HOLY CROSS CATHOLIC MAC

COVID-19 OPERATIONAL RISK ASSESSMENT FOR THE FULL RE-OPENING OF PRIMARY AND SECONDARY SCHOOLS

SEPTEMBER 2020

St Augustine's School

Coventry School Partnership:

Covid19 Operational Risk Assessment – Re-opening of Schools

1. Introduction:

Coventry's Partnership of schools 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*. On 2nd July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published: *Guidance for full opening of schools*
These changes are fully reflected in this guidance and risk assessment.

This risk assessment focuses on balancing the risk of children returning to school and accessing a full educational experience with the "very low risk from coronavirus (COVID-19)" (source: Government Guidance July 2020)

In preparing and reviewing 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 made explicit within the guidance those actions that are statutory, those actions that MUST be undertaken (Public Health Advice) and those that are advisory (for consideration if it is reasonably practicable to do so.)

It is made clear that Government 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 continues to take precedence.

This risk assessment guidance:

- Sets out the current context and statutory health and safety obligations as at July 2020 to take effect from September 2020.
- Reflects the relevant principles set out in Coventry schools Covid-19 Re-set and Recovery Plan
- Sets the national and local context for conducting a risk assessment to reduce transmission of a disease within school
- 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 – setting out safe methods of working (control measures), which all staff should read, understand and sign
- Incorporates hyperlinks to sources of helpful information and resource

What is the risk? This risk assessment 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 all pupils and staff, recognising that the virus is in general circulation and the risk is significantly lower than in the Spring/early Summer of 2020

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 schools which are part of the Holy Cross Catholic Multi Academy Company ('HCCMAC') that company is the employer.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; 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 to all building users including parent/carer
- 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.
- Consult and work with recognised TU safety representatives/employee representatives and safety committees.
- Consult and engage employees in the development of the risk assessment and ongoing review
- 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' revised July 2020

- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the schools in the HCMAC
- Adherence to social distancing will be maintained as far as practicably possible in all classroom and school environments
- Best endeavours will be deployed to minimise the number of contacts staff and pupils have within school and ensure consistency in the groups pupils are placed within and staff teach/support
- 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 in September 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 balance of risk is now strfongly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19) **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, <u>do not attend</u> childcare settings, schools or colleges. Covid19 tests for symptomatic household member/s must confirm the outcome of the Covid-19 test if taken as soon as the results are known.

- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <u>staying at home and away from others (social distancing)</u> guidance should be supported in undertaking a Individual Risk Assessment and reasonable adjustments made if necessary , which may include additional protections within the school environment or if possible working from home supporting the delivery of the curriculum for children unable to attend school as a consequence of self-isolation or local lockdown

Hygiene:-
- A stringent cleaning regime should be in place <u>COVID-19: cleaning in non-healthcare settings</u> . At the highest level this could follow the advice set out in: <u>Covid-19-decontamination-in-non-healthcare-settings</u>
- 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 may 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 using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Identify specific situations when additional handwashing is required
- 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 (open windows and doors) and access to the external learning environment

Social Distancing:-

- Secure social distancing and/or minimise the range of contacts an individual pupil and member of staff have whenever practicably possible, through group designation, footfall management and planned supervised movement throughout the school building
- Regulate entry so that the premises do not become overcrowded at any point ensuring no 'pinch points' are experienced at ingress or egress
- Where it is possible to remain 2 metres apart, continue to 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. Primary age children and those with cognitive functioning that makes social distancing difficult, can socialise with children within their designated group (bubble). Secondary pupils should not socialise outside of their class or year groups.
- Ensure the environment (such as classroom layout) and timetables are conducive with social distancing – remove all clutter and non-essential resources. Desks/tables where practicably possible should be forward facing – pupils should avoid facing each other.
- Minimise social contact by forming fixed groups of staff and children and avoiding movement between or blending of groups whenever possible. This may be a whole class group or if that is not possible e.g. secondary a whole year group. It is accepted that staff may have to deliver to more than one group, which is permissible, but contacts should be minimised and social distancing adhered to when possible.
- Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side.
- Social distancing is not required in an emergency situation, e.g. medical emergency, fire evacuation etc. PPE should be used in a medical emergency if time permits (a first aid supply of PPE has been 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:

