

| Where possible | | Risk Assessment Form | | | | | |
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| Location / Dept: HGS – Whole school | | Date Assessed: July 2020 | | Assessed by: Chris Conway/Simon Bird | | | |
| Risk Assessment for: COVID-19 Operational risk assessment for return of all pupils from September 2020. | | Review Date: August 2020 | | Reference Number: RA0011 v 3 | | | |
| Area of concern Hazard / Risk | Persons at risk | Control measures | Severity (1-5) | Likelihood (1-5) | Risk / Priority | In place (Yes/No) | Additional controls required |
| 1 Establishing a systematic process of full opening in September 2020 | | | | | | | |
| 1.1 Net capacity | | | | | | | |
| Available capacity of the school is reduced when social distancing guidelines are applied. | Staff, students | <ul style="list-style-type: none"> The timetable has been agreed for September and arrangements in place for each year group to allow for reduced interaction between year groups where possible. Students will be grouped into 'year group bubbles' and they will stay together in the same classroom at their allocated desk as far as possible. Mixing with other students will be limited as far as possible. Staff and students can wear masks if they wish to, but not in lessons as a rule. | 4 | 1 | 4 | Yes | |
| 1.2 Organisation of teaching spaces | | | | | | | |
| Classroom sizes will not allow adequate social distancing | Staff, students | <ul style="list-style-type: none"> All classrooms have been re-configured so all student desks are forward facing, where possible. Teacher desks have been set 2 metres away from student desks Spare furniture removed from the rooms so they cannot be used. Students will be grouped into 'year group bubbles' and they will stay together in the same classroom at their allocated desk and do not mix with other students, as far as possible. Clear signage displayed in classrooms promoting social distancing. | 4 | 1 | 4 | Yes | <ul style="list-style-type: none"> Additional teaching spaces to be set up if required. |

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| | | <ul style="list-style-type: none"> Pupils will be asked to bring their own hand sanitizer. | | | | | | |
| Classroom and timetable arrangements do not allow for all students to attend in line with guidance. | Students | <ul style="list-style-type: none"> A new timetable has been agreed and arrangements put in place for each year group, to allow for reduced interaction between year groups. Classrooms have been re-configured so all student desks are forward facing. Spare furniture removed from the rooms so they cannot be used. Clear signage displayed in classrooms promoting social distancing. Arrangements in place to support students when not at school with remote learning at home. Lunch times are staggered to reduce amount of students having lunch at once, where possible. There is provision of covered outdoor space for students to utilise whilst staying in their year group 'bubbles'. | 4 | 1 | 4 | Yes | | |
| Large spaces need to be used as classrooms | Staff, students | <ul style="list-style-type: none"> The sports hall and "Big School" can be used as teaching spaces and can be set up to respect social distancing requirements. The rear of Big School may also be used as a holding area for students displaying Covid symptoms. Design layout and arrangements in place to enable social distancing. Large gatherings and assemblies prohibited. Clear signage displayed in classrooms promoting social distancing. Staff to have seating plans, where possible. There may be some changes to rooming to enable bigger classrooms to be used. | 4 | 1 | 4 | Yes | | |
| 1.3 Availability of staff and class sizes | | | | | | | | |

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| <p>The number of staff who is available is lower than that required to teach classes in school and operate effective home learning.</p> | <p>Staff, students</p> | <ul style="list-style-type: none"> • The health status and availability of every member of staff is known and regularly updated so that deployment can be planned. • Full use is made of those staff who are self-isolating or shielding but are well enough to teach lessons on-line. • Flexible and responsive use of cover supervisors to supervise classes is in place. • Full use is made of testing to inform staff deployment. • A blended model of home learning and attendance at school is utilised until staffing levels improve. | <p>4</p> | <p>2</p> | <p>8</p> | <p>Yes</p> | |
| <p>1.4 Prioritising provision</p> | | | | | | | |
| <p>The continued prioritisation of vulnerable students and the children of critical workers will create 'artificial groups' within schools when they reopen.</p> | <p>Staff, students</p> | <ul style="list-style-type: none"> • Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school. • Pastoral and SEND support is deployed whenever possible to support prioritised students. • Efforts continue to improve the attendance of vulnerable students and those from disadvantaged backgrounds. • A plan is in place for the phasing in of the other cohorts. | <p>4</p> | <p>2</p> | <p>8</p> | <p>Yes</p> | |
| <p>1.5 The school day</p> | | | | | | | |
| <p>The start and end of the school day create risks of breaching social distancing guidelines</p> | <p>Staff, students</p> | <ul style="list-style-type: none"> • Start and departure times are staggered. • The number of entrances and exits to be used is minimal. Sixth form students will enter and exit via Grove Lane. • Different entrances/exits are used for different 'bubble' groups. • Staff and students are briefed and signage provide to identify entrances, exits and circulation routes to use. A one-way system in school will be in operation. • A plan is in place for managing the movement of people on arrival to avoid groups congregating | <p>4</p> | <p>1</p> | <p>4</p> | <p>Yes</p> | |

