

COVID19: Re-opening Risk Assessment and Action Plan

SCHOOL NAME:

OWNER:

DATE:

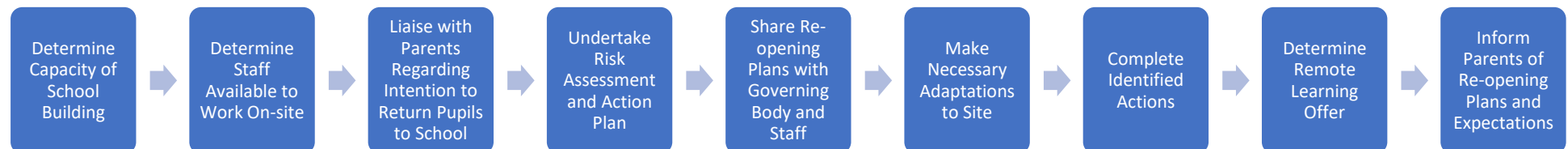
Purpose of this document:

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

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

- Health and Safety Policy
- First Aid Policy
- Child Protection Policy
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

Steps of Re-opening Preparation:



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Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Action Completed Date	Risk Level Post-Action
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**The below table includes examples in grey, these are not exhaustive.*

Preparing Buildings and Facilities	Premises and utilities have been health and safety checked and building is compliant. <ul style="list-style-type: none"> • Water treatments • Fire alarm testing • Repairs • Grass cutting • PAT testing • Fridges and freezers • Boiler/ heating servicing • Internet services • Any other statutory inspections • Insurance covers reopening arrangements 	<i>Example:</i> <i>Site Manager is unavailable</i>	<i>Example:</i> <i>H</i>	<i>Example:</i> <i>Source alternative suitably trained person</i>	<i>Example:</i> <i>20/05/20</i>	<i>Example:</i> <i>L</i>
		<i>Site has been closed for prolonged period</i>	<i>M</i>	<i>Carry out a formal / recorded full pre-opening premises inspection.</i>	<i>22/05/20</i>	<i>L</i>
			<i>M</i>	<i>Commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold-water systems and certify the water system is safe before the buildings are reoccupied.</i>	<i>26/05/20</i>	<i>L</i>
		<i>Food remains in the freezer</i>	<i>M</i>	<i>Determine with the catering staff / school meals service how left-over frozen food should be dealt with and action as appropriate.</i>	<i>21/05/20</i>	<i>L</i>

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	Office spaces re-designed to allow office-based staff to work safely.	<i>Office does not allow for adequate space between staff members, no windows for ventilation.</i>	<i>M</i>	<i>Office staff desks repositioned. Staff working from home until necessary. Only essential cover on site.</i>	<i>20/05/20</i>	<i>L</i>
	Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.	<i>Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained.</i>	<i>M</i>	<i>2-meter markers are present on floors. One-way system in place to enter and exit the school. Signage in place.</i>	<i>26/05/20</i>	<i>L</i>
	Consideration given to premises lettings and approach in place.	<i>Hall repurposed as a classroom. Cannot be let and reassembled with enough time for cleaning in between.</i>	<i>M</i>	<i>Lettings risk assessment completed No lettings for the remainder of school year.</i>	<i>20/05/20</i>	<i>L</i>
	Consideration given to the arrangements for any deliveries.					
Emergency Evacuations	Evacuation routes are confirmed, and signage accurately reflects these. <i>NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.</i>	<i>Current evacuation routes would cause multiple groups of people to come into contact. More appropriate alternatives are possible.</i>	<i>M</i>	<i>Revised evacuation procedure and share with all staff and children.</i>	<i>L</i>	

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	<p>Consideration given to PEEP – buddies are assigned or reassigned according to available persons.</p> <p>Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff.</p>	<p><i>Staff needing to work from home are current PEEP buddies and so reassignment necessary.</i></p>		<p><i>Buddy system updated</i></p> <p><i>Fire drill.</i></p>		
Cleaning and waste disposal	<p>Enhanced cleaning regime is in place in line with COVID19: Cleaning in non-healthcare settings guidance.</p>			<p><i>Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, worksurfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.</i></p> <p><i>Hand towels and handwash are to be checked and replaced as needed by (insert name or job titles) and cleaning staff</i></p> <p><i>Enhanced cleaning regime for toilet facilities particularly</i></p>		

