

COVID-19: Operational Risk Assessment for School Reopening

SCHOOL NAME:

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Debbie Lebrecht, Headteacher	11/6/2020		Staff, pupils, parents, visitors, volunteers, contractors

Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way.

This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

- To begin providing face to face support with Year 10 and Year 12 students, with no more than 25% of the total number of students in Year 10 and 12 on site at any one time. There will be a clear expectation that remote education will continue to be the predominant form of education delivery for these year groups. Year 12 will be offered one week of revision prior to their examination week (week beginning 22nd June) and Year 10 will be offered supervised study in school from week beginning 29th June
- To continue to use best endeavours to support all other students remaining at home, making use of the available remote education support and ensuring a high quality offer
- To continue to offer school places to key workers, expanding if possible to include children of families that have not currently taken up the offer of a placement
- To continue to offer and expand places if possible for vulnerable groups, aiming to offer some provision for those with EHCPs, a social worker and other vulnerabilities where identified
- To expand our definition of 'vulnerable students' for Year 10 and 12 students in order to offer provision to those who are disengaged or in need of more formal structure in their day
- To offer face-to-face pastoral check-ins with students from all year groups

Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
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<p>Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012 The Health Protection (Notification) Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</p>	<p>Covid19 Education and Skills Service Strategy (April 2020) Education and Skills Service Recovery Planning support for schools (May 2020)</p>	<p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p>
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Suggested Steps of Re-opening Preparation:



Risk matrix

Impact risk rating:	Probability risk rating:	Overall risk rating:
5. Catastrophic	5. Almost certain to happen	16 or more - red
4. Major – e.g. likely to result in school closure	4. Likely	12 to 15 - amber
3. Moderate – e.g. likely to result in one or more classes having to close	3. Possible	9 to 11 – amber
2. Minor	2. Unlikely	Below 9 – green
1. Negligible	1. Negligible	Below 9 – green

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
A. Staffing Resources							

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1. Risk that there are Insufficient staff to support all the pupils to be in school in all the year groups proposed by the DfE	3	4	12	<ul style="list-style-type: none"> Audit staff availability from the start of the week when extra pupils will be attending. 	Y	Audit completed on June 10th. Instruct all staff to inform us immediately for any sickness and arrange for them to be tested	6
				<ul style="list-style-type: none"> Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work) 	Y	Audit completed	
				<ul style="list-style-type: none"> Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time 	Y	Any decision about who to have back will be dependent on the available staff.	
				<ul style="list-style-type: none"> Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher) 	Y	TAs are being used to support those with plans. Students with EHCPs coming into school week beginning 8/6 on part-time timetable. Online support being provided as well	
				<ul style="list-style-type: none"> For pupils who need a high level of adult support, including those with special educational needs, ensure that there are at least two TAs available to support the pupil. Some pupils, for example those with Autism will need to be supported by the same adults, where possible 	Y	At least one TA and the SENDCO will be available in school for these students	
				<ul style="list-style-type: none"> Full use is made of testing to inform staff deployment 	Y	Not yet needed	
				<ul style="list-style-type: none"> Ensure there is the capacity within the staff to deliver on site learning (for those attending school) and home learning (for those who are still at home) 	Y	Audit has confirmed that this is the case based on plans for the remainder of this term	
2. Risk that the number of staff who are available is lower	3	3	9	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. 	Y		6

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than that required to teach classes in school and operate effective home learning				<ul style="list-style-type: none"> Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. 	Y		
				<ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. 	Y	TAs being used with SSU 'bubble'	
				<ul style="list-style-type: none"> Full use is made of testing to inform staff deployment. 	Y	Not yet needed but available	
				<ul style="list-style-type: none"> A blended model of home learning and attendance at school is utilised until staffing levels improve. 	Y	A blended model will be utilised for the rest of the term	
				<ul style="list-style-type: none"> For pupils with SEN, consider the use of an individual Re-integration Plan. 	Y	SENDCO and Mrs Fine have contacted parents individually. SEND students who remain at home are contacted regularly	
3. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	4	3	12	<ul style="list-style-type: none"> Staff member only attends work if stringent social distancing can be adhered to; otherwise they should be encouraged to work at home 	Y	These staff members will continue with remote teaching. Adjustments may need to be made to department timetables	4
4. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	1	3	<ul style="list-style-type: none"> Provide cover for the role from within available staffing 	Y	Mrs S Fine in school every day – First Aider. At least one DSL/ DDSL is on site at all times, reporting done through CPOMs for both remote and face to face teaching. SENDCO in school	3
				<ul style="list-style-type: none"> Or remote support via another school, Academy Trust or the LA 	Y	Support from Girls' school if necessary	
				<ul style="list-style-type: none"> First Aid certificates extended for 3 months 	Y		
				<ul style="list-style-type: none"> Follow Covid19-First responders guidance when administering emergency first aid as 	Y	PPE in First Aid room. Guidance placed in room	

