-type: none"> <li>● Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</li> <li>● Non negotiable handbook is issued to all new staff.</li> </ul>	<p>Y</p> <p>Y</p>		L
<b>1.13 Free school meals</b>					
<b>Pupils eligible for free school meals do not continue to receive vouchers if they are unable to attend (e.g. due to self-isolation or following clinical advice)</b>	M	A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school	Y		L
<b>1.14 Risk assessments</b>					
<b>Risks are not comprehensively assessed in every area of the school considering COVID-19, leading to breaches of social distancing and hygiene guidance.</b>	H	<ul style="list-style-type: none"> <li>● Risk assessments are updated as necessary/additional controls are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>○ Delivering aspects of the curriculum, especially for practical subjects and especially where shared equipment is required to be used</li> <li>○ External visits</li> <li>○ Managing visitors</li> </ul> </li> </ul>	<p>Y</p> <p>Y</p> <p>NA</p> <p>Y</p>		L
<b>1.15 School transport</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times</b>	NA	<ul style="list-style-type: none"> <li>The details of how pupils will travel to and from school are known prior to opening.</li> <li>Effective liaison with bus companies is used as a basis for planning staggered start and departure times.</li> <li>Parents reminded of the need to ensure social distancing and changes to drop off and pick up routines,</li> <li>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact</li> <li>Guidance is in place regarding the removal of face coverings on arrival at school</li> </ul>	NA 		NA
<b>2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19</b>					
<b>2.1 Cleaning</b>					
<b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</b>	H	<ul style="list-style-type: none"> <li>A return-to-work plan for cleaning is agreed with contracting agencies</li> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all frequently touched surfaces and welfare areas.</li> <li>Regular cleaning of toilets</li> <li>Pupils encouraged to clean hands after use of toilets</li> <li>Working hours for cleaning staff are increased.</li> <li>Develop a culture of shared responsibility for keeping areas clean.</li> <li>Ensure 3<sup>rd</sup> Party risk assessments (e.g. from cleaning companies) are shared with the school.</li> <li>A cleaning schedule is implemented throughout the site, ensuring contact points, e.g. work surfaces, door handles; taps are thoroughly cleaned/disinfected regularly. Cleaning protocol is as follows:               <ul style="list-style-type: none"> <li>Extra attention is to be given to frequently touched areas and surfaces, e.g. doors, toilets, door handles, phones, light switches and door fobs</li> <li>Hand towels and hand wash are to be checked and replaced as needed by the Site Officer/Caretaker and cleaning staff.</li> </ul> </li> </ul>	Y  Y  Y Y Y  Y  Y  Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>○ Enhance the cleaning regimes for toilet facilities, particularly door handles, locks and the toilet flush, etc.</li> <li>○ Cleaning products in each classroom. Only cleaning products supplied by the school are to be used.</li> <li>○ Bin liners should be used in all bins.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>		
<b>2.2 Hygiene and handwashing</b>					
<b>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</b>	H	<ul style="list-style-type: none"> <li>● Handwashing facilities and sanitiser dispensers are checked regularly and additional supplies are purchased when necessary.</li> <li>● Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> <li>● Handwashing is built into the daily routine and is supervised by staff.</li> <li>● Teachers should ensure they wash their hands and surfaces, before and after handling pupils' books</li> <li>● Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. use a tissue/elbow to cough or sneeze and use bins for tissue waste</li> <li>● Clean hands more frequently than usual (on arrival, before and after eating, after sneezing/coughing) - wash hands for 20 seconds with running water/soap and dry thoroughly. Hand washing is the preferred option, but staff will also have access to alcohol hand rub/sanitiser and ensure when using that all parts of the hands are covered.</li> <li>● Gel dispenser available in Office Reception; entrance and exit.</li> <li>● All staff/visitors use before entering/leaving the building. Staff must only use the main entrance into school – no other entrance to be used at beginning and end of day.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>• Hand sanitizer available from dispenser for children lining up for lunch; supervised by an adult.</li> <li>• Staff to only use fob card to sign in – NOT Inventory screen. Other professionals to be signed in manually by office staff</li> <li>• Water fountains not to be used. Children will be permitted to bring water bottles</li> <li>• Staff to wash hands before touching communal equipment e.g. microwave, fridge, then to wipe handles/surfaces with sanitising wipes provided.</li> <li>• All staff provided with personal 100ml hand sanitiser. This should be “topped up” at the office when near the end of the bottle.</li> <li>• Children needing to be changed after toileting (intimate care), will be encouraged to do so independently. For those children who might need to wear a nappy, for medical reasons, or are unable to manage themselves will necessitate staff wearing PPE. Soiled clothing should be double bagged. Dirty nappies should be double bagged and stored in ‘nappy bin’, which is emptied by PHS. (PHS to observe rules Re. visitors).</li> <li>• Drying hands with disposable soft paper towels</li> <li>• Ensure help is available for children who have trouble cleaning their hands independently</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