This risk assessment template has been reviewed to reflect the changes in risk and necessary controls from September 2020 when all pupils return to school on a full-time basis. In addition to infection control, this risk assessment template and supporting resources supports additional health and safety considerations related to the consequences of Covid19 specifically:

- Securing provision for SEN – from September 2020 the provisions in a child's Education, Health and Care Plan must be delivered. This means that peripatetic support teachers and health therapists will be able to work within schools, by adhering to the schools visitors policy and **visitor risk assessment** requirements
- **Pre-opening check/risk assessment** to ensure that buildings and classrooms do not present a risk (HSE/NASUWT based template)
- Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL and response to local lockdown
- Maintaining communications with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school
- Developing a recovery curriculum
- Developing a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of group isolation; whole school isolation or local lockdown.

6. Resources and references:

Actions for educational and childcare settings to prepare for wider opening from 1 June 2020	Covid-19-decontamination-in-non-healthcare-settings staying at home and away from others (social distancing) Health and safety risk checklist for classrooms

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	E-bug posters Guidance for full opening of schools guidance on the phased return of sport and recreation Sport England coronavirus (COVID-19) symptoms Public Health England health protection team guidance for food businesses on coronavirus (COVID-19) COVID-19: review of disparities in risks and outcomes report

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 2nd July 2020. Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or change.

There is a section at the end of the document where you can add school specific risks or activities that are not covered by the sections in the main risk assessment.

Assessment conducted by:	Helen Forrest	Job title:	Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	8.7.2020	Review interval:	Weekly	Date of next review:	Before September 2020 and continuous review thereafter

Risk matrix

Activity		Control measures already in place		Additional controls measures needed	Date completed
1. Establishing a gradual and safe approach for pupils and staff to return to school:					
1.1 Establishing if the building is safe following an extended closure					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.		▪ Health and safety preopening site walk conducted by nominated staff and HCCMAC Health & Safety Adviser, to include checks in classrooms ▪ Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering: ▪ Different areas of the school ▪ Procedures for when pupils and staff enter and leave school ▪ Planned movement around the school during lesson, break and lunch times ▪ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used	Yes	H+S walk to be done before September 3rd. Review premises, infection control & cleaning RAs with changes for Sept.	

Statutory compliance has not been completed due to the availability of contractors during lockdown	▪ 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.	Yes	Review premises, inf control & cleaning RAs with changes for Sept.

1.2 First Aid/Designated Safeguarding Leads

The lack of availability of designated First Aiders and Designated Safeguarding Leads may children's safety at risk	▪ H/T and D/H to ensure that first aider/emergency aider numbers are sufficient for the expected level of incidents in school via first aid risk assessment ▪ Consideration has been given to increasing DSL capacity to respond to respond to any increase in safeguarding and welfare concerns arising during the Covid-19 school closure and holiday period.	Yes	First Aid risk assessment reviewed for partial reopening. Full reopening will have full quota of First Aiders on site.

2. Securing safe teaching spaces to accommodate all pupils returning to school

2.1 Organisation of teaching spaces and communal areas

Classroom sizes will not allow adequate social distancing	▪ Class sizes revert to 30 in recognition of Government advice that children are not at significant risk ▪ Timetables and staffing model determined to secure curriculum delivery for class/group size ▪ Classrooms are re-modelled, with chairs and desks in place to allow for social distancing between staff and pupils. Where pupils may not be sat at desks, they should remain in smaller groups and staff should maintain a safe working distance where possible ▪ Any surplus furniture including 'spare' chairs are removed if possible and area de-cluttered ▪ Ensure class or year groups stay together consistently and do not mix or blend with other groups	Yes	Pupil desks and tables to be front facing wherever possible
Large spaces that need to be used as classrooms	▪ Set group size limit for large spaces (e.g. hall, sports hall, dining hall) that match teaching group size. ▪ Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring ▪ Design layout and arrangements in place to enable social distancing.	Yes	No gatherings in the larger spaces of more than 60/4 pupils/staff (e.g. 1 year group) 60 only at dinner time not for PE or collective worship.
Staff rooms and offices do not allow for observation of social	▪ 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 are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team	Yes	Shared area outside Y4 and 5 to have microwave in and used at lunch breaks by staff as an area to eat. Rota established for year groups to use different areas at different times. Staff to clean area and staff

