


COVID-19 Risk Management Plan: Full Re-Opening of Schools in September 2020/March 2021

Site / school name:	Green Ridge Primary Academy		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> Staff Catering staff Cleaners Pupils 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> General childcare / wrap-around care & education provision during COVID-19 including social-distancing and minimising contacts. Cleaning and sanitisation Food and catering services provision Property maintenance and statutory compliance General site occupancy and site movement Personal hygiene 		
Equipment and materials used:	<ul style="list-style-type: none"> General class and teaching materials Cleaning materials and equipment Catering equipment 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> All school premises 		
Name of person completing this risk assessment:	Aaron Wanford with SLT	Date of completion:	10-Jul-2020
Risk assessment approved by:		Date of approval:	11.01.2021
Date risk assessment to be reviewed by:		Risk assessment no:	

Record of Risk Assessment Reviews

Date of review:	27-Apr-2021	Reviewed by:	Sean English	Comments / date of next review:	<ul style="list-style-type: none"> Updated in light of new national lockdown – January 2021 <li style="background-color: yellow;">Amendments/additions in yellow
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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
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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.

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
Social-Distancing & Minimising Contacts	<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	<ul style="list-style-type: none"> ▪ Reviewed building plans and identified that planned rooms for occupancy ▪ Children will be grouped by year-group bubbles (e.g. Year One). ▪ Each group will consist of around 60 children, split between two classrooms. 	<ul style="list-style-type: none"> ▪ No changes have been made to the arrangement of furniture within classrooms or hallways based on the arrangements made within September ▪ The School Business Manager has liaised with Busy Living and provided further guidance on 	<ul style="list-style-type: none"> ▪ Risk that different year group bubbles will mix for wrap around care, but this will be for a small number of children where protective measures are in place, such as regular hand-washing, social

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	<p>bubbles and maximising social-distancing within bubbles. Some mixing into wider groups for specialist teaching, wraparound care and transport may be considered appropriate.</p>	<ul style="list-style-type: none"> ▪ The only exception is that Year Four and Five will be treated as one bubble, as there are only 30 children in each year group and logistically for teaching and lunch, we will need this bubble to be together (total of 60 children). ▪ Year Four and Five children to move to new part of the building to give separate play area for them, and separate entrance/exit points. ▪ We will avoid contact between different year groups and maximise social distancing, wherever possible, within bubbles. ▪ Wraparound care (breakfast and after school club) will operate but this cannot be limited to year group bubbles. However, there will be up to two wraparound bubbles in two separate rooms to separate, contain and minimise the amount of different year groups that need to mix for the wrap-around care to operate. 	<p>times for pick up and drop off. Adjustments have included providing Busy Living with access to the video doorbell and the access and cleaning of the Design and Technology room, where they are primarily based</p>	<p>distancing and reduced contact of equipment.</p>
	<p>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.</p>	<ul style="list-style-type: none"> ▪ For Y4 and Y5, children will be seated in rows and desks, sitting two children side-by-side, with all children facing the front; we will enforce that all children maintain the same seats at all times to limit any transition to others. ▪ To support transition and good EYFS practice, as well as support 	<ul style="list-style-type: none"> ▪ Information has been given to staff prior to the start of returning to school on the 8th March. ▪ Monitoring within school has ensured that arrangements within class have been maintained and guidance on social distancing measures 	<ul style="list-style-type: none"> ▪ Risk that by pupils sitting opposite one another for short periods of time (lunch or in EYFS/Y1-Y3), rates of spreading could be increased. However, this would be the same for lunchtime, and risk managed to limit the

