



**HOLY CROSS CATHOLIC MAC**

**COVID-19 OPERATIONAL RISK ASSESSMENT  
FOR THE PLANNED REOPENING OF PRIMARY  
AND SECONDARY SCHOOLS**

**June 4<sup>th</sup> 2020**

**SCHOOL: St Augustine's Catholic Primary**

## Coventry School Partnership: Covid19 Operational Risk Assessment – Re-opening of Schools

### 1. Introduction:

Coventry's Partnership of schools have agreed a collaborative and consistent approach to secure the safe re-opening of schools across the City as set out in 'Coventry Schools Covid-19 Re-set and Recovery Plan' May 2020.

In preparing this guidance the Local Authority has had regard to advice from both the Health and Safety Executive and Government. It has noted that the Government has issued non-statutory guidance in which it is made clear that their advice "does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations". Consequently, Health and Safety Legislation has taken precedence.

#### This risk assessment guidance:

- Sets out the current context and statutory health and safety obligations
- Reflects the principles set out in Coventry schools Covid-19 Re-set and Recovery Plan
- Sets the context for conducting a risk assessment to reduce transmission of a disease within the school context
- Provides an exemplar risk assessment that can be adopted and adapted to any educational setting
- Provides a template to record a risk assessment method statement (RAMS) – setting out safe methods of working, which all staff should read, understand and sign
- Incorporates hyperlinks to sources of helpful information and resource

**What is the risk?** Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk in re-opening schools, is the potential transmission of Covid19 between members of the school community and consequently the wider community. This risk assessment therefore focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of Covid19 as a consequence of re-opening schools to a minimal level.

**Who is responsible?** The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. For the Holy Cross Catholic MAC this is the Board of Directors

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees especially in such challenging circumstances; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the head teacher and school management team. Reference:

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

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

- Put in place sensible approaches to minimise the risk of Covid19 transmission to staff, pupils and visitors whilst in school.
- Communicate the risks and required safe methods of working (RAMS) to all building users
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.

- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.

## 2.1 Key message:

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

## 2.2 What leaders need to do:

- Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.
- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility. This may include guidance on how to use cleaning equipment or PPE, or how to respond when social distancing becomes impossible or inappropriate.
- Consult and work with recognised TU safety representatives/employee representatives and safety committees.
- Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
- Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.

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

## 3. Locally agreed Principles:

### *Coventry schools Covid-19 re-set and recovery Plan' May 2020*

- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the Coventry school system
- A staggered slow and steady approach for pupils to return to school will be taken; to gradually build up confidence across the school community (staff, pupils, parents/carers)
- The absolute focus on encouraging all eligible vulnerable children to return to school will be maintained alongside provision for children of critical workers. In recognition of the importance that a child's early experience has on development, priority admission for re-opening will be given to Year 6, the Year 1, Reception and finally Nursery. Year 6 will also be supported in preparing for a positive transition to secondary school. Years 10 and 12 will be prioritised by secondary schools to enable targeted elements of direct teaching.
- Only 8-10 pupils will be accommodated per classroom, with the premise that schools can manage the days differently to enable this (i.e. 4 days per week with a break mid-way to allow deep cleaning of areas which have been in use). This number has been established through risk assessment, based on the application of the Government's 2 metre social distancing requirement and expectation that there will be "no more than 15 pupils in a group".
- Adherence to social distancing will be maintained as far as practicably possible in all classroom and school environments
- Strong collaboration between primary and secondary schools, regarding transition of year 6 pupils will be established and maintained
- School organisational planning will minimise the number of pupils that each staff member has contact with

- Schools will reserve the option of a “staff re-set day” and other opportunities for staff to come on site prior to working with children
- For schools to be potentially closed for the half-term week commencing 25<sup>th</sup> May 2020.

#### 4. What we know:

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

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

#### These include:

##### Exclusion:-

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges. Covid19 tests for symptomatic household member/s to confirm or negate a diagnosis is expected before they come on to the school site: [testing-for-coronavirus/ask-for-a-test-to-check-if-you-have-coronavirus/](#)
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- Clinically extremely vulnerable individuals are advised not to work outside the home.
- Parents of vulnerable children are advised to seek guidance from the UK government website and health professionals before sending their child into school
- Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people](#) guidance should work from home where possible.

