Oxhey First School 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 as dated 15th May 2020

Assessment conducted by:	L Jukes	Job title:	Headteacher	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	17/05/2020	Review interval:		Date of next review:	

Related documents	
CFLP documents: **Behaviour Policy appendix** **Key Principles for Staff**	**Government guidance:** Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 Coronavirus (COVID-19): implementing protective measures in education and childcare settings Coronavirus (COVID-19) Collection: guidance for schools and other educational settings Actions for schools during the coronavirus outbreak Coronavirus (COVID-19): implementing social distancing in education and childcare settings Coronavirus (COVID-19): guidance for educational settings COVID-19: cleaning in non-healthcare settings

Risk matrix

Risk rating High (H), Medium (M), Low (L)	Likelihood of occurrence		
	Probable	**Possible**	**Remote**
Major: Causes major physical injury, harm or ill-health.	H	H	H

Likely impact	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	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1. Establishing a systematic process of partial opening, including social distancing					
1.1 Net capacity					
Available capacity of the school is reduced when social distancing guidelines are applied	H	• Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules. • Agreed new timetable and arrangements confirmed for each year group. • Arrangements in place to support pupils when not at school with remote learning at home.	Y	•	M
1.2 Organisation of teaching spaces					
Classroom sizes will not allow adequate social distancing	H	• Classroom size and numbers reviewed. • Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 15 pupils per class) • Classrooms re-modelled, with chairs and desks in place to allow for social distancing. • Spare chairs removed from desks so they cannot be used. • Clear signage displayed in classrooms promoting social distancing. • Classes- to be known as bubbles, stay together with their teacher and do not mix with other pupils.	Y	• 15 max in all bubbles – staffing assigned to group - see action plan • Rooms prepared for re-opening – Y2 – upwards – to be done later if required • Indoor and outdoor signage secured.	M
Large spaces need to be used as classrooms	H	• Limits set for large spaces (e.g. hall) for teaching. • Large gatherings prohibited • Design layout and arrangements in place to enable social distancing.	Y	• Usage to communal spaces allocated or timetabled • Bubbles communicated via virtual meetings	M
1.3 Availability of staff and class sizes					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning	M	• 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 shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and other staff to supervise classes is in place. • Full use is made of testing to inform staff deployment. • A blended model of home learning and attendance at school is utilised until staffing levels improve.	Y	• Continue to review as staff and pupil numbers change	L
1.4 Prioritising provision					
The continued prioritisation of vulnerable pupils and the children of critical workers will create 'artificial groups' within schools when they reopen	L	• Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school. • Pastoral and SEND support is deployed wherever possible to support prioritised pupils. • Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. • A plan is in place for the phasing in of the other cohorts.	Y	• Key staff to support with the needs of more vulnerable pupils	L
1.5 The school day					
The start and end of the school day create risks of breaching social distancing guidelines	H	• 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 and pupils 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. • Attendance patterns have been optimised to ensure maximum safety.	Y	• One way system in place for drop of and collection of pupils	L
1.6 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	H	• 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.	Y	• Social and emotional support for pupils to adjust to new way of school life	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		• Pinch points and bottle necks are identified and managed accordingly. • Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. • Lesson/break change overs are staggered to avoid overcrowding. • Pupils are regularly briefed regarding observing social distancing guidance. • Appropriate duty rota and levels of supervision are in place within identified bubbles.		• Spend time sharing and explaining new class rules • Welcome back posters created	
1.7 Curriculum organisation					
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened	M	• 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. • Pastoral support provided age appropriately • Plans for intervention are in place for those pupils who have fallen behind in their learning.	Y	•	L
1.8 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines	H	• 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.	Y	• Rest rooms have been allocated for bubbles. All staff have separate access to toilets and drinks facilities.	M
1.9 Managing the school lifecycle					
Limited progress with the school's summer term calendar and workplan because of COVID-19 measures	M	• School calendar for the summer term rationalised. • Senior Leadership Team (SLT) and staff workplans to include short- and medium-term planning. • SDP Priorities Identified • Staff recruitment for September 2020 completed. • Curriculum and timetables for September 2020 completed.	Y	•	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils moving on to the next phase in their education do not feel prepared for the transition	M	• A plan is in place for staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the feeder schools to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters etc • Virtual tours of the school are available for parents and pupils who are new to the school.	Y	• Virtual celebrations and memorabilia planned to support with the emotional impact of not being able to take part in leavers' assemblies/parties etc.	L
1.10 Governance and policy					
LAB Members and Directors are not fully informed or involved in making key decisions	M	• Online meetings are held regularly with LAB Members and Directors • LAB's are involved in key decisions on reopening. • Directors informed of all CFLP guidance for schools • LAB's are briefed regularly on the latest government guidance and its implications for the school.	Y		L
1.11 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	H	• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents, directors and LAB members have been briefed accordingly.	Y	•	L
1.12 Communication strategy					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	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:
		  • Staff
		  • Pupils
		  • Parents
		  • LAB members /Directors
		  • Local authority
		  • Regional Schools Commissioner
		  • Professional associations
		  • Other partners
			Y	•	L