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		<p>effective education to those specific groups of children, Nursery, Reception, Year 1, Year 2 and Year 3 pupils will not sit in rows (due to limited furniture and less formal approach to teaching and learning, in-line with EYFS and KS1 principles). Tables and furniture will be laid out to give as much social distancing as is possible, but this will be in small table groups (not rows). The risk is lowered here with increased hygiene measures, as well as ensuring that table groups have no more than six children suitably spaced, and that children will still be one metre+ apart from one another even when sat opposite one another, and two children on each table will always be facing the front, whilst the other four will face one another.</p> <ul style="list-style-type: none"> ▪ At lunch, all pupils will sit on tables of six, three each side in order to allow for all pupils to each lunch. Children will always sit with the same pupils, and therefore, the risk of close contact with children other than children on their classroom tables is significantly reduced. ▪ To further reduce the risk of contact during lunch time, we have decided to use both rooms 	<p>continue to be taught throughout the school</p> <ul style="list-style-type: none"> ▪ Children using the dining room remain in their bubbles. Staff used to support lunch are those within the same bubble meaning there is low risk of bubbles mixing. ▪ Tables have been sufficiently spaced within the hall meaning children from other bubbles are at a distance. ▪ Children collect their lunch at different times for different bubbles. This has been timetabled, meaning there is no cross over from different bubbles. 	<p>number of children this applies to.</p>

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		<p>within the hall, which are split with a with a partition wall. This further reduced the risk of bubbles making contact and allows additional time for cleaning.</p> <ul style="list-style-type: none"> ▪ Carpet only used for limited periods where tables are not possible/practical to be used to deliver whole-class input. If children sit on the carpet, they sit facing forwards. ▪ If carpets are used, pupils sit in designated spaces at all times and talk-partners can be used if it supports teaching and learning. ▪ Risk is reduced by protective measures such as handwashing and ventilation in rooms. 		
	<p>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.</p>	<ul style="list-style-type: none"> ▪ All rooms have been cleaned and locked off during lockdown. ▪ Cleaning has continued routinely throughout the school during lockdown and increased levels of intensity for those areas in use. 	<ul style="list-style-type: none"> ▪ Cleaning schedule has been reviewed and amended to ensure that rooms are cleaned throughout the day. This has been developed to the point where class teachers and support staff wipe down tables at key points throughout the day, such as before lunch and at the end of the day. ▪ SBM to continue to review the cleaning schedule and make improvements where needed 	<ul style="list-style-type: none"> ▪ No further risk
	<p>Consider school parking arrangement to reduce congestion. Priority must be given to disabled users and those identified as having health</p>	<ul style="list-style-type: none"> ▪ Sufficient accessibility spaces both in car park and in bays at front of school. No issues 	<ul style="list-style-type: none"> ▪ Staggered start and finish times and entrances information has been disseminated to staff and parents/carers. This has been 	<ul style="list-style-type: none"> ▪ Parents will be responsible for socially distancing in the car park and managing

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	<p>related issues. Provide relevant guidance to parents on drop-off and pick-up arrangements.</p>	<ul style="list-style-type: none"> ▪ Car park will not fully open as half of it will continue to be required to be used as a drop-off zone to support staggered and social distanced starts and finishes within Y2-Y5. ▪ Car park will have approximately 50 spaces still available for parents/carers to use, and so there is provision for those that need it, and due to staggered times, this will reduce the need at the same time. ▪ Two disabled bays are available still at the front of the school for those with accessibility issues. 	<p>adapted to include further spacing within the pick up and drop off area for Year Two and Three.</p>	<p>this themselves when they get out of a car.</p>
	<p>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.</p>	<ul style="list-style-type: none"> ▪ Internal arrangements made which details staggered pupil drop-off, break-times, lunch-times and pick-ups to limit numbers of children or people in area at the same time. ▪ Parents within Year Two and Year Three have been given allocated areas for pick up and drop off to reduce the risk of parents from different bubbles coming into contact with one another. ▪ Staff on the gate and drop off and pick up have been given guidance on wearing a mask during this time and guidance has also been sent to parents to wear a mask during pick up and drop off. 	<ul style="list-style-type: none"> ▪ Staggered start and finish times and entrances information has been disseminated to staff and parents/carers. This has been adapted to include further spacing within the pick up and drop off area for Year Two and Three. 	<ul style="list-style-type: none"> ▪ No further issues – we have a great deal of space and worst-case scenario we would extend the staggering if required further than is already planned.

