

**TEMPLATE
OPERATIONAL RISK
ASSESSMENT FOR
SCHOOL OPENING – 26 February
2021 Revised**

**CHECKS AND BALANCES:
RESPONDING TO COVID-19**

A toolkit to support leaders

Staying COVID Secure – Our Commitment

- ✓ We recognise the risk posed by Coronavirus (COVID-19) to our staff, students and their families. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment.
- ✓ We will put in place appropriate protective measures to ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and students.
- ✓ We will share this Risk Assessment and its findings with employees and consult on its contents.
- ✓ We will continue to comply with all relevant Health and Safety Legislation.
- ✓ We will have regard to statutory guidance in particular the guidance issued by the Department of Education regarding school reopening and implementing protective measures in education and childcare settings against COVID-19.
- ✓ We have regard to advice and guidance issued by Public Health England.

COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 2nd July 2020 as follows: [Actions for schools during the coronavirus outbreak](#)

Assessment conducted by:	Debbie Ramsay Alison Johnston Sam Fargher	Job title:	Executive Head Head of Centre Business Manager	Covered by this assessment	Staff, students, contractors, visitors, volunteers
Date of assessment:	26/ 2/2021	Review interval:	As required or at least Monthly	Date of next review:	26 March 2021

Related documents

School/Trust/Local Authority documents/ :	<p>Government guidance:</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak</p> <p>Guidance for full opening: special schools and other specialist settings</p> <p>https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july#clinically-vulnerable-people</p>
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Record of Review

Review Date 26 February 2021	Overview of review
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Risk matrix

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

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
1. Establishing a systematic process of full re-opening, including social distancing					
1.1 Organisation of teaching space					
Classroom sizes will not allow adequate social distancing for the staff	H	<ul style="list-style-type: none"> Schools assess their circumstances and identify distinct groups or 'bubbles' of students that do not mix. (These may be small groups, classes or year groups.) Whatever the size of group, students should be kept apart from other groups where possible, and older children encourage to social distance within groups. Classrooms re-modelled, with chairs and desks in place to allow for social distancing where appropriate. Adaptations to classrooms should include seating students side-by-side and facing forwards. Clear signage displayed in classrooms promote social distancing. Keep classrooms well ventilated If possible, adults should maintain a 2-metre distance from each other, and from children Adults should avoid close face-to-face contact and minimise time spent within 1 metre of anyone. Where staff or children cannot maintain distancing, particularly with younger children in primary schools, keep in smaller separated groups. Staff and students are to wear face coverings if social distancing is 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
		not possible			
Use of large spaces such as the hall, sports hall, dining hall and outdoors	H	<ul style="list-style-type: none"> Groups or bubbles should be kept apart meaning schools should avoid large gatherings such as assemblies or collective worship. Large indoor and outdoor spaces can be used, but arrangements should be in place for maximising social distancing between students and staff and paying scrupulous attention to cleaning and hygiene. Maximise use of external areas for outdoor sports, again observing social distancing ensuring sports equipment is thoroughly cleaned between each use by different groups. Contact sports must be avoided. 	<p>Y</p> <p>Y</p> <p>Y</p>	Any whole staff meetings/assemblies will continue to be held remotely	L
1.2 Availability of staff and class sizes					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning if needed	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. Full use is made of those staff who are self-isolating or with extreme vulnerabilities but who are well enough to plan/prepare/teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. Full use is made of testing to inform staff deployment. If any school has concerns about staffing capacity, then contact the LA or management committee 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L
1.3 The school day					
The start and end of the school day create risks of breaching social distancing guidelines	H	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups. Staff, parents and students are briefed, and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Floor markings are visible where it is necessary to manage any queuing. All visitors are expected to wear a face covering on entrance to the school, clear signage in place. Students are regular reminded by staff regarding observing social 	<p>N</p> <p>N</p> <p>NA</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Small numbers one bubble model</p> <p>Staff expected to wear face coverings when moving around the</p>	L

