



MANCHESTER  
ISLAMIC  
GRAMMAR SCHOOL  
FOR GIRLS

FAITH • LEARNING • LIFE

## **Appendix 5A**

# **WHOLE SCHOOL RISK ASSESSMENT SCHOOL REOPENING SEPTEMBER 2020**

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### COVID-19: Operational risk assessment for school reopening .....4

#### IN BRIEF

- ***grouping students together***

The school has decided to put KS3 and KS4 into separate groups or bubbles

***When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate***

- ***avoiding contact between groups***

To facilitate that and avoid massive timetable complications or lengthening the school day we will.

1. Have separate entrances. There will be sanitizer available at all entrances and students will be advised to go and wash their hands
  - a. KS3 arrive at the black gate and use the main corridor toilets
  - b. KS4 arrive at Stockton Road and use the science corridor toilets
  - c. There will be no line up for students or staff briefing, Form tutors will go straight to form rooms to sign on and prepare for the day. Students will be sent to form rooms from 8.30am. HOY will be at the appropriate entrances until 8.45 to supervise arrival and will be able to check the briefing during registration.
2. The playground divided into two areas and students told to stay in their part of the playground.
3. Students to be taught in the same classroom for every lesson and teachers to move following the DFE guidance **5) *minimise contact between individuals and maintain social distancing wherever possible*** Where there are three groups the third group will go to a designed classroom that can be cleaned if the bubble changes.
4. There will be separate breaks, lunchtimes and prayer times this means lessons will be slightly shortened to accommodate this staff will supervise the appropriate bubble. Students will be asked to bring their own prayer mats into school and be socially distanced in prayer.
5. There should be no sharing of food, drinks or equipment including prayer mats until there is new guidance. Students are requested bring in all requirements for the school day including a pack lunch and a bottle of water as there will be no food or drink provision for the first term. Water fountains will be designated for KS3 & KS4 and can only be used for filling water bottles.

**Arranging classrooms with forward facing desks**

- All rooms will have forward facing desks; students will be taught in their form room unless there are more than two groups in the year when the third group will be taken to a designated classroom which can be cleaned between bubbles.

- **staff maintaining distance from students and other staff as much as possible**

Whilst students can be closer it is recommended that adults keep 2m distance

**Where staff need to move between classes and year groups, they should try and keep their distance from students and other staff as much as they can, ideally 2 metres from other adults.**

1. Students will remain in form room for lessons and staff will move from classroom to classroom so it is important that the 2m distance is kept by both staff and students.
2. The library to be closed to students.
3. Book cannot be handed in for marking, students will be asked to upload work to google classroom for the marking of work.

First aiders will be required to use PPE when dealing with students. **PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained**

## 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 11<sup>th</sup> May 2020 as follows:

[Actions for educational and childcare settings to prepare for full opening of school September 2020](#)

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

Assessment conducted by:	CATHERINE PENNINGTON	Job title:	H&S LEAD	Covered by this assessment	Staff, students contractors, visitors, volunteers
Date of assessment:	14 <sup>th</sup> July 2020	Review interval:	HALF TERMLY	Date of next review:	IF REGULATION CHANGED BEFORE OCT HALF TERM

Related documents	
<b>Trust/Local Authority documents:</b>	<b>Government guidance:</b> <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a> <a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a> <a href="#">Coronavirus (COVID-19) Collection: guidance for schools and other educational settings</a> <a href="#">Actions for schools during the coronavirus outbreak</a> <a href="#">Coronavirus (COVID-19): implementing social distancing in education and childcare settings</a> <a href="#">Coronavirus (COVID-19): guidance for educational settings</a> <a href="#">COVID-19: cleaning in non-healthcare settings</a>

**Risk matrix**

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

Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>1. Establishing a systematic process of opening the school from September</b>				
<ul style="list-style-type: none"> <li>school operations</li> </ul>				
How the school will manage the return of the whole school in September.	<ul style="list-style-type: none"> <li>grouping students together</li> <li>avoiding contact between groups</li> <li>arranging classrooms with forward facing desks</li> <li>staff maintaining distance from students and other staff as much as possible</li> </ul>		<p><b><u>There will be two distinct groups KS3 &amp; KS4</u></b></p> <ul style="list-style-type: none"> <li>Have separate entrances. There will be sanitizer available at all entrances and students will be advised to go and wash their hands</li> <li>KS3 arrive at the black gate and use the main corridor toilets</li> <li>KS4 arrive at Stockton Road and use the science corridor toilets</li> <li>There will be no line up for students or staff briefing, Form tutors will go straight to form rooms to sign on and prepare for the day. Students will be sent to form rooms from 8.30am. HOY will be at the appropriate entrances until 8.45 to supervise</li> </ul>	