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	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"> School to operate wrap around care from Busy Living if available and only if risk assessments can be provided and the school has confidence that sound measures in place to safeguarding all. 	<ul style="list-style-type: none"> School Business Manager has contacted Busy Living and received assurances on re-opening and their own risk assessments that they have in place. 	<ul style="list-style-type: none"> Risk that external third-parties will not have measures in place, but risk is reduced by ensuring assurance and risk assessments before any facilities are shared with others outside of the organisation.
	Communicate all new working / school arrangements to parents and any updates to those arrangements as soon as possible.	<ul style="list-style-type: none"> Initial communication of plans in draft, and communication for full-return scheduled to be sent 16/07 following trust approval of risk assessment to re-open. 	<ul style="list-style-type: none"> Parents and carers have been notified on the changes to the school for reopening to all children on the 8th March. 	<ul style="list-style-type: none"> No further issues.
	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"> Signing in place for arrangements during lockdown, with social distancing and 2m. 	<ul style="list-style-type: none"> SBM and Site manager to review all signage and ensure fit for purpose, and print off updated signage from PHE and Government for around the site The above has been updated to include the Track and Trace QR code, which is used in conjunction with the Track and Trace App. This is located within the main entrance area of the school. 	<ul style="list-style-type: none"> Further signage will be displayed, and this is low risk.
	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 st 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"> All risk assessments with individual employees have been completed prior to re-opening to all children in March. All teaching staff will be returning to school in March – no further issues. One member of staff, who has been deemed to have an increased 	<ul style="list-style-type: none"> If any member of staff's circumstances change then they must notify their line manager. 	<ul style="list-style-type: none"> No further issues.

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		<p>risk, is currently working from home.</p>		
	<p>Display signage prominently at site entrances to encourage social-distancing and minimising contacts (multiple-language signage where necessary).</p>	<ul style="list-style-type: none"> ▪ Signing in place for arrangements during lockdown, with social distancing and 2m. ▪ There is a need to refresh/increase signage around the building in line with new government advice on 1m+ and to increase prominence for new families. 	<ul style="list-style-type: none"> ▪ SBM and Site manager to review all signage and ensure fit for purpose, and print off updated signage from PHE and Government for around the site 	<ul style="list-style-type: none"> ▪ Further signage will be displayed, and this is low risk.
	<p>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.</p>	<ul style="list-style-type: none"> ▪ Site Manager already actively manages the car park daily at pick up and drop off. ▪ Headteacher, SLT and SBM to support with pick-up and drop-off and car park arrangements. ▪ Staggered start and finish times will ease congestion. ▪ Car park has parking for at least 50 cars which is sufficient to cope with capacity of children returning on a staggered basis. 	<ul style="list-style-type: none"> ▪ Site Manager and SBM has agreed which areas of the car park will be used by staff and which area will be used by parents. 	<ul style="list-style-type: none"> ▪ No further risks.
	<p>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.</p>	<ul style="list-style-type: none"> ▪ Site Manager will be manning the car park entrance and main pupil gates, along with the Headteacher or member of SLT at start and finish times. ▪ Member of SLT at each entrance to support the verbal engagement with parents/children to socially distance. 	<ul style="list-style-type: none"> ▪ Gate timetable has been created and adapted based on experiences of the first two weeks within September. Changes now include which SLT are on which gate and the inclusion of teachers to be on the gate for their respective bubbles. To further protect staff, they must wear a face mask whilst on the gate. 	<ul style="list-style-type: none"> ▪ No further risks.