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		distancing	Y	building, students are encouraged to.	
1.4 Planning movement around the school					
Movement around the school risks bubbles mixing and/or breaching social distancing guidelines as appropriate (See also section 3.4)	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 such as entrances and exits are identified and managed accordingly. • Movement of students around school is minimised as much as possible, with students staying in classrooms and staff moving round. • Lesson change overs are staggered to avoid overcrowding. • Students are regularly briefed regarding observing social distancing guidance. • Appropriate duty rota and levels of supervision are in place. 	Y NA NA Y Y Y NA Y Y	Small numbers one bubble model Small numbers one bubble model	L
1.5 Use of resources					
Students will have fallen behind in their learning during school closures and achievement gaps will have widened Ensuring curriculum resources are used safely	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 daps identified. • Exam syllabi are covered. • Plans for intervention are in place for those students who have fallen behind in their learning. • Students limit the amount of equipment they bring into school each day to agreed essentials. • Bags are allowed and wherever possible searched at a distance • Staff and students have their own pens and pencils and other such 	Y Y Y Y Y Y		L

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		frequently used equipment <ul style="list-style-type: none"> Classroom based resources such as books and games can be used and shared within the group. These should be cleaned regularly Shared resources, (between classes or bubbles) such as sports, art and science equipment should be cleaned frequently or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) Students and teachers can take books and shared resources home although unnecessary sharing should be avoided. 	Y Y Y Y		
1.6 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines	H	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms, and use is staggered. Maximum numbers clearly displayed on doors 	Y Y Y		L
1.7 Managing the school lifecycle					
Making progress with the school's Spring term calendar and future work plan considering of COVID-19 measures	M	<ul style="list-style-type: none"> School calendar for the Spring term is rationalised and is informed by DFE expectations of a broad curriculum from the start of the Autumn term with the aim of returning to the school's normal curriculum in all subjects by summer 2021 Schools continue to build capacity to educate students remotely where this is needed. School recruitment continues as appropriate to the circumstances 	Y Y Y		L

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Students joining 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/connexions to speak with students and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with students' transition. • Regular communications with the parents of incoming students are in place, including letters, emails texts and the schools website • Induction days for students and parents are planned following covid safe practices at all times 	Y		L
			Y		
			Y		
			Y		
1.8 Governance and policy					
Governors are not fully informed or involved in making key decisions	M	<ul style="list-style-type: none"> • Meetings (online or face-to-face) held with governors when key decisions need to be made. • Governing bodies are involved in key decisions on reopening the school. • Governors are briefed regularly on the latest government guidance and its implications for the school. 	Y Y Y		L
1.9 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance, visits visitors and other policies are no longer fit for purpose in the current circumstances	H	<p>All relevant policies:</p> <ul style="list-style-type: none"> • Safeguarding • Health and Safety • Fire Evacuation • Behaviour • Attendance • Visitors • Visits <p>Staff, students, parents and governors have been briefed accordingly if there are any changes</p> <ul style="list-style-type: none"> • Safeguarding Leads (and deputies) are designated extra time during the first few weeks of term to support staff and students regarding new safeguarding and welfare concerns 	Y Y Y Y Y Y Y		L
1.10 Communication strategy					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	H	Communications strategies for the following groups are in place: <ul style="list-style-type: none"> • Staff • Students • Parents • Governors/Trustees • Local authority • Professional associations • Other partners including visitors 	Y Y Y Y Y Y		L
1.11 Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> • An updated staff handbook is available on the staff drive, this is updated when necessary • Induction and CPD programmes are in operation for all staff and include • Infection control including hand hygiene, respiratory hygiene and enhanced cleaning regimes and mass testing • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Risk management 	Y Y Y Y Y Y		L
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 updated staff handbook is issued to all new staff prior to them starting. 	Y Y		L
1.12 Free school meals					
Students eligible for free school meals do not continue to receive vouchers if they are unable to attend (e.g. due to self-isolation or following clinical advice)	H	<ul style="list-style-type: none"> • A member of the school's administrative team is tasked with ensuring that students eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school. • All eligible students are now registered with Edenred the government FSM voucher system 	Y		L
1.13 Risk assessments					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
Risks are not comprehensively assessed in every area of the school considering COVID-19, leading to breaches of social distancing and hygiene guidance.	H	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies / additional controls are put in place and communicated to staff covering: Delivering aspects of the curriculum, especially for practical subjects and especially where shared equipment is required to be used External visits Managing visitors 	Y Y Y Y		L
1.14 School transport					
Changes to bus schedules as a result of COVID-19 adversely affect students' attendance and punctuality and do not align with staggered start and departure times		<ul style="list-style-type: none"> The details of how students will travel to and from school are known prior to opening. Effective liaison with bus companies is used as a basis for planning staggered start and departure times. Parents reminded of the need to ensure social distancing and changes to drop off and pick up routines, Plan parents' drop-off and pick-up protocols that minimise adult to adult contact 	Y Y Y N		L
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	H	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any environmental cleans) is agreed with contracting agencies prior to opening. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all frequently touched surfaces and welfare areas. More frequent cleaning of rooms that are used by different groups Regular cleaning of toilets Students encouraged to clean hands after use of toilets Working hours for cleaning staff are increased. Develop a culture of shared responsibility for keeping areas clean. Ensure 3rd Party risk assessments (e.g. from cleaning companies) are shared with the school. Mass testing area identified as extra cleaning requirement with city 	Y Y Y Y Y Y Y	See Attached Cleaning RA supplied by City Wide	L