Template operational risk assessment for school reopening – updated 14. 07 .2020

Risk rating prior to action (H/M/L)	Control measures		In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
				<p>arrival and will be able to check the briefing during registration.</p> <ul style="list-style-type: none"> <li>• The playground divided into two areas and students told to stay in their part of the playground.</li> <li>• Students to be taught in the same classroom for every lesson and teachers to move following the guidance <b>5) minimise contact between individuals and maintain social distancing wherever possible</b> Where there are three groups the third group will go to a designed classroom that can be cleaned if the bubble changes.</li> <li>• There will be separate breaks, lunchtimes and prayer times this means lessons will have to be shortened to accommodate this staff will supervise the appropriate bubble. Students will be asked to bring their own prayer mats into school and be socially distanced in prayer.</li> </ul>	

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	Risk rating prior to action (H/M/L)	Control measures		In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>1.2 Organisation of teaching spaces</b>						
<b>Layout of classrooms</b>		<ul style="list-style-type: none"> <li>• Home base/bubble arrangements in place.</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces.</li> <li>• Arrangements are reviewed regularly.</li> </ul>			<ul style="list-style-type: none"> <li>• Classrooms have a maximum of 12 desks per room.</li> <li>• Desks all face forward.</li> <li>• Teacher's desk is placed so 2m distance can be maintained.</li> <li>• School is operating a clear desk policy</li> </ul>	
<b>1.5 The school day</b>						
Organisation of the school day		<ul style="list-style-type: none"> <li>• The number of entrances and exits to be used is maximised.</li> <li>• Different entrances/exits are used for different groups.</li> <li>• Staff and students are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> </ul>			<ul style="list-style-type: none"> <li>• KS3 arrive at the black gate and use the main corridor toilets to wash hands etc</li> <li>• KS4 arrive at Stockton Road and use the science corridor toilets to wash hands etc</li> <li>• There will be no line up or staff briefing. Form tutors will go straight to form rooms to sign on and prepare for the day. Students will be sent to form rooms at 8.45am. HOY will be at the appropriate entrances until 8.45 to supervise arrival and will be able to check the briefing during registration.</li> <li>• The playground divided into two areas and students told to stay in their part of the playground.</li> <li>• Students to be taught in the same classroom for every lesson and teachers to move following the guidance</li> </ul>	

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	Risk rating prior to action (H/M/L)	Control measures		In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Preventing transmission		1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.  2) clean hands thoroughly more often than usual  3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach  4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach  5) minimise contact between individuals and maintain social distancing wherever possible  6) where necessary, wear appropriate personal protective equipment (PPE)			Should member of the school community be suspected of having Covid symptoms they should be isolated until they can be sent home  <ul style="list-style-type: none"> <li>• Regular reminders to wash hands. Sanitizer should only be used where there are no washing facilities and overuse could result in contact dermatitis</li> <li>• Pedal bins in classrooms for tissues, gloves, and masks. Bins to have coloured liners and care to be taken when disposing of them,</li> <li>• Cleaning to be carried out during the day especially in high traffic areas</li> <li>• Unless members of the same family there should be no sharing of food or equipment. Staff and students will be required to bring in food, water and snacks as none will be available in school. There will be facilities to make tea and coffee in school. Food brought into school should be taken home at the end of the day</li> <li>• PPE is available in school for staff, though government guidance is that masks should not be used when teaching</li> </ul>	