##### Hygiene:-

- A stringent cleaning regime should be in place [COVID-19: cleaning in non-healthcare settings](#) . At the highest level this could follow the advice set out in: [Covid-19-decontamination-in-non-healthcare-settings](#)
- Frequent cleaning and disinfecting of objects and surfaces that are touched regularly (touch points), should be undertaken using standard cleaning products or antiseptic wipes, both of which kill the virus. This will require settings to enhance cleaning capacity. **It should be recognised that cleaners and caretakers provide the frontline in protecting everyone in school, but health and safety is everyone’s responsibility so cleaning tasks may be undertaken by any member of staff as appropriate.**
- Socialising hygiene routines including regular hand-cleaning regimes - washing hands thoroughly for 20 seconds with running water and soap, drying them thoroughly or if this is not practical using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Identify specific situations when additional handwashing is required. Dry hands using paper towels and not air blown dryers.
- Ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach with follow up handwashing and cleaning/wiping of any contaminated area followed by safe disposal of waste
- Maximise natural ventilation (keep windows open wherever possible) and access to the external learning environment – do not use air conditioning **or electrical fans**

### Social Distancing:-

- Secure social distancing whenever practicably possible, through footfall management and planned supervised movement throughout the school building
- Regulate entry so that the premises do not become overcrowded at any point and no ‘pinch points’ are experienced at ingress or egress
- Where it is possible to remain 2 metres apart, use floor markings/signage to mark the distance and facilitate compliance, particularly in corridors, hand cleaning areas, toilets and internal and external communal break areas
- Ensure the environment (such as classroom layout) and timetables are conducive with social distancing – remove all clutter and non-essential resources
- Minimise social contact by forming small fixed groups of staff and children and avoiding movement between or blending of groups whenever possible
- Where face-to-face contact is essential, e.g., providing first aid treatment, personal care or safeguarding, this should be kept to 15 minutes or less whenever possible, contact should be side by side. (Source: Public Health England; definition of sustained contact) **and appropriate PPE should be worn?**
- Social distancing is not required in an emergency situation, e.g. medical emergency, emergency evacuation etc. PPE should be used in a medical emergency if time permits (a first aid supply of PPE will be provided to all schools to secure an individual emergency situation, for example a sudden illness that may be Covid19 symptomatic of a child or staff member in school)

### 5. Summary:

These underlying principles are the key focus for organising all aspects of the school day and need to be built into the operational routine. A model Covid19 operational risk assessment has been developed for City-wide use, which is pre-populated with generic safe methods of working. If adopted, this will need to be adapted to each specific setting. In addition to infection control, the risk assessment template and supporting resources extends to support additional health and safety considerations related to the consequences of Covid19 specifically:

- The risk assessment of vulnerable pupils including those with an EHC Plan - (separate process already embedded in special schools but readily transferable to mainstream). This will help determine who is safer or as safe in school
- Securing provision for SEN – balancing the risk of allowing external visitors into school with the duty of best endeavours to provide support for SEN pupils
- Completion of Premises Risk Assessment by the Head, **DH**, SSO etc to ensure that classroom and other areas are safe to re-occupy
- Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL
- Communicating with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school
- Developing a recovery curriculum
- Maintaining support for home schooling

### 6. Resources and references:

<p><a href="#">Actions for educational and childcare settings to prepare for wider opening from 1 June 2020</a></p> <p><a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a></p> <p><a href="#">Coronavirus (COVID-19) Collection: guidance for schools and other educational settings</a></p> <p><a href="#">Actions for schools during the coronavirus outbreak</a></p>	<p><a href="#">Coronavirus (COVID-19): guidance for educational settings</a></p> <p><a href="#">COVID-19: cleaning in non-healthcare settings</a></p> <p><a href="#">Covid-19-decontamination-in-non-healthcare-settings</a></p> <p><a href="#">staying at home and away from others (social distancing)</a></p> <p><a href="#">Health and safety risk checklist for classrooms</a></p> <p><a href="#">E-bug posters</a></p>
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<a href="#">Coronavirus (COVID-19): implementing social distancing in education and childcare settings</a>	
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## Model COVID-19: Operational risk assessment for school reopening

**Please note: this risk assessment should be undertaken in conjunction with the covering guidance which absorbs statutory requirements and Government guidance available as at 18<sup>th</sup> May 2020. Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or change. Please add additional Activity (risks) as deemed necessary and delete any activity that does not apply to your school. The table is designed to enable you to re-order risks/priorities as required.**