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		Wide cleaning company • Cleaning contractors fully updated of any positive covid results in the school community			
2.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that students 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 purchased if necessary. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Handwashing is built into the daily routine and is supervised by staff. Teachers should ensure they wash their hands and surfaces, before and after handling students' books Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. Promote Face, space, Hands with staff and students Regular orders of anti bacterial wipes, hand sanitisers, masks, etc.in place 	Y Y Y Y Y		L
Students forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> Staff training includes the need to remind students of the need to wash their hands regularly and frequently to include start of school day, after breaks and after using any shared equipment 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. Students should be encouraged where possible not to touch their faces or to put objects in their mouths. 	Y Y Y Y	Students returning to school after a period of time will be re inducted on hands/face/space procedures	L
2.3 Clothing/fabric					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
Not wearing clean clothes regularly may increase the risk of the virus spreading	H	<ul style="list-style-type: none"> • Appropriate school clothing is worn and advice given about regular washing. • Policies are agreed prior to the school opening on the wearing of appropriate clothing by students and business dress by staff to minimise risks • Expectations and guidance are communicated to parents. • Clothes that cannot be machine washed should be avoided. • Consider leeway for any child who has grown out of any parts of their clothes since September but whose parents cannot currently replace it. 	Y Y Y Y	Pastoral team to check with parents that their son/daughter has appropriate school clothing before the 8 th March 2021	L
The use of resources and equipment may not be cleaned frequently enough	H	<ul style="list-style-type: none"> • Students and staff to have their own pens and pencils etc. • Classroom resources to be shared only within the group and cleaned regularly • Resources that are shared between groups to be cleaned frequently and always cleaned or rotated and out of reach for a period of 48 hours (72 hours for plastics) between each bubble's use. • Outdoor equipment to be regularly cleaned • Limit equipment that students bring to school to lunch box, hat, coat, books, stationery and mobile phones. • Limit unnecessary sharing of resources as much as possible. 	Y Y Y Y Y		L
2.4 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 getting tested has been published. Including rapid testing from 22 February 2021. Consent for testing has been sought and testing will be carried out following the guidance • From 8 March 2021 staff will be expected to test twice weekly with home testing kits and upload results. • The guidance has been explained to staff as part of the induction process. All staff have completed the online training • Health and Wellbeing support is available through the LA https://myzone.salford.gov.uk/people-zone/health-and-wellbeing 	Y Y Y		L
Infection transmission within school due to staff/students (or members of their household) displaying symptoms	H	<ul style="list-style-type: none"> • Robust collection and monitoring of absence data, including tracking return to school dates, is in place. • Procedures are in place to deal with any student or staff displaying symptoms at school. This includes the use of testing for both staff and students in some circumstances and appropriate action, in line with government guidance, should the tests prove positive or negative. 	Y Y Y		L