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<b>1.6 Planning movement around the school</b>					
<b>Movement around school is restricted</b>		<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and revised.</li> <li>• One-way systems are in place where possible.</li> <li>• Corridors are divided where feasible.</li> <li>• Appropriate signage is in place to clarify circulation routes.</li> <li>• Pinch points and bottle necks are identified and managed accordingly.</li> <li>• Movement of students and staff around school is minimised as much as possible, with students staying in classrooms in their 'bubble' arrangements with dedicated staff.</li> <li>• Lesson change overs are staggered to avoid overcrowding.</li> <li>• Students are regularly briefed regarding observing social distancing guidance.</li> <li>• Appropriate duty rota and levels of supervision are in place.</li> </ul>		<ul style="list-style-type: none"> <li>• Students will enter the school through main entrance with staggered times.</li> <li>• They will be directed to go straight to the playground and enter the classroom from there.</li> <li>• The lockers and corridor will be out of bounds</li> <li>• Students will stay in their designated classroom and have the same subject teachers.</li> <li>• At break and arrival each group will have a different area of the playground to use.</li> <li>• See duty rota</li> </ul>	
<b>1.7 Curriculum organisation</b>					
<b>Curriculum provision 2020-2021</b>		<ul style="list-style-type: none"> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified.</li> <li>• Exam syllabi are covered.</li> <li>• Plans for intervention are in place for those students who have fallen behind in their learning.</li> </ul>		<p>Timetable for 2020-2021 has been created. Covering the expected broad range of subjects. A contingency to look at the load for Y11 and allow them to drop subjects if required</p>	
<b>1.8 Staff workspaces</b>					
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>		<ul style="list-style-type: none"> <li>• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>• Staff have been briefed on the use of these rooms.</li> </ul>		<ul style="list-style-type: none"> <li>• Social distancing in office. Plastic screen between office staff and other staff/students.</li> <li>• The staff room will be available for making tea and coffee. Soft fabric chairs replace by plastic chairs socially distanced</li> <li>• Staff asked to bring their own drinks preferably. The Kettle can be used but not recommended.</li> </ul>	

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	Risk rating prior to action (H/M/L)	Control measures		In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
					Will have cleaning materials by the side and staff advised to clean the handles before and after use. <ul style="list-style-type: none"> <li>Computers in workrooms are spaced out to provide space for staff to work.</li> <li>The Library to provide extra space for staff.</li> </ul>	
<b>1.9 Managing the school lifecycle</b>						
<b>Limited progress with the school's summer term calendar and workplan because of COVID-19 measures</b>		<ul style="list-style-type: none"> <li>School calendar for the summer term rationalised.</li> <li>Senior Leadership Team (SLT) and staff workplans to include short- and medium-term planning.</li> <li>Staff recruitment for September 2020 completed.</li> <li>Curriculum and timetable for September 2020 completed.</li> </ul>			<ul style="list-style-type: none"> <li>Timetable completed and ready for September</li> <li>Have appointed a History, Computer Science and part time English teacher.</li> <li>Two members of English staff to be interviewed on Tuesday 28<sup>th</sup> July 2020 for HOD position</li> </ul>	
<b>Students moving on to the next phase in their education do not feel prepared for the transition</b>		<ul style="list-style-type: none"> <li>A plan is in place for pastoral staff to speak with students and their parents about the next stage in their education and resolve any issues.</li> <li>There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with students' transition.</li> <li>Regular communications with the parents of incoming students are in place, including letters, newsletters and online broadcasts.</li> <li>Online induction days for students and parents are planned.</li> </ul>			<ul style="list-style-type: none"> <li>HOY in place for summer term and will liaise with their students.</li> <li>School Facebook updated regularly</li> <li>A video and induction booklet sent to the new Y7 to replace taster day.</li> </ul>	
<b>1.10 Trustees and policy</b>						
<b>Trustees are not fully informed or involved in making key decisions</b>		<ul style="list-style-type: none"> <li>Online meetings are held regularly with <b>Trustees</b>.</li> <li><b>Trustees</b> are involved in key decisions on reopening.</li> <li><b>Trustees</b> are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>			<ul style="list-style-type: none"> <li>Head Teacher has regular Zoom meetings with Trustees</li> </ul>	