Assessment conducted by:	Helen Forrest, Mat Clark	Job title:	Headteacher, Health and Safety Advisor	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	June 4 <sup>th</sup> 2020	Review interval:	Weekly until advised otherwise by CSEL	Date of next review:	June 11th

### Risk matrix

Risk rating High (H), Medium (M), Low (L)	Likelihood of occurrence		
	High (very likely)	Medium (possible)	Low (remote)

Activity	Risk rating prior to action (H/M/L)	Control measures in place		Additional controls still needed	Residual risk rating (H/M/L)
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<b>1. Establishing a gradual and safe approach for pupils and staff to return to school:</b>					
<b>1.1 Establishing if the building is safe following an extended closure</b>					
Health and safety risk assessments have not been reviewed. School site has not been inspected to ensure it is safe		<ul style="list-style-type: none"> <li>▪ Premises re-opening risk assessment has been conducted by Head Teacher/DH/Premises staff to ensure that the building is safe to re-open</li> <li>▪ Classroom checks undertaken using the HCMAC Premises Reopening risk assessment</li> <li>▪ Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering:                             <ul style="list-style-type: none"> <li>▪ Safe operation of the school</li> <li>▪ Procedures for when pupils and staff enter and leave school</li> </ul> </li> </ul>			

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		<ul style="list-style-type: none"> <li>▪ Planned movement around the school during lesson, break and lunch times</li> <li>▪ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> <li>▪ Provision of cleaning resources for an enhanced cleaning regime</li> </ul>			
<p><b>Statutory compliance tasks have not been completed due to the availability of contractors during lockdown</b></p>		<ul style="list-style-type: none"> <li>▪ Premises re-opening risk assessment carried out</li> <li>▪ Where contractor visits have been missed, these will be scheduled at the earliest convenience and any plant or equipment will be taken out of use if it is not safe to use in the interim</li> </ul>		<p><b>Boiler has been serviced Emergency Lighting serviced Intruder alarm has been serviced Hertel carried out their last monthly check on 20/4/2020. Fire alarms annual testing carried out 22/5/2020 Sanitary bins emptied 2<sup>nd</sup> June 2020 Nick to arrange any future checks by Hertel for Wednesdays when most children aren't on site.</b></p>	
<b>1.2 First Aid/Designated Safeguarding Leads</b>					
<p><b>The lack of availability of designated First Aiders and Designated Safeguarding Leads may children's safety at risk</b></p>		<ul style="list-style-type: none"> <li>▪ First Aid certificates have been extended for three months by Gov't</li> </ul>		<p>Additional staff have completed online paediatric first aid top ups to increase the number of First Aid trained staff in school.</p>	

<b>2. Determining the number of pupils that can be accommodated within the school infrastructure</b>					
<b>2.1 Organisation of teaching spaces and communal areas</b>					

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<b>Classroom sizes will not allow adequate social distancing</b>		<ul style="list-style-type: none"> <li>▪ Each classroom has had capacity audit undertaken using social distancing measure of 2m – maximum number of people (children and adults) determined</li> <li>▪ Timetables and staffing model determined to secure curriculum delivery for class-group size</li> <li>▪ Classrooms are re-modelled, with chairs and desks in place to allow for social distancing. Any surplus furniture including ‘spare’ chairs are removed to KS1 hall and area de-cluttered by putting away resources into cupboards.</li> <li>▪ Clear age appropriate signage displayed in classrooms promoting social distancing see: <a href="#">E-bug posters</a></li> <li>▪ Ensure class groups and staff stay together consistently and do not mix or blend with other groups through timetabling and arranging of breaks and lunch.</li> </ul>			
<b>Large spaces that need to be used as classrooms</b>		<ul style="list-style-type: none"> <li>▪ Set group size limit for large spaces (e.g. hall, sports hall, dining hall) that match teaching group size.</li> <li>▪ Large gatherings (more than 15) of pupils and/or staff where social distancing cannot be maintained are prohibited, compliance is supported by signage, training and monitoring. Assemblies done online or in smaller groups</li> <li>▪ Design layout and arrangements in place to enable social distancing.</li> </ul>			
<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. Cleaning during day by office staff cleaned each evening and fogged on a Friday.</li> <li>▪ Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team</li> <li>▪ Staff to ensure they clean as they go in staffrooms and do not leave food waste or crockery for others to clean up – tables to be cleaned after use by any staff using them.</li> <li>▪ Staff encouraged to bring flasks to reduce the frequency of visits to staff kitchen</li> </ul>		Agree a timetable for staff use of the staffroom kitchen.	

