



Covid-19: Operational Risk Assessment.

Opening of secondary schools May 2020 - reviewed to secure full-reopening September 2020 (Updated 11th September 2020)



Coventry School Partnership: Covid19 Operational Risk Assessment – Opening of Secondary Schools

1. Introduction:

Coventry's Partnership of schools agreed a collaborative and consistent approach to secure the safe re-opening of schools across the City as set out in 'Coventry Schools Covid-19 Re-set and Recovery Plan' May 2020. On 2nd July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published: [Guidance for full opening of schools](#)
These changes are fully reflected in this guidance and risk assessment.

This risk assessment focuses on balancing the risk of children returning to school and accessing a full educational experience with the "very low risk from coronavirus (COVID-19)" (source: Government Guidance July 2020)

In preparing and reviewing this guidance the Local Authority has had regard to advice from both the Health and Safety Executive and Government. It has noted that the Government has made explicit within the guidance those actions that are statutory, those actions that MUST be undertaken (Public Health Advice) and those that are advisory (for consideration if it is reasonably practicable to do so).

It is made clear that Government advice "does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations". Consequently, Health and Safety Legislation continues to take precedence.

This risk assessment guidance:

- Sets out the current context and statutory health and safety obligations as at July 2020 (updated on 10th September) to take effect from September 2020.
- Reflects the relevant principles set out in Coventry schools Covid-19 Re-set and Recovery Plan
- Sets the national and local context for conducting a risk assessment to reduce transmission of a disease within school
- Provides an exemplar risk assessment that can be adopted and adapted to any educational setting
- Provides a template to record a risk assessment method statement – setting out safe methods of working (control measures), which all staff should read, understand and sign
- Incorporates hyperlinks to sources of helpful information and resource

What is the risk? Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk in re-opening schools, is the potential transmission of Covid19 between members of the school community and consequently the wider community. This risk assessment therefore focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of Covid19 as a consequence of re-opening schools to all pupils and staff, recognising that the virus is in general circulation and the risk is significantly lower than in the Spring/early Summer of 2020

Who is responsible? The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. For maintained schools the employer is Coventry City Council, for Academies it is the Academy Trust.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and

safety of staff and pupils is ordinarily delegated to the head teacher and school management team.

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

2. Overview of Actions required for safe methods of working:

- Put in place sensible approaches to minimise the risk of Covid19 transmission to staff, pupils and visitors whilst in school.
- Communicate the risks and required safe methods of working to all building users including parent/carer
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.

2.1 Key message:

Good health and safety is about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. Good leadership is about getting the balance right on managing risk rationally, it is not about trying to eliminate it altogether.

2.2 What leaders need to do:

- Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.
- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.
- Consult and work with recognised TU safety representatives/employee representatives and safety committees.
- Consult and engage employees in the development of the risk assessment and ongoing review
- Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
- Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.

See: <https://www.hse.gov.uk/services/education/sensible-leadership/leadership-test.pdf>

3. Locally agreed Principles:

Coventry schools Covid-19 re-set and recovery Plan' revised July 2020

- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the Coventry school system
- Adherence to social distancing will be maintained as far as practicably possible in all classroom and school environments
- Best endeavours will be deployed to minimise the number of contacts staff and pupils have within school and ensure consistency in the groups pupils are placed within and staff teach/support
- School organisational planning will minimise the number of pupils that each staff member has contact with
- Schools will reserve the option of a "staff re-set day" and other opportunities for staff to come on site prior to working with children in September 2020

4. What we know:

The World Health Organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with Covid19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eyes, nose or mouth. It is understood that people can be infectious before their illness starts. Therefore, to minimise the risk of transmission, settings must put into place effective infection protection and control. Ensuring appropriate social distancing in school, meticulous hand hygiene practice all serve to reduce risk significantly.

The balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19)

The hierarchy of controls: if properly implemented will substantially reduce the risk of transmission of infection.

These include:

Exclusion:-

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges. Covid19 tests for symptomatic household member/s must confirm the outcome of the Covid-19 test if taken as soon as the results are known.
- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [staying at home and away from others \(social distancing\)](#) guidance should be supported in undertaking a Vulnerable Employee Risk Assessment (VERA) and reasonable adjustments made if necessary, which may include additional protections within the school environment or if possible working from home supporting the delivery of the curriculum for children unable to attend school as a consequence of self-isolation or local lockdown
- **External agencies whose staff have visited the school site will be contacted in regards to any potential cases or outbreaks to comply with the Track and Trace system.**

Hygiene:-

- A stringent cleaning regime should be in place following the revised [COVID-19: cleaning in non-healthcare settings](#). At the highest level this could follow the advice set out in: [Covid-19-decontamination-in-non-healthcare-settings](#)
 - Frequent cleaning and disinfecting of objects and surfaces that are touched regularly (touch points), should be undertaken using standard cleaning products or antiseptic wipes, both of which kill the virus. This may require settings to enhance cleaning capacity. It should be recognised that cleaners and caretakers provide the frontline in protecting everyone in school, but health and safety is everyone's responsibility so cleaning tasks may be undertaken by any member of staff as appropriate.
 - Socialising hygiene routines including regular hand-cleaning regimes - washing hands thoroughly for 20 seconds with running water and soap, drying them thoroughly or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Identify specific situations when additional handwashing is required
 - Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with follow up handwashing and cleaning/wiping of any contaminated area followed by safe disposal of waste
- Maximise natural ventilation and access to the external learning environment

Social Distancing:-

- Secure social distancing and/or minimise the range of contacts an individual pupil and member of staff have whenever practicably possible, through group designation, footfall management and planned supervised movement throughout the school building
- Regulate entry so that the premises do not become overcrowded at any point ensuring no 'pinch points' are experienced at ingress or egress
- Where it is possible to remain 2 metres apart, continue to use floor markings/signage to mark the distance and facilitate compliance, particularly in corridors, hand cleaning areas, toilets and internal and external communal break areas. Primary age children and those with cognitive functioning that makes social distancing difficult, can socialise with children within their designated group (bubble)
- Ensure the environment (such as classroom layout) and timetables are conducive with social distancing – remove all clutter and non-essential resources. Desks/tables where practicably possible should be forward facing – pupils should avoid facing each other or sitting side by side.
- Minimise social contact by forming fixed groups of staff and children and avoiding movement between or blending of groups whenever possible. This may be a whole class group or if that is not possible e.g. secondary a whole year group. It is accepted that staff may have to deliver to more than one group, which is permissible, but contacts should be minimised and social distancing adhered to when possible.
- Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side.
- Social distancing is not required in an emergency situation, e.g. medical emergency, fire evacuation etc. PPE should be used in a medical emergency if time permits (a first aid supply of PPE has been provided to all schools to secure an individual emergency situation, for example a sudden illness that may be Covid19 symptomatic of a child or staff member in school)