<b>Pupils forget to wash their hands regularly and frequently</b>	H	<ul style="list-style-type: none"> <li>• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently to include start of school day, after breaks and after using any shared equipment</li> <li>• Posters reinforce the need to wash hands regularly and frequently.</li> <li>• School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> <li>• Pupils should be encouraged where possible not to touch their faces or to put objects in their mouths.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
<b>2.3 Clothing/fabric</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>Not wearing clean clothes regularly may increase the risk of the virus spreading</b>	M	<ul style="list-style-type: none"> <li>Uniform is worn and washed regularly as normal</li> <li>Staff to wear professional clothes in line with the school dress code</li> <li>Expectations and guidance are communicated to parents.</li> </ul>	Y Y Y		L
<b>The use of resources and equipment may not be cleaned frequently enough</b>	H	<ul style="list-style-type: none"> <li>Students and staff to have their own pens and pencils etc.</li> <li>Classroom resources to be shared only within the bubble and cleaned regularly</li> <li>Resources that are shared between bubbles to be cleaned frequently and always cleaned or rotated and out of reach for a period of 48 hours (72 hours for plastics) between each bubble's use.</li> <li>Outdoor equipment not in use in K.S. 1 &amp; 2, with the exception of the gymn equipment, which is sprayed between use by different Year Groups.</li> <li>EYFS – any equipment used cleaned between bubbles.</li> <li>Limit equipment that pupils bring to school to lunch box, hat, coat, water bottle and books.</li> <li>Limit unnecessary sharing of resources as much as possible.</li> </ul>	Y Y Y Y Y Y Y		L
<b>2.4 Testing and managing symptoms</b>					
<b>Testing is not used effectively to help manage staffing levels and support staff wellbeing</b>	H	<ul style="list-style-type: none"> <li>Guidance on getting tested has been published.</li> <li>The guidance has been explained to staff as part of the induction process.</li> <li>Health and Wellbeing support is available through the LA <a href="https://myzone.salford.gov.uk/people-zone/health-and-wellbeing">https://myzone.salford.gov.uk/people-zone/health-and-wellbeing</a></li> </ul>	Y Y Y	If a member of staff or a child presents with Covid-19 symptoms they can be sent for a test at the AJ Bell stadium. For a test to be undertaken the person or persons being tested must be booked in advance using the link below. <a href="https://contactus.salford.gov.uk/?formtype=SWAB_CALL">https://contactus.salford.gov.uk/?formtype=SWAB_CALL</a>	L
<b>Infection transmission within school due to staff/pupils (or members of their</b>	H	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both</li> </ul>	Y Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>household) displaying symptoms</b>		<p>staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</p> <ul style="list-style-type: none"> <li>• Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms (no one with symptoms should attend a setting for any reason). This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply.</li> <li>• Local Authority process is followed when anyone displays symptoms</li> </ul>	Y  Y		
<b>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</b>	H	<ul style="list-style-type: none"> <li>• Staff, pupils and parents have received clear communications informing them of current government guidance and local authority process on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>• This guidance has been explained to staff and pupils as part of the induction process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y  Y		L
<b>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</b>	H	<ul style="list-style-type: none"> <li>• Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school and the guidance has been explained to staff &amp; pupils as part of the induction process.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders</li> </ul>	Y  Y		L
<b>2.5 First Aid/Designated Safeguarding Leads</b>					
<b>The lack of capacity / availability of designated First Aiders and Designated</b>	H	<ul style="list-style-type: none"> <li>• Ensure staff First Aid training is booked and accessed if First Aid Certificate has expired.</li> <li>• A programme for training additional staff is in place.</li> </ul>	Y  Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>Safeguarding Leads puts children's safety at risk</b>		<ul style="list-style-type: none"> <li>All relevant staff are aware of all pupils in school with relevant health conditions</li> <li>Ensure good communication with school nurses.</li> </ul>	Y Y		