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| | | <p>and parents are informed that gathering at school gates needs to be minimised.</p> <ul style="list-style-type: none"> • Doors and windows to remain open, as much as possible to increase ventilation. • Floor markings in place to remind staff/students to remain 2m apart. | | | | | |
| 1.6 Planning movement around the school | | | | | | | |
| Movement around the school risks breaching social distancing guidelines. | Staff, students | <ul style="list-style-type: none"> • Circulation routes have been reviewed and identified. • One-way systems are in place where possible. • Appropriate signage in place to clarify circulation routes. • Pinch points and bottle necks are identified and managed accordingly. • Movement of students around schools is minimised as much as possible, with students remaining in the same classroom for different lessons and the teachers moving between rooms, where possible. • Lunch times are staggered to prevent the dining room from being over-populated. • Appropriate duty rotas and levels of supervision are in place. • Contact activities such as football, at break time and lunchtimes on the astro turf areas are suspended for the time being. | 4 | 1 | 4 | Yes | |
| 1.7 Curriculum organisation | | | | | | | |
| Students will have fallen behind in their learning during school closures and achievement gaps have widened. | Students | <ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers' planning and through the Covid Recovery plans • Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. • Exam syllabus is covered. • Plans for intervention are in place for those students who have fallen behind in their learning. • All practical lesson activities to be reviewed, with the possibility of temporarily suspending science, | 5 | 3 | 15 | | |

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| | | DT etc practicals. No contact sport until further notice in PE. | | | | | |
| 1.8 Staff workspaces | | | | | | | |
| Staff rooms and office do not allow for observation of social distancing guidelines. | Staff | <ul style="list-style-type: none"> Staff rooms and office have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms. Clear signage displayed promoting social distancing. | 4 | 1 | 4 | Yes | |
| 1.9 Managing the school lifecycle | | | | | | | |
| Limited progress with the school's summer term calendar and workplan because of Covid-19 measures | Staff, students | <ul style="list-style-type: none"> School calendar for the summer term rationalised. SLT and staff workplans to include short and medium term planning. Staff recruitment for September 2020 completed. Curriculum and timetable for September 2020 completed. Provisional plans are in place for a virtual Open Evening, UCAS Evening, and a Prize giving evening which can be streamed to the audience. | 4 | 3 | 12 | | |
| Students moving onto the next phase of their education do not feel prepared for the transition. | Students | <ul style="list-style-type: none"> A plan is in place for pastoral staff to speak with students and their parents about the next stage in their education and resolve any issues. This is ongoing with regards to A Levels and GCSEs There is regular and effective liaison with the destination institutions to assist with students' transition. Regular communications with the parents of incoming students are in place, including letters, newsletters and online broadcasts. Virtual tours of the school are available for parents and students. | 4 | 3 | 12 | | |