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	<p>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-distancing and minimise contacts - portable coat racks and cycle racks could be relocated.</p>	<ul style="list-style-type: none"> ▪ Fixed coat racks in each classroom, which would have one group of pupils in, so reduces any contamination between groups. ▪ In all Early Years and Year One classrooms toilets are within each classroom which reduces contamination outside of the group. ▪ Plan in place to limit toilets for children in Year Two/Three/Four/Five used and how many children go to the toilet at a time, and designated toilets marked for each class. ▪ Cycle racks for Reception/Year One jointly used at different times outdoors, and Year Two/Three have a separate rack, as do Year Four and Five. 	<ul style="list-style-type: none"> ▪ Expectations for distancing and contamination were made in advance of September and then reinforced through monitoring from SLT 	<ul style="list-style-type: none"> ▪ No further risks.
	<p>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.</p>	<ul style="list-style-type: none"> ▪ Plan in place to have different entrances in use to limit crowding of people upon entrance/exit, which includes a range of gates. ▪ Member of staff at each entrance/exit point to limit numbers of people allowed past/in (as necessary) to encourage social distancing rules. ▪ Separate gates for Nursery, Reception/Year One, Year Two/Three and Year Four/Five, but with staggered times. 	<ul style="list-style-type: none"> ▪ The Headteacher has marked out the entrance/exit plans for each year group and disseminated this to staff, this includes staff to encourage parents/carers to socially distance at drop off and pick up. 	<ul style="list-style-type: none"> ▪ Risk of overcrowding at entrance/exit points as groups turn up together. ▪ Continual reinforcement needed from staff and SLT at each point about keeping distances.

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	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"> ▪ Dividing the outside of the building so that parents/carers cannot move around whole outside building. Site will be accesses from different points and blocked off in between to limit movement around outside of building. ▪ One-way system in place for main entrance gate drop off/pick-up as well as rear playground gate. ▪ Parents will not be allowed in the school gates and to the classroom doors, except for Nursery and Reception. 	<ul style="list-style-type: none"> ▪ Floor markings have been placed for main entrance gate and rear playground gate with one way up and one way down back out for Willow/Birch classes and the Year One classes. Labels have also been included at the front entrance to show where year groups can be picked up and dropped off 	<ul style="list-style-type: none"> ▪ Risk of overcrowding at entrance/exit points as adults do not socially distance without encouragement. ▪ Continual reinforcement needed from staff and SLT at each point about keeping distances. ▪ Review system as we re-open and adapt as necessary.
	Designate one primary entrance to each building (and one, separate, primary exit).	<ul style="list-style-type: none"> ▪ We only have one building so this is covered as noted above. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ No risk
	Implement one-way systems for people-movement inside buildings - support with signage, barriers, floor markings and staff supervision.	<ul style="list-style-type: none"> ▪ Corridor demarcation for one-way system keeping to the left/right as you go up and down. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ No further risks.
	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"> ▪ Adults supervise each group as they move around the building. No group is left to move on their own. ▪ Children unable to go independently anywhere in the building, unless to the toilet in Year Two, Three, Four or Five. ▪ Lunchtimes each year group bubble is staggered and staffed by Teaching Assistants who would ordinarily supervise the children. 	<ul style="list-style-type: none"> ▪ Instruct pupils and staff of expectations for moving around the building. ▪ Guidance on social distancing continues to be given throughout the school. 	<ul style="list-style-type: none"> ▪ Low risk
	Limit unnecessary pupil movement around the school to minimise contact with surfaces and assist social-distancing and minimise contacts	<ul style="list-style-type: none"> ▪ Adults supervise each group as they move around the building. No group is left to move on their own. 	<ul style="list-style-type: none"> ▪ Instruct pupils and staff of expectations for moving around the building. 	<ul style="list-style-type: none"> ▪ Low risk