<b>2.6 Medical rooms</b>					
<b>Medical rooms are not adequately equipped or configured to maintain infection control</b>	NA	<ul style="list-style-type: none"> <li>Social distancing provisions and PPE where needed for personal care are in place for medical rooms.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>	NA  NA NA		NA
<b>2.7 Communication with parents</b>					
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	H	<ul style="list-style-type: none"> <li>As part of the overall communications strategy referenced in Section 1, parents are kept up to date with information, guidance and the school's expectations, using a range of communication tools.</li> <li>Parent FAQs &amp; Information report created.</li> <li>Risk assessment to be published on school website</li> </ul>	Y  Y Y		L
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	H	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a regular basis via ParentApps and school's website.</li> </ul>	Y		L
<b>2.8 Personal Protective Equipment (PPE)</b>					
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	H	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y  Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>Ensure that 3<sup>rd</sup> party employers (e.g. catering and cleaning companies) have shared risk assessments with the school.</li> </ul>	Y Y Y		
<b>2.9 Procedure for Staff and Children displaying symptoms of COVID-19 in School</b>					
<b>Staff/child displays COVID-19 Symptoms</b>	H	<ul style="list-style-type: none"> <li>Remove child from class and phone parent/carer to pick child up immediately.</li> <li>Staff exhibiting symptoms need to go home immediately.</li> <li>First Aider available for in each phase bubble.</li> <li>If a child shows symptoms they will be removed from group and taken to the Assembly Hall. Child's parent will be contacted and the child removed promptly.</li> <li>A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained.</li> <li>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult.</li> <li>If a staff member shows symptoms they will be told to go home immediately. If they are not well enough to drive a family member or friend will be contacted.</li> <li>Any areas which may have been touched will then be disinfected.</li> <li>School will not drive child/adult.</li> <li>Staff who are showing any of the signs of Covid-19 may NOT come to school.</li> </ul>	Y Y Y Y Y Y Y Y Y		L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>• Staff MUST declare if they have a member of their household displaying signs of COVID-19 and may NOT come into school.</li> <li>• Staff have been informed about the need for self-isolation as advised by the Government</li> <li>• Staff MUST declare if they have been contacted by Track and Trace, and self-isolate for 14 days.</li> <li>• Following collection of child, guidance followed as per implementing protective measures in education and childcare settings (see below)</li> <li>• If a child or adult is found to have tested positive, they will self-isolate for ten days. Fellow household members self-isolate for fourteen days.</li> <li>• For the children in that group and teacher: <ul style="list-style-type: none"> <li>➢ As this guide explains, classes (bubbles) are to be kept separate from each other throughout the day.</li> <li>➢ Therefore, just the “bubble” affected is asked to go home, and self-isolate for 11 days from last contact (in that the day after contact counts as day 1). Anybody showing symptoms should access a test.</li> </ul> </li> <li>• School will report any positive cases to the Public Health England local health protection team, the governors and the local authority</li> </ul>	<p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p>		
<b>3. Maximising social distancing measures</b>					
<b>3.1 Pupil behaviour</b>					
<b>Pupils' behaviour on return to school does not comply with social distancing guidance</b>	H	<ul style="list-style-type: none"> <li>• Where appropriate, clear messaging to pupils on the importance and reasons for social distancing is 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.</li> </ul>	Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>• Staff model social distancing consistently between adults; adults and pupils (where possible); and between bubbles.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings that break bubbles are avoided.</li> <li>• Break times and lunch times are staggered and structured to support maintenance of bubbles and social distancing where appropriate and are closely supervised.</li> <li>• The school’s behaviour policy has been revised to include a COVID-19 Behaviour section which encourages compliance with social distancing</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of social distancing.</li> <li>• Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations: We recognise that younger children will not easily be able to maintain social distancing, and it is acceptable for them not to distance within their group.</li> <li>• Increased cleaning of any shared resources.</li> <li>• Increased hygiene – regular hand washing and surface wiping</li> <li>• Consistently impose consequences when rules are not adhered to, in line with the behaviour policy, as well as positively reinforcing compliance through encouragement and rewards.</li> <li>• All pupils and staff understand this is now part of how school operates.</li> </ul>	<p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p>		