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		<ul style="list-style-type: none"> Students, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms (no one with symptoms should attend a setting for any reason). This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. Mass testing programme, at least twice weekly for staff at home Local Authority process is followed when anyone displays symptoms A record of any COVID-19 positive tests in staff or students is reported to the local authority. Any staff or students who are unwell are advised to stay at home and book a PCR test 	<p>Y</p> <p>Y</p>		
Staff, students and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	H	<ul style="list-style-type: none"> Staff, students and parents have received clear communications informing them of current government guidance and local authority process on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. This guidance has been explained to staff and students Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	<p>Y</p> <p>Y</p> <p>Y</p>		L
Staff, students 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, students 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 students Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders 	<p>Y</p> <p>Y</p> <p>Y</p>		L
2.5 First Aid/Designated Safeguarding Leads					
The lack of capacity / availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	H	<ul style="list-style-type: none"> Ensure staff First Aid training is booked and accessed if First Aid Certificate has expired. A programme for training additional staff is in place. Collaborative arrangements for sharing staff with other schools in the locality have been agreed. All relevant staff are aware of all students in school with relevant health conditions DSL and Deputy DSL to be given more time at start of term to provide 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		L

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		support to staff and students • Ensure good communication with school nurses.	Y Y		
2.6 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control	H	• Social distancing provisions and PPE where needed for personal care are in place for medical rooms. • Additional rooms are designated for students 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.	Y Y Y		L
2.7 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	H	• As part of the overall communications strategy referenced in Section 1, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • The school website is regularly updated. • Parents and students kept up to date with information, guidance and expectations. • Risk assessment to be published on school website (unless staff group is less than 50)	Y Y Y N/A		L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	H	• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.	Y		L
2.8 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	H	• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. • Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and	Y Y		L

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		also how to dispose of them safely. <ul style="list-style-type: none"> • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Ensure that 3rd party employers (e.g. catering and cleaning companies) have shared risk assessments with the school. 	Y Y		

3. Maximising social distancing measures					
3.1 Student behaviour					
Students' behaviour on return to school does not comply with social distancing guidance	H	<ul style="list-style-type: none"> • Where appropriate, clear messaging to students on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, and floor markings. • Staff model social distancing consistently Between adults; adults and students (where possible); . • The movement of students around the school is minimised. • Large gatherings that break bubbles are avoided. • The school's behaviour policy has been revised to include Supportive inclusive guidance, trauma informed compliance with social distancing communicated to staff, students and parents. - and reinforced regularly • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. • Consistently monitor students ability to maintain safe covid practice, consider alternative arrangements for those that can not do so in line with the behaviour policy, as well as positively reinforcing well-executed rules through encouragement and rewards. • All students and staff understand this is now part of how school operates. 	Y		L
			Y		
			Y		
			Y		
			Y		
			Y		
			Y		

3.2 Classrooms and teaching spaces					
The size and configuration of classrooms and teaching spaces does not support compliance with bubble model and social distancing measures	H	<ul style="list-style-type: none"> Home based arrangements in place for students unable to return yet, or students working remotely due to a National lockdown Engagement with high quality remote education is monitored. Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance i.e. staff socially distancing from students Small adaptations to the classroom to support distancing where possible, e.g. seating students side by side. Move unnecessary furniture out of classrooms to make more space. Teachers and other staff operating across different classes and year groups in order to facilitate delivery of the school timetable keep their distance from students and other staff as much as they can. All students and staff to clean hands when they change rooms Arrangements are reviewed regularly.	Y		L
			Y		
			Y		
			Y		
			Y		
			Y		
3.3 Movement in corridors					
Social distancing guidance is breached when students circulate in corridors	H	<ul style="list-style-type: none"> See section 1..4: <i>Planning Movement around the school</i> 	Y		L
3.4 Break times					
Students may not observe maintaining bubbles and social distancing where appropriate at break times	H	<ul style="list-style-type: none"> Break times are staggered. External areas are designated for different groups. Students are reminded about social distancing as break times begin. Social distancing signage is in place around the school and in key areas including all drop off and collection points. Supervision levels have been enhanced, to support social distancing. All students and staff are advised to clean their hands when they return from breaks 	N	Operating as a single bubble	L
			N		
			Y		
			Y		
			Y		
			Y		
3.5 Lunch times					
Students may not observe maintaining social bubbles and social distancing where appropriate at lunch times	H	<ul style="list-style-type: none"> Rotas are in place to prevent bubbles mixing Students are reminded about social distancing as lunch times begin. Students are advised to wash their hands before and after eating. Floor markings are used to manage queues and enable social distancing. Additional arrangements are in place, such as delivering grab bags to classrooms, students eating in classrooms or other spaces. Guidance has been issued to parents and students on packed lunches 	N	Operating as a single bubble	L
			Y		
			Y		
			Y		
			Y		
			Y		
			Y		