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| | | <ul style="list-style-type: none"> Online induction days are planned for parents and students. | | | | | |
| 1.10 Governance and policy | | | | | | | |
| Governors are not fully informed or involved with making key decisions. | Staff, students & stakeholders | <ul style="list-style-type: none"> Online meetings are held regularly with governors. Governing bodies are involved in key decisions on reopening. Governors are briefed regularly on the latest government guidance and its implications for the school. Risk assessments are reviewed and signed off by the LGB. | 3 | 1 | 3 | Yes | |
| 1.11 Policy review | | | | | | | |
| Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances. | Staff, students & stakeholders | <ul style="list-style-type: none"> All relevant policies have been revised to take account of the government guidance on social distancing and Covid-19 and its implications for the school. Staff, students, parents and governors have been briefed accordingly. | 3 | 3 | 9 | No | <ul style="list-style-type: none"> Review of policies to be done i.e. fire evac policy |
| 1.12 Communication strategy | | | | | | | |
| Key stakeholders are not fully informed about changes to policy and procedures due to Covid-19, resulting in risks to health. | Staff, students & stakeholders | <ul style="list-style-type: none"> Communication strategies are in place for the following groups: <ul style="list-style-type: none"> Staff Students Parents Governors / Trustees Other parties | 3 | 3 | 9 | | |
| 1.13 Staff induction and CPD | | | | | | | |
| Staff are informed about the new procedures. | Staff | <ul style="list-style-type: none"> A revised staff handbook is issued to all staff prior to reopening. Induction and CPD programmes are in operation for all staff prior to reopening and include: <ul style="list-style-type: none"> Infection control Fire safety and evacuation procedures Constructive behaviour management | 3 | 3 | 9 | | |

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| | | <ul style="list-style-type: none"> • Safeguarding • Risk management | | | | | |
| New staff are not aware of policies and procedures prior to starting at the school when it reopens. | Staff | <ul style="list-style-type: none"> • 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. | 3 | 2 | 6 | | |
| 1.14 Provision for meals and free school meals | | | | | | | |
| Students eligible for free school meals do not continue to receive vouchers on the days that they are not in school. | Students | <ul style="list-style-type: none"> • A member of the school’s administration team is tasked with ensuring that students eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school. | 3 | 1 | 3 | Yes | |
| Meals are not available for all children in school | Students | <ul style="list-style-type: none"> • Communication with the catering team to consider options such as providing Grab and Go. • Lunch times are staggered to prevent the canteen from being over-populated, where possible. • Usual considerations for dietary requirements. • The sixth form café will be used at breaktime and lunchtime to provide food for sixth form students. | 5 | 1 | 5 | Yes | |
| 1.15 Risk assessments | | | | | | | |
| Risks are not comprehensively assessed in every area of the school in light of Covid-19, leading to breaches of social distancing and hygiene guidelines. | Staff, students & stakeholders | <ul style="list-style-type: none"> • Risk assessments are updated and signed off by the LGB before school reopens and mitigation strategies are put into place and communicated to staff covering: <ul style="list-style-type: none"> • Different areas of the school • When students enter and leave the school • During movement around school • During break and lunch times • Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used. | 3 | 1 | 3 | Yes | <ul style="list-style-type: none"> • Regular review of risk assessments to follow government guidance. |
| 1.16 School transport | | | | | | | |



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| Changes to bus schedules as a result of Covid-19 adversely affect students' attendance and punctuality and do not align with staggered start and departure times. | Staff, students & stakeholders | <ul style="list-style-type: none"> The details of how students will travel to and from school are known prior to opening. Effective liaison with bus companies is used as a basis for planning start and departure times. | 5 | 2 | 10 | | |
| 2 Investing in safety equipment and health and safety arrangements to limit the spread of Covid-19 | | | | | | | |
| 2.1 Cleaning | | | | | | | |
| Cleaning capacity is reduced so that an initial deep-clean and on-going cleaning of surfaces are not undertaken to the required cleaning standards. | Staff, students & stakeholders | <ul style="list-style-type: none"> A return to work plan for cleaning staff is agreed prior to opening. An enhanced cleaning programme is agreed and implemented which minimises the spread of infection. Enhanced daily cleaning of doorways, handles and other frequently touched surfaces. Working hours for cleaning staff are increased/ altered to ensure there is capacity to maintain a regular clean throughout the day. | 4 | 1 | 4 | Yes | <ul style="list-style-type: none"> Amend cleaning checklists to take account of Covid-19 cleaning requirements. |
| Procedures are not in place following a suspected or confirmed case at school. | Staff, students & stakeholders | <ul style="list-style-type: none"> The cleaners have been made aware of the guidance of cleaning non-healthcare settings Covid-19: cleaning of non-healthcare settings guidance. Plans are in place to identify and clean all areas with which the symptomatic person has been in contact. Sufficient and suitable equipment is available for the required clean. Adequate waste disposal arrangements are in place to dispose of contaminated equipment. | 4 | 1 | 4 | Yes | |
| 2.2 Hygiene and hand washing | | | | | | | |
| Inadequate supplies of soap and hand sanitiser mean that students and staff do not wash their hands with sufficient frequency. | Staff, students & stakeholders | <ul style="list-style-type: none"> Hand sanitiser dispensers have been fitted at the main entrances to each building. Hand sanitiser dispensers have been installed outside classrooms for students to use on entry. Offices have been provided with hand sanitiser bottles. | 4 | 1 | 4 | Yes | |