5. Summary:

These underlying principles are the key focus for organising all aspects of the school day and need to be built into the operational routine. A model Covid19 operational risk assessment was developed for City-wide use, which is pre-populated with generic safe methods of working. It was advised that if adopted, it would need to be adapted to each specific setting. The risk assessment template has been reviewed to reflect the changes in risk and necessary controls from September 2020 when all pupils return to school on a full-time basis. In addition to infection control, the risk assessment template and supporting resources extends to support additional health and safety considerations related to the consequences of Covid19 specifically:

- Securing provision for SEN – from September 2020 the provisions in a child's Education, Health and Care Plan must be delivered. This means that peripatetic support teachers and health therapists will be able to work within schools, by adhering to the schools visitors policy thereby balancing the risk of allowing external visitors into school with the duty of best endeavours to provide (school may adopt the LAs model policy for visiting professionals).
- Health and safety audit of the school building checklist – for use by class teachers (HSE) to ensure that the overall building is safe to use in terms of trips, falls, lighting, electricity hazards etc.
- Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL and response to local lockdown
- Maintaining communications with parents, staff, visitors and the general public
- **External supply/cover teacher will undergo an induction on arrival prior lesson regarding the safe measures that Barr's Hill have put in place to reduce the risk of Transmission of Covid19.**
- Supporting the mental health and well-being of everyone in school

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- Developing a recovery curriculum
- Developing a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of group isolation; whole school isolation or local lockdown.

6. Resources and references:

Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 Coronavirus (COVID-19): implementing protective measures in education and childcare settings Coronavirus (COVID-19) Collection: guidance for schools and other educational settings Actions for schools during the coronavirus outbreak Coronavirus (COVID-19): implementing social distancing in education and childcare settings Coronavirus (COVID-19): guidance for educational settings COVID-19: cleaning in non-healthcare settings	Covid-19-decontamination-in-non-healthcare-settings staying at home and away from others (social distancing) Health and safety risk checklist for classrooms E-bug posters Guidance for full opening of schools guidance on the phased return of sport and recreation Sport England coronavirus (COVID-19) symptoms Public Health England health protection team guidance for food businesses on coronavirus (COVID-19) COVID-19: review of disparities in risks and outcomes report
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Model COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the covering guidance which absorbs statutory requirements and Government guidance available as at 10th September 2020. Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or change. Please add additional Activity (risks) as deemed necessary and delete any activity that does not apply to your school. The table is designed to enable you to re-order risks/priorities as required.

Assessment conducted by:	Craig Beasley	Job title:	Assistant Headteacher – Director of Operations	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of last assessment:	11 th September 2020	Review interval:	Weekly	Date of next review:	18 th September 2020

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence				
		High (very likely)	Medium (possible)	Low (remote)		
Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)	Staff responsible
1. Establishing a gradual and safe approach for pupils and staff to return to school:						
1.1 Establishing if the building is safe following an extended closure						
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.	M	<ul style="list-style-type: none"> Health and safety audit conducted by nominated staff and Governor 	Yes	Last completed by external consultant (Consillium) February 2020, and reviewed 14/07/20. Next review October 2020 Trust site re-opening checklist actioned 14/07/20 FM completed review of audit 21/07/20 Audit of zone areas completed 21/07/20 and 20/08/20 Site visit by school governor and TRUST development lead completed 14/07/20 and TBC	L	CBE/SPR CBE/SPR SPR CBE/CJU/SPR CJU/TFI

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		<ul style="list-style-type: none"> ▪ Classroom audits undertaken using the HSE Health and safety risk checklist for classrooms 	Yes	<p>Risk assessment reviewed by Consillium 14/07/20 and signed off by SPR</p> <p>Checks completed using HSE template and COVID room checklist. Applied daily from 01/09/20</p>		JKE
		<ul style="list-style-type: none"> ▪ Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering: <ul style="list-style-type: none"> ▪ Different areas of the school ▪ Procedures for when pupils and staff enter and leave school 	Yes	<p>Risk assessments updated along with site team COVID specific PPMs. External contractors to revise RAMs and follow revised visitors handbook. Staff informed of reviewed risk assessments during TTD scheduled for 1st and 2nd September</p>		SPR/PME
		<ul style="list-style-type: none"> ▪ Planned movement around the school during lesson, break and lunch times 	Yes Yes	<p>Updated Zone RAs</p> <p>Protocol's generated including staggered start and finish for different year groups and separate entrance/exit for each year group</p>		CBE/SPR/RSM
		<ul style="list-style-type: none"> ▪ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Yes	<p>Zone structure removing risk of contact between student year groups between lessons. Removal of break and introduction of two lunch breaks incorporated into all year group timetables</p>		CBE/RCL
			Yes	<p>Zone timetable reduces student movement and therefore possible contact. Specialist areas provided within timetable with cleaning windows introduced so specialist resources can be shared between year groups</p>		CBE/RCL

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Statutory compliance has not been completed due to the availability of contractors during lockdown	M	<ul style="list-style-type: none"> ▪ All statutory compliance is up to date. ▪ Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Yes	All compliance checks (internal and external) have continued while school has been closed and recorded on EVERY.	L	SPR
1.2 First Aid/Designated Safeguarding Leads						
The lack of availability of designated First Aiders and Designated Safeguarding Leads may children's safety at risk	M	<ul style="list-style-type: none"> ▪ First Aid certificates have been extended for three months by Gov't ▪ A programme for training additional staff is in place, using on-line training ▪ Consideration has been given to increasing DSL capacity to respond to any increase in safeguarding and welfare concerns arising during the Covid-19 school closure and holiday period. ▪ Potential deployment of LA central staff available 	Yes	Sufficient team (6) of first aiders internally available. Training (standard procedures) received on accurate use of infrared thermometers and the donning/doffing of PPE Members of safeguarding team located on site daily	L	SPR/DOL
2. Securing safe teaching spaces to accommodate all pupils returning to school						
2.1 Organisation of teaching spaces and communal areas						
Classroom sizes will not allow adequate social distancing	M	<ul style="list-style-type: none"> ▪ Class sizes revert to 30 in recognition of Government advice that children are not at significant risk ▪ Timetables and staffing model determined to secure curriculum delivery for class/group size ▪ Classrooms are re-modelled, with chairs and desks in place to allow for social distancing. Any surplus furniture including 'spare' chairs are removed if possible and area de-cluttered ▪ Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters ▪ Ensure class groups and staff stay together consistently and do not mix or blend with other groups 	Yes	Social distancing posters displayed on room entry (door) with clearly defined 2m taped area for each teacher workspace. Child seating facing forward with students sitting side by side. Where seating is fixed temporary screens in place as barrier between face to face positioning between students Planned zonal timetable for each year group to minimise mixing while on site Room entry and exit protocols implemented by staff to maintain distancing when movement is required	L	SPR SPR RCL/CBE