distancing guidelines	▪ Staff using a communal area do so in their designated groups only and the area is cleaned before being occupied by another group		room kitchen themselves after they have used it. One person only at a time in the kitchen area. Staff to remain 2m apart when using the staff room and to clean the table and chair they have sat at before leaving.	
School kitchens may not be able to serve whole school return	▪ Government advice confirms that school kitchens can continue to operate, the kitchen will comply with guidance for food businesses on coronavirus (COVID-19)	Yes	One year group at a time to sit for dinner serving two classes separated from each other. Two halls to be in use with hot meals served in both so that two year groups at a time can have dinner. Kitchen staff a metre apart serving and a metre at least from the children being served. Awaiting final risk assessment from caterers.	
Physical activity in school	▪ Pupils to be kept in consistent groups ▪ Sports equipment to be thoroughly cleaned in between each use by a different group ▪ Contact sports avoided, as is the use of trampolines ▪ Where possible outdoor sports will be prioritised and large indoor spaces used when necessary, maximising distancing between pupils and adhering to stringent cleaning and hygiene ▪ External facilities are used in accordance with Government guidance ▪ guidance on the phased return of sport and recreation and Sport England Include activities such as active miles and active travel to promote social distancing exercise	Yes	Staff delivering sports will be socially distanced at all times from the pupils. If using an indoor space external doors and windows will be open. Staff to ensure that equipment cleaned after use or quarantined for cleaning at the end of the day.	
2.2 Availability of staff and class sizes				
The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school	▪ The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. ▪ Staff who are identified as potentially at increased risk from coronavirus) because they have particular characteristics that comparatively increase their risk as set out in COVID-19: review of disparities in risks and outcomes report should be identified and be given the opportunity to undertake an individual employee risk assessment. The school will use its reasonable endeavours to accommodate the risk ▪ 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 ▪ 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. ▪ 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 pastoral staff is in place to supervise classes under the direction of a teacher if required, providing this does not displace provision for children with SEND	Yes Yes Yes Yes Yes Yes	All those who have currently got a personal risk assessment will have this updated. Those currently not in school will also have an updated risk assessment.	

	▪ An appropriate hierarchy of deputisation is in place should a senior leader be unavailable.			Staff will not cross over too many bubbles and will be socially distant from all pupils.

2.3 Testing and managing symptoms				
Testing is not used effectively to help manage staffing levels and support staff wellbeing	▪ Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff ▪ Staff share the outcome of the test with their employer ▪ The school, staff and parents engage with the Test and Trace processes	Yes	Staff will be reminded on teacher day	
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	▪ Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 7 days and ensure anyone developing these symptoms during the school day is safely sent home and instructed to arrange a Covid-19 test. Any household members within school will be sent home to self-isolate for 14 days or until the test result is known and is negative ▪ Engage with the NHS Test and Trace process ▪ Contain any outbreak by following local public health protection advice contact: Public Health England health protection team ▪ 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 **clinically vulnerable** and **clinically extremely vulnerable** should these apply**.** ▪ 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 safe isolation procedures, departure and cleaning. ▪ A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. Public health advice is followed.	Yes	Weekly newsletter to have the reminder on for parents – included as a standing item on the agenda for phase meetings. Attendance registers used as normal – all absences have a reason given before return. Calls made to families for verification of reason for absence.	
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	▪ 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 and systems are in place to validate understanding ▪ Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners	Yes	Weekly newsletter to have the reminder on for parents. Website has a dedicated Cov-id section with the risk assessment. Parents signposted to this.	
Staff, pupils and parents are not aware of the school's	▪ 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.	Yes	Weekly newsletter to have the reminder on for parents. Website has a dedicated Cov-id section with	

procedures should there be a confirmed case of COVID-19 in the school				the risk assessment. Parents signposted to this.

