

## COVID-19 Risk Management Plan: Full Re-Opening of Schools in September 2020

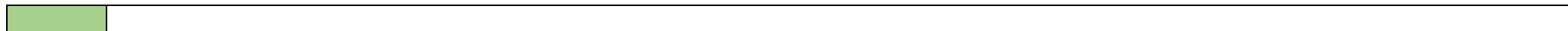
Site / school name:	Northfield St Nicholas Primary Academy		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Catering staff</li> <li>▪ Cleaners</li> <li>▪ Pupils</li> </ul>		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ General childcare / wrap-around care &amp; education provision during COVID-19 including social-distancing and minimising contacts.</li> <li>▪ Cleaning and sanitisation</li> <li>▪ Food and catering services provision</li> <li>▪ Property maintenance and statutory compliance</li> <li>▪ General site occupancy and site movement</li> <li>▪ Personal hygiene</li> </ul>		
Equipment and materials used:	<ul style="list-style-type: none"> <li>▪ General class and teaching materials</li> <li>▪ Cleaning materials and equipment</li> <li>▪ Catering equipment</li> </ul>		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ All school premises</li> </ul>		
Name of person completing this risk assessment:	I Owens J Catchpole H Punchard	Date of completion:	10/7/20
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:		Risk assessment no:	

### Record of Risk Assessment Reviews

Date of review:		Reviewed by:		Comments / date of next review:	

### Risk Consideration Priority Matrix

	Risk consideration that if not managed has the potential for severe impact on a school, for which the Trust requires information on its management controls to be detailed as part of the school risk management review.
	Risk considerations that, if not managed, may have some impact on the school and should form part of the school risk management review.
	Risk consideration that do not present a significant risk but could form part of the school risk management review.



Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
--------------------	--------------------------------	------------------------	----------------------------

**Instructions for Using This Updated Template:**

This document is essentially an update to the original Risk Management Plan (RMP) Template issued in May 2020 and follows the issuing of Government Guidance on Full Re-Opening of Schools from September 2020. Please click [here](#) to view the full guidance.

This new template essentially contains all of the sections found in the original version, however, and to take account of the new Government guidance:

- Sections highlighted in yellow will need to be reviewed / updated as necessary by the schools in light of the new Government guidance - please note that there will be some resultant changes to wording / content of the Risk Consideration descriptor in relation to these yellow sections.
- Sections that are “greyed-out” are, in principle, unaffected by the new Government guidance and the management arrangements / actions / methodology identified in your previous RMP will remain generally appropriate, however, you must still consider their adequacy going forward for the purposes of this updated RMP in the event that those arrangements need revising or upscaling to account for the increased school population on full re-opening. Some updating may also be required to take account based on experience and “lessons learned” since partial re-opening in June
- An Appendix (red section) has been incorporated at the end of this document in order to capture brand new issues presented by the new Government Guidance that schools must consider and address with satisfactory management arrangements, further actions and a RAG-Rating. – remember that the requirement is for sensible and proportionate control measures which follow the health & safety hierarchy of control to reduce the risk to the lowest reasonably practicable level given a schools particular and individual circumstances.
- Please read through the whole of this template including the new Appendix section prior to completing your updated RMP - any questions, please contact Estates.

<b>S o c i a l - D i s t a n c i n g &amp;</b>	<i>Description of the prioritised areas of risk and issues identified by the Trust as requiring consideration as part of this Risk Management Process - example below:</i>	<i>Please identify and describe how each risk consideration factor has been reviewed, rationalised and applied (or achieved differently / improved upon) at school level and what management arrangements have been put in place.</i>	<i>Identify and describe any additional actions or management arrangements that will need putting in place, over and above those already implemented, in order to ensure that risks are mitigated and managed effectively.</i>	<i>Identify any residual risks and issues that require further action and / or support and apply a RAG rating colour as per the matrix at the end of this document.</i>
	Schools should review the allocation of space available for education activities in order to minimise the number of contacts that a pupil has during the school day and to maximise social-distancing between those in school as much as is reasonably possible. Please confirm general arrangements for grouping children together (“bubbles” - e.g. by class or year group); avoiding contact between separate bubbles and maximising social-distancing within bubbles. Some mixing into wider groups for specialist teaching, wraparound care and	<ul style="list-style-type: none"> <li>• Year groups to be bubbles (ie: Y1 is a bubble, Y2 is a bubble)</li> <li>• Outside spaces will be subdivided for each bubble for breaks and lunch times. Time outside will be staggered for break and lunchtimes.</li> <li>• Each year group will be allocated year group toilets.</li> <li>• Before and after school club will group pupils according to year</li> </ul>	<ul style="list-style-type: none"> <li>• Each year group is no more than 60 pupils</li> <li>• KS1 and 2 will have zoned spaces and use at different times</li> <li>• Corridor toilets have been reallocated to house individual year groups only.</li> <li>• Communicate arrangements with parents, children and staff</li> <li>• Staff contracted to run the Before &amp; After school club to be aware of how to group children</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