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				social distancing may not be possible to maintain while attending to individuals.		and instructions given to Mrs Fine by DML	
				<ul style="list-style-type: none"> Programme of training for additional staff in place (e.g. Safeguarding) 	Y	Safeguarding updates regularly issued to all staff, amendments have been made to the policy to take account of remote teaching/ learning and the students who have returned to school. No additional staff employed	
5. Risks to health and safety because staff are not trained in new procedures.	3	2	6	<ul style="list-style-type: none"> A revised staff handbook is issued to all staff prior to reopening. 	Y	Addendum to staff handbook emailed to all staff. Staff provided with daily briefing updates re: students in school/fire safety/behaviour addendum/staff timetables	3
				<ul style="list-style-type: none"> Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 	Y	As provision increases, all staff will be kept fully informed. Addendum to staff handbook to be emailed to all staff.	
6. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not	4	2	8	<ul style="list-style-type: none"> Members of staff that are clinically extremely vulnerable must continue to self-isolate and remain at home. Staff who are clinically vulnerable should continue to work from home. Where a clinically vulnerable member of staff cannot work from home and are essential to the running of the service, a risk 	Y	All staff have completed survey. Decisions about the deployment of individuals will take account of their circumstances	4

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been put in place to protect them.				assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to social distance and they must not be employed in any role where high-risk activities may be carried out, for example personal care. In those circumstance the workplace would not be suitable for their return			
				<ul style="list-style-type: none"> All members of staff with underlying health issues and those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated 	Y		
				<ul style="list-style-type: none"> 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 	Y		
				<ul style="list-style-type: none"> Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable 	Y	Guidance regarding the different categories has been issued and a survey sent out to identify who is clinically vulnerable/r clinically extremely vulnerable/ who is living with somebody in these groups. It also asked staff to add detail about their particular circumstances to enable us to ascertain who can/cannot not return to work in school and what support could be given to those in difficult circumstances.	
				<ul style="list-style-type: none"> All staff with underlying health conditions that put them at increased risk from COVID-19 are 	Y		

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				working from home in line with national guidance.			
				<ul style="list-style-type: none"> Current government guidance is being applied. 	Y		
B. Teaching Spaces, the Learning and School Environment							
7. Risk that there is insufficient accommodation to support pupils attending with a maximum class size of 15	3	2	6	<ul style="list-style-type: none"> Audit accommodation in order to establish how many class groups of up to 15 pupils can be accommodated at any one time (size of group is dependent on space available) 	Y	The number of pupils allowed back into school will not be allowed to exceed current guidance on social distancing. All rooms have been measured to ensure that there is sufficient space for the number of students The hall and large rooms are being used	3
				<ul style="list-style-type: none"> Take account of the needs of individual pupils, including those with SEN. 	Y	All needs of students who are returning have been assessed and parents have been spoken to. There will be a specific SSU 'bubble' with designated staff members and this will be based in the library and reflection room	
				<ul style="list-style-type: none"> Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing 	Y	Desks will be arranged according to the guidance on social distancing. Front car park can be taped off to be used as an additional break time area separate from the other bubble if needed. Gym used to ensure no shared areas	