3 Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene	

3.1 Staff induction and CPD				
Staff are not trained in new procedures, leading to risks to health	An induction and CPD programme is delivered to all staff prior to reopening, which includes: ▪ Infection control and cleaning procedures ▪ Fire safety and evacuation procedures ▪ Constructive behaviour management ▪ Safeguarding ▪ Risk management			Phase meeting taking place in last week of the summer term and teacher days in September will have time set aside for all staff to read all the relevant documents again and opportunities to discuss and ask questions.
New staff are not aware of policies and procedures prior to starting at the school when it reopens	▪ Induction programmes are in place for all new staff – either online or in-school – prior to them starting. ▪ The revised staff handbook is issued to all new staff prior to them starting.	Yes		No new staff starting in September. One staff member returning from Maternity will be re-inducted through zoom.

3.2 Communication strategy				
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	Communications strategies for the following groups are in place: ▪ Staff ▪ Pupils ▪ Parents ▪ Governors/Trustees ▪ Local authority ▪ Professional associations including Trade Unions ▪ Other partners including peripatetic staff and health professionals	Yes		

There is a lack of clarity and understanding in maintaining social distancing and good hygiene	▪ Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting social distancing, good handwashing and 'catch it bin it' rules. ▪ Clear floor markings identify 2 metre spaces (may be reduced to 1 metre+)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. ▪ All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day.	Yes	Timetable will ensure no year groups using corridors at the same time.
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	▪ As part of the overall communications strategy 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. ▪ Parent and pupil handbooks/information leaflets are created.	Yes Yes	
Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19	▪ Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.	Yes	

4 Planning movement around the school

Movement around the school risks breaching social distancing guidelines	- Circulation plans have been reviewed and revised. - One-way systems are in place where possible. - Corridors are divided where feasible. - Appropriate signage is in place to clarify circulation routes. - Pinch points and bottle necks are identified and managed accordingly. - Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms or specific areas for year groups and utilising any external learning environment that is available - Pupils are regularly briefed regarding observing social distancing guidance. - Appropriate levels of supervision and guidance are in place	Yes	School layout keeps Y6 separate from other year groups. Y1 to have breaks and lunch at different times to Reception avoiding mixed use of their corridor. 2 and 3 at different times and 4 and 5 at different times. External routes from one area to another used wherever possible.	

4.1 Management of social distancing in the reception area

Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	- No visitors are allowed on the premises without a pre-arranged appointment. If a visit can be arranged out of school hours, it should be. - Essential visitor risk assessment is in place for visits which need to take place with pupils - A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures - Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit - Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor - 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.	Yes	Essential visitor risk assessment in place for September	8.7.2020

4.2   Management of Access and Egress – arrival and departure

The start and end of the school day create risks of breaching social distancing guidelines	- Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place - Start and departure times are staggered to reduce pinch points and risk of breach if this is possible without reducing the overall teaching time for pupils - 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 - All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over to their parents - Segregation of groups is considered wherever practicable - Floor markings are visible where it is necessary to manage any queuing.	All parents will receive a letter with the arrangement for their year group made clear. Older year groups drop off at back gate. Staggered start and finish times to be finalised with a holding bay in the church for families with more than one child in different year groups.	

Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply		▪ 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.	Yes		
Pupils use public transport and thereby increase risk of infection and transmission		▪ Public transport is defined as transport used by the general public. If children use a public bus to come to school they will have to wear a face covering whilst travelling if they are over the age of 11. ▪ Staff using public transport must ensure that they safely remove their face covering on arrival at school and store it safely and hygienically in a sealed plastic bag or container – staff are advised to carry a spare face covering. ▪ School transport commissioned by the LA (excluding the use of public buses via a bus pass) are not available to the general public and therefore risk is reduced by the controls deployed by the LA and provider risk assessments ▪ Parents and children will be discouraged for using public transport if there is another practical mode of getting to school including, walking, cycling (if safe) or family car. ▪ Personal budgets will be promoted to families entitled to free home to school transport by the LA and the school to minimise risk and secure capacity for families that need dedicated transport the most			