<b>2.2 Availability of staff and class sizes</b>					
<b>The number of staff who are available is insufficient to safely teach classes in school, operate effective</b>		<ul style="list-style-type: none"> <li>▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>▪ Any staff member who is identified as clinically extremely vulnerable is not permitted onto school premises. Staff members who are clinically</li> </ul>			

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<p><b>home learning schemes and safeguard children not in school</b></p>		<p>vulnerable are strongly advised to stay at home where if possible, they can be given suitable work tasks to complete. Staff members who live with extremely clinically vulnerable will also work from home.</p> <ul style="list-style-type: none"> <li>▪ Staff who are members of groups identified as being at higher risk from COVID-19 (e.g BAME) may be offered flexible working arrangements including continued homeworking, changes in duties whilst at school, working with smaller groups of pupils etc</li> <li>▪ Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if they or a household member is symptomatic</li> <li>▪ All staff are aware of the testing procedure and report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset.</li> <li>▪ Full use is made of those staff who are self-isolating or shielding but who are well enough to set online learning.</li> <li>▪ Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required</li> <li>▪ A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> <li>▪ An appropriate hierarchy of deputization is in place should a senior leader be unavailable. This might include external leadership capacity from across the MAC</li> <li>▪ Staff to wear clothing which is easily washable where possible to reduce the risk of transmission and illness. Staff and students to wear clean clothing each day where possible.</li> </ul>		<p>When numbers are finalised SLT review the workload of staff to ensure there is not an overload for any member of staff.</p>	
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<b>2.3 Testing and managing symptoms</b>					
<p><b>Testing is not used effectively to help manage staffing levels and support staff wellbeing</b></p>		<ul style="list-style-type: none"> <li>▪ Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff</li> <li>▪ Staff share the outcome of the test with their employer</li> </ul>		<p>Recap process on reset day</p>	
<p><b>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</b></p>		<ul style="list-style-type: none"> <li>▪ Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply:</li> </ul>		<p>When final names and numbers are confirmed ensure all parents have understood through providing, if necessary, language translations. Where staff believe households may have extremely clinically vulnerable people living in house, make calls to clarify.</p>	

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		<p><a href="#">guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></p> <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>▪ Each school has a non-touch thermometer in place to assist with identification of potentially infected staff and pupils</li> <li>▪ Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning.</li> <li>▪ Where a pupil or staff is shown to have COVID-19 then all staff and pupils in that 'bubble' should isolate themselves for a minimum of 14 days</li> <li>▪ If staff, or any members of their immediate family, develop COVID symptoms, they should request a priority test - please click on this link <a href="https://tinyurl.com/yb2dpdjd">https://tinyurl.com/yb2dpdjd</a> and complete the information requested by the testing centre. This information will need to be returned to marina.kelly@hcmac.co.uk by 2pm if it is to be registered the same day.</li> <li>▪ A record of any COVID-19 symptoms in staff or pupils is reported to the trust and the local authority. Public health advice is followed.</li> <li>▪ Children of key workers who attend school may present a higher risk of infection due to the nature of their parents' work. Key worker families will be advised that should any member of their household show symptoms of COVID-19 their children should remain at home for 14 days. The school will provide support via on-line platforms and where necessary by providing hard copies of work sheets.</li> </ul>		<p>Safe isolation to the AO office with staff member wearing full PPE , parent to collect via the outside entrance to the door and escorts their child away. Full PPE then worn to clean the room as per the cleaning risk assessment Ensure all staff know the procedure at briefing during reset week and have a one sheet set of instructions in each area.</p> <p>Children of key workers will remain separate from other bubbles.</p>	
<p><b>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</b></p>		<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding.</li> <li>▪ Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners</li> </ul>		<p>Staff briefing will go through this in detail. Clear and regular communication with parents through newsletters translated where necessary. Pupils first day in school will introduce pupils to procedures with regular reminders throughout each day.</p>	
<p><b>Staff, pupils 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, 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.</li> <li>▪ This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>		<p>As this information becomes available/is updated it will be provided to staff and parents.</p>	