<b>3.2 Attendance</b>					
<b>School attendance is poor</b>	M	<ul style="list-style-type: none"> <li>• Communicate clear and consistent expectations around school attendance to families</li> <li>• Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic</li> </ul>	<p style="text-align: center;">Y</p> <p style="text-align: center;">Y</p>		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance</li> </ul>	Y		
<b>3.3 Movement in corridors</b>					
<b>Social distancing guidance is breached when pupils circulate in corridors</b>		<ul style="list-style-type: none"> <li>See section 1..4: <i>Planning Movement around the school</i></li> </ul>	Y		
<b>3.4 Break times</b>					
<b>Pupils may not observe maintaining bubbles and social distancing where appropriate at break times</b>	H	<ul style="list-style-type: none"> <li>Break times are staggered.</li> <li>External areas, where possible, are designated for different groups.</li> <li>Pupils are reminded about social distancing as break times begin.</li> <li>Social distancing signage is in place around the school.</li> <li>Supervision levels have been enhanced, to support social distancing.</li> <li>All pupils and staff clean their hands when they return from breaks</li> </ul>	Y Y Y Y Y		L
<b>3.5 Lunch times</b>					
<b>Pupils may not observe maintaining social bubbles and social distancing where appropriate at lunch times</b>	H	<ul style="list-style-type: none"> <li>Rotas are in place to prevent bubbles mixing</li> <li>Pupils are reminded about social distancing as lunch times begin.</li> <li>Pupils wash/sanitise their hands before and after eating.</li> <li>Dining area layouts have been configured to ensure social distancing across bubbles.</li> <li>Additional arrangements are in place, such as staggering lunch times, pupils eating in classrooms if necessary.</li> </ul>	Y Y Y Y Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Eating areas are cleaned after lunch and between groups</li> </ul>	Y		
<b>3.6 Toilets</b>					
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	H	<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>Floor markings are in place to enable social distancing.</li> <li>The toilets and sinks are cleaned frequently</li> <li>Water fountains are not to be used</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly.</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. - building these routines into school culture</li> </ul>	Y Y Y Y Y Y		L
<b>3.7 Medical Rooms</b>					
<b>The configuration of medical rooms may compromise social distancing measures</b>	NA	<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical rooms.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures in place for MRs to be cleaned after suspected COVID-19 cases, with other affected areas, including toilets.</li> </ul>	NA NA NA		NA
<b>3.8 Reception area</b>					
<b>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</b>	H	<ul style="list-style-type: none"> <li>Social distancing points are clearly set out.</li> <li>Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>Non-essential deliveries and visitors to school are minimised.</li> <li>Arrangements are in place for segregation of visitors.</li> <li>Any essential visitors asked to comply with all required control measures.</li> <li>All visitors sign in with contact details – to be used in the event of a local outbreak Parents should come into school buildings only when necessary. If a face to face meeting is needed, it will</li> </ul>	Y Y Y Y Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
		be arranged and ideally only one (unless for example, an interpreter or other support is required). <ul style="list-style-type: none"> <li>Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable).</li> </ul>	Y		
<b>3.9 Arrival and departure from school</b>					
<b>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</b>	H	<ul style="list-style-type: none"> <li>Pupils and staff clean hands on arrival and departure to school</li> <li>Messages to parents stress the need for social distancing at arrival and departure times</li> <li>Visitors, other than those with whom we currently have arrangements, are not allowed access to the school building</li> <li>Parents to only come to the office for essential reasons and only 1 adult at a time is to wait in the Reception area (email and phone calls are the preferred method for communication)</li> <li>The staff toilet is not available for parent/child use.</li> </ul> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>No non-essential visitors are allowed onto the school site (Educational Psychologist, Speech and Language Therapist, Commando Joe <u>are</u> essential visitors)</li> <li>All visitors made aware of site rules</li> <li>Only visitors carrying out work deemed necessary to the running of the school are to be allowed on site and will read signs in reception regarding good hygiene.</li> <li>A record of all visitors is kept – Invenry System</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>On arrival all staff must use the main entrance, maintaining social distancing of at least 2m, and are required to use the sanitiser provided in reception.</li> <li>Hand washing with soap to be at least 20 seconds each time</li> </ul>	Y Y Y Y Y Y Y Y Y Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>3.10 Transport</b>					