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				<ul style="list-style-type: none"> Spare chairs and other furniture removed so cannot be used 	Y	Extra desks and chairs will be removed before pupils use classrooms	
				<ul style="list-style-type: none"> Protocols around 'social distancing' shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing. Where a pupil does not understand 'social distancing', accommodation needs to take account of this, and space identified where the pupil and those supporting them can go. 	Y	Posters up around school and distances measured out in corridors and Hall. Rooms used have been cleared as much as possible to maintain social distancing	
				<ul style="list-style-type: none"> Clear signage displayed in classrooms promoting social distancing 	Y	Posters/signs in each classroom and in common areas	
				<ul style="list-style-type: none"> Children stay with their own teacher/teaching assistant and do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN unable to adhere to 'social distancing'. 	Y	<p>The 'bubble' model is being used throughout the school.</p> <p>No cross-siting between the two schools to minimise risk of contamination.</p> <p>Teachers may need to work with more than one bubble during the Year 12 revision week: if this happens, strict social distancing and hygiene will be maintained at all times.</p> <p>Students with SEND will be in their own bubble at all times.</p>	
8. Risk of transmission in large spaces used	3	2	6	<ul style="list-style-type: none"> Limits are set for large spaces e.g. dining hall, school hall, sports hall 	Y	Pupils will bring packed lunch and will be encouraged to eat outside	3

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as classrooms/ teaching spaces						when weather permits in socially distanced groups, numbers limited at each table in Hall. FSM families continue to receive vouchers in order to ensure that they can bring in packed lunches	
				<ul style="list-style-type: none"> Large gatherings are not permitted 	Y	No assemblies Staffroom plans – we are limiting the number of staff allowed into room at any one time	
				<ul style="list-style-type: none"> Design and layout and arrangements in place to allow for social distancing 	Y	All classrooms cleared of unnecessary furniture. All surfaces cleared. Desks rearranged and places for students clearly marked. Books in library sealed off	
9. Risks of transmission during use of the outdoor learning environment for young children	3	3	9	<ul style="list-style-type: none"> Leadership are realistic about social distancing and young children in outside spaces 	Y	Parents informed about this. Students to be reminded at regular intervals to socially distance. Handwashing and cleaning in place.	6
				<ul style="list-style-type: none"> Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside 	Y	Hand sanitiser stations available. Additional soap and tissues in toilet areas. Extra tissue bin in each classroom.	

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				<ul style="list-style-type: none"> Close down drinking fountains and make arrangements for individual water bottles for children 	Y	Drinking fountains not in use and students provided with individual water bottles/told to bring their own	
				<ul style="list-style-type: none"> Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances 	N/A		
				<ul style="list-style-type: none"> Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam 	N/A		
				<ul style="list-style-type: none"> Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available 	Y	Yoga, badminton and football offered.	
				<ul style="list-style-type: none"> Outside spaces are divided and demarked for smaller groups of children to use to facilitate children staying in their smaller groups 	Y	All bubbles have their own demarked areas	
				<ul style="list-style-type: none"> Where outside space must be shared arrangements for cleaning between groups are in place 	Y	All sports equipment needs to be disinfected between each use	
				<ul style="list-style-type: none"> Resources are limited to facilitate effective cleaning daily 	Y	All surfaces cleared to ensure effective cleaning	
				<ul style="list-style-type: none"> Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children 	N/A		
				<ul style="list-style-type: none"> Consider the removal or covering of areas which are difficult to clean such as malleable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them 	N/A		

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10. Risks of transmission due to movement around the school.	4	2	8	<ul style="list-style-type: none"> Arrange for corridors to be one-way where possible 	Y	One way system ready for when school is open more widely	4
				<ul style="list-style-type: none"> Clear signage and markers for the youngest children 	Y		
				<ul style="list-style-type: none"> Corridors are divided where feasible 	N	Not feasible.	
				<ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed 	Y	Bubbles will start and finish at different times to ensure that there are no bottlenecks. Staggered lunches to ensure no cross-contamination Different toilet blocks being used for different bubbles	
				<ul style="list-style-type: none"> Movement of pupils and staff around the school is minimised 	Y	Limited movement around the school. All bubbles do not need to move around school as they are in separate buildings. Key Workers and Vulnerable students: Hall and Men's toilets in hall SEND students: Library and PE toilets Year 10: 117 and glass-fronted toilets Year 12: Science Block and Science toilets Year 12 Vulnerable student bubble: Common room and glass-fronted toilets	