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2.4 Prioritising provision: determining which children will be in school, taking into account social distancing requirements and staffing					
<p><b>The continued prioritisation of vulnerable pupils and the children of critical workers will create ‘artificial groups’ within schools when they reopen</b></p>		<ul style="list-style-type: none"> <li>▪ Plans are in place to support the learning needs of the children who are outside of the main cohorts (reception, year 1 and year 6 in Primary, and years 10 and 12 in secondaries) attending school.</li> <li>▪ Pastoral and SEND support is deployed wherever possible to support prioritised pupils.</li> <li>▪ Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.</li> <li>▪ Phase 2 to be addressed at a later date once phase one has started.</li> <li>▪ Dynamic risk assessments will take place to identify children whose circumstances may have changed when initial decisions were made</li> </ul>			
<p><b>Children who most need to be in school, may not be identified through the age categorisation or parental decision</b></p>		<ul style="list-style-type: none"> <li>▪ Vulnerable pupils including those with an EHC Plan have been subject to a risk assessment under the LAs guidance for SEND (based on Government guidance)</li> <li>▪ Children who need to develop early learning skills, are experiencing emotional withdrawal or anxiety are identified</li> <li>▪ Children with significant underlying health conditions that place them at risk and those who are shielding are not in school</li> <li>▪ Children where a household member is identified as clinically extremely vulnerable are not in school</li> <li>▪ Children where a household member is identified as clinically vulnerable to only attend school if social distancing can be adhered to</li> <li>▪ Support for parents where rates of persistent absence were high before closure.</li> </ul>		<p>FB will have an individual risk assessment</p> <p>If a child is clinically vulnerable they will be given a personal risk assessment.</p>	
3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene					
3.1 Staff induction and CPD					
<p><b>Staff are not trained in new procedures, leading to risks to health</b></p>		<p>A virtual induction and CPD programme is being delivered to all staff prior to reopening, which includes:</p> <ul style="list-style-type: none"> <li>▪ Infection control including spot cleaning in classrooms</li> <li>▪ Fire safety and evacuation procedures</li> <li>▪ Constructive behaviour management</li> <li>▪ Safeguarding</li> <li>▪ Risk management</li> </ul>			

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<p><b>New staff are not aware of policies and procedures prior to starting at the school when it reopens</b></p>		<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>		<p>Not applicable currently – no new staff.</p>	
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3.2 Communication strategy					
<p><b>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</b></p>		<p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents</li> <li>▪ Governors/Trustees</li> <li>▪ Local authority</li> <li>▪ Professional associations including Trade Unions</li> <li>▪ Other partners including peripatetic staff and health professionals</li> </ul>			
<p><b>There is a lack of clarity and understanding in maintaining social distancing and good hygiene</b></p>		<ul style="list-style-type: none"> <li>▪ Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting the 2-metre rule, good handwashing and ‘catch it bin it’ rules.</li> <li>▪ Clear floor markings identify 2 metre spaces and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures.</li> <li>▪ All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day.</li> </ul>			
<p><b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b></p>		<ul style="list-style-type: none"> <li>▪ As part of the overall communications strategy referenced 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 containing key information to help pupils stay safe</li> <li>▪ Information for parents and pupils is available on the school and MAC websites</li> </ul>		<p>Weekly newsletter e-mailed and text to alert them to read any other communication</p>	
<p><b>Parents and carers may not fully understand their responsibilities should a member of their household or a child show any symptoms of COVID-19</b></p>		<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> <li>▪ If a child shows symptoms whilst in school the parent will be contacted immediately by phone and their responsibilities explained.</li> </ul>		<p>Weekly newsletter e-mailed and text to alert them to read any other communication</p>	

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4 Planning movement around the school					
<p><b>Movement around the school risks breaching social distancing guidelines</b></p>		<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 pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available</li> <li>▪ Pupils to use external entrances/exits to classrooms where possible to reduce footfall in corridor areas</li> <li>▪ Pupils are regularly briefed regarding observing social distancing guidance.</li> <li>▪ Appropriate levels of supervision and guidance are in place</li> <li>▪ A premises risk assessment is in place which details arrangements for contractors visiting school to carry out essential maintenance and repairs</li> </ul>		<p>To be reviewed/ revised to any extent necessary when final numbers are known.</p>	
4.1 Management of social distancing in the reception area					
<p><b>Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines</b></p>		<ul style="list-style-type: none"> <li>▪ No visitors are allowed on the premises without a pre-arranged appointment – these will be kept to a minimum and conducted virtually where feasible.</li> <li>▪ Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit</li> <li>▪ Local arrangements are in place to ensure those signing in can do so safely minimising the risk of cross-contamination</li> <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>			
4.2 Management of Aggress and Egress – arrival and departure					