M i n i m i s i n g  C o n t a c t s	transport may be considered appropriate.	group.	safely for each session.	
	Class layouts will need to be adapted (possibly pupils forward-facing / side by side) and placed in such a way to reduce pinch points, ensuring that free movement is possible and to maximise social-distancing. Ideally, adults should maintain a 2m distance from each other, and from children. Close face to face contact should be avoided and time spent within 1 metre of anyone should be minimised.	<ul style="list-style-type: none"> <li>Children will be seated side by side with class teachers delivering lessons from the front of the class.</li> <li>LSA's to be encouraged to 'helicopter' support to appropriate pupi</li> <li>Classrooms will remain decluttered.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to be oriented to avoid prolonged contact with pupils during teaching/marking/feedback.</li> </ul>	
	Lock off any rooms / facilities not required and / or not in use - clean and "mothball" any areas identified as not being needed for extended periods of time. This will reduce potential contamination.	<ul style="list-style-type: none"> <li>all rooms in use</li> </ul>		
	Consider school parking arrangements to reduce congestion. Priority must be given to disabled users and those identified as having health related issues. Provide relevant guidance to parents on drop-off and pick-up arrangements.	<ul style="list-style-type: none"> <li>new parking restrictions in place for september on shared driveway with neighbouring school.</li> </ul>	<ul style="list-style-type: none"> <li>parents informed to not park on driveway.</li> </ul>	
	Implement people-management at key times of the day to maintain social-distancing and to minimise contacts such as at pupil drop-off, break times, lunchtime and pupil pick-up.	<ul style="list-style-type: none"> <li>new gate arrangements in place for september</li> </ul>	<ul style="list-style-type: none"> <li>one way gate system introduced to ease 'pinch points' on site</li> </ul>	
	Ensure that the responsibility for and management of any facilities shared with third-parties is clearly agreed and defined as is the interface with any third-parties in the shared use of those facilities in order to maintain effective social-distancing and minimise contacts.	<ul style="list-style-type: none"> <li>none</li> </ul>		

Communicate all new working / school arrangements to parents and any updates to those arrangements as soon as possible.	<ul style="list-style-type: none"> <li>imminent</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Display signage prominently within school and on the outside of buildings to encourage social-distancing and minimising contacts (employ multiple-language signage where necessary).	<ul style="list-style-type: none"> <li>completed</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
It is expected that all staff will be at work (i.e. in school) w.e.f. the start of the new academic year (or 1 <sup>st</sup> August 2020 as applicable) including those that are deemed clinically vulnerable, extremely clinically vulnerable, those with underlying health conditions and / or those who may otherwise be at increased risk from COVID-19. Please contact HR with regard to any specific questions concerning staff in these categories.	<ul style="list-style-type: none"> <li>Outstanding non returners to receive HR letters and requests to attend professional conversations with HT where appropriate .</li> </ul>	<ul style="list-style-type: none"> <li>Request and follow guidance form local HR consultant</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Display signage prominently at site entrances to encourage social-distancing and minimising contacts (multiple-language signage where necessary).	<ul style="list-style-type: none"> <li>complete</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Limit parent vehicular access to car parks to essential car-users only - this will require active management at drop-off and pick-up times and potential pre-arrangements to be made - implications for the impact on local residents resultant from increased on-street parking should be considered on an individual school basis.	<ul style="list-style-type: none"> <li>complete</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Staff engaged in managing pupil access and egress from main site entrance and exit gates could, if deemed necessary and appropriate, verbally engage with adults to support social-distancing requirements and prevent unnecessary access.	<ul style="list-style-type: none"> <li>high staff presence on site before and after school is standard NSN practice.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Where possible, designate communal facilities such as toilets, cloakrooms and cycle racks to nearby discrete groups to reduce unnecessary pupil movement within school and assist social-	<ul style="list-style-type: none"> <li>no scooters or bikes allowed on site. (exception - y6)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