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				<ul style="list-style-type: none"> Pupils are reminded regularly of social distancing protocols 	Y	Daily verbal reminders. Posters and signage in place	
				<ul style="list-style-type: none"> Appropriate duty rota and levels of supervision in place 	Y	Duty rota in place to enable staff to be allocated to a bubble and not to cross over to another bubble	
11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	3	12	<ul style="list-style-type: none"> Start and departure times are staggered 	Y	Staggered starts for this term mean that this should not be an issue – if more bubbles are opened, there will be different start and finish times in place: 8.30/8.40/8.50 and 3.30/3.40/3.50	8
				<ul style="list-style-type: none"> Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces 	Y		
				<ul style="list-style-type: none"> Stagger time for SEN Transport drop offs and pick ups 	Y	One Year 12 SEND student uses transport services: if he chooses to come in for revision week, his drop off and pick up will be staggered	
				<ul style="list-style-type: none"> Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department 	N/A		
				<ul style="list-style-type: none"> Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom 	Y	Doors to Hall used for Key Worker students with sanitiser available Corridor near Mrs Fine to be used for Year 10/12 vulnerables with sanitiser available	

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						SSU students – reporting to main reception every day Y12 to enter through Science block and use the toilets there for hand washing/sanitising station	
				<ul style="list-style-type: none"> Do not allow parent/carers to enter the buildings to drop off or collect children nor any gathering at the school gates to talk to other parents. 	Y	Parents informed that they are not allowed on site. Security reminded of this as well	
				<ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can retain social distancing 	N/A		
				<ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing 	Y	Staggered starts for this term mean that this should not be an issue	
				<ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes 	Y	Letter sent to parents. Students informed via briefings. Signage and posters in place.	
				<ul style="list-style-type: none"> A plan is in place for managing the movement of people on arrival to avoid groups of people congregating 	Y	Staggered start and finish times Separate entrances and buildings used in school	
				<ul style="list-style-type: none"> Floor markings visible to all to avoid queuing 	Y		
				<ul style="list-style-type: none"> Parents given advice on walking/cycling to school, avoiding public transport and minimising driving 	Y	Letter to parents emphasising the need to walk/cycle to school whenever possible	
				<ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage 	Y	Reminder to parents in letter	

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				<ul style="list-style-type: none"> Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space 	N/A	Not possible outside the school	
12. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3	1	3	<ul style="list-style-type: none"> Advice to pupils and families on maintaining road safety procedures despite changes. 	Y	Will remind parents but not seen as a risk in our school arrangements	3
				<ul style="list-style-type: none"> For those that have to drive, advice on places they should and should not pick up, drop off and park 	Y	A reminder will be sent out	
				<ul style="list-style-type: none"> Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families. 	N/A		
				<ul style="list-style-type: none"> Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented. 	N/A		
				<ul style="list-style-type: none"> Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc. 	N/A		
				<ul style="list-style-type: none"> Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. 	N/A		
13. Risk of transmission because pupils do not observe agreed protocols of social distancing at playtimes	3	4	12	<ul style="list-style-type: none"> Playtimes are staggered 	Y		9
				<ul style="list-style-type: none"> External areas are designated for different groups 	Y	All bubbles to have their own designated areas for break time with supervision	
				<ul style="list-style-type: none"> Pupils are reminded about the protocols of social distancing before every playtime 	Y	Teachers to remind students and staff on duty to supervise. Small group sizes will enable more effective verbal reminders.	

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				<ul style="list-style-type: none"> Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. 	Y	At least two adults to supervise each group at break time	
14. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes	3	4	12	<ul style="list-style-type: none"> Pupils are reminded about the protocols of social distancing before every lunchtime 	Y	Students reminded every morning	9
				<ul style="list-style-type: none"> Pupils wash their hands before and after eating 	Y	Staff members available to ensure that this occurs	
				<ul style="list-style-type: none"> Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat 	Y	Students eating at their desks or outside in the playground with social distancing	
				<ul style="list-style-type: none"> Floor markings are clear to avoid queues 	Y		
				<ul style="list-style-type: none"> Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces 	N/A		
				<ul style="list-style-type: none"> If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food 	Y	Staff will watch to ensure that food is not shared.	
				<ul style="list-style-type: none"> Eating areas are thoroughly cleaned after lunchtime 	Y	Outside eating whenever possible. All tables cleaned throughout the day.	
15. Staff rooms and offices do not allow for observation of social distancing guidelines	4	3	12	<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 	Y	<p>Some classrooms have been designated as alternative offices when necessary.</p> <p>JS office needs complete clear out in order for thorough cleaning to take place</p> <p>Clear directives about who can use offices and when. Classrooms being used as offices will need</p>	8