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Large spaces that need to be used as classrooms	L	<ul style="list-style-type: none"> ▪ Set group size limit for large spaces (e.g. hall, sports hall, dining hall) that match teaching group size. ▪ Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring ▪ Design layout and arrangements in place to enable social distancing. 	Yes	No assemblies phase 1 (September) Staff training limited to groups of 8 in sports hall with chairs 1m+ apart	L	CBE
Staff rooms and offices do not allow for observation of social distancing guidelines	M	<ul style="list-style-type: none"> ▪ Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. ▪ Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team ▪ Staff using a communal area do so in their designated groups only and the area is cleaned before being occupied by another group 	Yes	Portable segregation screens provided to staff for personal use when required Staff bring own food for lunch or pre-order from canteen and delivered to staffroom. Workspaces in staffroom 2m apart and well ventilated. In office areas where 2m distance cannot be maintained, staff are strongly recommended to wear face coverings	L	CBE
School kitchens may not be able to serve whole school return	M	<ul style="list-style-type: none"> ▪ Government advice confirms that school kitchens can continue to operate, the kitchen will comply with guidance for food businesses on coronavirus (COVID-19) 	Yes	Three grab and go areas created with two lunchtime breaks so 3 year groups at a time can collect food without breaking zonal social distancing. Other 3 year groups pre-order each week for delivery to designated social space	L	CBE
Physical activity in school	M	<ul style="list-style-type: none"> ▪ Pupils to be kept in consistent groups within bubble ▪ Sports equipment to be thoroughly cleaned in between each use by a different group ▪ Sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government are permitted. The school will only provide team sports on the list available at return to recreational team sport framework ▪ Where possible outdoor sports will be prioritised and large indoor spaces used when necessary, maximising distancing between pupils and adhering to stringent cleaning and hygiene ▪ External facilities are used in accordance with Government guidance ▪ guidance on the phased return of sport and recreation and Sport England include activities such as active miles and active travel to promote social distancing exercise 	Yes	Additional equipment purchased so each Year group has own set. Where this is not possible cleaning protocols in place. Contact sports avoided	L	SPR/NMA

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2.2 Availability of staff and class sizes						
The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school	H	<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. ▪ Staff who are identified as potentially at increased risk from coronavirus) because they have particular characteristics that comparatively increase their risk as set out in COVID-19: review of disparities in risks and outcomes report should be identified and be given the opportunity to undertake a vulnerable employee risk assessment (VERA). The school will use its reasonable endeavours to accommodate the risk ▪ Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if they or a household member is symptomatic ▪ All staff are aware of the testing procedure and report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset. ▪ Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. ▪ Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required, providing this does not displace provision for children with SEND ▪ An appropriate hierarchy of deputisation is in place should a senior leader be unavailable. This might include external leadership capacity 	Yes	<p>Staff audit has been carried out and updated 17/07/20</p> <p>Internal cover capacity created</p> <p>Individual RA's where required have been completed and appropriate actions/support put in place</p> <p>Staff reminded on TTD and receipt of updated staff wellbeing tool kit including symptom checker, isolation requirements and reporting arrangements to access testing through HR. Declaration signed</p> <p>Staff working from home are deployed on virtual school tasks directed by T+L team or HOF</p> <p>Support staff have been utilised to support timetabled activities where appropriate</p> <p>Planned timetable supports phased progressive reintegration into school</p> <p>Full SLT is on site each day with external support from TRUST if required</p>	L	<p>CJU/SGA</p> <p>RSM</p> <p>SLT</p> <p>CJU</p> <p>RCL</p> <p>RCL</p> <p>RCL</p> <p>SLT</p>
2.3 Testing and managing symptoms						
Testing is not used effectively to help manage staffing levels and support staff wellbeing	H	<ul style="list-style-type: none"> ▪ Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff ▪ Staff share the outcome of the test with their employer ▪ The school, staff and parents engage with the Test and Trace processes 	Yes	<p>Testing process via HR shared with all staff. Has been reinforced as part of updated well-being pack.</p> <p>Test and trace weekly reminder within newsletter</p>	L	<p>CJU</p>

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<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 10 days and ensure anyone developing these symptoms during the school day is safely sent home and instructed to arrange a Covid-19 test. Any household members within school will be sent home to self-isolate for 14 days or until the test result is known and is negative ▪ Engage with the NHS Test and Trace process ▪ Contain any outbreak by following local public health protection advice contact: Public Health England health protection team ▪ Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display 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. ▪ Robust collection and monitoring of absence data, including tracking return to school dates, is in place ▪ Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning. ▪ A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. Public health advice is followed. 	<p>Yes</p>	<p>Letter and guidance pack to parents. Guidance provided on website from 170720</p> <p>Attendance systems reset up on SIMS</p> <p>Attendance policy updated so that symptomatic students will be sent home ASAP. Daily monitoring will continue with test outcomes informing actions as instructed by local HPTs (health protection teams). The student (and siblings) will be sent home immediately and not return for 10 days (14 days for siblings) to allow for isolation unless a test is negative. RIDDOR process will be followed according to guidance. Staff well-being pack includes full detail of all processes and altered policies. Data team report pupil figures to LA/TRUST daily as needed. Staff figures reported to HR</p>	<p>L</p>	<p>CJU</p> <p>RCL</p> <p>RCL</p> <p>CJU/CBE</p> <p>CBE</p> <p>RCL</p> <p>CBE</p>
<p>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. ▪ This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding ▪ Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners 	<p>Yes</p>	<p>Letter and guidance pack to parents. Guidance provided on website from 170720</p> <p>Staff revised well-being pack provides full details. Receipt of acknowledgement (declaration) signed by staff prior to re-open. HR have provided staff induction packs</p> <p>Ongoing check for Dfe updates. Staff to be informed of any changes through Headteachers daily update. Students to be updated by teacher. Parents to be updated via text/website</p>	<p>L</p>	<p>CJU</p> <p>CJU/CBE</p> <p>SGA</p> <p>CJU/CBE</p> <p>CJU</p> <p>RCL/AMI</p>