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		<ul style="list-style-type: none"> Eating areas are cleaned after lunch and between groups 	Y		
3.6 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	H	<ul style="list-style-type: none"> Floor markings are in place to enable social distancing. Students are encouraged to access the toilet during class/throughout the day to help avoid queues and school policy is amended to reflect this The toilets and sinks are cleaned frequently. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly. 	Y Y Y Y		L
3.7 Medical Rooms					
The configuration of medical rooms may compromise social distancing measures	H	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for students 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. 	Y Y Y		L

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3.8 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> 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. Any essential visitors asked to comply with all required control measures including the wearing of face coverings in the building. All visitors sign in with contact details – to be used in the event of a local outbreak Parents should come into school buildings only when 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		L
			Y		
			Y		
			Y		
			Y		
			Y		
3.9 Arrival and departure from school					
Students and parents congregate at exits and entrances, making social distancing measures difficult to apply	H	<ul style="list-style-type: none"> Students and staff clean hands on arrival and departure to school Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. 	Y	Operating as one bubble	L
			Y	Staff are required to wear face coverings when moving around the building, students are encouraged to. Clear signage inside and outside of school building. The majority of students make their own way to school.	
3.10 Transport					
The use of public and school transport by students poses risks in terms of social distancing	H	<ul style="list-style-type: none"> Guidance is in place for students and parents on how social distancing can be observed on public transport. This includes advice on the use of face coverings for students over the age of 11 Survey parents on their typical routes to school and potential alternatives. 'Safer travel guidance for passengers' is shared with families using public transport. Settings should also consider ways to minimise use of public transport to get to and from school at peak time, 	Y	Due to small numbers	L
			Y		
			Y		
			NA		

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3.11 Staff areas					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	H	<ul style="list-style-type: none"> Plan how shared staff spaces are used to help staff distance from each other Use of staff rooms minimised. Maximum capacity clearly displayed on entrance to rooms 	Y		L
			Y		
			Y		
4. Continuing enhanced protection for children and staff with underlying health conditions					
4.1 Students with underlying health issues					
Students with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	H	<ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. Parents have been asked to make the school aware of students' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. Any students with specific underlying health conditions have an individual risk assessment which is shared with all staff. 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. Schools have a regularly updated register of students with underlying health conditions. 	Y		L
			Y		
			Y		
			Y		
			Y		