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	with others - all ad-hoc movement to be managed / supervised / escorted (e.g. toilet breaks).	<ul style="list-style-type: none"> ▪ Children unable to go independently anywhere in the building, unless to the toilet in Years Two, Three, Four or Five. ▪ Lunchtimes each group is supervised by at least one adult. ▪ No unnecessary pupil movement allowed (e.g. delivering things to the office). 	<ul style="list-style-type: none"> ▪ Guidance on social distancing continues to be given throughout the school. 	
	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"> ▪ All doors have locks which are operational (new building). ▪ Minimum of two key holders always on site, typically at least four (HT, Site Manager, SBM and DHT). 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Low risk
	Limit use of passenger lifts to essential users and only one at a time.	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ N/A
	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"> ▪ One-way system in place for main communal corridors 	<ul style="list-style-type: none"> ▪ Areas already marked out 	<ul style="list-style-type: none"> ▪ Low risk
	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"> ▪ Floor markings to be in place internally. ▪ Barrier tape to be placed over passages/routes unable to be used. 	<ul style="list-style-type: none"> ▪ Site Manager has demarcated major communal corridors with tape for one-way system ▪ Site Manager has purchased barrier tape to mark off areas where necessary. 	<ul style="list-style-type: none"> ▪ Low risk
	Only one adult to accompany children to and from school - place notification signage outside the school entrances.	<ul style="list-style-type: none"> ▪ Parents notified in advance via newsletters and letters. ▪ Site Manager to man main entrance gate each morning with 		<ul style="list-style-type: none"> ▪ Low risk

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		<p>SLT to ensure parents adhere to guidance</p>		
	<p>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.</p>	<ul style="list-style-type: none"> ▪ Extended school day staggered for all pupils to be in place to facilitate ease of management and social distancing (see separate internal document of staggered arrangements). Prior to lockdown we always had a soft start 8.40-8.50am, so the arrangements in place for September will not greatly differ as year groups are in bubbles: ▪ YN enter/leave 8.35am/3.15pm ▪ YR enter/leave 8.50am/3.05pm ▪ Y1 enter/leave 8.40am/3.15pm ▪ Y2 enter/leave 8.40am/3.15pm ▪ Y3 enter/leave 8.45am/3.20pm ▪ Y4 enter/leave 8.40am/3.15pm ▪ Y5 enter/leave 8.40am/3.15pm 	<ul style="list-style-type: none"> ▪ HT has communicated staggered times to staff and parents 	<ul style="list-style-type: none"> ▪ Low risk
	<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"> ▪ Communication to parents/carers has been sent through a letter to all parents ahead of the children returning on 8th March 2021. 	<ul style="list-style-type: none"> ▪ HT has communicated staggered times. 	<ul style="list-style-type: none"> ▪ Low risk
	<p>Pupils to go straight to classrooms upon arrival at school - adult waiting to be discouraged.</p>	<ul style="list-style-type: none"> ▪ All pupils will have a direct entrance to their designated room, so no waiting will be required. ▪ SLT and Site Manager on duty at entrances will actively discourage adult waiting at entrance/exit points. 	<ul style="list-style-type: none"> ▪ HT has communicated to parents about discouraging adults waiting at entrance and exit points. 	<ul style="list-style-type: none"> ▪ Low risk
	<p>CPD sessions for staff will take remotely</p>	<ul style="list-style-type: none"> ▪ All CPD sessions will now take place over Teams or Zoom 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Low risk