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<p><b>The start and end of the school day create risks of breaching social distancing guidelines</b></p>		<ul style="list-style-type: none"> <li>▪ Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place</li> <li>▪ Older pupils have been given advice about travelling to school safely to allow for social distancing</li> <li>▪ Pupil start and departure times are staggered to reduce pinch points and risk of breach. Any breach reported.</li> <li>▪ A clear traffic management scheme is in place that allows safe queuing of vehicles monitored on the school gate with a drop-off and go procedure in place</li> <li>▪ All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure younger children are handed over to their parents</li> <li>▪ Segregation of groups is considered wherever practicable</li> <li>▪ Floor markings are visible where it is necessary to manage any queuing.</li> <li>▪ Older pupils are requested not to seek out pupils from other groups as they leave at the end of the school day</li> </ul>		<p>No vehicles in sports centre car park to enable its use for people to queue Any incidents or near misses known of to be reported.</p>	<p>what.</p>
<p><b>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</b></p>		<ul style="list-style-type: none"> <li>▪ Start and finish times are staggered.</li> <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>			

<p><b>4.3 Management of classrooms and teaching spaces</b></p>					
<p><b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b></p>		<ul style="list-style-type: none"> <li>▪ Home base arrangements are in place.</li> <li>▪ Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance</li> <li>▪ All furniture not in use has been removed from classrooms and teaching spaces into safe storage</li> <li>▪ Arrangements are reviewed regularly as pupil numbers change – subject to capacity and distance measures being maintained.</li> <li>▪ Where key worker children have been accessing school during lockdown, they will remain in these ‘bubbles’ to reduce the risk of transmission to other children returning to school after June 1<sup>st</sup>.</li> </ul>			

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		<ul style="list-style-type: none"> <li>▪ Where the number of children attending places begins to exceed safe capacity for classrooms, the school will seek to utilise other areas for teaching such as the hall if good hygiene and social distancing can be maintained, and priority will be given to key worker children and those with an EHCP to attend. The use of a rota will be considered.</li> </ul>			
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<b>4.4 Management of movement in corridors</b>					
<b>Social distancing guidance is breached when pupils 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 pupils around school is minimised as much as possible.</li> <li>▪ Where possible, pupils and staff stay in classrooms or in designated external areas</li> <li>▪ Where there is direct access to external areas these should be used rather than internal routes in the school</li> <li>▪ Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage</li> <li>▪ Appropriate supervision levels are in place.</li> </ul>		Will be reviewed when final numbers are known and written confirmation should be given to the CSEL when suitable plans are then in place.	

<b>4.5 Management of social distancing at break times</b>					
<b>Pupils may not observe social distancing at break times</b>		<ul style="list-style-type: none"> <li>▪ Break times are staggered and extended to allow for better social distancing and spot cleaning of classrooms</li> <li>▪ External areas are designated for different groups.</li> <li>▪ Pupils 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 pupils, to support social distancing.</li> </ul>			

<b>4.6 Management of social distancing at lunch times</b>					
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<b>Pupils may not observe social distancing at lunch times</b>		<ul style="list-style-type: none"> <li>▪ Pupils are reminded about social distancing as lunch times begin.</li> <li>▪ Pupils wash their hands using the 20 second routine before and after eating.</li> <li>▪ Dining area is not in use for lunches, food will be provided using a 'grab and go' system for pupils to eat in their classrooms</li> <li>▪ Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces.</li> <li>▪ Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes, and the use of personal water bottles rather than using water fountains)</li> <li>▪ Eating areas are cleaned after lunch.</li> </ul>		Position will be reviewed when numbers are finalised and included in the letters sent to parents	
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4.7 Management of social distancing and hygiene in the toilets					
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>		<ul style="list-style-type: none"> <li>▪ Toileting will be a one in one out arrangement.</li> <li>▪ Bubbles will use separate toilets so that control over who is in them is easy for adults in the bubble.</li> <li>▪ Floor markings are in place to enable social distancing around the outside area.</li> <li>▪ Pupils instructed to only use a specific toilet for their group to reduce movement around the school</li> <li>▪ Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</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>▪ Pupils are reminded regularly on how to wash hands and young children are routinely supervised in doing so. Signage is in place</li> </ul>		<p>Markings will be in place before restart day once final numbers are known.</p> <p>To be confirmed in writing to CSEL before opening.</p>	