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				<i>door handles, locks and toilet flush.</i>		
	Capacity of cleaning staff is adequate to enable enhanced cleaning regime.					
	Adequate cleaning supplies and facilities around the school are in place. Arrangements for longer-term continual supplies are also in place.	<i>No hand sanitiser for visitors to reception.</i> <i>Classrooms do not have tissues.</i> <i>Low supply of soap.</i>	<i>M</i>	<i>Hand sanitiser available at the school entrance</i> <i>Lidded bins in classrooms</i> <i>Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach</i> <i>Stock check and ordering schedule reviewed and order made.</i>		<i>L</i>
	Enough time is available for the enhanced cleaning regime to take place.		<i>M</i>	<i>All staff advised to leave the site by X time for cleaning to be undertaken.</i>		<i>L</i>

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	Waste disposal process in place for potentially contaminated waste.			<p><i>Waste bags and containers - kept closed and stored separately from communal waste for 72 hours</i></p> <p><i>Waste collections made when the minimum number of persons are on site (i.e. after normal opening hours).</i></p>		
Classrooms	The number of staff and pupils that can use each room at any one time has been determined according to the physical capacity of the school site. NB: up to 15 per group.			<p><i>Measure classrooms and other available rooms to assess capacity for staff and pupils:</i></p> <p><i>Classroom A: 12</i></p> <p><i>Classroom B: 10</i></p> <p><i>Temporary Classroom C: 15</i></p>		
	Classrooms have been re/arranged to allow as much space between individuals as practical.					

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	Classroom entry and exit routes have been determined and appropriate signage in place.					
	Appropriate resources are available within all classrooms e.g. IT, age specific resources. NB: sharing of equipment or stationery should be prevented where possible. Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance].	<i>Inappropriate sized equipment for smaller children in Classroom B.</i>	L	<i>Move 10 smaller chairs from classroom A to B due to reception class halved over two classrooms.</i>		L
	Resources which are not easily washable or wipeable have been removed.	<i>Soft toys, cushions and beanbags in classroom B not easily washable.</i>	M	<i>Remove soft furnishings from classroom B.</i>		L
	Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.	<i>No COVID19 information posters currently in place. Limited reminders/ awareness for children.</i>	L	<i>e-Bug posters displayed:</i> <ul style="list-style-type: none"> <i><u>Horrid hands</u></i> <i><u>Super sneezes</u></i> <i><u>Hand hygiene</u></i> <i><u>Respiratory hygiene</u></i> <i><u>Microbe mania</u></i> 		L

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Staffing	<p>Staffing numbers required for entire eligible cohort have been determined including support staff such as facilities, IT, midday and office/admin staff.</p> <p>Including at least one of the following:</p> <ul style="list-style-type: none"> • Paediatric First aider (where children under 3yrs) • Designated Safeguarding Lead (DSL) • SENCO • Caretaker/site member • Office staff member 	<p><i>Paediatric First Aider unable to work on site for the 1st week of June.</i></p>	<p><i>H</i></p> <p><i>H</i></p>	<p><i>Staff audit re available to work on-site from 1st June</i></p> <p><i>Arrange Paediatric First Aid cover</i></p>	<p><i>20/05/20</i></p> <p><i>25/05/20</i></p>	<p><i>M</i></p> <p><i>L</i></p>
	Approach to staff absence reporting and recording in place. All staff aware.					
	<p>Arrangements for staff who are working from home are in place (including those shielded, clinically vulnerable and/or living with someone in these groups).</p> <p>Communication arrangements are in place with those staff and their role in continuing to support the working of the school is clear.</p>					

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	Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.					
	Consideration given to staff clothing expectations and information shared with staff to ensure clothes worn are easily washable (e.g. no ties).					
	Approaches for meetings and staff training in place.					
	Consideration given to staffing roles and responsibilities with regards to the continued remote provision alongside in-school provision.					
	<p>Consideration given to the options for redeployment of staff to support the effective working of the school.</p> <p>If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with.</p>	<p><i>TA s are required to lead some groups as not enough teachers on site to cover numbers.</i></p>				
	Approach to support wellbeing, mental health and resilience in			<p><i>Staff are aware of available support and</i></p>		

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	place, including bereavement support How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.			<i>advice for schools and pupils available from OCC:</i> http://schools.oxfordshire.gov.uk/cms/schoolsnews/guidance-bereavement-and-loss <i>The Bereavement Policy has been reviewed to ensure it reflects current circumstances and arrangements</i>		
	Arrangements for accessing testing, when necessary, are in place. Staff are clear on returning to work guidance.			https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested		
	The approach for inducting new starters has been reviewed and updated in line with current situation.					
	Return to school procedures are clear for all staff.					
	Arrangements to return any furloughed staff in place.					
	Any staff contracts that need to be issued, extended or amended considering the current situation have been.					