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Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	H	<ul style="list-style-type: none"> ▪ Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. ▪ This guidance has been explained to staff and pupils as part of the induction process. 	Yes	Website reviewed on weekly basis Staff and students are updated during TTDs, regular reminders, and headteacher updates/briefings	L	RCL/AMI CJU
3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene						
3.1 Staff induction and CPD						
Staff are not trained in new procedures, leading to risks to health	H	A virtual induction and CPD programme is delivered to all staff prior to reopening, which includes: <ul style="list-style-type: none"> ▪ Infection control ▪ Fire safety and evacuation procedures ▪ Constructive behaviour management ▪ Safeguarding ▪ Risk management 	Yes	During TTD CPD will be delivered by: CBE CBE CJU DOL CBE Staff have received well-being packs and signed off	L	CJU/CBE CBE CBE CJU DOL CBE
New staff are not aware of policies and procedures prior to starting at the school when it reopens	H	<ul style="list-style-type: none"> ▪ Induction programmes are in place for all new staff – either online or in-school – prior to them starting. ▪ The revised staff handbook is issued to all new staff prior to them starting. 	Yes	Induction programme in place in readiness for July/September starters Handbook updated	L	JBR CBE/SGA
3.2 Communication strategy						
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	H	<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 ▪ Professional associations including Trade Unions ▪ Other partners including peripatetic staff and health professionals 	Yes	TTD Weekly newsletter Daily via email Through tutors allocated to bubbles Website Governors – September LGB Weekly reported updates Meetings as arranged Email and phone calls Text messages	L	CJU RCL RCL/AMI CJU/CBE CJU CJU CBE

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<p>There is a lack of clarity and understanding in maintaining social distancing and good hygiene</p>	H	<ul style="list-style-type: none"> ▪ Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting social distancing, good handwashing and ‘catch it bin it’ rules. ▪ Clear floor markings identify 2 metre spaces (may be reduced to 1 metre+) and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures. ▪ All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day. 	Yes	<p>All in place 300820 fitted by site services team</p> <p>All in place 300820 fitted by site services team. Procedures communicated to staff during September TTD including walkthrough demonstrations</p> <p>Staff will be provided with virtual experience during TTD on 10th July and update on 1st September</p>	L	<p>SPR</p> <p>SPR</p> <p>CJU</p>
<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>	H	<ul style="list-style-type: none"> ▪ As part of the overall communications strategy parents are kept up to date with information, guidance and the school’s expectations on a weekly basis using a range of communication tools. ▪ A COVID-19 section on the school website is created and updated. ▪ Parent and pupil handbooks/information leaflets are created. 	Yes	<p>Newsletter</p> <p>Website</p> <p>Text messages</p> <p>Letters</p> <p>Parental Guidance Pack</p> <p>FAQs</p>	L	<p>CJU</p> <p>CJU/AMI</p> <p>Hub</p> <p>Hub</p> <p>CBE</p> <p>CBE</p>
<p>Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19</p>	H	<ul style="list-style-type: none"> ▪ Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school’s website. 	Yes	<p>Newsletter</p> <p>Website</p> <p>Text messages</p> <p>Letters</p> <p>Parental Guidance Pack</p> <p>FAQs</p>	L	<p>CJU</p> <p>RCL/AMI</p> <p>Hub</p> <p>Hub</p> <p>CBE</p> <p>CBE</p>
<p>4 Planning movement around the school</p>						
<p>Movement around the school risks breaching social distancing guidelines</p>	H	<ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and revised. ▪ One-way systems are in place where possible. ▪ Corridors are divided where feasible. ▪ Appropriate signage is in place to clarify circulation routes. ▪ Pinch points and bottle necks are identified and managed accordingly. ▪ Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available ▪ Pupils are regularly briefed regarding observing social distancing guidance. ▪ Appropriate levels of supervision and guidance are in place 	Yes	<p>Drafted and reviewed</p> <p>Zones in place for each Year group (including social space) ensuring narrow corridors do not need to be divided. Signage in place to reinforce circulation. Staff placed on identified pinch points with room exiting protocols having delayed exit timing to remove possibility of congestion. Pupils remaining in learning area and only leave to go to toilet or leave site. Students reminded daily verbally and through signage of the importance of social distancing</p>	L	<p>CBE/CJU/SPR</p> <p>SPR</p> <p>SPR</p> <p>SPR</p> <p>SPR</p> <p>RCL/CBE</p> <p>Staff</p> <p>RCL/CBE</p>

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				measures. All areas utilised are supervised at all times when students are present	L	
4.1 Management of social distancing in the reception area						
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	M	<ul style="list-style-type: none"> ▪ No visitors are allowed on the premises without a pre-arranged appointment. If a visit can be arranged out of school hours, it should ▪ A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures ▪ Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit ▪ Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor ▪ Social distancing points are clearly set out, using floor markings, continuing outside where necessary. ▪ Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). ▪ Non-essential deliveries and visitors to school are minimised. ▪ Arrangements are in place for segregation of visitors. 	Yes	Parental guidance includes clear information about visitors policy - reception notified via phone call prior to visit All parent meetings by phone where possible Visitor handbook updated Reception to record staff/visitor attendance and contractor details Tape and signs external to reception entrance repeated inside reception with waiting areas provided. Reception area screened. Deliveries to be accepted only at compound gate. Site services notified by phonecall so collection can be authorised	L	CJU Hub Directors RSM CBE SPR
4.2 Management of Aggress and Egress – arrival and departure						