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	<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"> ▪ Each site entrance and exit point will be manned to ensure efficiency and social distancing. This will be via SLT, site staff or support staff. ▪ SLT will wear a mask when entering another classroom or moving around the school, where they may come into contact with another bubble. 	<ul style="list-style-type: none"> ▪ HT has designated staff for entrance/exits to support efficiency and social distancing and ensure people keep to guidance and systems. 	<ul style="list-style-type: none"> ▪ Low risk
	<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"> ▪ Main office and entrance will remain closed to the public. Telephone, e-mail and Zoom will be used for communication wherever possible. ▪ Parents/carers/visitors to use the intercom outside the building if they wish to speak to a member of the office. ▪ Deliveries to be made into foyer area; all staff remain behind closed hatch until delivery driver has deposited the parcel, and then collect it from the sterile area. ▪ No visitors to enter the main building without consent of HT or Deputy Headteacher. ▪ Visitors to wear a mask when inside the building or entering any class bubbles. 	<ul style="list-style-type: none"> ▪ Site Manager/Admin staff to communicate to deliveries about delivery process and expectations upon arrival ▪ Site Manager to co-ordinate with any building contractors (required for building maintenance and defect period of new building) about expectations for entering the school, social distancing and procedures to follow. 	<ul style="list-style-type: none"> ▪ Low risk
	<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</p>	<ul style="list-style-type: none"> ▪ All proposed areas of teaching will be classrooms, each with fire escape routes marked and almost all with external exits to facilitate ease of escape. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Low risk

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
Fire Safety	extinguishers). Where any amendment to an escape route is proposed, please agree with Estates.	<ul style="list-style-type: none"> No amendments are required to the fire escape plan. 		
	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.	<ul style="list-style-type: none"> No changes to be made to existing fire escape plans. 	<ul style="list-style-type: none"> Teachers and staff have briefed pupils upon return if they are changing rooms about their escape route and fire escape plan if different to normal. Fire drills have taken place since the start of the year, which have been done following the necessary guidance on safely doing so during COVID19. 	<ul style="list-style-type: none"> Low risk
	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.	<ul style="list-style-type: none"> Flick learning fire modules including fire marshals completed by SLT and Site Manager. 	<ul style="list-style-type: none"> No further action required 	<ul style="list-style-type: none"> Low risk
	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. NOTE: <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>	<ul style="list-style-type: none"> PEEPs in place for children who require this. However, these will need amending in light of social distancing and that these may not be met. 	<ul style="list-style-type: none"> Director of Inclusion/AHT for KS2 have reviewed PEEPs (and positive handling plans and risk assessments) for all necessary children in light of adaptations needed. Director of Inclusion/AHT for KS2 have spoken to affected parents to gain their agreement on the revised PEEP arrangements with regards to social distancing (as per note). 	<ul style="list-style-type: none"> We have some children who will need support and it is not possible to socially distance for to support them with evacuation.

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
Health & Medical Needs	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.	<ul style="list-style-type: none"> All first aid supplies are replenished and stocked by the Welfare Officer on a regular basis. First aid kits available in orange boxes in each class, as well as medical room. Majority of staff first aid trained, as well as a number of staff PFA. 	<ul style="list-style-type: none"> No further action required. 	<ul style="list-style-type: none"> Low risk
	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 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.	<ul style="list-style-type: none"> Health Care Plans in place for pupils with medical needs. Welfare lead has reviewed all HCPs to ensure that they are fit for purpose in relation to social distancing and if any adjustments need to be made. Welfare lead has reviewed risk assessment for L-S.P and her intimate care needs alongside HCP, gaining parental agreement. 	<ul style="list-style-type: none"> All HCPs to be reviewed by welfare lead in September for all children returning to school. 	<ul style="list-style-type: none"> There is an increased risk for a minority of pupils who still require intimate care.
Security	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"> High value items (e.g. laptops) are stored as per normal arrangements in cabinets and cupboards. High value items not stored near to exits/entrances. Site Manager or member of SLT lock and unlocks school each day to ensure secure. 	<ul style="list-style-type: none"> The school has distributed laptops to support staff for working from home. These have been signed out by the staff and will continue to be used once the children return to school to ensure that staff training and CPD sessions can be delivered remotely. The school has created their own IT equipment loan document for staff and children to be used when required. During lockdown the school provided laptops for children who needed them. Parents have 	<ul style="list-style-type: none"> Low risk