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	Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.					
	<p>Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.</p> <p>NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.</p>			<p><i>Check with the contractor any requirements their employer has specified before visit.</i></p> <p><i>Share school protocols.</i></p>		
	Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.			<p><i>Music lessons via Zoom or Teams.</i></p> <p><i>Share amended procedures, obtain their assessments outlining controls, e.g. only offering limited activities which maintain distancing, all equipment stringently cleaned.</i></p>		
Group Sizes	Class groups have been determined on the basis of small, consistent groups of pupils, that can remain					

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	separate from other people and groups. NB: Up to 15 pupils in any one group.					
	Vulnerable and critical worker group sizes determined. NB: with peers where possible.					
	Staffing allocations to groups determined, including consistency and any solutions to insufficient staffing numbers.					
Social Distancing	Arrangements for social distancing in place to consider: <ul style="list-style-type: none"> • Staggered school drop off/pick up times and locations (if possible) • Staggered or limited amounts of moving around the school/ corridors • Classroom design • Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches • Toilet arrangements 					
	Information shared with parents regarding pupils travelling to school, encouraging walking and					

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	avoiding public transport as much as possible.					
	Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.			<i>On arrival, students move straight to "Home Room" and sit at named table and wait for rest of class to arrive/class to begin.</i>		
	Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.			<i>Handwashing and cleaning (if needed)</i> <i>Conversations with parents</i> <i>Risks assessments and individualised approach in place for students who might struggle to follow expectations</i>		
	Approach to assemblies – if still occurring, plan in place to manage social distancing.					
	Social distancing plans communicated with parents, including approach to breaches.					
	Arrangements in place for the use of the playground, including equipment. NB: outdoor equipment should not be used unless it is					

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	appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.					
Catering	Arrangements in place to provide food to pupils on site, including the requirement of universal free school meals.	<p><i>School kitchen has been closed.</i></p> <p><i>All catering staff shielding, unable to return to work onsite from 1st June.</i></p>	<p><i>M</i></p> <p><i>H</i></p>	<p><i>Liaise with catering team re availability to work.</i></p> <p><i>Re-open kitchen to provide hot or cold meals for children.</i></p> <p><i>Liaise with neighbouring schools regarding meals</i></p> <p><i>Redeployment of other members of staff.</i></p>		<p><i>L</i></p> <p><i>L</i></p>
	Arrangements for the continued provision of FSMs for children not attending school are in place.					
	Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that			Lunch sitting A time: 12.15- 1.00 location: Hall		

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	children do not mix with children from other groups.			Lunch sitting B time: 12.30 - 1.15 location: Classroom C		
	Arrangements for food deliveries in place					
PPE	PPE requirements understood and appropriate supplies in place. Long term approach to obtaining adequate PPE supplies in place.					
Response to suspected/ confirmed case of COVID19 in school	Approach to confirmed COVID19 cases in place: during school day <ul style="list-style-type: none"> Which staff member/s should be informed/ take action? Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated Cleaning procedure in place Arrangements for informing parent community in place 					
	Approach to confirmed COVID19 cases in place: outside of school hours					

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	<ul style="list-style-type: none"> • Approach to relocating pupils away from certain parts of the school to clean, if possible • Cleaning procedure in place • Arrangements for informing parent community in place 					
Pupil Re-orientation <i>back into school after a period of closure/ being at home</i>	List of all critical worker parents up to date, including those who haven't yet taken up the offer of provision.					
	Approach and expectations around school uniform determined and communicated with parents.					
	Changes to the school day/timetables shared with parents.					
	All students instructed to bring a named water bottle each day and reminded to take home at the end of each day. Water fountains not in use or strict social distancing and cleaning arrangements in place.					
	Approach to preparing pupils for a return to academic work and new social situations is					