4.3 Consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination as far as is reasonably practicable			
Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum	▪ Group pupils together to reduce as far as possible the number of contacts between children and staff, to a size that balances the requirement to deliver a broad and balanced curriculum. The maximum group size is one-year group. The ideal group size is one class group ▪ Maintain as far as possible the consistency of group members. ▪ Avoid contact between groups as far as possible ▪ Staff to maintain distance from pupils and other staff as much as possible ▪ Children should only be placed in larger groups if they are able to observe social distancing otherwise, they must be placed in a class group. ▪ limit interaction, sharing of rooms and social spaces between groups as much as possible. ▪ younger children will not be able to maintain social distancing, and it is understood that they may not socially distance within their group. ▪ where possible children may spend the majority of their time in their class groups, but will be allowed to mix into wider groups for specialist teaching, wraparound care and transport, ▪ All teachers and other staff can operate across different classes and year groups if that is needed to enable a full educational offer. ▪ If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. ▪ Face to face contact will be avoided if possible and the time spent in close contact (within 1 metre of anyone) will be minimised ▪ The provision for a child with complex needs who require close contact care can be delivered as normal	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	Child with complex needs will have personal risk assessment amended.	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	▪ Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance ▪ Where possible all pupil desks are forward facing and the teacher maintains a 2 metre distance at the front of the class. ▪ All furniture not in use has been removed from classrooms and teaching spaces into safe storage ▪ Arrangements are reviewed regularly.	Yes to all		
4.4 Management of movement in corridors			

Social distancing guidance is breached when pupils circulate in corridors	▪ 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 and staff stay in classrooms or in designated external areas ▪ Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage ▪ Appropriate supervision levels are in place.	Yes	Timetable will ensure that any shared areas such as space outside classrooms that cater for more than one year group are only occupied by children from one year group at a time. Where possible external routes from one part of the building to another will be utilised.
4.5 Management of social distancing at break times			
Pupils may not observe social distancing at break times	▪ Break times are staggered if possible ▪ 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.	Yes	School to use 3 separate playground areas so that breaks can take place for three year groups at a time. No year groups to go to other playground areas.
4.6 Management of social distancing at lunch times			
Pupils may not observe social distancing at lunch times	▪ Pupils are reminded about social distancing as lunch times begin. ▪ Pupils wash their hands using the 20 second routine, before and after eating. ▪ Dining area layouts have been configured to ensure social distancing between year groups where practicable. ▪ Additional arrangements are in place, such as staggering lunch times, pupils eating in other appropriate 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 in-between group usage and after lunch has ended ▪ Staggered lunchtimes are considered to reduce congestion providing this does not impact on the delivery of teaching time		KS2 to eat in KS2 hall one year group at a time. KS1 to eat in KS1 hall one year group at a time. Each dining hall to have a separate cutting up station where children can bring their dinner for support in having their food cut up. Staff have own cutlery to cut it and children stand a metre away.
4.7 Management of social distancing and hygiene in the toilets			

Queues for toilets and handwashing risk non-compliance with social distancing measures	▪ Queuing zones for toilets and hand washing have been established and are monitored. These do not have to be segregated for different groups, but should not be used by members of different groups at the same time ▪ 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. Signage is in place		Each year group from Y2-Y6 have their own set of toilets and will not be used by any other year group. Nursery, reception and Y1 have toilets for each individual class and will not be used by anyone else. Cleaners hours are staggered to enable more frequent cleaning of toilet areas and lunchtime staff hours will enable cleaning during their contracted hours.

4.8 Safety arrangements for the use of medical rooms

The configuration of medical rooms may compromise social distancing measures	▪ Social distancing provisions are in place for isolation room behind a closed door if possible ▪ Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. ▪ Procedures are in place for isolation rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. It is advised that household bleach is used after the room is vacated. ▪ Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff ▪ Any member of staff providing assistance to someone with symptoms and any pupils who have been in close contact with them must wash their hands thoroughly for at least 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell	Yes	

5. Securing and sustaining robust hygiene systems and procedures

5.1 Cleaning

Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	▪ An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. ▪ Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day ▪ 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 and this reflects increased demand in September when all pupils and staff return	Yes	

5.2 Hygiene and handwashing

Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	▪ An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered ▪ Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.	Yes	Supplies of all products are sufficient for opening in September. Checklist signed throughout the day by cleaning staff.	
Pupils forget to wash their hands regularly and frequently	▪ 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. ▪ Pupils and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person ▪ In EYFS and KS1 pupils are supervised where possible to ensure hand washing takes place correctly	Yes	Staff will be reminded on TTD about showing the children the demo of how to wash hands Posters reminding children will be displayed in all toilets above the sink areas.	
Equipment and resources	▪ Individual and very frequently used equipment such as pencils and pens should not be shared ▪ Classroom based resources including books and games can be shared within the designated group but must be cleaned regularly ▪ Resources shared between groups such as sports, art and science equipment must be cleaned between group usage or decontaminated by leaving them out of reach for 48 hours (72 hours for plastics) ▪ Outdoor play equipment will be cleaned more frequently ▪ Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationary and mobile 'phones where permitted	Yes	Each child to have own tray with own resources in from Y1 – Y6. Pupils will only be required to bring their reading book and diary in a plastic wallet provided. No school bags. PE kits in a wipeable bag. Carrier bags for hats scarves or gloves. Lunchboxes to be easily wiped on a daily basis.	