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| | | <ul style="list-style-type: none"> Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Sufficient supplies held of hand sanitiser, soap, wipes and paper towels. Posters on display to reinforce importance of regular handwashing. Reinforce 'catch it, kill it, bin it' message. | | | | | |
| Students forget to wash their hands regularly. | Staff, students & stakeholders | <ul style="list-style-type: none"> Staff training includes the need to remind students of the need to wash their hands regularly. Posters reinforce the message to wash hands regularly using soap and water for 20 seconds. School leaders monitor the extent to which handwashing is taking place on a regular basis. | 4 | 1 | 4 | Yes | |
| Inadequate supplies and resources mean that shared items are not cleaned after each use | Staff, students | <ul style="list-style-type: none"> Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff A plan is in place to clean resources which have been taken home. Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups. Practical lessons can go ahead if equipment can be cleaned thoroughly after use. Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products The governing board finance committee is aware of any additional financial commitments. | 4 | 1 | 4 | Yes | |
| 2.3 Clothing / fabric | | | | | | | |
| Not wearing clean clothes every day may increase the risk of the virus spreading. | Staff, students & stakeholders | <ul style="list-style-type: none"> Policies are agreed prior to the school opening on the wearing of uniforms by students and business dress by staff to minimise risk. | 3 | 2 | 6 | Yes | |

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| | | <ul style="list-style-type: none"> Expectations and guidance are issued to parents. | | | | | |
| The use of fabric chairs may increase the risk of the virus spreading. | Staff, students & stakeholders | <ul style="list-style-type: none"> Take fabric chairs out of use where possible, students sit on plastic chairs which can be wipe down and sanitised. Where that is not possible then ensure chairs are limited to single person use. | 3 | 1 | 3 | Yes | |
| 2.4 Testing and managing symptoms | | | | | | | |
| Testing is not used effectively to help manage staff levels and support staff well-being. | Staff | <ul style="list-style-type: none"> Guidance on testing has been published. The guidance has been explained to staff. Post-testing support is available for all staff through the school's health provider. | 4 | 3 | 12 | | |
| Infection transmission within school due to staff/students (or members of their household) displaying symptoms. | Staff, students & stakeholders | <ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking of returning to school dates, is in place. Procedures are in place to deal with any student or staff displaying symptoms at school. This includes the use of testing for both staff and students and appropriate action, in line with government guidance, should the tests prove positive or negative. Students, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes the understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. A record of any Covid-19 symptoms in staff or students are reported to the Trust. | 5 | 3 | 15 | No | <ul style="list-style-type: none"> Develop plan for dealing with suspected Covid-19 cases |
| Staff, students and parents are not aware of the school's procedures (including self-isolation and testing) should anyone display symptoms of Covid-19. | Staff, students & stakeholders | <ul style="list-style-type: none"> Staff, students and parents have received clear communications of current government guidance on the actions to take should anyone display symptoms of Covid-19 and how this will be implemented at school. | 4 | 2 | 8 | | |
| Staff, students and parents are not aware of the school's procedures | | <ul style="list-style-type: none"> Staff, students and parents have received clear communications informing them of current government guidance on confirmed cases of | 4 | 2 | 8 | | |