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
			been contacted ahead of the children returning, with the instruction that these devices must be returned when the children return.	
	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"> Main entry and exit points will continue to be manned by main administrator in the office to prevent unauthorised visitors or access. 	<ul style="list-style-type: none"> None needed 	<ul style="list-style-type: none"> Low risk
Cleaning & Personal Hygiene	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"> Increased cleaning has been in operation since before lockdown, taking into account additional cleaning for handles/counters etc. 	<ul style="list-style-type: none"> SBM has worked with Site Manager to produce an amended cleaning programme to take into account increased cleaning when school re-opened in September. 	<ul style="list-style-type: none"> Low risk
	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 - NOTE 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"> Using trust guidance for Cleaning PPE available for cleaners to use Risk assessments in place for cleaning activities and chemicals, as per standard risk assessments used 	<ul style="list-style-type: none"> SBM to continue to monitor sufficient PPE for cleaning staff to use 	<ul style="list-style-type: none"> Low risk
	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"> Cleaning of general classrooms and shared areas to take place before/after school and not during the school day (as was arrangements before lock-down) At lunchtime, staff will wipe down and clean tables and stools with products after each group has finished lunch, and before another group uses the same seating. 	<ul style="list-style-type: none"> Headteacher has updated staff at lunchtimes about expectations for increased cleaning of tables and stools after groups have finished. SLT have been allocated for duty within lunchtimes and lunchtime arrangements have been modified and reviewed. 	<ul style="list-style-type: none"> Low risk

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	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.	<ul style="list-style-type: none"> Soap in good supply and sinks in each room or through communal sink areas upon entrance to school (except for Y3). Hand sanitising stations in use for Y3 classrooms at start of the day/after break/lunch due to limitations of number of sinks and time taken for handwashing given the needs of the cohort. Handwashing at all other times with soap and water. Handwashing to take place after breaks and before lunch as was prior to lockdown, using soap and water. 	<ul style="list-style-type: none"> HT has remind staff of expectations of handwashing throughout the day when pupils return. 	<ul style="list-style-type: none"> Low risk
Property	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.	<ul style="list-style-type: none"> Parago used by Site Manager for all compliance checks. Weekly and daily checks still in place during lockdown as school has remained open. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Low risk
	All serious property concerns have been raised with the Estates Team and appropriate steps in place to ensure the safety of all building occupants.	<ul style="list-style-type: none"> No issues. 	<ul style="list-style-type: none"> None required. 	<ul style="list-style-type: none"> Low risk
Food Service	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	<ul style="list-style-type: none"> Reduced numbers of pupils in dining room at any one time. Children will bring in their water bottles during lunch, where possible. 	<ul style="list-style-type: none"> HT to remind staff about social distancing expectations at lunch time, particularly when queuing for lunch. SLT continue to be vigilant about guidance to staff regarding social distancing 	<ul style="list-style-type: none"> Low risk

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	school kitchens comply with Guidance for Food Businesses on Coronavirus.	<ul style="list-style-type: none"> Water and cups to be provided to pupils so that they do not have to help themselves. Children sat at tables which are reflective of the group they sit at in class, and within their year group bubbles. 		
	Food serving areas have been reviewed and queuing and seating arranged to support good social-distancing principals and where needed phasing of lunch and breaks to disperse peak demands on food service.	<ul style="list-style-type: none"> Water and cups to be provided to pupils so that they do not have to help themselves. Children sat at tables which are reflective of the group they sit at in class, and within their year group bubbles. 	<ul style="list-style-type: none"> HT to remind staff about social distancing expectations at lunch time, particularly when queuing for lunch. SLT continue to be vigilant about guidance to staff regarding social distancing 	<ul style="list-style-type: none"> Low risk
	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"> No change from previous plans pre-lockdown with catering company. 	<ul style="list-style-type: none"> None needed 	<ul style="list-style-type: none"> Low risk
APPENDIX: NEW RISK CONSIDERATIONS	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"> Wraparound care (breakfast and after school club) will operate (if the external company Busy Living are happy to re-open and have measures in place). However, there will be up to two wraparound bubbles in two separate rooms to separate, contain and minimise the amount of different year groups that need to mix for the wrap-around care to operate. 	<ul style="list-style-type: none"> The School Business Manager has liaised with Busy Living and provided further guidance on times for pick up and drop off. Adjustments have included providing Busy Living with access to the video door bell and the access and cleaning of the Design and Technology room, where they are primarily based 	<ul style="list-style-type: none"> Risk that different year group bubbles will mix for wrap around care, but this will be for a small number of children where protective measures are in place, such as regular hand-washing, social distancing and reduced contact of equipment.
	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"> Staffroom available for making drinks and food preparation. 	<ul style="list-style-type: none"> HT has communicated rationale and changes to all staff about social distancing requirements and options for breaks. 	<ul style="list-style-type: none"> Low risk