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	developed and shared by all teaching staff. This includes bringing together pupils who have remained in school during closure and those at home and celebrating non-academic achievements of pupils whilst at home/ during school closure.					
	Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.					
	Re-orientation support for school leavers is developed.					
	Consideration of the impact of COVID19 on families and whether any additional support may be required: <ul style="list-style-type: none"> Financial Increased FSM eligibility Referrals to social care and other support PPG/ vulnerable groups 					
Partial Re-opening	All students have access to technology and remote learning offer. Blended approach between physical and remote learning developed, including support					

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	for those pupils who are shielding/ clinically vulnerable.					
	Intelligence around critical worker parents – numbers intending to take up provision is known.	<i>Increased numbers of critical worker children – means fewer children in eligible year groups can return</i>				
Transition into new year group What will need to be different this year because of COVID19?	Online/ website support for families and young people around transition.					
	Plan for transitions between school years considering what needs to be different due to partial opening, remote and face to face: <ul style="list-style-type: none"> • EY to Primary • Primary to Secondary • Vulnerable children • Children with SEND • Physical and sensory needs, including adaptations, equipment etc (lead in times) • Post 16 • School Leavers 					
Safeguarding	Individual pupil risk assessments are in place and welfare checks being undertaken.	<i>Re-opening arrangements not reflected in risk assessment.</i>	<i>M</i>	<i>Review risk assessments for children to ensure they reflect any changes due to</i>		

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				<i>reopening arrangements for eligible year groups</i>		
	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.			<i>Staff refresher training session on processes and procedures and the revised wellbeing material.</i>		
	Updated Child Protection Policy in place.			<i>Adopted Temporary COVID19 Child Protection Policy</i>		
	Work with other agencies has been undertaken to support vulnerable pupils and families.					
	Consideration given to the safe use of physical contact in context of managing behaviour.			<i>Review individual consistent management plans to ensure they include protective measures.</i>		
Curriculum / learning environment	Current learning plans, revised expectations and required adjustments have been considered.					
	Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?					

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	Each activity should be risk assessed and should not be run unless the risks can be mitigated <ul style="list-style-type: none"> • PE • Practical science lessons • DT/ FT 					
	Whole school approach to adapting curriculum (S/M/L term), including: <ul style="list-style-type: none"> • Wellbeing curriculum • recognising 'non-curriculum' learning that has been done • capturing pupil achievements/ outcomes 			<i>staff are trained and supported in front of classroom delivery style and aware of how best to provide students with additional support.</i>		
	Student behaviour policy reviewed and amended where necessary in line with the current circumstances.					
Pupils with SEND	Approach to provision of the elements of the EHCP including health/therapies.					
	Annual reviews.					
	Requests for assessment.					

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Attendance	Approach to supporting attendance for prioritised year groups determined.					
	Approach to support for parents where rates of persistent absence were high before closure.					
Communication	Information shared with staff around the re-opening plan, returning to site, amendments to usual working patterns/practices and groups.					
	Re-opening plans shared with governors.					
	Communications with parents: <ul style="list-style-type: none"> Plan for partial re-opening Social distancing plan Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning 					
	Pupil communications around: <ul style="list-style-type: none"> Changes to timetable 					

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	<ul style="list-style-type: none"> • Social distancing arrangements • Staggered start times • Expectations when in school and at home • Travelling to and from school safely 					
	On-going regular communication plans determined to ensure parents are kept well-informed			<i>Letters, website updates, social media</i>		
Governors/ Governance	Meetings and decisions that need to be taken prioritised.			<i>Virtual governing body meetings</i>		
	Governors are clear on their role in the planning and re-opening of the school, including support to leaders.					
	Approach to communication between Leaders and governors is clear and understood.					
	Certain aspects of governance are on-hold in order to deal with the immediate situation, these are agreed and clear with all governors and there is a plan for then these will be					

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	reviewed and potentially reinstated.					
School events, including trips	The school's annual calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the immediate term, including school trips.					
Finance	Additional costs incurred due to COVID19 are understood and clearly documented.					
	Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM					
	Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.					
	Insurance claims, including visits/trips booked previously.					
	Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> Cleaning IT support Catering 					

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	Consideration given to any support that may be brokered through working together, for example, partnerships, trusts etc.					