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						to be kept locked when no one is in them. Some offices need to discard rubbish to allow for proper cleaning each day. Staff to operate a clear desk policy each day	
				<ul style="list-style-type: none"> Staff have been briefed on the use of these rooms 	Y	Information in staff handbook	
16. The configuration of medical rooms may compromise social distancing measures	3	3	9	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms 	Y	Medical room is small so can only be used for one child at a time. If necessary, another student can be placed in an office in the pastoral corridor	6
				<ul style="list-style-type: none"> Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged 	Y	Pastoral corridor offices available	
				<ul style="list-style-type: none"> PPE available if staff dealing with pupil with symptoms 	Y	Available for Mrs Fine.	
				<ul style="list-style-type: none"> Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas 	Y	Site manager will organise if this is necessary	
17. Groups of people gather in reception areas which may contravene social distancing guidelines	3	2	6	<ul style="list-style-type: none"> Parents are made aware of new school procedures prior to their children starting back at school 	Y	No parents are allowed on site – letter to be sent and enews reminder	3
				<ul style="list-style-type: none"> Social distancing floor markings are clearly in place 	Y		
				<ul style="list-style-type: none"> Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty 	Y		
				<ul style="list-style-type: none"> Non-essential visitors to school and deliveries are minimised 	Y	Visitors only allowed by appointment	

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				<ul style="list-style-type: none"> • Arrangements are in place for visitors to stay apart 	Y	Visitors by appointment only and minimised as much as possible	
C. Hygiene and protective controls							
18. Risk that social distancing between pupils and between staff and pupils is difficult or impossible to maintain, leading to a risk of transmission.	3	4	12	<ul style="list-style-type: none"> • Ensure frequent hand cleaning and good respiratory hygiene practices 	Y	Handwashing on arrival and regularly through the day, before and after break times, before leaving and after sneezing/coughing. Catch it, bin it, kill it procedure in place. Windows open to provide increased ventilation.	6
				<ul style="list-style-type: none"> • Regular cleaning 	Y	Increased cleaning regime using products with high alcohol content to eliminate virus more effectively	
				<ul style="list-style-type: none"> • Minimise contact and mixing (see above) 	Y	Classes will not mix at any time during the day. No contact between each other.	
				<ul style="list-style-type: none"> • See sections above re start and end of day arrangements, playtimes and break times 	Y	As above	
19. Risk of staff or children with the virus coming into school when symptoms are not clear.	4	4	16	<ul style="list-style-type: none"> • Testing of staff or pupils 	Y	As advised by medical professionals	12
				<ul style="list-style-type: none"> • Make arrangements to isolate anyone with symptoms and have clear guidance and protocols 	Y	All parents advised to keep students at home if unwell. Protocols in place if students feel unwell during the day (sent to Mrs Fine, isolated and sent home)	

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				<ul style="list-style-type: none"> PPE on hand. 	Y		
20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	4	16	<ul style="list-style-type: none"> Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment. 	Y	Students to bring their own equipment.	8
				Establish arrangements for all frequently touched surfaces and equipment e.g. <ul style="list-style-type: none"> door handles handrails tabletops play equipment toys electronic devices (such as phones) specialist equipment, including equipment used by pupils with SEN 	Y	Site manager overseeing regular cleaning throughout the day Antiseptic wipes available for every teacher for them to use when necessary	
				<ul style="list-style-type: none"> When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces. 	Y	Extra products have been ordered to ensure that there is ample supply	
				<ul style="list-style-type: none"> Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. 	Y	Students to bring in their own laptops. Water bottles given each day. Staff not to share computers	
				<ul style="list-style-type: none"> Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom. 	Y	No shared resources at the moment. Students will bring in their own computer or will be designated their own computer when in school	
				<ul style="list-style-type: none"> Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books 	Y	Sanitiser available for all staff offices	