4.8 Safety arrangements for the use of medical rooms					
<b>The configuration of medical rooms may compromise social distancing measures</b>		<ul style="list-style-type: none"> <li>▪ Social distancing provisions are in place for medical rooms.</li> <li>▪ Additional rooms are designated for the safe isolation of pupils 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> <li>▪ Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff</li> </ul>			

**5. Securing and sustaining robust hygiene systems and procedures**

**5.1 Cleaning**

<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>▪ An enhanced cleaning plan and associated risk assessment is agreed and implemented which minimises the spread of infection.</li> <li>▪ Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day</li> <li>▪ Spot cleaning of classrooms and other areas to be undertaken when individual bubbles are on break/lunch/outside</li> <li>▪ Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every teaching and washing space</li> </ul>		<p>It is not possible to increase cleaners hours so working hours have been staggered to provide regular cleaning during the day and the SSO will also be available to spot clean during the day.</p>	
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**5.2 Hygiene and handwashing**

<p><b>Inadequate supplies of soap and hand sanitiser mean that pupils 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 ordered</li> <li>▪ Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> </ul>			
<p><b>Pupils forget to wash their hands regularly and frequently</b></p>		<ul style="list-style-type: none"> <li>▪ Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> <li>▪ Posters 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>		<p>Each room will have own supply of cleaning materials. Each class record the times when handwashing takes place sheet stuck to door for SLT to monitor throughout the day.</p>	

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		<ul style="list-style-type: none"> <li>▪ Pupils and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following unplanned contact with another person</li> <li>▪ Spot cleaning arrangements in place for dealing with hand-contact surfaces which may have been contaminated</li> </ul>			
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5.3 Personal Protective Equipment (PPE)					
<p><b>Provision of PPE for staff where required is not in line with government guidelines</b></p>		<ul style="list-style-type: none"> <li>▪ Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured ensuring it is suitable for all who are required to wear it (e.g., latex-free gloves, sizing of aprons &amp; gloves etc)</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 is not a substitute for good handwashing.</li> </ul>			

6. Curriculum organisation					
<p><b>Children may need to re-socialise and familiarise with new routines</b></p>		<ul style="list-style-type: none"> <li>▪ Consideration should be given on planning what to teach, and how, taking into account the temporary disapplication of the curriculum</li> <li>▪ The priorities for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading.</li> </ul>			

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<p><b>Pupils moving on to the next phase in their education do not feel prepared for the transition</b></p>		<ul style="list-style-type: none"> <li>▪ A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>▪ Virtual tours of the school are available for parents and pupils.</li> <li>▪ Online induction days for pupils and parents are planned.</li> <li>▪ This includes the following                             <ul style="list-style-type: none"> <li>• EY to Primary</li> <li>• Primary to Secondary</li> <li>• Vulnerable children</li> <li>• Children with SEND</li> <li>• Physical and sensory needs, including adaptations, equipment etc (lead in times)</li> <li>• Post 16</li> <li>• School Leavers</li> </ul> </li> </ul>			
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<b>7. Enhancing mental health support for pupils and staff</b>					
<b>7.1 Mental health concerns – pupils</b>					
<p><b>Pupils’ 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 is access to pastoral and other staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>▪ 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).</li> <li>▪ Resources/websites to support the mental health of pupils are provided.</li> </ul>			
<b>7.2 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 have been signposted to useful websites and resources.</li> </ul>			

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<b>Working from home can adversely affect mental health</b>	<ul style="list-style-type: none"> <li>▪ Staff working from home due to self-isolation have regular catch-ups with line managers.</li> <li>▪ Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.</li> <li>▪ Appropriate work plans have been agreed with support provided where necessary.</li> <li>▪ Staff working from home may help provide remote learning for any pupils who need to stay at home.</li> </ul>			
<b>7.3 Bereavement support</b>				
<b>Pupils and staff are grieving because of loss of friends or family</b>	<ul style="list-style-type: none"> <li>▪ The MAC has access to trained staff who can deliver bereavement counselling and support. This may include the Council’s critical incident team.</li> <li>▪ Support is requested from other organisations when necessary.</li> </ul>		A number of school staff are known to have experienced bereavement during lockdown – support will be offered. Where school are aware of pupil bereavement school has a trained counsellor on staff.	