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<p>The start and end of the school day create risks of breaching social distancing guidelines</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place ▪ Start and departure times are staggered to reduce pinch points and risk of breach if this is possible without reducing the overall teaching time for pupils ▪ A clear traffic management scheme is in place that allows safe queuing of vehicles monitored on the school gate with a drop-off and go procedure in place ▪ All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over to their parents ▪ Segregation of groups is considered wherever practicable ▪ Floor markings are visible where it is necessary to manage any queuing. 	<p>Yes</p>	<p>Parental Guidance and protocol placed on website under COVID section. Car park signage in place Timetable reflects staggered approach Year groups utilise allocated entrance/exit (3) at allocated staggered times (2) Each bubble is housed in zones with distinct boundaries Floor markings in place in all areas where student/parent movement is required</p>	<p>L</p>	<p>CJU SPR RCL CBE CBE SPR</p>																												
<p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Start and finish times are staggered. ▪ The use of available entrances and exits is maximised. ▪ Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. ▪ Weekly messages to parents stress the need for social distancing at arrival and departure times. 	<p>Yes</p>	<p>Timetabled</p> <table border="1" data-bbox="1429 643 1720 818"> <thead> <tr> <th></th> <th>Entrance & Exit</th> <th>Arrive</th> <th>Leave</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>House gate</td> <td>8.30am</td> <td>3pm</td> </tr> <tr> <td>Year 8</td> <td>Uniform gate</td> <td>8.45am</td> <td>2:50pm</td> </tr> <tr> <td>Year 9</td> <td>House gate</td> <td>8.45am</td> <td>2:50pm</td> </tr> <tr> <td>Year 10</td> <td>Drama gate</td> <td>8.45am</td> <td>2:50pm</td> </tr> <tr> <td>Year 11</td> <td>Drama gate</td> <td>8.30am</td> <td>3pm (+Int)</td> </tr> <tr> <td>P16</td> <td>Uniform gate</td> <td>8.30am</td> <td>3pm (+Int)</td> </tr> </tbody> </table> <p>Three entrances/exits used Clear signage implemented Car park signage in place Through newsletter and website</p>		Entrance & Exit	Arrive	Leave	Year 7	House gate	8.30am	3pm	Year 8	Uniform gate	8.45am	2:50pm	Year 9	House gate	8.45am	2:50pm	Year 10	Drama gate	8.45am	2:50pm	Year 11	Drama gate	8.30am	3pm (+Int)	P16	Uniform gate	8.30am	3pm (+Int)	<p>L</p>	<p>RCL CBE SPR SPR CJU/AMI</p>
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<p>Pupils use public transport and thereby increase risk of infection and transmission</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ Public transport is defined as transport used by the general public. If children use a public bus to come to school they will have to wear a face covering if they are over the age of 11. ▪ Staff using public transport must ensure that they safely remove their face covering on arrival at school and store it safely and hygienically in a sealed plastic bag or container – staff are advised to carry a spare face covering. ▪ School transport commissioned by the LA (excluding the use of public buses via a bus pass) are not available to the general public and therefore risk is reduced by the controls deployed by the LA and provider risk assessments ▪ Parents and children will be discouraged for using public transport if there is another practical mode of getting to school including, walking, cycling (if safe) or family car. 	<p>Yes</p>	<p>Students wearing masks are supported/reminded to remove safely, clean hands and replace if requested with new mask while on site Parents/students strongly encouraged to avoid public transport and either walk, cycle or drive</p>	<p>L</p>	<p>Entrance/exit supervisors CJU</p>																												

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		<ul style="list-style-type: none"> Personal budgets will be promoted to families entitled to free home to school transport by the LA and the school to minimise risk and secure capacity for families that need dedicated transport the most 				
4.3 Consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination as far as is reasonably practicable						
Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum	H	<ul style="list-style-type: none"> Group pupils together to reduce as far as possible the number of contacts between children and staff, to a size that balances the requirement to deliver a broad and balanced curriculum. The maximum group size is one year group. The ideal group size is one class group Maintain as far as possible the consistency of group members. Avoid contact between groups as far as possible Staff to maintain distance from pupils and other staff as much as possible Children should only be placed in larger groups if they are able to observe social distancing otherwise, they must be placed in a class group. limit interaction, sharing of rooms and social spaces between groups as much as possible. younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. where possible children may spend the majority of their time in their class groups, but will be allowed to mix into wider groups for specialist teaching, wraparound care and transport, All teachers and other staff can operate across different classes and year groups if that is needed to enable a full educational offer. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Face to face contact will be avoided if possible and the time spent in close contact (within 1 metre of anyone) will be minimised The provision for a child with complex needs who require close contact care can be delivered as normal 	Yes	Year group bubbles Rooming in zones for each bubble Within zone rooming minimises movement for each student group Year 7-9 in sets for English, Maths and Science only. All other subjects in mixed ability groups Year 10-11 in subject sets or option groups. Year 12-13 in class groups	L	RCL/KLL

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<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>	M	<ul style="list-style-type: none"> ▪ Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance ▪ Where possible all pupil desks are forward facing and the teacher maintains a 2 metre distance at the front of the class. ▪ All furniture not in use has been removed from classrooms and teaching spaces into safe storage ▪ Arrangements are reviewed regularly. 	Yes	<p>Rooms and heart spaces identified. Rooms identified have been set up following Dfe guidelines. Room(s) set up completed 30/08/20</p>	L	<p>RCL SPR</p>
4.4 Management of movement in corridors						
<p>Social distancing guidance is breached when pupils circulate in corridors</p>	M	<ul style="list-style-type: none"> ▪ Circulation plans have been reviewed and amended. ▪ One-way systems are in operation where feasible. ▪ Corridors are divided where feasible. ▪ Circulation routes are clearly marked with appropriate signage. ▪ Any pinch points/bottle necks are identified and managed accordingly. ▪ The movement of pupils around school is minimised as much as possible. ▪ Where possible, pupils and staff stay in classrooms or in designated external areas ▪ Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage ▪ Appropriate supervision levels are in place. 	Yes	<p>Circulation plan drafted and under continual review Circulation signage in place where required for each zone ensuring narrow corridors do not need to be divided. Staff placed on identified pinch points with room exiting protocols have delayed exit timing to remove possibility of congestion. Pupils remaining in learning area and only leave to go to toilet, designated social area or leave site. Students will be reminded daily verbally and through signage of the importance of social distancing measures. All areas utilised are supervised at all times when students are present</p>	L	<p>CBE CBE/SPR Staff/CBE</p>

