



COVID-19: Operational risk assessment for school reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 11th May 2020 as follows:

[Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

	Sonia Ramanah		Designated Lead for Safeguarding		Staff, students, contractors, visitors, volunteers
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	19 May 2020		Fortnightly		4 June 2020
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<p>Local Authority documents:</p>	<p>Government guidance:</p> <p><u>Actions for educational and childcare settings to prepare for wider opening from 1 June 2020</u> <u>Coronavirus (COVID-19): implementing protective measures in education and childcare settings</u> <u>Coronavirus (COVID-19) Collection: guidance for schools and other educational settings</u> <u>Actions for schools during the coronavirus outbreak</u> <u>Coronavirus (COVID-19): implementing social distancing in education and childcare settings</u> <u>Coronavirus (COVID-19): guidance for educational settings</u> <u>COVID-19: cleaning in non-healthcare settings</u></p>

Risk matrix

		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

1. Establishing a systematic process of opening, including social distancing					
1.1 Net capacity					
Available capacity of the school is reduced when social distancing guidelines are applied	M	<ul style="list-style-type: none"> Agreed number of students who can attend the premises on any given day to enable compliance with social distancing rules. Agreed new timetable and arrangements confirmed for each year group. Arrangements in place to support students when not at school with remote learning at home. 	Y	<ul style="list-style-type: none"> Occupation of building by students is being restricted to 3 floors using ground floor for overspill if required 	L
1.2 Organisation of teaching spaces					
Classroom sizes will not allow adequate social distancing	M	<ul style="list-style-type: none"> Classroom size and numbers reviewed. Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance and based on the size of the room Classrooms re-arranged, with chairs and desks in place to allow for social distancing. Clear signage to be displayed in classrooms promoting social distancing. Year groups split into smaller groups if necessary that stay together and do not mix with other students. 	Y	<ul style="list-style-type: none"> Small sizes of class bubbles (maximum 8) reduces the risk of transmission 	L
Larger spaces need to be used as classrooms	M	<ul style="list-style-type: none"> Limits set for large spaces (e.g. common room) for teaching. Larger gatherings prohibited i.e. no assemblies Design layout and arrangements in place to enable social distancing 	Y	<ul style="list-style-type: none"> Assemblies to be delivered in individual classroom settings or via our VLE video conferencing 	L

1.3 Availability of staff and class sizes					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning	M	<ul style="list-style-type: none"> The health status and availability of every member of staff is audited and regularly updated so that deployment can be planned. Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. Staff are given guidance and advice by HR on procedures to access Covid-19 testing 	Y	<ul style="list-style-type: none"> A blended model of home learning and attendance at school can be utilised if required until staffing levels improve. 	L
1.4 Access to provision					
Full opening to all students will create larger groups that can undermine social distancing	M	<ul style="list-style-type: none"> As an AP school, all students are encouraged to attend and all are offered a place Individual risk assessments are conducted for students with medical needs or increased vulnerabilities Efforts continue to improve the attendance of vulnerable students and those from disadvantaged backgrounds A split timetable or rota to be implemented if student numbers rise above 50% capacity 	Y	<ul style="list-style-type: none"> All students are regarded as vulnerable and encouraged to attend 	L
1.5 The school day					
The start and end of the school day create risks of breaching social distancing guidelines	H	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised. Different entrance and exit to be used in the case of full capacity. Staff and students are briefed to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Floor markings are visible where it is necessary to manage any queuing. Attendance patterns have been optimised to ensure maximum safety 	Y		L

1.6 Planning movement around the school					
Movement around the school risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> • Circulation plans have been reviewed and revised. • One-way systems are in place where possible. • Pinch points and bottle necks are identified and managed accordingly. • Movement of students around school is minimised as much as possible, with students staying in classrooms and staff moving round. • Lesson change overs are staggered to avoid overcrowding. • Students are regularly briefed regarding observing social distancing guidance. • Appropriate levels of supervision are in place. 	Y		L
1.7 Curriculum organisation					
Students will have fallen behind in their learning during school closures and achievement gaps will have widened	M	<ul style="list-style-type: none"> • 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 gaps identified. • Exam syllabi are covered. • Plans for intervention are in place for those students who have fallen behind in their learning • In-school attendance is offered and encouraged to all students 		<ul style="list-style-type: none"> • We expect national guidance on this regarding qualifications. there will need to be a 'Covid Cohort' group of students who did not engage at all, whom we track. 	L
1.8 Staff workspaces					
Staff rooms and offices do not allow for observation of social distancing guidelines	H	<ul style="list-style-type: none"> • 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 will be briefed on the use of these rooms. 		<ul style="list-style-type: none"> • The small number of staff reduces risk of transmission 	L