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				<ul style="list-style-type: none"> Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations. 	Y	Have hand sanitisers in each classroom, preferably wall mounted. Cleaning protocol to check levels of hand sanitiser each day	
				<ul style="list-style-type: none"> There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. 	Y	Year 10 and 12 not to wear uniform for the remainder of this term. To be reviewed before September	
21. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	<ul style="list-style-type: none"> Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms 	Y	Check soap levels each day	4
				<ul style="list-style-type: none"> Use of hand sanitisers at appropriate locations 	Y		
				<ul style="list-style-type: none"> Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, 	Y	Get lids for bins or buy new (bigger) bins so there is one in each classroom with a lid	
				<ul style="list-style-type: none"> Bins to be double bagged and emptied 	Y	Cleaners will empty bins during the day. Extra bin bags on site	
				<ul style="list-style-type: none"> Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom 	Y	Site manager to check sufficient supply daily	
22. Provision and use of PPE for staff where required is not in line with government guidelines	3	2	6	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 	Y	Leaflet provided for Mrs Fine	3
				<ul style="list-style-type: none"> Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) 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 	Y	Training provided for Mrs Fine, premises team, cleaners and some members of SSU before wider reopening	
				<ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing 	Y	Gloves will only be worn when cleaning or	

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						administering care and when not social distanced. If staff choose to wear gloves, they are welcome to do so	
23. Pupils forget to wash their hands regularly and frequently	4	3	12	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. 	Y	Staff to remind students regularly.	8
				<ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently 	Y		
				<ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	Headteacher will check this daily through discussion with staff and students	
24. Pupils' behaviour on return to school does not comply with social distancing guidance	3	4	12	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling 	Y	Pupils need very frequent reminders about this. Therefore keeping them in small, discrete groups is the best mitigation factor	9
				<ul style="list-style-type: none"> Staff model social distancing consistently. 	Y	Regular reminders given to staff	
				<ul style="list-style-type: none"> The movement of pupils around the school is minimised. 	Y	Limited movement around school	
				<ul style="list-style-type: none"> Large gatherings are avoided. 	Y	No large gatherings	
				<ul style="list-style-type: none"> Break times and lunch times are structured to support social distancing and are closely supervised 	Y	See above	
				<ul style="list-style-type: none"> The school's behaviour policy has been revised to include compliance with social 	Y	Behaviour addendum on website and explained to	

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				distancing and this has been communicated to staff, pupils and parents.		staff, students and parents	
				<ul style="list-style-type: none"> Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. 	Y	Headteacher to do this daily with SLT at end of day and at every morning briefing	
				<ul style="list-style-type: none"> Messages to parents reinforce the importance of social distancing. 	Y	Letters/enews used for messaging	
				<ul style="list-style-type: none"> Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. 	N/A		
				<ul style="list-style-type: none"> Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations. 	Y	Dr Passe leading on this. SSU staff will attempt to socially distance as much as possible	
D. Premises and Buildings							
25. Risk that cleaning capacity is at a reduced level so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	4	1	4	<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 opening. 	Y	All parts of the building have been deep cleaned prior to opening. Cleaning plan is in place and is overseen by site manager	4
				<ul style="list-style-type: none"> An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. 	Y	Deep clean on a Friday in addition to daily cleaning and cleaning after sessions	
				<ul style="list-style-type: none"> Working hours for cleaning staff are increased 	Y	This has been actioned	
26. The use of fabric chairs may increase the risk of the virus spreading	3	3	9	<ul style="list-style-type: none"> Take fabric chairs out of use where possible. 	Y	They cannot all be removed – see next point	6
				<ul style="list-style-type: none"> Where that is not possible then ensure chairs are limited to single person use. 	Y	Chairs will only be used by a single person and will be cleaned regularly	
27. Queues for toilets and handwashing risk non-compliance with	4	3	12	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. 	Y	Designated toilets for each bubble and will be monitored by staff	8