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<b>1.11 Policy review</b>					
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		<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, students, parents and governors have been briefed accordingly.</li> </ul>		<ul style="list-style-type: none"> <li>All relevant policies in place on the school website.</li> <li>Documents to inform staff have been issued, those for students and parents are in place and ready to be sent</li> </ul>	
<b>1.12 Communication strategy</b>					
Communicate necessary changes due to Covid 19 to stakeholders.		<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place:                             <ul style="list-style-type: none"> <li>Staff</li> <li>Students</li> <li>Parents</li> <li>/Trustees</li> <li>Professional associations</li> <li>Other partners</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Use of the School's email, T2P website and Facebook to inform stakeholders</li> </ul>	
<b>1.13 Staff induction and CPD</b>					
Staff are not trained in new procedures, leading to risks to health		<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> <li>Induction and CPD programmes are in operation for all staff prior to reopening, and include:                             <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Staff completed relevant online covid-19, H&amp;S and safeguarding courses during the lockdown</li> <li>Policies are available and have been updated</li> <li>New procedures introduced at the INSET days</li> </ul>	
New staff are not aware of policies and procedures prior to starting at the school when it reopens		<ul style="list-style-type: none"> <li>Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</li> <li>The revised staff handbook is issued to all new staff prior to them starting.</li> </ul>		<ul style="list-style-type: none"> <li>New staff will receive all information being sent to existing staff. On arrival in September will undertake the induction programme though some of it may take place online.</li> </ul>	

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<b>1.15 Risk assessments</b>						
<p><b>Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.</b></p>		<ul style="list-style-type: none"> <li>• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:               <ul style="list-style-type: none"> <li>• Different areas of the school</li> <li>• When students enter and leave school</li> <li>• During movement around school</li> <li>• During break and lunch times</li> <li>• Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• Risk assessment are updated regularly in line with government guidance</li> </ul>	
<b>2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19</b>						
<b>2.1 Cleaning</b>						
<p><b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</b></p>		<ul style="list-style-type: none"> <li>• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.</li> <li>• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>• Working hours for cleaning staff are revised.</li> </ul>			<ul style="list-style-type: none"> <li>• School is deep cleaned</li> <li>• The caretaker's day to be to be revised so he can be on site all day to clean areas such as door handles bannisters. Cistern handles regularly.</li> <li>• Classrooms where the bubbles mix to be cleaned on changeover, the Labs by the lab technician, R7,8 and 32 by caretaker</li> </ul>	
<b>2.2 Hygiene and handwashing</b>						
<p><b>Inadequate supplies of soap and hand sanitiser mean that students and staff do not wash their hands with sufficient frequency</b></p>		<ul style="list-style-type: none"> <li>• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> </ul>			<ul style="list-style-type: none"> <li>• Sanitizer stations to be at the student and staff entrances and in the Hall.</li> <li>• Toilet checked to ensure there is adequate supplies of soap and hand towel so students can wash hands frequently</li> </ul>	

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<b>Students forget to wash their hands regularly and frequently</b>		<ul style="list-style-type: none"> <li>• Staff training includes the need to remind students of the need to wash their hands regularly and frequently.</li> <li>• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>• School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>		<ul style="list-style-type: none"> <li>• Display around school and staff reminders at lesson breaks.</li> </ul>	
<b>2.3 Clothing/fabric</b>					
<b>The use of fabric chairs may increase the risk of the virus spreading</b>		<ul style="list-style-type: none"> <li>• Take fabric chairs out of use.</li> <li>• Where that is not possible chairs are limited to single person use.</li> </ul>		<ul style="list-style-type: none"> <li>• Fabric chairs to be covered in plastic for easy cleaning.</li> <li>• staff room not to be used</li> </ul>	
<b>2.4 Testing and managing symptoms</b>					
<b>Testing is not used effectively to help manage staffing levels and support staff wellbeing</b>		<ul style="list-style-type: none"> <li>• Guidance on getting tested has been published.</li> <li>• The guidance has been explained to staff as part of the induction process.</li> <li>• Post-testing support is available for staff through the school's health provider.</li> </ul>		<ul style="list-style-type: none"> <li>• Any member of the school who exhibits Covid 19 symptoms to be sent home and advised to seek a test at the nearest opportunity.</li> </ul>	
<b>Infection transmission within school due to staff/students (or members of their household) displaying symptoms</b>		<ul style="list-style-type: none"> <li>• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>• Procedures are in place to deal with any student or staff displaying symptoms at school. This includes the use of testing for both staff and students and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> <li>• Students, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff, students and parents to be given lists of symptoms and government guidance on definitions of the terms</li> <li>• Attendance records of both staff and students to be kept</li> </ul>	