1.9 Managing the school lifecycle					
Students moving on to the next phase in their education do not feel prepared for the transition	M	<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. • There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, apprenticeship providers) 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. • Online induction days for students and parents are planned. 		<ul style="list-style-type: none"> • AP Transition Fund secured to provide 1:1 progressions support to Y11s 	L
1.10 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	M	<ul style="list-style-type: none"> • All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, students, parents and governors will be briefed accordingly. • Behaviour planning clearly to reinforce lost routine and impose high expectations are under consideration • New Home-School Agreement issued to all students 	In progress		L
1.11 Communication strategy					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	M	<ul style="list-style-type: none"> • Communications strategies for the following groups are in place: <ul style="list-style-type: none"> • Staff • Students • Parents • Local authority • Professional associations • Other partners • Supplier 	Y		L

1.12 Staff induction and CPD

<p>Staff are not trained in new procedures, leading to risks to health</p>	<p>M</p>	<ul style="list-style-type: none"> • 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 • Safeguarding • Risk management 	<p>In progress</p>	<ul style="list-style-type: none"> • Small number of staff reduces risk 	<p>L</p>
<p>New staff are not aware of policies and procedures prior to starting at the school when it reopens</p>	<p>H</p>	<ul style="list-style-type: none"> • Induction programmes are in place for all new staff – either online or in-school – prior to them starting. 	<p>Y</p>	<ul style="list-style-type: none"> • Induction processes have continued seamlessly 	<p>L</p>

1.13 Risk assessments

<p>Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.</p>	<p>H</p>	<ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> • Different areas of the school • When students enter and leave school • During movement around school • During break and lunch times • Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used • Supporting students with additional needs, EHCPs and vulnerabilities 	<p>In progress</p>	<ul style="list-style-type: none"> • 	<p>L</p>
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2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19

2.1 Cleaning

Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	H	<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. • Working hours for cleaning staff are increased. • Teaching and support staff undertake regular interim cleans throughout the school day 	Y		M
2.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that students and staff do not wash their hands with sufficient frequency	H	<ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers is undertaken and additional supplies are purchased if necessary. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	Y		M
Students forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> • Staff training includes the need to remind students of the need to wash their hands regularly and frequently. • Posters and messaging boards reinforce the need to wash hands regularly and frequently. • School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	•	M
2.3 Clothing/fabric					
Not wearing clean clothes each day may increase the risk of the virus spreading	M	<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 risks. • Expectations and guidance are communicated to parents. • Outdoor jackets/coats are bagged in reception prior to entering the main school building • Each student is allocated a bag for personal outdoor items 	Y	•	M
The use of fabric chairs may increase the risk of the virus spreading	M	<ul style="list-style-type: none"> • Take fabric chairs out of use where possible. • Where that is not possible then ensure chairs are limited to single person use. 	In progress	•	L

2.4 Testing and managing symptoms

<p>Testing is not used effectively to help manage staffing levels and support staff wellbeing</p>	<p>M</p>	<ul style="list-style-type: none"> • Guidance on getting tested has been published. • The guidance will be explained to staff as part of the induction process. 	<p>Y</p>	<ul style="list-style-type: none"> • National approach to testing is changeable. 	<p>L</p>
<p>Infection transmission within school due to staff/students (or members of their household) displaying symptoms</p>	<p>H</p>	<ul style="list-style-type: none"> • Robust collection and monitoring of absence data, including tracking return 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 an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. • A record of any COVID-19 symptoms in staff or students is reported to the local authority. 	<p>Y</p>	<ul style="list-style-type: none"> • 	<p>L</p>
<p>Staff, students and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19</p>	<p>H</p>	<ul style="list-style-type: none"> • Staff, students 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 students as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	<p>Y</p>	<ul style="list-style-type: none"> • 	<p>L</p>
<p>Staff, students and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p>	<p>H</p>	<ul style="list-style-type: none"> • Staff, students 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 students as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	<p>Y</p>	<ul style="list-style-type: none"> • 	<p>L</p>

2.5 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	H	<ul style="list-style-type: none"> Reception manned daily with a First Aider A DSL is always on site or contactable by phone 	Y	•	L
2.6 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control	H	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	Y	•	L
2.7 Communication with parents					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	M	<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. A COVID-19 section on the school website is created and updated. 	In progress	•	L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	H	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text, newsletter and the school's website. 	Y	•	L
2.8 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	M	<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 (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. 	Y	<ul style="list-style-type: none"> PPE available for first aiders to use where contact is unavoidable 	L