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social distancing measures				• Floor markings are in place to enable social distancing.	Y		
				• Pupils know that they can only use the toilet one at a time.	Y		
				• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.	Y		
				• The toilets are cleaned frequently.	Y	Cleaners available throughout the day	
				• Monitoring ensures a constant supply of soap and paper towels	Y	See above	
				• Bins are emptied regularly.	Y	See above	
				• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.	Y	See above	
28. Fire procedures are not appropriate to cover new arrangements	4	1	4	• 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 ○ The need to apply social distancing rules during evacuation and at muster points ○ A possible need for additional muster point(s) to enable social distancing where possible 		Fire marshal on site at all times Procedures remain the same but with social distancing in place in playground	4
				• Staff and pupils have been briefed on any new evacuation procedures	Y	Explained during morning briefing	
				• Incident controller and fire marshals have been trained and briefed appropriately.	Y		
29. Fire evacuation drills - unable to apply	4	1	4	• Plans for fire evacuation drills are in place which are in line with social distancing measures.	Y	Access route for students and staff with mobility issues is in place as usual	4

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social distancing effectively				<ul style="list-style-type: none"> Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. 	N/A		
				<ul style="list-style-type: none"> Consider access route for teachers and pupils with mobility issues, as social distancing measures may not be possible during an emergency 			
30. Fire marshals absent due to self- isolation	4	1	4	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	Y	If fire marshal is absent, there are a number of deputies who can be used	4
31. All systems may not be operational	3	1	3	<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. 	Y		3
				<ul style="list-style-type: none"> All systems have been recommissioned. 	Y		
32. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	1	4	<ul style="list-style-type: none"> All statutory compliance is up to date. 	Y	All checked and compliant. Site manager has all of the paperwork	4
				<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. 	Y	Site manager has overseen this. Water systems have been checked	4
33. Visitors to the site (including parents) add to the risk	4	2	8	<ul style="list-style-type: none"> Signage giving routes, procedures and entrances to be followed. 	Y	All in place	8
				<ul style="list-style-type: none"> Limit the external visitors to the school during school hours 	Y	Only essential deliveries or visitors to be allowed	
				<ul style="list-style-type: none"> Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. 	Y	Individual pens provided	
				<ul style="list-style-type: none"> Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable) 	Y	Parents' evenings to be held remotely	

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				<ul style="list-style-type: none"> Consider holding SEN meetings such as Annual Reviews 'virtually' 	Y	Safeguarding meetings and SEN reviews to be held via zoom or alternative	
34. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	4	1	4	<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. 	Y	Site manager overseeing this	4
				<ul style="list-style-type: none"> An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe 	Y	Site manager and Headteacher have ongoing discussions	
				<ul style="list-style-type: none"> 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. 	Y	No contractors on site unless urgent. Assurances will be sought before entry.	
				<ul style="list-style-type: none"> Temperature checks are carried out on arrival and before entering the school building 	N/A	Not required at the moment according to government guidance	
				<ul style="list-style-type: none"> 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. 	Y	If needed, entrance will be via reception which is generally separate from the bubbles	
				<ul style="list-style-type: none"> Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. 	Y	Contractors will be informed of this	
				<ul style="list-style-type: none"> 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	Site manager to oversee this	
E. General							

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35. 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	3	2	6	<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. 	Y		3
				<ul style="list-style-type: none"> The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure. (LBB will issue guidance on this shortly) 	Y	The Site Manager has carried out a RA	
				<ul style="list-style-type: none"> Staff, pupils, parents and governors have been briefed accordingly. 	Y	Information sent to staff, students, parents and governors	
36. Curriculum/Learning Environment	3	3	9	<ul style="list-style-type: none"> Consider what activity is more difficult/ not possible to be undertaken with social distancing in place. Each activity should be risk assessed and should not be run unless the risks can be mitigated <ul style="list-style-type: none"> -PE -Practical lessons 	Y	Practical lessons to be risk assessed beforehand by staff and discussed with Headteachers The vast majority of the lessons will be delivered online, even when the students are in school	6
				<ul style="list-style-type: none"> Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support. 			
37. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	2	8	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff Pupils Parents Governors/Trustees Local authority Health services Regional Schools Commissioner Professional associations 	Y	All necessary key stakeholders are informed about procedures.	4