5.3 Personal Protective Equipment (PPE)

Pupils and teachers can take books and other shared resources homes, but unnecessary sharing should be avoided

Provision of PPE for staff where required is not in line with government guidelines	▪ Public Health England advise that face coverings should not be worn in schools and that routine temperature checks should not be taken as they are both intrusive and ineffective ▪ Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. ▪ PPE has been procured which meets individual staff needs (e.g., non-latex gloves, specific types of face masks/coverings) ▪ 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. ▪ Face coverings are not ordinarily required in school. Children under the age of 11 are not required to wear face coverings in or out of school including public transport	Yes		

6. Curriculum organisation				
Children may need to re-socialise and familiarise with new routines		▪ Consideration should be given on planning what to teach, and how, the priorities for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading.	Yes	Whole school to start year with a two week unit based on Oliver Jeffers book Here We Are: notes for living on Planet earth. Focus on well - being and looking after ourselves and our Earth.	
Children may have fallen behind in their learning during the school closure and achievement gaps will have widened		▪ 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 any gaps identified to minimise inequality ▪ Plans for intervention are in place for those pupils who have fallen behind in their learning.	Yes	Pixl assessment system to be started in September. Early identification of gaps and adapt planned curriculum to meet it. Plastic screens ordered to enable 1:1 support for pupils to take place safely.	
Pupils moving on to the next phase in their education do not feel prepared for the transition		▪ 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.	Yes		
Resuming full support for pupils with SEND (SEND Support and EHC Plans		▪ All children with SEND will return full-time to school in September 2020 and receive their full entitlement to support ▪ Small children and children with complex needs will continue to be helped to wash their hands properly ▪ Vulnerable children risk assessments will be completed for children with additional needs who are unable to regulate their behaviour e.g. involuntary spitting using the Las vulnerable children risk assessment template ▪ External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing the schools visitors policy and mirroring expectations on staffing behaviours in terms of hygiene and social distancing	Yes	Individual risk assessments for pupils that have previously been identified. Support in transition back to school from the Key. Support sessions enabled through the provision of plastic screens for 1:1.	
Risk of infection from singing, chanting, playing wind or brass instruments and shouting		▪ Music and singing lessons will be held outside when practicable, participants will be physically distanced by at least 2 metres and taught in groups of no more than 15 for wind/brass/singing, positioning children back-to-back or side -by-side (not face to face) ▪ Instruments will not be shared – pupils to use their own where practical and safe to do so ▪ music groups/choirs/group singing will be delayed, position to be reviewed each half term		All music lessons in the Autumn Term will focus on *[what?]* Mass to be conducted in accordance with Guidelines of the Catholic Bishops Conference in force from time to time.	
7. Enhancing mental health support for pupils and staff				
7.1 Mental health concerns – pupils				

Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	- 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/ /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.	Yes	Well being at heart of the recovery curriculum. Training on TTD to support teachers and support staff in supporting pupils. Yoga for PE lessons Physical exercise supervised by sports officer during break times.	
7.2 Mental health concerns – staff				
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	- 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. - Care First resources available to all staff	Yes	All staff to have in their appraisal meetings a focus on well-being and workload balance. Staff to receive sessions on mindfulness.	
7.3 Bereavement support				
Pupils and staff are grieving because of loss of friends or family	- The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council's critical incident team - Support is requested from other organisations when necessary.	Yes	Bereavement policy shared with staff at phase meetings in w/b July 13th.	