<b>The use of public and school transport by pupils poses risks in terms of social distancing</b>	M	<ul style="list-style-type: none"> <li>Guidance is in place for pupils and parents on how social distancing can be observed on public transport.</li> <li>'Safer travel guidance for passengers' is shared with families using public transport.</li> <li>Settings should also consider ways to minimise use of public transport to get to and from school at peak time, e.g. 'walking buses'</li> <li>Guidance is in place for dedicated school transport – social distancing does not apply from the autumn term if systems are in place to minimise risk of transmission</li> </ul>	N/A N/A N/A N/A	Very few children come to school by public transport and those who do are brought by parents.	L
<b>3.11 Staff areas</b>					
As 1.7					
<b>4. Continuing enhanced protection for children and staff with underlying health conditions</b>					
<b>4.1 Pupils with underlying health issues</b>					
<b>Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</b>	H	<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b>.</li> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y Y Y Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
4.2 Staff with underlying health issues					
<b>Staff with underlying health issues (extremely vulnerable, vulnerable or at heightened risk) are not identified and so measures have not been put in place to protect them</b>	H	<ul style="list-style-type: none"> <li>All members of staff with underlying health issues, those within vulnerable groups or those with extreme vulnerabilities have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.</li> <li>Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b>.</li> <li>All staff with extreme vulnerabilities are working from home, Those who are vulnerable are working from home or in work following an individual risk assessment, and those with heightened risk factors (page 9 of the individual risk assessment) have had a risk assessment. .</li> <li>Current government guidance is being applied.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
4.3 Staff at higher risk of developing more severe complications					
<p>Employees with additional risk factors and measures have not been put in place to protect them.</p> <p>(Additional risk factors are BAME, smoking, high blood pressure, obesity, age, disability, pregnancy)</p>	H	<ul style="list-style-type: none"> <li>Employees have had discussions with their line managers and provided with clear guidance specific for their needs.</li> <li>Employees have been asked to make their line manager aware of any underlying health conditions and the manager has sought to ensure that the appropriate guidance has been acted upon.</li> <li>The service is clear about the definitions and associated mitigating strategies relation to people who have any additional risk factors.</li> <li>Records are kept of this and regularly updated.</li> <li>Members of staff with additional risk factors have been asked to seek and act on the advice of their GP/consultant/midwife/occupational health or current government advice.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> <li>Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as having an additional risk factor.</li> <li>All staff with additional risk factors that put them at increased risk from COVID-19 are working in line with national guidance and the services' risk assessment.</li> <li>Current government guidance is being applied.</li> </ul>	Y Y Y		
<b>5. Enhancing mental health support for pupils and staff</b>					
<b>5.1 Mental health concerns – pupils</b>					
<b>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>	M	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>Wellbeing/mental health is discussed in PSHE/ (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>Resources/websites to support the mental health of pupils are provided</li> </ul>	Y Y Y Y		L
<b>5.2 Mental health concerns – staff</b>					
<b>The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>	M	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff have been signposted to useful websites and resources. (e.g. Salford Wellbeing Programme)</li> </ul>	Y Y Y Y		L



Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>Working from home can adversely affect mental health</b>	M	<ul style="list-style-type: none"> <li>• Staff working from home due to self-isolation have regular catchups with line managers.</li> <li>• Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.</li> <li>• Appropriate work plans have been agreed with support provided where necessary.</li> <li>• Staff working from home may help provide remote learning for any pupils who need to stay at home.</li> </ul>	Y Y Y Y		L
<b>5.3 Bereavement support</b>					
<b>Pupils and staff are grieving because of loss of friends or family</b>		<ul style="list-style-type: none"> <li>• The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>• Support is requested from other organisations when necessary.</li> </ul>	Y Y		