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				<ul style="list-style-type: none"> ○ Other partners ○ Neighbouring schools/EY settings ○ Highways department 			
				<ul style="list-style-type: none"> ● Parents are communicated with to make sure they know: <ul style="list-style-type: none"> ○ whether their child will be able to attend from the week commencing 1 June ○ what protective steps you're taking to make the school a low-risk place for their child ○ what you need them to do (such as on drop off and collection) ● For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan 		Parents informed about the plans for opening for Y10 and 12 and the control measures we are implementing, including need to avoid public transport if possible and encouragement to walk See above	
38. 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	4	2	8	<ul style="list-style-type: none"> ● Parents have been provided with clear guidance and this is reinforced on a regular basis. 	Y	Letter sent to parents/enews	4
				<ul style="list-style-type: none"> ● 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. 	Y	This will go out in information letter to parents when notifying re: wider opening	
				<ul style="list-style-type: none"> ● The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. 	Y		
				<ul style="list-style-type: none"> ● Schools have a regularly updated register of pupils with underlying health conditions. 	Y	Register updated regularly by Mrs Fine	
39. Pupils' mental health has been adversely affected	2	2	4	<ul style="list-style-type: none"> ● There are sufficient numbers of trained staff available to support pupils with mental health issues. 	Y	Pastoral team available when provision grows	2

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during the period that the school has been closed and by the COVID-19 crisis in general				<ul style="list-style-type: none"> There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. 	Y	Counsellor available for students to speak to	
				<ul style="list-style-type: none"> Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). 	Y	Discussed regularly and will continue to be discussed	
				<ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided. 	Y		
40. 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	3	4	12	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. 	Y	Members of staff who are anxious should be reassured by rigorous risk assessment. All concerns taken seriously	9
				<ul style="list-style-type: none"> Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. 	Y	Regular discussions and updates with staff	
				<ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing 	Y	See above	
				<ul style="list-style-type: none"> Staff briefings/training on wellbeing are provided. 	Y	See above	
				<ul style="list-style-type: none"> Staff have been signposted to useful websites and resources. 	Y	Yes	
41. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	2	4	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. 	Y	LGB and Trust Board meetings taking place via online platforms	2
				<ul style="list-style-type: none"> The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. 	Y	Clerk oversees agenda and ensures that this takes place	

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				<ul style="list-style-type: none"> The headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. 	Y	See Headteacher's report to LGB	
				<ul style="list-style-type: none"> Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 	Y	Headteacher updates Chair of Governors regularly	
				<ul style="list-style-type: none"> 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. 	Y		
42. Testing is not used effectively to help manage staffing levels and support staff wellbeing	3	2	6	<ul style="list-style-type: none"> Guidance on getting tested has been published. 	Y	Clear guidance has now been issued	3
				<ul style="list-style-type: none"> The guidance has been explained to staff 	Y		
				<ul style="list-style-type: none"> Post-testing support is available for staff. 	Y	Staff who are tested will be in contact with the Headteacher and provide updates to ensure wellbeing	
43. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	3	12	<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. 	Y	All students who do not arrive for school when expected will be called by Mrs Fine to ensure the reason for absence. All illness will be monitored and tracked to ensure bubbles can be closed down as quickly as possible if necessary and sent home to isolate	8

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				<ul style="list-style-type: none"> Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. 	Y	Pupils and staff displaying symptoms can be referred to relevant bodies for testing.	
				<ul style="list-style-type: none"> Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply 	Y	Communication with parents and staff	
				<ul style="list-style-type: none"> A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. 	N/A	This has not been necessary yet but note made of this	
44. 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	4	2	8	<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. 	Y	Communication with all stakeholders	4
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y	In staff handbook notes	
				<ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y		
45. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	4	3	12	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. 	Y	This will need to be sent as a letter to them about bubbles being closed down.	8
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y		

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				<ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y		
46. Staff, parents and carers are not aware of recommendations on transport to and from school	4	2	8	<ul style="list-style-type: none"> Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12). 	Y	<p>Parents reminded in letter that students should walk or cycle when possible</p> <p>Government guidance regarding safety on public transport shared with staff.</p> <p>Speak to anxious staff and support them eg. By suggesting they avoid rush hour times on public transport</p>	4