8 Governance and policy
8.1 The role of Governors

Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.		▪ The Board of Directors ('Board') and each Local Governing Body ('LGB') will continue to meet regularly via online platforms. ▪ LGBs have been regularly involved in discussions and all relevant documents disseminated through the Chair of Governors ▪ 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. ▪ 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 with the Board Covid Committee); 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. ▪ Heads are also required to report weekly on matters covered by their risk assessment, and must update their risk assessments as necessary and submit the revisions for approval by the CSEL; if no changes are made, Heads must confirm, with reasoning, that a review has been carried out and that no changes were required. ▪ Updates will be communicated to LGBs via their Chairs, posted on the school website and issued to staff; ▪ 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; ▪ Minutes Board and LGB meetings are reviewed to ensure that, in particular, they accurately record the oversight required above.	Yes	
Governors are not fully informed or involved in making key decisions		▪ Online meetings are held regularly with the Board (or a relevant committee of the Board) via Zoom or similar platform. ▪ LGBs are kept informed of all key decisions in relation to the re-opening and continuation of the relevant school. ▪ Directors, Governors and key staff are briefed regularly on the latest government guidance and its implications for the school.	Yes	
8.2 Policy review				
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in		▪ 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 ▪ Staff, pupils, parents and LGBs have been briefed accordingly. ▪ The Board has approved revisions to policies. ▪ 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. ▪ A policy on video conferencing has been created and will be communicated as soon as possible, outlining potential risks and ways of reducing them.	Yes	Parents of pupils who have not yet returned to school will have the new home-school agreement sent before the end of term. New Behaviour policy will be on website with key changes outlined to parents in the weekly newsletter. All policies reviewed and updated to be shared with staff on Teacher days in September.

the current circumstances				
Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning	- A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level - High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups - Remote education is integrated into the school's curriculum planning - Printed resources are available for those that cannot access the internet physically or cognitively - The curriculum is planned to ensure that knowledge and skills are built incrementally and clear explanations of content are delivered by a teacher in school though high quality curriculum resources and/or videos with face to face virtual contact as appropriate – ideally daily	Yes	Staff will be trained on using both teams and google classroom in September on teacher days as part of a long term plan for the ongoing situation .	

9. Other operational issues

9.1 Review of fire procedures

Fire procedures are not appropriate to cover new arrangements	- Fire procedures have been reviewed and revised where required, due to: - Social distancing rules during evacuation and at muster points - Possible need for additional muster point(s) to enable social distancing where possible - Staff and pupils have been briefed on any new evacuation procedures. - Evacuation controller and fire marshals have been trained and briefed appropriately.	Yes	Ensure that staff and pupils are briefed that in the event of an actual fire or other threat to life that evacuating to a safe place quickly and calmly overrides the need for strict social distancing measures whilst moving to a place of safety.	
Fire evacuation drills - unable to apply social distancing effectively	Plans for fire evacuation drills are in place which are in line with social distancing measures.	Yes	PEEP for pupil with mobility issues agreed with parents through individual risk assessment.	15.6.2020
Fire marshals absent due to self-isolation	An additional staff rota/alternative procedures are in place for fire marshals to cover any absences and staff have been briefed accordingly.	Yes		

9.3 Contractors working on the school site

Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		- 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. These will be organised outside of school hours wherever reasonably practicable - 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. - 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).	Yes		

Use the table below to add any site-specific risks/activities here and ensure control measures or mitigation strategies are in place to address them, e.g., EYFS, STEM subjects, PE, High Tariff Children etc.

10. Additional site-specific issues and risks					
Activity		**Control measures already in place**		**Additional controls measures needed**	**Date completed**
Children who routinely attend more than one setting (e.g. dual registered, KEYS intervention programme or alternative provision)		The school, working with the setting will ensure that all risk are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum		SENco already working with key on arrangement for September.	
Swimming lessons		• When pools are open again lessons will resume following the guidelines laid out.			
EYFS		• Children will start at a separate time to other year groups and be dropped to classroom door /outdoor area • Staff will have zoomed with all pupils and parents who have access to internet in days before pupils start • Staff will increase their level of handwashing within the setting • Materials used will be cleaned frequently • Where practicable pupils will have own sets of resources			
Use of the Church as the holding Bay at the end of the school day		• Pupils will only enter the Church building to walk through at the end of the day. • The Church will be cleaned after they have left the building using the fogger. • If the Church has been used by the Parish it will also be cleaned before the children walk through.			