<b>6. Operational issues</b>					
<b>6.1 Review of fire procedures</b>					
<b>Fire procedures are not appropriate to cover new arrangements</b>	H	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>○ Possible absence of fire marshals</li> <li>○ Maintenance of bubbles and social distancing measures during evacuation and at muster points</li> <li>○ Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>• Staff and pupils have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>• New arrangements are tested and amended if necessary</li> </ul>	Y Y Y Y Y Y Y		L
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	H	<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place which are in line with maintaining bubbles and social distancing measures.</li> </ul>	Y		L
<b>Fire marshals absent due to self-isolation</b>		<ul style="list-style-type: none"> <li>• Deputy fire marshals are in place. In the absence of both alternative personnel will be briefed..</li> </ul>	Y		

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>6.2 Managing premises on reopening after closure during the school holidays</b>					
<b>All systems may not be operational</b>	H	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate.</li> <li>All systems have been recommissioned.</li> </ul>	Y Y		L
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	H	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>	Y Y		L
<b>6.3 Contractors working on the school site</b>					
<b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>	H	<ul style="list-style-type: none"> <li>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.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</li> <li>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.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>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).</li> </ul>	Y Y Y Y Y		L
<b>7. Finance</b>					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<b>7.1 Costs of the school's response to COVID-19</b>					
<b>The costs of additional measures and enhanced services to address COVID-19 when reopening places, the school in financial difficulties</b>	M	<ul style="list-style-type: none"> <li>Any additional cost pressures due to COVID-19 identified and factored in to budget monitoring.</li> <li>If necessary LA finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>The school's projected financial position has been shared with governors and LA .</li> </ul>	Y Y Y		L
<b>8. Governance</b>					
<b>8.1 Oversight of the governing body</b>					
<b>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b>	M	<ul style="list-style-type: none"> <li>The governing body continues to meet when key decisions need to be made via online platforms.</li> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The headteachers report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>	Y Y Y Y Y		L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Y/N/NA for each bullet point	Further actions/comments needed only if N is placed by a bullet point	Residual risk rating (H/M/L)
<p>Government &amp; NHS Guidance</p> <ul style="list-style-type: none"> <li>• Full opening of schools: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=10%20July%202020%20C19&amp;utm_medium=Daily%20Email%20C19&amp;utm_campaign=DFE%20C19">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=10%20July%202020%20C19&amp;utm_medium=Daily%20Email%20C19&amp;utm_campaign=DFE%20C19</a> (2/7/2020)</li> <li>• Additional Information: Coronavirus (COVID-19): implementing protective measures in education and childcare settings (published 11 May 2020)</li> <li>• Hand washing video: <a href="https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/">https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</a></li> <li>• Guidance for schools, childcare providers, colleges and local authorities in England on maintaining educational provision Published 19 March 2020 <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision">https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision</a></li> <li>• Guidance on social distancing for everyone in the UK Updated 30 March 2020 <a href="https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people/guidance-on-social-distancing-for-everyone-in-the-uk-and-protecting-older-people-and-vulnerable-adults">https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people/guidance-on-social-distancing-for-everyone-in-the-uk-and-protecting-older-people-and-vulnerable-adults</a></li> <li>• Guidance for education and childcare settings on how to implement social distancing <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings</a></li> <li>• Guidance on infection prevention and control for COVID-19 <a href="https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control">https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control</a></li> <li>• Coronavirus action plan: a guide to what you can expect across the UK Published 3 March 2020 <a href="https://www.gov.uk/government/publications/coronavirus-action-plan">https://www.gov.uk/government/publications/coronavirus-action-plan</a></li> <li>• Managing premises <a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak#other-points-to-consider">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak#other-points-to-consider</a></li> </ul>					