1.13 Staff induction and CPD					

Staff are not trained in new procedures, leading to risks to health	H	• Key Principles is issued to all staff prior to reopening.
		• Induction and CPD programmes are in operation for all staff prior to reopening, and include:
		  • Infection control
		  • Fire safety and evacuation procedures
		  • Behaviour management
		  • Safeguarding
		  • Risk management
			Y	•	L

New staff are not aware of policies and procedures prior to starting at the school when it reopens	H	• Induction programmes are in place for all new staff – either online or in-school – prior to them starting. • Key principles for staff are issued to all new staff prior to them starting.	Y	•	L
1.14 Free school meals					
Pupils eligible for free school meals do not continue to receive hampers on the days that they are not in school	H	• A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive hampers/school meals when not in school.	Y	•	L
1.15 Risk assessments					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
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.	H	• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: • Different areas of the school • When pupils enter and leave school • During movement around school • During break and lunch times • Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used	Y	•	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	• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with staff / contact providers prior to opening. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. • Working hours for cleaning staff are increased.	Y	• Meeting to be held with contractors to be clear about expectations.	L
2.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	H	• 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.	Y	•	L
Pupils forget to wash their hands regularly and frequently	H	• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. • School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	Y	•	L
2.3 Clothing/fabric					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Not wearing clean clothes each day may increase the risk of the virus spreading	H	• Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. • Expectations and guidance are communicated to parents.	Y	• Further clarification on letter prior to opening	L
The use of fabric chairs may increase the risk of the virus spreading	H	• Take fabric chairs out of use where possible. • Where that is not possible sanitize as part of cleaning. • Staff may wish to bring in a cover and then take home to wash each day. •	Y	• Fabric spay on order where the material cannot be removed.	L
2.4 Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	H	• Guidance on getting tested has been published. • The guidance has been explained to staff as part of the induction process. • Post-testing support is available for staff through the school's health provider.	Y	•	L
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	H	• Robust collection and monitoring of absence data, including tracking return to school dates, is in place. • Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. • Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply**.** • A record of any COVID-19 symptoms in staff or pupils is reported to the CEO.	Y	•	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	H	• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y	• See 1st June opening letter – with more detailed information in light of recent guidance.	L
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	H	• Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y	• All new policies emailed to staff including safeguarding & behaviour.	L
2.5 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	H	• First Aid certificates extended for three months. • A programme for training additional staff is in place. • Collaborative arrangements for sharing staff with other schools in the locality have been agreed. • Staff clear as to expected level of PPE to be used and how to dispose of it.	Y		L
2.6 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control	H	• Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.	Y	•	L
2.7 Communication with parents					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
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 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. • A COVID-19 section on the school website is created and updated.	Y	•	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 (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing.	Y	•	L
3. Maximising social distancing measures					
3.1 Pupil behaviour					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils' behaviour on return to school does not comply with social distancing guidance	H	• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games, using new Behaviour Policy appendix. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured to support social distancing and are closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. (Behaviour Policy Appendix) • 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. • Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.	Y	• Playground area to be sectioned off to reduce bubbles mixing.	M
3.2 Classrooms and teaching spaces					
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	H	• Bubble base arrangements in place. • Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance (i.e. a maximum of 15 pupils per class). • All furniture not in use has been removed from classrooms and teaching spaces. • Arrangements are reviewed regularly.	Y	•	L
3.3 Movement in corridors					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Social distancing guidance is breached when pupils circulate in corridors	H	• Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place.	Y	•	L

3.4 Break times

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils may not observe social distancing at break times	H	• Break times are staggered. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas. • Supervision levels have been enhanced, especially with younger pupils, to support social distancing.	Y	•	M

3.5 Lunch times

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils may not observe social distancing at lunch times	H	• Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • Dining area layout (If appropriate) established or bubble bases used • Tables and chairs have been cordoned off where this is not possible. • Floor markings are used to manage queues and enable social distancing. • Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. • Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). • Eating areas are cleaned after lunch.	Y	•	M