<b>8 Governance and policy</b>				
<b>8.1 The roles of Directors and Local Governing Bodies</b>				
<b>Lack of oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.</b>	<ul style="list-style-type: none"> <li>▪ The Board of Directors (<b>‘Board’</b>) and each Local Governing Body (<b>‘LGB’</b>) will continue to meet regularly via online platforms.</li> <li>▪ LGBs have been regularly involved in discussions and all relevant documents disseminated through the Chair of Governors</li> <li>▪ The Board’s agendas are structured to ensure all statutory requirements are discussed and the MAC’s management team is held to account for their implementation; individual schools Heads report to the CSEL and the MAC’s management team and are required to comply with, and demonstrate compliance with, all relevant statutory requirements.</li> <li>▪ The Headteachers report to the CSEL and the Board regularly in writing (as well as through regular verbal meetings and discussions taking place more than weekly); written reports include 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.</li> <li>▪ Heads are also required to report weekly following their ‘reset’ days on matters covered by their risk assessment, and must update their risk assessments as necessary and submit the revisions for approval by the</li> </ul>			

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		<p>CSEL; if no changes are made, Heads must confirm, with reasoning, that a review has been carried out and that no changes were required.</p> <ul style="list-style-type: none"> <li>▪ Updates will be communicated to LGBs via their Chairs, posted on the school website and issued to staff;</li> <li>▪ The Board will hold the CSEL to account in relation to all risk assessments and the CSEL will communicate the position with the MAC as a whole via the Chair of the Board, who will be responsible for liaising with the Board;</li> <li>▪ Minutes Board and LGB meetings are reviewed to ensure that, in particular, they accurately record the oversight required above.</li> </ul>			
<b>Board is not fully informed or involved in making key decisions</b>		<ul style="list-style-type: none"> <li>▪ Online meetings are held regularly with the Board (or a relevant committee of the Board) via Zoom or other similar platform.</li> <li>▪ LGBs are kept informed of all key decisions in relation to the re-opening and continuation of the relevant school.</li> <li>▪ Directors, Governors and key staff are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>			

**8.2 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</b>		<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, and current working and studying conditions</li> <li>▪ Staff, pupils, parents and LGBs have been briefed accordingly.</li> <li>▪ The Board has approved revisions to policies.</li> <li>▪ Staff have been briefed on the need to be able to respond dynamically to unexpected situations or circumstances in order to protect their health and the health of colleagues and pupils</li> <li>▪ A policy on video conferencing has been created and will be communicated to staff as soon as possible, and in any event by 12 June outlining potential risks and ways of reducing them.</li> </ul>			
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**9. Other operational issues**

**9.1 Review of fire procedures**

<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 pupils/staff</li> <li>• Possible absence of fire marshals</li> </ul> </li> </ul>		Classroom doors (without door guards) to be propped open with	
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		<ul style="list-style-type: none"> <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> <li>• Staff and pupils have been briefed on any new evacuation procedures including conducting a walking evacuation (no alarms) with each year group as they return to school as part of the information they receive identifying any changes to existing routes, assembly points etc</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>• Where fire marshals are not present to sweep, class teacher to conduct a head count prior to evacuation and again at the assembly point</li> </ul>		<p>door stoppers to increase ventilation and eliminate the need to touch door handles. This will be in areas where a fire wouldn't go unnoticed. The risks have been evaluated and the risk of a fire is less than the risk of transmission.</p>	
<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. However, in the event of a clear emergency social distancing measures may be impossible to enforce.</li> </ul>			
<b>Fire marshals absent due to self-isolation</b>		<ul style="list-style-type: none"> <li>• Smaller groups of pupils in class and less travelling around the school has reduced the need for marshals to sweep areas outside of the classroom</li> <li>• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>			
<b>9.2 Free school meals</b>					
<b>Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school</b>		<ul style="list-style-type: none"> <li>▪ 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 vouchers/school meals when not in school.</li> </ul>			

9.3 Contractors working on the school site				
<p><b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b></p>		<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, pupils 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>▪ 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.</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 local contractor risk assessments and method statements, and contractor induction).</li> </ul>		

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10. Additional site-specific issues and risks					
Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
Parents who have dropped off child to school walk past children and parents who are queuing to drop off at school		<ul style="list-style-type: none"> <li>Staggered start times to reduce numbers</li> <li>Use different entrances for different years groups</li> <li>Allocate path on the right as you enter main entrance for arriving and the path on the opposite side for exit.</li> </ul>			