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4.5 Management of social distancing at break times						
Pupils may not observe social distancing at break times	H	<ul style="list-style-type: none"> ▪ Break times are staggered if possible ▪ External areas are designated for different groups. ▪ Pupils are reminded about social distancing as break times begin. ▪ Social distancing signage is in place around the school and in key areas. ▪ Supervision levels have been enhanced, especially with younger pupils, to support social distancing. 	Yes	Each year group has designated social space Teachers remind on daily basis of social distancing rules Duty staff supervise/remind pupils	L	RCL Staff/CBE
4.6 Management of social distancing at lunch times						
Pupils may not observe social distancing at lunch times	H	<ul style="list-style-type: none"> ▪ Pupils are reminded about social distancing as lunch times begin. ▪ Pupils wash their hands using the 20 second routine, before and after eating. ▪ Dining area layouts have been configured to ensure social distancing (secondary) where practicable. ▪ Floor markings are used to manage queues and enable social distancing. ▪ Additional arrangements are in place, such as staggering lunch times, , pupils eating in other appropriate spaces. ▪ Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). ▪ Eating areas are cleaned in-between group usage and after lunch has ended ▪ Staggered lunchtimes are considered to reduce congestion providing this does not impact on the delivery of teaching time 	Yes	First day students are informed of expectations including handwashing which are reinforced by signage around the school including toilets. Teacher reminds on daily basis. Toilets allocated to each Year group for handwashing to be used as instructed. Canteen staggered provision set up so year groups can maintain social distancing when collecting food utilising allocated serving positions. Duty staff supervise/remind pupils	L	RCL RCL Staff/CBE CBE/SPR
4.7 Management of social distancing and hygiene in the toilets						
Queues for toilets and handwashing risk non-compliance with social distancing measures	M	<ul style="list-style-type: none"> ▪ Queuing zones for toilets and hand washing have been established and are monitored. These do not have to be segregated for different groups, but should not be used by members of different groups at the same time ▪ Floor markings are in place to enable social distancing. ▪ Pupils know that they can only use the toilet one at a time. ▪ Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. ▪ The toilets are cleaned frequently. ▪ Monitoring ensures a constant supply of soap and paper towels. ▪ Bins are emptied regularly. ▪ Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place 	Yes	Each Year group have access to their own toilets. Students to be informed of toilet use protocol (2 in 2 out) including hand washing during first day back and reminded daily by staff Cleaning rota in place and quality assured twice daily All toilets have hand washing signs in place	L	CBE SPR JBA

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4.8 Safety arrangements for the use of medical rooms						
<p>The configuration of medical rooms may compromise social distancing measures</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Social distancing provisions are in place for medical rooms behind a closed door if possible ▪ Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. ▪ Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. It is advised that household bleach is used after the room is vacated. ▪ Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff ▪ Any member of staff providing assistance to someone with symptoms and any pupils who have been in close contact with them must wash their hands thoroughly for at least 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell 	<p>Yes</p>	<p>Appropriate PPE is in place for first aiders. Three rooms allocated. All situated away from bubbles and address social distancing requirements. Room 1 utilised for general first aid. Room 2 and 3 (A15, A16 - near external exit) is utilised for suspected COVID – 19 cases and meets all PHE guidelines. Cleaning protocols in place</p>	<p>L</p>	<p>SPR</p>
5. Securing and sustaining robust hygiene systems and procedures						
5.1 Cleaning						
<p>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. ▪ Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day ▪ Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every teaching and washing space and this reflects increased demand in September when all pupils and staff return 	<p>Yes</p>	<p>Enhanced cleaning plan following updated (28th August) Dfe guidelines implemented. All areas made ready 300820 (deep cleaned). This includes use of foggers. Available cleaners have agreed to work through summer break and deliver revised hours from 010820. School has appointed two additional full time cleaners to ensure two cleaners are available at any time during the day to implement daily cleaning programme/high frequency Supplies have been procured so all areas including individual classrooms can be resourced for whole of Autumn term with required cleaning materials.</p>	<p>L</p>	<p>SPR</p>

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				Cleaners work in bubble pairs on specified school zones		
5.2 Hygiene and handwashing						
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	H	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	Yes	Audit completed. Supplies ordered and delivered. Daily monitoring in place	L	SPR/JBA
Pupils forget to wash their hands regularly and frequently	M	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. Pupils and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person 	Yes	<p>Training addressed via well-being pack for staff and tutor time first day back for students. Students are expected and supervised by duty staff to use provided sanitiser on entry to school site, entry and exit within rooms and soap and water when using toilets. All toilets have handwashing signs including instructions</p> <p>On average a student will be supervised sanitising at least 12 times per day</p> <p>Hand sanitising stations are at all three site entrances in all rooms, identified printers, heartspaces and main reception.</p>	L	CBE
Equipment and resources	H	<ul style="list-style-type: none"> Individual and very frequently used equipment such as pencils and pens should not be shared Classroom based resources including books and games can be shared within the designated group but must be cleaned regularly Resources shared between groups such as sports, art and science equipment must be cleaned between group usage or decontaminated by leaving them out of reach for 48 hours (72 hours for plastics) Outdoor play equipment will be cleaned more frequently Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationary and mobile 'phones when permitted 	Yes	Classroom working protocol shared with students daily School timetable allows specialist areas/equipment to be cleaned between use	L	Teaching staff RCL

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5.3 Personal Protective Equipment (PPE)						
Pupils and teachers can take books and other shared resources homes, but unnecessary sharing should be avoided						
Provision of PPE for staff where required is not in line with government guidelines	H	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. Face coverings are not ordinarily required in school. Children under the age of 11 are not required to wear face coverings in or out of school including public transport. Schools that teach years 7 and above may decide to recommend the wearing of face coverings for pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors. Access to a face covering, or where a student/staff member are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs and. Students/staff also have access to training in the safe wearing and removal of face coverings 	Yes	PPE has been procured but limited stock from LA. TRUST are supporting with additional requirements. Training for cleaners and First Aiders has already been completed. Staff updated during TTD on 1 st September. This includes provision and CPD for staff who wish to wear a visor or mask both meeting PHE standards. Masks also available for students who do not have a second mask to utilise while on site. Staff and students from 140920 are now strongly recommended to wear a face covering as they move between lessons and at break times in corridors and in heart spaces. This will become mandatory in the event of a local lockdown. They will be free to remove their face covering in classrooms and in outdoor social spaces if they wish.	L	CBE/SPR
6. Curriculum organisation						
Children may need to re-socialise and familiarise with new routines	H	<ul style="list-style-type: none"> Consideration should be given on planning what to teach, and how, The priorities for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading. 	Yes	<p>Extended time with tutors on the first day back. Focus on learning habits, reading, writing, oracy and talking points.</p> <p>Intervention programme in place for students with low reading or writing ability.</p>	L	RCL/BFI