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| should there be a confirmed case of Covid-19 in the school. | | <p>Covid-19 and how this will be implemented at the school.</p> <ul style="list-style-type: none"> This guidance has been explained to staff and students as part of the induction process. Any updates or changes to the guidance are communicated in a timely and effective way to all stakeholders. | | | | | |
| 2.5 First aid / designated safeguarding leads | | | | | | | |
| The lack of availability of designated first aiders and safeguarding leads puts children's safety at risk. | Staff, students & stakeholders | <ul style="list-style-type: none"> A programme for training additional staff is in place. Collaborative arrangements for sharing staff with the other Northern Cluster Trust schools has been agreed. The rear of Big School may also be used as a holding area for students displaying Covid symptoms. AHA will have a briefing with First aiders on Covid guidelines. | 4 | 1 | 4 | Yes | |
| 2.6 Medical rooms | | | | | | | |
| Medical rooms are not adequately equipped or configured to maintain infection control. | Staff, students | <ul style="list-style-type: none"> Additional rooms, such as the rear of Big School are designated for students with suspected Covid-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected Covid-19 cases, along with other affected areas, including toilets. | 4 | 1 | 4 | Yes | <ul style="list-style-type: none"> Identify additional rooms that can be used to handle suspected Covid-19 cases. |
| 2.7 Communication with parents | | | | | | | |
| Parents and carers are not fully informed of the health and safety requirements for the reopening of the school. | Staff, students & stakeholders | <ul style="list-style-type: none"> As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. Covid-19 sections on the school's website have been created and updated. | 3 | 2 | 6 | | |
| Parents and carers may not fully understand their responsibilities should a child show symptoms of Covid-19. | Staff, students & stakeholders | <ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. | 3 | 2 | 6 | | |

| 2.8 Personal protective equipment (PPE) | | | | | | | |
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| Provision of PPE for staff where required is not in line with government guidelines. | Staff, students | <ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Those staff required to wear PPE (i.e. SEND staff, site staff and cleaners) have been instructed on how to put in and remove PPE carefully to reduce contamination and also how to dispose of them safely. Staff are reminded that wearing gloves is not a substitute for good handwashing. Avoid face-to-face contact and minimise interaction under 1m with students, except for those with complex needs. Masks to be worn on the bus to and from the playing fields. | 4 | 1 | 4 | Yes | |
| 3. Maximising social distance measures | | | | | | | |
| 3.1 Student behaviour | | | | | | | |
| Students' behaviour on return to school does not comply with social distancing guidance. | Staff, students | <ul style="list-style-type: none"> The SLT will produce clear information and guidance for all staff and students. Clear message to students on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters and floor markings. Staff model social distancing consistently. The movement of students around school is minimised. Large gatherings are avoided. The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, students and parents. Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. Messages to parents reinforce the importance of social distancing. | 4 | 3 | 12 | | |

| 3.2 Classrooms and teaching spaces | | | | | | | |
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| The size and configurations of classrooms and teaching spaces does not support compliance with social distancing measures. | Staff, students | <ul style="list-style-type: none"> Classrooms have been re-configured so all student desks are forward facing. Teacher desks have been set 2 metres away from student desks Spare furniture removed from the rooms so they cannot be used. Students will be grouped into 'year group bubbles' and they will stay together in the same classroom at their allocated desk and do not mix with other students, where possible. Clear signage displayed in classrooms promoting social distancing. | 4 | 1 | 4 | Yes | |
| 3.3 Movement in corridors | | | | | | | |
| Social distancing guidance is breached when students circulate in corridors. | Staff, students | <ul style="list-style-type: none"> Circulation routes have been reviewed and identified. One-way systems are in place where possible. Appropriate signage in place to clarify circulation routes. Pinch points and bottle necks are identified and managed accordingly. Movement of students around schools is minimised as much as possible, with students remaining in the same classroom for different lessons and the teachers moving between rooms. Lunch times are staggered to prevent the canteen, corridors and queueing areas from being over-populated. Appropriate duty rotas and levels of supervision are in place. | 4 | 1 | 4 | Yes | |
| 3.4 Break times | | | | | | | |
| Students may not observe social distancing at break time. | Staff, students | <ul style="list-style-type: none"> Break times are staggered to prevent the canteen, corridors and queueing areas from being over-populated, when possible. Students are reminded of social distancing as break time begins. | 4 | 2 | 8 | Yes | |