3. Maximising social distancing measures

3.1 Student behaviour

<p>Students' behaviour on return to school does not comply with social distancing guidance</p>	<p>H</p>	<ul style="list-style-type: none"> • Clear messaging 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 the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured to support social distancing and are closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, 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. • Student awareness education to underpin the govt. social distancing measures 	<p>Ongoing</p>	<p>•</p>	<p>L</p>
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3.2 Classrooms and teaching spaces

<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>	<p>H</p>	<ul style="list-style-type: none"> • Net capacity assessment completed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance (i.e. a maximum of 15 students per class). • Arrangements are reviewed regularly. 		<p>•</p>	<p>L</p>
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3.3 Movement in corridors					
Social distancing guidance is breached when students circulate in corridors	H	<ul style="list-style-type: none"> • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • The movement of students around school is minimised as much as possible. • Where possible, students stay in classrooms and staff move around. • Lesson change overs are staggered to avoid overcrowding. • Students are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. 	In progress	•	L
3.4 Break times					
Students may not observe social distancing at break times	H	<ul style="list-style-type: none"> • Break times are staggered. • External areas are designated for different groups. • Students 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 students, to support social distancing. 	Y	•	L
3.5 Lunch times					
Students may not observe social distancing at lunch times	H	<ul style="list-style-type: none"> • Students are reminded about social distancing as lunch times begin. • Students wash their hands before and after eating. • Dining area layouts have been configured to ensure social distancing. • Tables and chairs will be cordoned off where this is not possible. • Floor markings are used to manage queues and enable social distancing. • Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, students eating in classrooms or other spaces. • Guidance will be issued to parents and students on packed lunches (e.g. the use of disposable bags instead of lunch boxes). • Eating areas are cleaned after lunch. 	Y	•	L

3.6 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	H	<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to enable social distancing. • Students know that they can only use the toilet one at a time. • Students 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. • Students are reminded regularly on how to wash hands and young children are supervised in doing so. 	In progress	•	L
3.8 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	H	<ul style="list-style-type: none"> • 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. 	In progress	•	L
3.9 Arrival and departure from school					
Students and parents congregate at exits and entrances, making social distancing measures difficult to apply	M	<ul style="list-style-type: none"> • 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. • Messages to parents stress the need for social distancing at arrival and departure times. 	Y	•	L
3.10 Transport					

<p>The use of public and school transport by students poses risks in terms of social distancing</p>	<p>M</p>	<ul style="list-style-type: none"> • Guidance is in place for students and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings. • Students are asked to arrive at school wearing a face covering if they have travelled to school on public transport 	<p>In progress</p>	<ul style="list-style-type: none"> • 	<p>L</p>
<p>4. Continuing enhanced protection for children and staff with underlying health conditions</p>					
<p>4.1 Students with underlying health issues</p>					
<p>Students with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</p>	<p>H</p>	<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 associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • Schools have a regularly updated register of students with underlying health conditions. 	<p>Y</p>	<ul style="list-style-type: none"> • 	<p>L</p>
<p>4.2 Staff with underlying health issues</p>					
<p>Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</p>	<p>H</p>	<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 condition or circumstances known to the school. Records are kept of this and regularly updated. • Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. 	<p>Y</p>	<ul style="list-style-type: none"> • Ongoing review process 	<p>L</p>

		<ul style="list-style-type: none"> All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. Current government guidance is being applied. 			
5. Enhancing mental health support for 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	M	<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/student briefings Resources/websites to support the mental health of students are provided. 		<ul style="list-style-type: none"> Counselling services and multi-agency referrals to continue, online if required 	L
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	M	<ul style="list-style-type: none"> Staff are encouraged to consider their wellbeing. 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. 		<ul style="list-style-type: none"> 	L
Working from home can adversely affect mental health	M	<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 exercise. 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. 	Y	<ul style="list-style-type: none"> 	L

5.3 Bereavement support

Students and staff are grieving because of loss of friends or family	M	<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 when necessary. 	Y	<ul style="list-style-type: none"> Counselling services to continue, online if required 	L
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6. Operational issues

6.1 Review of fire procedures

Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of students/staff Possible absence of fire marshals Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff and students have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 	Y	<ul style="list-style-type: none"> 	L
Fire evacuation drills - unable to apply social distancing effectively	H	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. 	Y	<ul style="list-style-type: none"> 	L
Fire marshals absent due to self-isolation	H	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	Y	<ul style="list-style-type: none"> 	L

7. Finance

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

<p>The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties</p>	<p>H</p>	<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. • LA and school finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. 	<p>Y</p>	<ul style="list-style-type: none"> • 	<p>M</p>