3.6 Toilets

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Queues for toilets and handwashing risk non-compliance with social distancing measures	H	• Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to enable social distancing. • Pupils know that they can only use the toilet one at a time. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.	Y	•	L
3.7 Medical Rooms					
The configuration of medical rooms may compromise social distancing measures	H	• Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.	Y	•	L
3.8 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	• 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. • Communication encouraged via text, email and phone. • Appointment only visitors welcome.	Y	•	L
3.9 Arrival and departure from school					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	H	• Start and finish times are staggered. • The use of available entrances and exits is maximised. • Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. • Weekly messages to parents stress the need for social distancing at arrival and departure times.	Y	• One way system in place for drop of and collection of pupils • RA for use of driveway agreed by H&S governor	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
3.10 Staff areas					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic	H	• Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. • Other staffroom bases identified to allow strong social distancing measures	Y	•	L
4. Continuing enhanced protection for children and staff with underlying health conditions					
4.1 Pupils with underlying health issues					
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	H	• 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 pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. • 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 pupils with underlying health conditions.	Y	•	L
4.2 Staff with underlying health issues					
Staff 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	• 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. • 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.**	Y	•	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		• All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. • Current government guidance is being applied.			

5. Enhancing mental health support for pupils and staff

5.1 Mental health concerns – pupils

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	M	• There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). • Resources/websites to support the mental health of pupils are provided.	Y	• Referral to Visyon, Trailblazer s and homestart continue as appropriate.	L

5.2 Mental health concerns – staff

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
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	M	• Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources.	Y	•	L
Working from home can adversely affect mental health	M	• Staff working from home due to self-isolation have regular catch-ups with line managers. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans have been agreed with support provided where necessary. • Staff working from home may help provide remote learning for any pupils who need to stay at home.	Y	•	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	M	• The school has access to trained staff who can deliver bereavement counselling and support. • Support is requested from other organisations when necessary.	Y	•	L
6. Maintaining educational provision for children of key workers and vulnerable children					
6.1 Maintaining provision					
Educational provision must still be maintained for priority children when the school reopens	M	• Current government guidance is being followed. • Liaison is continuing with parents who are key workers and the parents of vulnerable children to agree required provision. • The facility for full-time attendance is available where required (even if their peers are only attending part-time). • Arrangements are in place to ensure that this cohort is tracked and supported effectively. • Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day. • Arrangements are in place to supervise children of key workers and vulnerable children over any holiday periods in-line with current government guidance.	Y	• Also work in partnership with Attend EDC	L
7. Operational issues					
7.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	H	• Fire procedures have been reviewed and revised where required, due to: • Reduced numbers of pupils/staff • Possible absence of fire marshals • Social distancing rules during evacuation and at muster points • Possible need for additional muster point(s) to enable social distancing where possible	Y	•	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		• Staff and pupils have been briefed on any new evacuation procedures. • Fire marshals have been trained and briefed appropriately.			
Fire evacuation drills - unable to apply social distancing effectively	H	• Plans for fire evacuation drills are in place which are in line with social distancing measures.	Y	•	L
Fire marshals absent due to self-isolation	M	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	Y	•	L
7.2 Managing premises on reopening after lengthy closure					
All systems may not be operational	H	• Government guidance is being implemented where appropriate. • All systems have been recommissioned.	Y	• As new guidance is released procedures are adjusted accordingly.	L
Statutory compliance has not been completed due to the availability of contractors during lockdown	H	• 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	•	L
7.3 Contractors working on the school site					

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	H	• Ongoing works and scheduled inspections for schools 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, pupils and contractors safe. • Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. • Temperature checks are carried out on arrival and before entering the school building. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • 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).	Y	•	L

8. Finance

8.1 Costs of the school's response to COVID-19

The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties	M	• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • CFLP 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 Directors and LAB Members.	Y	•	L

9. Governance

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
9.1 Oversight of the governing body					
Lack of Director and LAB oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	H	• The LAB and Director Board continues to meet regularly via online platforms. • All agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • The Head's report to LAB members 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 LABs and those governors with designated responsibilities is in place.(Link LAB and Director Champions) • Minutes of LAB meetings are reviewed to ensure that they accurately record LAB's oversight and holding leaders to account for areas of statutory responsibility.	Y	•	L
10. Additional site-specific issues and risks					
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
Pupils and parents/carers walking on school drive as part of one way system for drop off and collection of pupils.	H	Measures in place as discussed with H&S governor to mitigate risk-as below: • Cone end of drive and only half gate open to prevent vehicles entering drive way • Member of staff to oversee this area • People requiring disabled access /parking at school to arrange this on a needs basis-communicate this clearly with stakeholders • Office to communicate with regular companies accessing school via driveway e.g. Ash Waste / Croppers that driveway is closed at specific morning and afternoon times. • Staff to park on grass as necessary so that clear space for pupils/parents leaving driveway • Communicate the above with all stakeholders	Y	•	L
Parents/carers/pupils not adhering to one way system breaching social distancing guidelines	H	Signage in place Marshals until route established Staff presence Clear communication with all stakeholders	Y	•	M

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
		Staggered start and end times			