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| | | <ul style="list-style-type: none"> • Social distancing signage is on display throughout the school and in key areas. • Contact activities, such as football, are temporarily suspended. • Supervision levels have been enhanced to support social distancing. | | | | | |
| 3.5 Lunch times | | | | | | | |
| Students may not observe social distancing at lunch time. | Staff, students | <ul style="list-style-type: none"> • Lunch times are staggered to prevent the canteen, corridors and queuing areas from being over-populated. • Students reminded to wash their hands before and after eating. • Hand sanitiser dispensers located at key points throughout school. • Dining area layouts have been configured to keep year groups together in their 'bubbles' to avoid mixing with different year groups where possible. • Thorough cleaning regime in place to clean dining areas after Break and lunch. | 4 | 2 | 8 | Yes | |
| 3.6 Toilets | | | | | | | |
| Queues for toilets and handwashing risk non-compliance with social distancing measures. | Staff, students | <ul style="list-style-type: none"> • Floor markings are in place to ensure social distancing. • Increased frequency of toilet cleaning and replenishment of soap and hand towels. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Students are reminded to wash hands regularly. • Handwashing posters on display. • The toilets at the end of the Maths corridor, are now available for general use. | 4 | 1 | 4 | Yes | |
| 3.7 Medical rooms | | | | | | | |
| The configuration of medical rooms may compromise social distancing measures. | Staff, students | <ul style="list-style-type: none"> • Social distancing provisions are in place for medical rooms. | 4 | 1 | 4 | Yes | <ul style="list-style-type: none"> • Identify additional rooms that can be used to handle suspected Covid-19 cases. |

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| | | <ul style="list-style-type: none"> Additional rooms are designate for students with suspected Covid-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected Covid-19 cases, along with other affected areas, including toilets. | | | | | |
| 3.8 Reception area | | | | | | | |
| Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidance. | Staff, students & stakeholders | <ul style="list-style-type: none"> Glass windows are in place to protect receptionists. 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. Social distancing signage on display. Hand sanitiser dispenser installed in reception area. | 4 | 1 | 4 | Yes | |
| 3.9 Arriving and departure from school | | | | | | | |
| Students and parents congregate at exits and entrances making social distancing measures difficult to apply. | Staff, students & stakeholders | <ul style="list-style-type: none"> Different finish times have been set for the 'bubbles' to limit the number of students entering and leaving school at the same time. This information will be given to all parents and pupils. The number of entrances and exits to be used are maximised. Staff and students are briefed and signage provide to identify entrances, exits and circulation routes to use. Social distancing guidelines are reinforced at entrances and exits through signage and floor markings, included external drop-off and pick-up points. Weekly messages to parents stress the need for social distancing at arrival and departure times. | 4 | 1 | 4 | Yes | |
| 3.10 Transport | | | | | | | |
| The use of public transport and school transport by students poses risks in terms of social distancing. | Staff, students & stakeholders | <ul style="list-style-type: none"> Guidance is in place for parents and students on how social distancing can be observed on public and school transport. This includes advice on the | 5 | 3 | 15 | | |

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| | | <p>use of face coverings if students are travelling with other children other than from their own class.</p> <ul style="list-style-type: none"> Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures can be observed. Movement between schools for collaboration lessons is temporarily suspended. Lesson will be held online. | | | | | |
| 3.11 Staff areas | | | | | | | |
| The configuration of staff rooms and offices makes social distancing measures problematic. | Staff | <ul style="list-style-type: none"> Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff. Layout for staff room and shared offices has been amended to allow for social distancing. Social distancing posters on display. | 4 | 1 | 4 | Yes | |
| 4. Continuing enhanced protection for children and staff with underlying health conditions | | | | | | | |
| 4.1 Students with underlying health issues | | | | | | | |
| Students with underlying health issues or those who are shielding are not identified and so measures have not been put into place to protect them. | Students | <ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. Parents have been asked to make the school aware of students' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. The school and parents are clear about the definitions and the associated mitigating strategies in relation to people who are classed as clinically vulnerable or clinically extremely vulnerable. The school has a regularly updated register of students with underlying health conditions. | 5 | 2 | 10 | | |
| 4.2 Staff with underlying health issues | | | | | | | |
| Staff with underlying health issues or those who are shielding are not identified and so measures have | Staff | <ul style="list-style-type: none"> All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their | 5 | 2 | 10 | | |