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		<ul style="list-style-type: none"> <li>A record of any COVID-19 symptoms in staff or students is reported to the trust or local authority.</li> </ul>			
<p><b>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</b></p>		<ul style="list-style-type: none"> <li>Staff, students 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.</li> <li>This guidance has been explained to staff and students as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>		<ul style="list-style-type: none"> <li>Clear guidance sent to staff and parents by letter</li> <li>All staff and students to be inducted into the new school processes by H&amp;S on arrival at school</li> </ul>	
<p><b>Staff, students and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</b></p>		<ul style="list-style-type: none"> <li>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.</li> <li>This guidance has been explained to staff and students as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>		<ul style="list-style-type: none"> <li>An abridged risk assessment to be sent home to stakeholders</li> </ul>	
<p><b>2.5 First Aid/Designated Safeguarding Leads</b></p>					
<p><b>The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</b></p>		<ul style="list-style-type: none"> <li>First Aid certificates extended for three months.</li> <li>A programme for training additional staff is in place.</li> <li>Collaborative arrangements for sharing staff with other schools in the locality have been agreed.</li> </ul>		<ul style="list-style-type: none"> <li>First aider will be given appropriate PPE for face to face consultations with Students, face shields, aprons and gloves</li> </ul>	

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Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>2.6 Medical rooms</b>				
<b>Medical rooms are not adequately equipped or configured to maintain infection control</b>	<ul style="list-style-type: none"> <li>• Social distancing provisions are in place for medical rooms.</li> <li>• Additional rooms are designated for students with suspected COVID-19 whilst collection is arranged.</li> <li>• Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>		Medical room should be used, one student at a time and caretaker clean straight after use. Office to monitor	
<b>2.7 Communication with parents</b>				
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	<ul style="list-style-type: none"> <li>• As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>• A COVID-19 section on the school website is created and updated.</li> <li>• Parent and student handbooks created.</li> </ul>		<ul style="list-style-type: none"> <li>• Using school website and Facebook as a means to communicate with stakeholders.</li> <li>• Using T2P for short immediate messages</li> <li>• Letter sent out to parents/carers</li> </ul>	
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	<ul style="list-style-type: none"> <li>• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> </ul>		<ul style="list-style-type: none"> <li>• Using school website and Facebook as a means to communicate with stakeholders.</li> <li>• Using T2P for short immediate messages</li> </ul>	
<b>2.8 Personal Protective Equipment (PPE)</b>				
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	<ul style="list-style-type: none"> <li>• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>• 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.</li> <li>• Staff are reminded that wearing of gloves or use of Sanitizer is not a substitute for good handwashing.</li> </ul>		<ul style="list-style-type: none"> <li>• PPE has been purchased and is available for use</li> </ul>	
<b>3. Maximising social distancing measures</b>				

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	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>3.1 Student behaviour</b>					
<b>Students' behaviour on return to school does not comply with social distancing guidance</b>		<ul style="list-style-type: none"> <li>• Clear messaging to students on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings.</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of students around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured to support social distancing and are closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, students and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of social distancing.</li> <li>• Wilful disobeying of rules relating to social distancing and hygiene will be sanctioned appropriately and proportionately, by exclusion where necessary.</li> </ul>		<ul style="list-style-type: none"> <li>• Displays around the school</li> <li>• Room timetable structured to limit movement of students around the school.</li> <li>• Students remain in form room and teachers move from room to room</li> <li>• Separate break, lunch and prayer times</li> </ul>	
<b>3.2 Classrooms and teaching spaces</b>					
<b>Layout of classrooms</b>		<ul style="list-style-type: none"> <li>• Home base/bubble arrangements in place.</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces.</li> <li>• Arrangements are reviewed regularly.</li> </ul>		<ul style="list-style-type: none"> <li>• Classrooms have a maximum of 12 desks per room.</li> <li>• Desks all face forward.</li> <li>• Teacher's desk is placed so 2m distance can be maintained.</li> <li>• School is operating a clear desk policy</li> </ul>	
<b>3.3 Movement in corridors</b>					