distancing and minimise contacts - portable coat racks and cycle racks could be relocated.			
Where possible designate one primary entrance to the school site and one, separate, primary exit - where this is not possible; entrance to and exit from sites at drop-off and pick-up times should be managed and supervised to maintain social-distancing and minimise contacts.	<ul style="list-style-type: none"> <li>new gate arrangements in place for September</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Implement one-way systems for people-movement around the outside of and between buildings - support with signage, barriers, floor markings and staff supervision.	<ul style="list-style-type: none"> <li>complete</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Designate one primary entrance to each building (and one, separate, primary exit).	<ul style="list-style-type: none"> <li>new gate arrangements in place for September</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Implement one-way systems for people-movement inside buildings - support with signage, barriers, floor markings and staff supervision.	<ul style="list-style-type: none"> <li>complete</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
All pupil movement (individual or groups) within the school site and buildings to be supervised and managed. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.	<ul style="list-style-type: none"> <li>The school currently has a strong ethos of corridor conduct/school movement and this currently supports new expectations.</li> </ul>	<ul style="list-style-type: none"> <li>reinforce current expectations with staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Limit unnecessary pupil movement around the school to minimise contact with surfaces and assist social-distancing and minimise contacts with others - all ad-hoc movement to be managed / supervised / escorted (e.g. toilet breaks).	<ul style="list-style-type: none"> <li>complete</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Ensure that doors in areas that need control measures and / or are part of amended routes have adequate and working locks - key holders for such doors, particularly primary entrances and exits, must be appointed with at least two key holders always on-site at any one time.	<ul style="list-style-type: none"> <li>additional cleaning regime in place</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Limit use of passenger lifts to essential users and only one at a time.	<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Schools that cannot implement a one-way system, particularly inside buildings should implement what amounts to a “give-way system” with provision of safe areas to wait in order to maintain social-distancing and minimise contacts.	<ul style="list-style-type: none"> <li>complete</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Use barrier tape, floor markings and signage to clearly identify routes, corridors, access stairs and doors temporarily taken out of use.	<ul style="list-style-type: none"> <li>complete</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Only one adult to accompany children to and from school - place notification signage outside the school entrances.	<ul style="list-style-type: none"> <li>complete</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Extend and phase / stagger start / end times and the time windows for pupil drop-off and pick-up; stagger breaks times / lunchtimes all to facilitate ease of management of pupil movement, social-distancing and minimising of contacts. This is likely to mean significant restructuring to the school day and / or time extensions to both ends of the school day and not the implementation of rotas.	<ul style="list-style-type: none"> <li>School to operate its' rainy weather 'early doors' policy which enables pupils to enter school from 8.40-9am and access their class/learning 'soft start activities' . This means pupils and parents do not need to spend time waiting in the playground for school to open. Site is supervised proactively by 'steward staff' at the start and end of day.</li> <li>End of the day managed with zoned areas parents wait for year group bubbles. Children released to each space via a 'sterile area'. SLT and other steward staff help supervise the new one way gate system to avoid 'bunching' of parents.</li> <li>School site is being significantly reworked to allow more efficient access to the site - old exit gate being reinstalled to allow one way floor on and off site. EYFS to</li> </ul>	<ul style="list-style-type: none"> <li>Site manager , eastes manager, SBM currently obtaining quotes to complete this work.</li> <li>Staff, parent and pupils need communication to share the new arrangements.</li> <li>Maintenance team needs to paint/demark zones with coloured lines during summer break.</li> <li>Maintenance team to paint driveway and implement parking restrictions.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

		<p>enter and exit via its own specific gateway. 2 additional class room doors being installed in existing windows to create entrance to year 3 classes (to be completed over summer using devolved capital project funding)</p> <ul style="list-style-type: none"> <li>▪ Driveway to be double yellowed to prevent parking and anti parking measures put in place. Liaison with neighbouring school to ensure vehicle access gates are staff manned at key start and end times. This will facilitate a staffer walkway for EYFS parents at drop off/collection times.</li> </ul>		
	<p>Phasing / timings of pupil drop-off and pick up to be communicated to parents to avoid unnecessary gatherings of people.</p>	<ul style="list-style-type: none"> <li>▪ 'early doors' system in place to ease congestion (school doors open 8.40am-8.55am)</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	<p>Pupils to go straight to classrooms upon arrival at school - adult waiting to be discouraged.</p>	<ul style="list-style-type: none"> <li>▪ as above/in place</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	<p>Pupil movement from site entrance to buildings, entrance into buildings and internal movement to classrooms should be adequately staffed / managed to facilitate efficiency and social-distancing and minimise contacts.</p>	<ul style="list-style-type: none"> <li>▪ in place</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	<p>Consideration has been given to the timing and management of visitors, contractors and deliveries to main reception and / or in the wider school environment in terms of maintaining hygiene, social-distancing and minimise contacts in-line with guidance issued separately by Estates.</p>	<ul style="list-style-type: none"> <li>▪ complete</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	<p>With the use of new areas for teaching and activities, there may be parts of the school occupied that would otherwise be empty or little used. Please review the impact this may have on escape routes, access to emergency equipment and fire equipment (such as extinguishers). Where any amendment to an</p>	<ul style="list-style-type: none"> <li>▪ no change</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