4.2 Staff with underlying health issues					
<p>Staff with underlying health issues (extremely vulnerable, vulnerable or at heightened risk) are not identified and so measures have not been put in place to protect them</p>	<p>H</p>	<ul style="list-style-type: none"> All members of staff with underlying health issues, those within vulnerable groups or those with extreme vulnerabilities have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. 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. Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff with extreme vulnerabilities are working from home, Those who are vulnerable are working from home or in work following an individual risk assessment, and those with heightened risk factors (page 9 of the individual risk assessment) have had a risk assessment. . Current government guidance is being applied. All extremely clinical vulnerable staff have been offered and accessed the first dose of the Pfizer vaccine 	<p>Y Y Y Y Y Y</p>		<p>L</p>
4.3 Staff at higher risk of developing more severe complications					
<p>Employees with additional risk factors and measures have not been put in place to protect them. (Additional risk factors are BAME, smoking, high blood pressure, obesity, age, disability, pregnancy)</p>	<p>H</p>	<ul style="list-style-type: none"> Employees have had discussions with their line managers and provided with clear guidance specific for their needs. Employees have been asked to make their line manager aware of any underlying health conditions and the manager has sought to ensure that the appropriate guidance has been acted upon. The service is clear about the definitions and associated mitigating strategies relation to people who have any additional risk factors. The following are classed as additional risk factors; BAME, smoking, high blood pressure, obesity, age, disability, pregnancy Records are kept of this and regularly updated. Members of staff with additional risk factors have been asked to seek and act on the advice of their GP/consultant/midwife/occupational health or current government advice. Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as having an additional risk factor. All staff with additional risk factors that put them at increased risk from COVID-19 are working in line with national guidance and the services' risk assessment. Current government guidance is being applied. All staff were offerd first dose of the Pfizer vaccine 	<p>Y Y Y Y Y Y Y Y</p>		<p>L</p>

5. Enhancing mental health support for students and staff					
5.1 Mental health concerns – students					
Students' 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 students with mental health issues. There is access to designated staff for all students who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/Form time and mentor meetings Resources/websites to support the mental health of students are provided 	Y		L
			Y		
			Y		
			Y		
5.2 Mental health concerns – staff					
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	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/training on wellbeing are provided. Staff have been signposted to useful websites and resources. (e.g. Salford Wellbeing Programme) Staff questionnaire issued on staff well being 	Y		L
			Y		
			Y		
			Y		
			Y		
Working from home can adversely affect mental health	H	<ul style="list-style-type: none"> Staff working from home due to self-isolation have regular catchups 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 students who need to stay at home. 	Y		L
			Y		
			Y		
			Y		
5.3 Bereavement support					
Students and staff are grieving because of loss of friends or family	H	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. 	Y		L
			Y		
6. Operational issues					
6.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Possible absence of fire marshals 	Y	Fire drill scheduled in spring term	L
			Y		

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		<ul style="list-style-type: none"> Maintenance of bubbles and Social distancing measures during evacuation and at muster points Staff and students have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. New arrangements are tested and amended if necessary 	Y Y Y Y	<i>Seek advice from the LA re fire marshall training for extra staff</i>	
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place for early in the spring term which are in line with maintaining bubbles and social distancing measures. 	Y		L
Fire marshals absent due to self-isolation		<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		L
6.2 Managing premises on reopening after closure during the school holidays					
All systems may not be operational		<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. All systems have been recommissioned. 	Y Y		L
Statutory compliance has not been completed due to the availability of contractors during lockdown	H	<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. 	Y Y		L
6.3 Contractors working on the school site					

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<p>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	<p>H</p>	<ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, students 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/students are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	<p>Y Y Y Y Y Y</p>		<p>L</p>
<p>7. Finance</p>					
<p>7.1 Costs of the school's response to COVID-19</p>					
<p>The costs of additional measures and enhanced services to address COVID-19 when reopening places, the school in financial difficulties</p>	<p>H</p>	<ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified • LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. 	<p>Y Y Y Y Y</p>		<p>L</p>

8. Governance					
8.1 Oversight of the governing body					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	H	<ul style="list-style-type: none"> The governing body continues to meet when key decisions need to be made 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 headteachers report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. 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. 	Y		L
			Y		
			Y		
			Y		
			Y		
9. Additional site-specific issues and risks					
<ul style="list-style-type: none"> Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them 					
	•	•	•	•	
	•	•	•	•	
	•	•	•	•	

School Leadership Use Only

Approved by (Head Teacher/ Chair of Governors)	Debbie Ramsay Alison Johnston Sam Fargher	Date of Approval	Head teachers approval 1 March 2021 Chair of Governors 1 March 2021
Date Provided to Unions	01/03/2021	Date of Review	26/02/2021