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<b>Social distancing guidance is breached when students circulate in corridors</b>		<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and amended.</li> <li>• One-way systems are in operation where feasible.</li> <li>• Corridors are divided where feasible.</li> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly.</li> <li>• The movement of students around school is minimised as much as possible.</li> <li>• Where possible, students stay in assigned classrooms with their dedicated staff members.</li> <li>• Lesson change overs are staggered to avoid overcrowding.</li> <li>• Students are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> </ul>		<ul style="list-style-type: none"> <li>• Plan is to limit movement around school by allocating classrooms to students where they will remain for most of the day.</li> <li>• Staff will move so limit numbers of change overs.</li> <li>• The main corridor with the lockers will remain out of bounds, students to enter classrooms from the playground.</li> </ul>	
<b>3.4 Break times</b>					
<b>Students may not observe social distancing at break times</b>		<ul style="list-style-type: none"> <li>• Break times are staggered.</li> <li>• Students are kept within their assigned 'bubbles' during social times.</li> <li>• External areas are designated for different groups.</li> <li>• Students are reminded about social distancing as break times begin.</li> <li>• Social distancing signage is in place around the school and in key areas.</li> <li>• Supervision levels have been enhanced, especially with younger students, to support social distancing.</li> </ul>		<ul style="list-style-type: none"> <li>• Structure of the day has been devised to have separate breaks for the two bubbles</li> </ul>	
<b>3.5 Lunch times</b>					
<b>Students may not observe social distancing at lunch times</b>		<ul style="list-style-type: none"> <li>• Students are reminded about social distancing as lunch times begin.</li> <li>• Students wash their hands before and after eating.</li> <li>• Dining area layouts have been configured to ensure social distancing.</li> <li>• Tables and chairs have been cordoned off where this is not possible.</li> <li>• Floor markings are used to manage queues and enable social distancing.</li> <li>• Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, students eating in classrooms or other spaces.</li> <li>• Students eat lunch with others in their bubble.</li> </ul>		<ul style="list-style-type: none"> <li>• The school day has not been shortened and students required to bring water, lunch and snacks from home</li> <li>• Students advised not to share food</li> </ul>	

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		<ul style="list-style-type: none"> <li>Guidance has been issued to parents and students on packed lunches (e.g. the use of disposable bags instead of lunch boxes).</li> <li>Eating areas are cleaned after lunch.</li> </ul>			
<b>3.6 Toilets</b>					
<b>Separation of toilet for each bubble</b>		<ul style="list-style-type: none"> <li>Floor markings are in place to enable social distancing.</li> <li>Students are encouraged to access the toilet during class/throughout the day to help avoid queues. This can be achieved by students from a specified bubble visiting the toilets at set times.</li> <li>The toilets are cleaned frequently.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly.</li> <li>Students are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>		KS3 and KS4 to have separate toilets and different break, lunch and prayer times,	
<b>3.8 Reception area</b>					
<b>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</b>		<ul style="list-style-type: none"> <li>Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>Non-essential deliveries and visitors to school are minimised.</li> <li>Arrangements are in place for segregation of visitors.</li> </ul>		<ul style="list-style-type: none"> <li>There is a clear plastic screen between office staff and visitors.</li> </ul>	
<b>3.9 Arrival and departure from school</b>					
<b>Students and parents congregate at exits and entrances, making social distancing measures difficult to apply</b>		<ul style="list-style-type: none"> <li>The use of available entrances and exits is maximised.</li> <li>Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>Weekly messages to parents stress the need for social distancing at arrival and departure times.</li> </ul>		<ul style="list-style-type: none"> <li>Students will be let out of their designated exit and asked to leave the premises ASAP.</li> <li>Not to congregate waiting for others.</li> <li>Parents to remain in their cars if possible.</li> </ul>	
<b>3.11 Staff areas</b>					

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<b>The configuration of staff rooms and offices makes compliance with social distancing measures problematic</b>		<ul style="list-style-type: none"> <li>Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff.</li> </ul>		<ul style="list-style-type: none"> <li>Fabric chairs if possible to have plastic covering otherwise to be removed and replaced with plastic chairs</li> <li>Social distance operating in all areas.</li> </ul>	
<b>4. Continuing enhanced protection for children and staff with underlying health conditions</b>					
<b>4.1 Students with underlying health issues</b>					
<b>Students with underlying health issues</b>		<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>Parents have been asked to make the school aware of students' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>Schools have a regularly updated register of students with underlying health conditions.</li> <li>Students who are BAME may be more susceptible to poor outcomes if infected by COVID-19. Leaders take account of this in their risk assessments.</li> </ul>		<ul style="list-style-type: none"> <li>Parents asked for medical information</li> <li>Risk assessments produced for those with vulnerabilities.</li> </ul>	
<b>4.2 Staff with underlying health issues</b>					