F i r e S a f e t y	escape route is proposed, please agree with Estates.			
	All new starters must be aware of fire safety arrangements, and in the event of any alterations to fire safety arrangements this change must be relayed to all staff. Pupils returning must be inducted and told of any alteration that may impact on their safety.	▪ complete	▪	▪
	For staff that are to be appointed as a fire marshal must be provide suitable training (Flick and supported by site familiarisation). Schools and staff are to be aware that no compromises are to be made with fire safety and that the life safety of staff and pupils is a priority.	▪ complete	▪	▪
	For staff or pupils that require any assistance in the event of a fire, a PEEP must be completed. Where assistance is needed in the event of a fire, it must be acknowledged that social-distancing requirements may not be met, but life safety must be prioritised in the event of a fire. <b>NOTE:</b> <i>It is recommended that those staff for pupils needing physical assistance are consulted and agree. In the failure of agreement, they are to follow the governments self-isolation or shielding guidance. In the event of direct physical assistance, it must be understood that social-distancing is secondary to the life safety of occupants.</i>	▪ complete	▪	▪
H e a l t h & M	The requirement to provide suitable, appropriately qualified first aid cover to all staff and pupils has been assessed with suitable first aid and / or paediatric first aid provided. Access to first aid facilities is maintained and the school suitable stocked with first aid sundries.	▪ in place	▪	▪
	Staff or pupils with medical / intimate care needs have been assessed and relevant consents in place. Staff have been trained in the use of medications and increased level of	▪ complete/in place	▪	▪



e d i c a l N e e d s	control applied, to include the use of PPE when required (e.g. where 2m social-distancing cannot be maintained). Guidance from LA has been provided to manage pupils with intimate care needs.			
S e c u r i t y	Consideration has been given to the security of high value items and personal belongings, ensuring that the school remains secure whilst in operation.	<ul style="list-style-type: none"> <li>complete</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	For areas of the school which are not fully staffed; consideration is given to the main entry and exit points to the school, with suitable arrangements in place to ensure the security of the school from unauthorised visitors.	<ul style="list-style-type: none"> <li>in place</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
C l e a n i n g & P e r s o n a l H y	The school has in place suitable cleaning program to take into account the increased cleaning of commonly used items such as handles, counters, IT equipment etc.	<ul style="list-style-type: none"> <li>increase cleaning in place</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	Staff or contractors engaged in cleaning are provided with suitable PPE and are competent to undertake their cleaning duties. Risk assessments are in place for cleaning activities and chemicals not accessible to staff or pupils. Please refer to the Estates guidance on cleaning - <b>NOTE</b> that this guidance will be updated further when new information is released by the Government in late July 2020.	<ul style="list-style-type: none"> <li>Gloves for use during cleaning are readily available and stocked</li> </ul>	<ul style="list-style-type: none"> <li>One set of First Aid/ Intimate Care PPE has been delivered. Need to source further Face Masks and Aprons in case of further need and lack of availability.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	Cleaning is undertaken at a time where minimal disturbance is likely, reducing the risk to building occupants. Staggering of lunchtimes should take account of the need to clean dining hall surfaces between groups / bubbles.	<ul style="list-style-type: none"> <li>Daily area cleaning will be undertaken at the start and end of each day and never in the presence of children or staff.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