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				CPD provided to HOFs to ensure their curriculum is adapted to the needs of the students.		
Children may have fallen behind in their learning during the school closure and achievement gaps will have widened	H	<ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers’ planning. Home and remote learning is continuing and is calibrated to complement in-school learning and address any gaps identified to minimise inequality Plans for intervention are in place for those pupils who have fallen behind in their learning. 	Yes	<p>CPD session focused on formative assessment and responsive teaching.</p> <p>Teams will continue to be used in September to set homework so that students are familiar with application.</p> <p>Timetable for live lessons in place in the event of local lockdown or year group being sent home.</p> <p>Intervention programme in place for students with low reading or writing ability.</p> <p>6th form students utilised to provide Maths intervention to targeted Year 11 students from 140920. Tutors have undergone COVID-19 awareness training and are working in large well ventilated area (gym) with social distancing measures in place</p>	L	RCL/BFI
Pupils moving on to the next phase in their education do not feel prepared for the transition	H	<ul style="list-style-type: none"> A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. 	Yes	<p>Tutor transition meetings are in place before Summer so that students can meet their own tutor.</p> <p>Extended tutor time on the first day aimed at reducing anxiety.</p> <p>DOL to provide staff training on teacher training day.</p>	L	Hub Dir.
Resuming full support for pupils with SEND (SEND Support and EHC Plans	M	<ul style="list-style-type: none"> All children with SEND will return full-time to school in September 2020 and receive their full entitlement to support Small children and children with complex needs will continue to be helped to wash their hands properly 	Yes	All pupils will return full-time in September.	L	CBE/MTH

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		<ul style="list-style-type: none"> Vulnerable children risk assessments will be completed for children with additional needs who are unable to regulate their behaviour e.g. involuntary spitting using the Las vulnerable children risk assessment template External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing the school's visitor's policy and mirroring expectations on staffing behaviours in terms of hygiene and social distancing 		<p>Identified students have keyworker and individual risk assessment</p> <p>Visitors policy updated</p>		
Risk of infection from singing, chanting, playing wind or brass instruments and shouting	H	<ul style="list-style-type: none"> Lessons provided follow guidance outlined: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts Music lessons will be held outside when practicable, participants will be physically distanced and taught in groups of no more than 15 for wind/brass/singing, positioning children back-to-back or side -by-side (not face to face) Instruments will not be shared Delay music groups/choirs for the first half term/full term to be reviewed at Christmas 	Yes	<p>BR8 is a dedicated Music room. Instruments are not used between different year groups.</p> <p>Instruments will be labelled so students always use the same one.</p> <p>There will be no wind/brass/singing in groups of more than 15 and where there is this will not be done face to face. Keyboards will be split by Perspex screen so front facing students can utilise different keys</p>	L	RLE
Risk of infection from practically working with food	H	<ul style="list-style-type: none"> Food lessons delivery has taken into consideration guidance provided by https://www.food.gov.uk/business-guidance/reopening-and-adapting-your-food-business-during-covid-19 During lesson increased handwashing is encouraged. Increased capacity for this by using two extra sinks for handwashing rather than food washing within room. Using screens or barriers to separate people from each other. Using back-to-back or side-to-side working (rather than face-to-face) whenever possible. Reducing the number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others). Aim to complete as many practical's so students are working independently where possible Reducing the number of surfaces touched by both staff and customers. All equipment for practicals will be taken out of the cupboards prior to the practical and then will be washed by staff 	Yes		L	JHU

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		<p>and returned by staff. This will reduce the contact by the students and reduce the risk of cross contamination.</p> <ul style="list-style-type: none"> ▪ The food room will be sanitized and cleaned before any practical lesson and after every practical lesson in line with the schools cleaning policies. This also applied when before and after the room is used between the different year bubbles. ▪ During all practical lessons all windows will be open to allow adequate air flow and ventilations of the food room 				
Self-isolation, partial or full local lockdown means students cannot access the school's curriculum and fall behind in their learning	M	<ul style="list-style-type: none"> ▪ Self- isolating students have access to lesson materials through Microsoft teams with progress support provided by hub team, subject teacher ▪ Virtual learning timetable implemented which includes all students having access to live lessons delivered by their subject teachers 	Yes	Software in place so students can access virtual learning from home – 010920 Virtual learning timetables in place – 140920 Staff CPD - ongoing	L	RCL
7. Enhancing mental health support for pupils and staff						
7.1 Mental health concerns – pupils						
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> ▪ There are sufficient numbers of trained staff available to support pupils with mental health issues. ▪ There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. ▪ Wellbeing/mental health is discussed regularly in PSHE/ /pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). ▪ Resources/websites to support the mental health of pupils are provided. 	Yes	Well-being/orientation days Weekly phonecalls made by pastoral staff and mentors	L	MTH/AHA/ VWR/LDI/DOL
7.2 Mental health concerns – staff						
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> ▪ Staff are encouraged to focus on their wellbeing. ▪ Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. ▪ Staff briefings and training have included content on wellbeing. ▪ Staff briefings/training on wellbeing are provided. ▪ Staff have been signposted to useful websites and resources. 	Yes	Well-being survey completed 10/07/20 Revised well-being packs provided 010920 Phone calls made by HT/DHT/HR on a weekly basis	L	CJU/RCL/SGA

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<p>Working from home can adversely affect mental health</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ Staff working from home due to self-isolation have regular catch-ups with line managers. ▪ Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. ▪ Appropriate work plans have been agreed with support provided where necessary. ▪ Staff working from home may help provide remote learning for any pupils who need to stay at home. 	<p>Yes</p>		<p>L</p>	<p>CJU/HR</p>
<p>7.3 Bereavement support</p>						
<p>Pupils and staff are grieving because of loss of friends or family</p>	<p>H</p>	<ul style="list-style-type: none"> ▪ The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council’s critical incident team ▪ Support is requested from other organisations when necessary. 	<p>Yes</p>		<p>L</p>	<p>HR/OH</p>
<p>8 Governance and policy</p>						
<p>8.1 The role of Governors</p>						
<p>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</p>	<p>M</p>	<ul style="list-style-type: none"> ▪ The governing body continues to meet regularly via online platforms. ▪ The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. ▪ The Headteacher’s report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school’s response to COVID-19. ▪ Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. ▪ Minutes of governing body meetings are reviewed to ensure that they accurately record governors’ oversight and holding leaders to account for areas of statutory responsibility. 	<p>Yes</p>	<p>Site visit completed with Health and Safety link Governor, TRUST HS advisors and TU reps 140720</p>	<p>L</p>	<p>CJU</p>