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	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<p><b>Staff with underlying health</b></p>		<ul style="list-style-type: none"> <li>• All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.</li> <li>• Leaders are cognisant of additional contextual factors that may make staff more susceptible to poor outcomes should they become infected with COVID-19. These include ethnicity and age. BAME staff and those over 55 years of age may be at heightened risk. Leaders take account of this in their risk assessments.</li> <li>• Current government guidance is being applied.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff asked for medical information</li> <li>• Risk assessments produced for those with vulnerabilities.</li> </ul>	
<p><b>5. Enhancing mental health support for students and staff</b></p>					

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Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
<b>5.1 Mental health concerns – students</b>				
<p><b>Students’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b></p>	<ul style="list-style-type: none"> <li>• There are sufficient numbers of trained staff available to support students with mental health issues.</li> <li>• There is access to designated staff for all students who wish to talk to someone about wellbeing/mental health.</li> <li>• Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/student briefings (stories/toy characters are used for younger students to help talk about feelings).</li> <li>• Resources/websites to support the mental health of students are provided.</li> </ul>		<ul style="list-style-type: none"> <li>• This to be taken into account and those students reviewed when the school returns</li> <li>• Emphasis on meetings with HOY</li> </ul>	
<b>5.2 Mental health concerns – staff</b>				
<p><b>The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b></p>	<ul style="list-style-type: none"> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff messaged</li> </ul>	
<b>5.3 Bereavement support</b>				
<p><b>Students and staff are grieving because of loss of friends or family</b></p>	<ul style="list-style-type: none"> <li>• The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>■ Support is requested from other organisations when necessary</li> </ul>			
<b>7. Operational issues</b>				

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<b>7.1 Review of fire procedures</b>					
<b>Fire procedures are not appropriate to cover new arrangements</b>		<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to:                             <ul style="list-style-type: none"> <li>• Reduced numbers of students/staff</li> <li>• Possible absence of fire marshals</li> <li>• Social distancing rules during evacuation and at muster points</li> <li>• Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>• Staff and students have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>		<ul style="list-style-type: none"> <li>• Students to be given the new evacuation procedures on arrival at school</li> <li>• Fire Marshall to be on site at when students are in school.</li> </ul>	
<b>Fire evacuation drills - unable to apply social distancing effectively</b>		<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> </ul>		<ul style="list-style-type: none"> <li>• Fire drills muster stations redrawn so they are in the appropriate areas of the playground for each bubble.</li> <li>• Students to be given a practice fire drill on return to school.</li> </ul>	
<b>Fire marshals absent due to self-isolation</b>		<ul style="list-style-type: none"> <li>• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>		<ul style="list-style-type: none"> <li>• There are 3 Fire marshall's on site so there should be cover.</li> </ul>	
<b>7.2 Managing premises on reopening after lengthy closure</b>					
<b>All systems may not be operational</b>		<ul style="list-style-type: none"> <li>• Government guidance is being implemented where appropriate.</li> <li>• All systems have been recommissioned.</li> </ul>			
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>		<ul style="list-style-type: none"> <li>• All statutory compliance is up to date.</li> <li>• Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>		<ul style="list-style-type: none"> <li>• The site has been used throughout the closure. All statutory compliance is up to date.</li> <li>• Fire risk assessment has been carried out</li> </ul>	

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				<ul style="list-style-type: none"> <li>The legionella assessment is booked for the end of summer.</li> <li>PAC testing and risk assessment to be carried out in last two weeks of July.</li> </ul>	
<b>7.3 Contractors working on the school site</b>					
<b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>		<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, students and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</li> <li>Temperature checks are carried out on arrival and before entering the school building.</li> <li>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.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>		<ul style="list-style-type: none"> <li>Contractors to be on site when students are not in school</li> <li>Contractors on site by appointment only.</li> </ul>	
<b>Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them</b>					
		<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
		<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
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