g i e n e				
	<p>The school has maintained good supply of soap and access to warm water for washing hands. Appropriate controls are in place to ensure the suitable and frequent sanitisation of pupil's hands on arrival / before going into classrooms, before changing rooms, following breaks, before / after meals, following the use of toilets etc.</p>	<ul style="list-style-type: none"> <li>• Soap is in place as is Anti-Bac Spray.</li> </ul>	<ul style="list-style-type: none"> <li>• Sourcing anti-bac wipes.</li> <li>• Training of staff in nurturing and monitoring hand washing at breaks and toilet visits.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
P r o p e r t y	<p>The school has ensured that relevant property statutory compliance checks have been completed and records updated on Parago. Daily, weekly and monthly checks have been reinstated and pre-opening checklist has been re-visited / completed prior to September re-opening.</p>	<ul style="list-style-type: none"> <li>• All compliance checks are up-to-date.</li> </ul>	<ul style="list-style-type: none"> <li>• No further actions.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p>All serious property concerns have been raised with the Estates Team and appropriate steps in place to ensure the safety of all building occupants.</p>	<ul style="list-style-type: none"> <li>• No serious concerns, regular discussion with R2 central.</li> </ul>	<ul style="list-style-type: none"> <li>• No further actions.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
F o o d  S e r v i c e	<p>The school has reviewed its arrangement for food preparation, handling and serving and had implemented a safe system to ensure that adequate hygiene standards are maintained that that pupils are served food in a way that maintained good principals of social-distancing. Arrangements must be in place to ensure that school kitchens comply with Guidance for Food Businesses on Coronavirus.</p>	<ul style="list-style-type: none"> <li>• Zoom call booked with cluster 5 with Dee Forby to review operational 10/7/20. Following this call agreed that we will provide hot food in a container to the classroom where a child does not have a packed lunch.</li> <li>• Following this call agreed that we would provide a limited hot meal option. These will be delivered to the children in their bubbles in a suitable plastic container (these will be washed and reused)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow guidance/advice accordingly</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p>Food serving areas have been reviewed and queuing and seating arranged to support good social-distancing principals and where needed</p>	<ul style="list-style-type: none"> <li>• School packed lunches, school hot meals and home packed</li> </ul>	<ul style="list-style-type: none"> <li>• Advise parents of the hot meal options and the change to lunchtime arrangements</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	phasing of lunch and breaks to disperse peak demands on food service.	<p>lunches will be eaten within the classrooms.</p> <ul style="list-style-type: none"> <li>● Catering staff will deliver school packed lunches and school hot meals (in suitable plastic containers) for children to eat within the classroom. Cutlery will be placed in a bowl to be returned to the kitchen to wash.</li> <li>● Lunch breaks will be staggered and pupils will break within their own bubbles only.</li> </ul>		
	Suitable arrangements can be maintained to ensure allergy information is shared and communicated to all persons involved in food service.	<ul style="list-style-type: none"> <li>▪ This is standard practise.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refresh those staff who have returned from long term sickness in pupils' allergy needs and considerations.</li> </ul>	
<b>A P P E N D I X : N E W</b>	Consideration has been given to the resumption (be it fully or built-up over time) of any breakfast and / or after-school provision (excluding non-contact sport) from the start of the Autumn term such consideration must take account how schools can make such provision work alongside their wider protective measures, e.g. keeping children within their bubbles or year groups where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.	<ul style="list-style-type: none"> <li>▪ Before and after school club will group pupils according to year group.</li> <li>▪ Pupil spaces will be pre-booked for these facilities.</li> <li>▪ Breakfast will be served to the children rather than children accessing this as a self service.</li> </ul>	<ul style="list-style-type: none"> <li>▪ SBM to promote new expectations with parents to ensure places are booked in advance/staff aware of which pupils need to be grouped/group them accordingly</li> </ul>	
<b>R I S K</b>	Plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised whilst still allowing for a break of a reasonable length during the day.	<ul style="list-style-type: none"> <li>▪ Staff room to be used for access to staff toilets and preparing drinks only.</li> <li>▪ ICT room will be temporarily continued as an additional staff break out space for lunch and</li> </ul>	<ul style="list-style-type: none"> <li>▪ staff to be reminded of social distancing expectations in these spaces.</li> <li>▪ Cleaners to ensure tables wiped down periodically over lunch period and before/after</li> </ul>	