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Governors are not fully informed or involved in making key decisions	M	<ul style="list-style-type: none"> ▪ Online meetings are held regularly with governors. ▪ Governing bodies are involved in key decisions on reopening. ▪ Governors are briefed regularly on the latest government guidance and its implications for the school. 	Yes	Updated by CJU	L	CJU
8.2 Policy review						
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	M	<ul style="list-style-type: none"> ▪ All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. ▪ Behaviour policies recognise that adverse experiences of lockdown and or lack of routine and regular attendance at school may lead to levels of disengagement, anxiety and behavioural responses setting reasonable and proportionate expectations of behaviour and make appropriate provision to support ▪ Staff, pupils, parents and governors have been briefed accordingly. ▪ Governors have approved revisions 	Yes	Safeguarding Health and Safety Medical Fire evacuation Attendance Behaviour GDPR Staff to be informed of all changes via induction packs and sign off	L	DOL Trust CBE CBE RCL RCL CBE CBE
Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning	H	<ul style="list-style-type: none"> ▪ A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level ▪ High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups ▪ Remote education is integrated into the school’s curriculum planning ▪ Printed resources are available for those that cannot access the internet physically or cognitively ▪ The curriculum is planned to ensure that knowledge and skills are built incrementally and clear explanations of content are delivered by a teacher in school though high-quality curriculum resources and/or videos with face to face virtual contact as appropriate – ideally daily 	Yes	Blended curriculum introduced across all subjects so delivery can take place both in school or at home All students and staff have access to curriculum materials and dialogue through Sharepoint single platform	L	RCL/HOF
9. Other operational issues						
9.1 Review of fire procedures						
Fire procedures are not appropriate to cover new arrangements	M	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> • Social distancing rules during evacuation and at muster points 	Yes	Revised evacuation muster points introduced: Year 7 – AWP lower	L	CBE

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		<ul style="list-style-type: none"> Possible need for additional muster point(s) to enable social distancing where possible Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 		<p>Year 8 – AWP middle Year 9 – AWP higher Year 10 – Bottom tennis court (1) Year 11 – Bottom tennis court (2) Year 12 – Top tennis court (1) Year 13 – Top tennis court (2) Support staff/Visitors – Top tennis court (3)</p> <p>Staff briefed via induction pack and presentation Students briefed during first day back Rooms in each zone have relevant fire evacuation procedure on display</p>		
Fire evacuation drills - unable to apply social distancing effectively	M	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. 	Yes	Fire drills changed to maintain social distancing between year groups	L	CBE
Fire marshals absent due to self-isolation	M	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	Yes	Site services team and SLT members on site to act as fire wardens when required	L	SPR
9.2 Contractors working on the school site						
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	H	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. These will be organised outside of school hours wherever reasonably practicable An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. 	Yes	Contractor management procedures have been updated to reflect additional guidelines Revised visitor protocols No peripatetic staff in for first half term (phase 1 - September)	L	SPR RSM RLE

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		<ul style="list-style-type: none"> Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 				
10. Additional site-specific issues and risks						
Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them						
Children who routinely attend more than one setting (e.g. dual registered, KEYS intervention programme or alternative provision)	H	<ul style="list-style-type: none"> The school, working with the setting will ensure that all risks are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum Students attending Post 16 Select lessons at Barr’s Hill school will be transported using the school minibus. The minibus will have a dedicated hygiene station with hand sanitiser, which the students will be expected to use before entering the vehicle and when exiting the vehicle. Groups are small and within a bubble. Social distancing will be implemented between students and the driver. The driver and students will wear face coverings and the process of removing the face covering will be overseen by the driver. Cleaning of frequently touched surfaces will be undertaken after each use and disposable plastic seat coverings will be used. Windows will be left open to ensure ventilation. PKS and Barr’s Hill students will form a bubble but will be seated in different parts of the classroom, socially distanced. 	Yes	P16 select – no travel between 3 consortium schools for first 2 weeks. Lessons will be delivered virtually outside of host school for students COVID secure 6 th form transport system (between sites) in place – 140920.	L	AFA/RCL
Staff using public transport may pose a risk to social distancing and infection control	H	<ul style="list-style-type: none"> Staggered timetable. Staff only timetabled on site when required. All staff have been asked if public transport is required for their journey to work. Where it is, rotas avoid peak times or the need to use public transport where possible and a personal safe transport approach has been agreed. 	Yes	Personal travel safety plan agreed with relevant staff	L	CJU/CBE
Students using public transport may pose a risk to social distancing and infection control	H	<ul style="list-style-type: none"> Staggered timetable Students and parents reminded via letter and guidance pack of actions they can take to reduce risk if having to use public transport 	Yes	Students reminded to wear face covering	L	RCL/CBE
Students using shared bike storage provision may pose a risk to infection control	H	<ul style="list-style-type: none"> Bike storage provision segregated so each Year group has access to individual storage for bikes 	Yes		L	SPR

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<p>Staff and students who are at risk from harm due to high temperatures are at greater risk of severe illness due to COVID-19</p>	<p>H – based on current weather conditions</p>	<ul style="list-style-type: none"> • Staff provided with PHE guidance to follow 25/06/20 and 01/09/20 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/891887/Beat-the-Heat_Leaflet_Coping_with_heat_and_COVID-19.pdf • Staff and students provided with drinks to supplement their own throughout the day to remain well hydrated • Planned activities reflect the current weather conditions so for example, when it is hot, extreme physical exertion is avoided • Regular breaks are timetabled • Rooms used are well ventilated. Use of ‘ordinary’ fans in learning areas that do not recirculate the air - but are restricted to class bubbles. 	<p>Yes</p>		<p>L</p>	<p>CBE</p>
<p>Inadequate ventilation can increase risk of COVID-19 transmission</p>	<p>H</p>	<ul style="list-style-type: none"> • Inner or windowless rooms with mechanical forced ventilation adjusted to 100% fresh air and used providing ventilation is not shared across other rooms. • Classroom doors remain open and this will assist with cross room ventilation with further ventilation being provided by opening external doors to corridors when required. https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm 	<p>Yes</p>		<p>L</p>	<p>SPR</p>
<p>External lettings increase the amount of cleaning required after site closure</p>	<p>H</p>	<ul style="list-style-type: none"> • Lettings will not take place during the Autumn term if additional cleaners are not in place and current cleaning guidelines cannot be implemented. Those cancelled since March notified that cancellation remains in place until further notice informed by future PHE guidance and recruitment 	<p>Yes</p>	<p>Existing facility users notified on 17/07/20 that there is still no provision for lettings. This will be reviewed again at the end of October or if external guidance changes</p>	<p>L</p>	<p>CBE</p>
<p>Shared access to water fountains across zones could lead to increased risk of infection</p>	<p>H</p>	<ul style="list-style-type: none"> • All zoned areas to have access to a water dispenser 	<p>Yes</p>	<p>Water dispensers in place by 140920</p>	<p>L</p>	<p>SPR</p>

Appendix 1: COVID-19 Local (Coventry LA) Outbreak control Plan (found within COVID-19 area of school website)

https://www.barrshill.coventry.sch.uk/wp-content/uploads/2020/07/Coventry_Solihull_and_Warwickshire_Outbreak_Control_Plan.pdf