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| not been put into place to protect them. | | <p>condition or circumstances known to the school. Records of this are kept and updated regularly.</p> <ul style="list-style-type: none"> Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable or clinically extremely vulnerable. All staff with underlying health conditions that put them at increased risk from Covid-19 are working from home in line with government guidance. Current government guidance is being applied. | | | | | |
| 5. Enhancing mental health support for students and staff | | | | | | | |
| 5.1 Mental health concerns - students | | | | | | | |
| Students' mental health has been adversely affected during the period that the school has been closed and by the Covid-19 crisis in general. | Students | <ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support students with mental health issues. There is access to designated staff for all students who wish to talk to someone about wellbeing / mental health. Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/form time. Resources/websites to support the mental health of students are available. Access to the Wellbeing Crew is available for students (and staff). | 4 | 2 | 8 | | |
| 5.2 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 | <ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff they manage, including their workload. Staff briefings and training have included content on wellbeing. | 4 | 2 | 8 | | |

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| | | <ul style="list-style-type: none"> • CJC is the designated member of SLT, to whom staff can refer issues of a more confidential nature. • Staff have been signposted to useful websites and resources. | | | | | |
| Working from home can adversely affect mental health. | Staff | <ul style="list-style-type: none"> • Staff working from home due to self-isolation have regular catch-ups with line managers. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercises. • Appropriate work plans have been agreed with support provided where necessary. • Staff working from home may help provide remote learning for any students who need to stay at home. | 4 | 2 | 8 | | |
| 5.3 Bereavement support | | | | | | | |
| Students and staff are grieving because of loss of family and friends. | Staff, students | <ul style="list-style-type: none"> • The school has access to trained staff who can deliver bereavement counselling and support. • Support is requested from other organisations where necessary. • The bereavement policy has been updated. | 4 | 2 | 8 | | |
| 6. Maintaining education provision for children of key workers and vulnerable children | | | | | | | |
| 6.1 Maintaining provision | | | | | | | |
| Educational provision must be maintained for priority children when the school reopens, and in lockdown situations. | Staff, students | <ul style="list-style-type: none"> • Current government guidance is being followed. • Liaison is continuing with parents who are key workers and the parents of vulnerable children to agree required provision. • The facility for full time attendance is available where required (even if their peers are only attending part time). • Arrangements are in place to ensure that this cohort is tracked and supported effectively. • Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day. • Arrangements are in place to supervise children of key workers and vulnerable children over any | 5 | 2 | 10 | | |

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| | | holiday periods in-line with current government guidance. | | | | | |
| 7. Operational issues | | | | | | | |
| 7.1 Review of fire procedures | | | | | | | |
| Fire procedures are not appropriate to cover new arrangements. | Staff, students & stakeholders | <ul style="list-style-type: none"> Fire procedures to be reviewed and revised where required, due to: <ul style="list-style-type: none"> Possible absence of fire marshals Social distancing rules during evacuation and at muster points Possible need for additional muster points to enable social distancing where possible. Staff and Students have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. | 4 | 1 | 4 | Yes | |
| Fire evacuation drills – unable to apply social distancing effectively. | Staff, students | <ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in-line with social distancing measures. Year groups to be kept in their ‘bubbles’ at muster points. HOYs will organise year group fire practices in the first half -term of the academic year. | 4 | 1 | 4 | Yes | |
| Fire marshals absent due to self-isolation. | Staff, students | <ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any staff absences and staff have been briefed accordingly. | 4 | 2 | 8 | Yes | |
| 7.2 Managing premises on reopening after lengthy closure | | | | | | | |
| All systems may not be operational | Staff, students | <ul style="list-style-type: none"> Government guidance has been applied where appropriate. All systems have been maintained and tested as usual to ensure statutory compliance. | 5 | 1 | 5 | Yes | |
| Statutory compliance has not been completed due to availability of contractors during lockdown. | Staff, students | <ul style="list-style-type: none"> All statutory compliance is up to date. Water systems have been flushed on a weekly basis to prevent stagnation of water. | 5 | 1 | 5 | Yes | |
| 7.3 Contractors working on the school site | | | | | | | |