C O N S I D E R A T I O N S		break times/eating	break times.	
	Arrangements are in place to ensure good levels of ventilation throughout during the school day whilst not compromising security or safeguarding.	<ul style="list-style-type: none"> <li>▪ in place</li> </ul>	<ul style="list-style-type: none"> <li>▪ staff reminded</li> </ul>	▪
	Consider how to clearly communicate and implement a process for removal and disposal of face coverings when pupils / staff who use them arrive at school.	<ul style="list-style-type: none"> <li>▪ Pupils to leave face covering with escorting parents. Lone KS2 pupils to leave in a bespoke bag on coat peg.</li> <li>▪ Staff to leave face covering if not worn in class/school in their bag/locker/coat pocket.</li> </ul>	<ul style="list-style-type: none"> <li>▪ communicate expectations with all stakeholders.</li> </ul>	▪
	Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with enough tissues and bins available in the school to support pupils and staff to follow this routine.	<ul style="list-style-type: none"> <li>▪ Visual posters/prompts displayed around school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children will be specifically taught about this in September and reminded at regular intervals.</li> </ul>	▪
	Arrangements are in place for staff and pupils to bring in their own frequently-used equipment (e.g. pens, pencils etc.) to avoid sharing. Alternatively, a consistent set of equipment allocated by the school to specific individuals should be considered.	<ul style="list-style-type: none"> <li>▪ Pupils will be given their own 'learning packs' for use in classes/bubbles. (each named pupil pack will contain; pen, pencil, ruler, reading log, bronze book)</li> </ul>	<ul style="list-style-type: none"> <li>▪ communicate expectations with all stakeholders.</li> </ul>	▪
	Confirmation that the school has a sound understanding of Trust COVID-19 reporting protocols <b>and</b> the NHS Test & Trace process and, in respect of the latter, that relevant information has been passed on to staff and parents / carers.	<ul style="list-style-type: none"> <li>▪ Senior leaders understand the process and strategies in place.</li> </ul>	<ul style="list-style-type: none"> <li>▪ share with stakeholders where relevant/appropriate.</li> </ul>	▪
	Appropriate arrangements are in place for engaging with the Local Health Protection Team in the event of a confirmed case of COVID-19 as identified by NHS Test and Trace or beyond in the case of a potential wider outbreak.	<ul style="list-style-type: none"> <li>▪ Senior leaders understand the process and strategies in place.</li> </ul>	<ul style="list-style-type: none"> <li>▪ share with stakeholders where relevant/appropriate.</li> </ul>	▪
	Arrangements are in place for issuing / administering home-testing kits in the event that issuing such kits is deemed appropriate at the time.	<ul style="list-style-type: none"> <li>▪ School would support stakeholders where appropriate to administer/issue home-testing kits as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ share with stakeholders where relevant/appropriate.</li> </ul>	▪
	In the case of a COVID-19-symptomatic child	<ul style="list-style-type: none"> <li>▪ A room, near the main school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicate expectations with</li> </ul>	▪

<p>awaiting collection; provide, if possible, a suitable room where they can be isolated behind a closed door, depending on the age / needs of the child with, if required, appropriate adult supervision (wearing appropriate PPE). Ideally, a window should be opened for ventilation. If this is not possible then establish an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate facility if possible. The facility used must be thoroughly cleaned and disinfected before use by anyone else.</p>	<p>entrance which is ventilated but also behind a closed door has been allocated for this purpose and will continue to be used for this purpose.</p>	<p>staff</p>	
<p>Any dedicated transport services align with the principles underpinning the management controls set out elsewhere in this Risk Management Plan, e.g:</p> <ul style="list-style-type: none"> <li>• Transport groups reflect school groupings.</li> <li>• Organised queuing.</li> <li>• Hand sanitiser on boarding / disembarking.</li> <li>• Cleaning of vehicles.</li> <li>• Social-distancing within vehicles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<p>Consider the relevance of and necessity to support local initiatives to depress the demand on public transport and increase systemic capacity by encouraging walking to school, implementation of “Walking Buses” etc.</p>	<ul style="list-style-type: none"> <li>▪ Most pupils are local and either walk or are brought to school by car.</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<p>In EYFS settings, suitably qualified staff to child ratios are in place that meet regulatory requirements and ensure that the quality of care, safety and security of children is maintained - this provision must also include, where necessary, a suitable separate “baby room” or suitable partitioned-off area.</p>	<ul style="list-style-type: none"> <li>▪ EYFS staff are suitably qualified and appropriate ratios adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

**Other Risks / Issues for School Leaders to Address:**

<p>List identified issues e.g. local community, organisational issues etc.</p>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
--	---	---	---

**Overall Risk / RAG Rating Matrix**

Likelihood	Description	Score
Low	No significant risk or low risk item that are well managed with no impact on school opening.	1
Medium	Some minor risk issues identified but management process in place within the school or trust to manage them.	2
High	Significant risk items identified that require rectification, or risk items beyond the school capability to manage.	3