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| Contractors on site whilst school is in operation may pose a risk to social distancing and infection control. | Staff, students & stakeholders | <ul style="list-style-type: none"> An assessment has been carried out to see if any additional control measures are required to keep staff, students and contractors safe. Assurances have been sought from the contractors that all staff attending the site are 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/students are kept apart. Social distancing is being maintained throughout any such works and where this is not possible, arrangements are being reviewed. In addition to arrangements for Covid-19, normal contractor procedures are being applied and have been updated in light of Covid-19 (including RAMS and contractor induction). | 4 | 1 | 4 | Yes | <ul style="list-style-type: none"> Review of site contractor rules to include Covid-19 requirements. |
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8. Finance

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

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| The costs of additional measures and enhanced services to address Covid-19 when reopening places the school in financial difficulties. | School, Trust | <ul style="list-style-type: none"> Additional cost pressures due to Covid-19 identified and an end of year forecast which factors them in has been produced. Additional Covid-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. The school's projected financial position has been shared with the Trust. | 2 | 2 | 4 | Yes | <ul style="list-style-type: none"> Records of Covid-19 expenditure to be completed. |
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9 Governance

9.1 Oversight of the governance body

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| Lack of governor oversight during the Covid-19 crisis leads to the school failing to meet its statutory requirements. | School, Trust | <ul style="list-style-type: none"> The governing body continues to meet over online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed | 5 | 1 | 5 | | |
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| | | <p>and school leaders are held to account for their implementation.</p> <ul style="list-style-type: none">• The Head's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to Covid-19.• Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.• Minutes of governing body meetings are reviewed to ensure they accurately record governors' oversight and holding leader to account for areas of statutory responsibility. | | | | | |
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Risk/Priority Indicator Key

| Severity (Consequence) |
|---|
| 1. Negligible (delay only) |
| 2. Slight (minor injury / damage / interruption) |
| 3. Moderate (lost time injury, illness, damage, lost business) |
| 4. High (major injury / damage, lost time business interruption, disablement) |
| 5. Very High (fatality / business closure) |

| Likelihood |
|-------------------------------|
| 1. Improbable / very unlikely |
| 2. Unlikely |
| 3. Even chance / may happen |
| 4. Likely |
| 5. Almost certain / imminent |

| RISK / PRIORITY INDICATOR MATRIX | | | | | | |
|----------------------------------|------------------------|---|----|----|----|----|
| LIKELIHOOD | 5 | 5 | 10 | 15 | 20 | 25 |
| | 4 | 4 | 8 | 12 | 16 | 20 |
| | 3 | 3 | 6 | 9 | 12 | 15 |
| | 2 | 2 | 4 | 6 | 8 | 10 |
| | 1 | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 | |
| | SEVERITY (CONSEQUENCE) | | | | | |

| Summary | | Suggested Timeframe |
|---------|--------|--------------------------|
| 12-25 | High | As soon as possible |
| 6-11 | Medium | Within next 3-6 months |
| 1-5 | Low | Whenever viable to do so |

| Links to related published guidance notes to be referred to alongside the Model Risk Assessment | |
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| <p>Links to DfE Guidance</p> <p>As new guidance is produced weekly, please refer to www.gov.uk for updates</p> <p>Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches</p> | <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments</p> <p>https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</p> <p>https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term</p> <p>https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</p> <p>https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> |

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| | <p>https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications (added in v2)</p> <p>Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 (added in v2)</p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2)</p> |
| <p>Governance and other resources</p> | <p>As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&GS) at governors@birmingham.gov.uk</p> <p>Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: EYDuty@birmingham.gov.uk</p> <p>Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk (added in v2)</p> <p>ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</p> <p>HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</p> <p>NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</p> |