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<ul style="list-style-type: none"> ▪ Staggered breaks for staff to limit staff using the area at the same time. ▪ Staff encouraged to use their classrooms when children are not present to have lunch, rather than the staffroom, or offices if appropriate. 		
	<p>Arrangements are in place to ensure good levels of ventilation throughout during the school day whilst not compromising security or safeguarding.</p>	<ul style="list-style-type: none"> ▪ Windows open in each classroom ▪ Classroom doors remain open to allow good ventilation (if not a fire door) ▪ Wind-catcher system in operation in each classroom to circulate fresh air 	<ul style="list-style-type: none"> ▪ HT has communicated this intention to staff. 	<ul style="list-style-type: none"> ▪ Low risk
	<p>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.</p>	<ul style="list-style-type: none"> ▪ Pupils and staff are now allowed to wear face coverings inside the school perimeter ▪ 	<ul style="list-style-type: none"> ▪ The school has changed their guidance on the use of face masks in line with government guidance. Pupils and staff may now wear them within class, if they wish. ▪ All staff and visitors are to wear masks when in communal areas. 	<ul style="list-style-type: none"> ▪ Low risk
	<p>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.</p>	<ul style="list-style-type: none"> ▪ Bins available in each classroom ▪ Tissues available in each classroom ▪ Staff to remind pupils of the catch it, bin it, kill it mantra throughout the day. 	<ul style="list-style-type: none"> ▪ None 	<ul style="list-style-type: none"> ▪ Low risk
	<p>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.</p>	<ul style="list-style-type: none"> ▪ KS2 pupils asked to bring in their own pencil cases and equipment ▪ KS1 pupils are given a set of equipment each to use which remains in school 	<ul style="list-style-type: none"> ▪ HT has communicated the plans to staff with regards to equipment and stationery for the new academic year. 	<ul style="list-style-type: none"> ▪ Low risk

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<ul style="list-style-type: none"> ▪ EYFS – children have access to shared resources within their year-group bubble, limited number of shared resources and where possible, cleaning of shared equipment daily. 		
	<p>Confirmation that the school has a sound understanding of Trust COVID-19 reporting protocols and the NHS Test & Trace process and, in respect of the latter, that relevant information has been passed on to staff and parents / carers.</p>	<ul style="list-style-type: none"> ▪ School has sound understanding of the Trust COVID19 reporting protocols and has utilised these already in responses to suspected cases that have arisen, with no significant issues. ▪ All relevant information about NHS Test and Trace is shared with staff and parents/carers as necessary. ▪ All staff have been given the option to have lateral flow tests which are taken on a Wednesday and Monday, with results reported ahead of staff entering the school. 	<ul style="list-style-type: none"> ▪ None 	<ul style="list-style-type: none"> ▪ Low risk
	<p>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.</p>	<ul style="list-style-type: none"> ▪ School Business Manager will oversee any engagement with the Local Health Protection Team, as necessary. 	<ul style="list-style-type: none"> ▪ School Business Manager to ensure they have their contact details and are able to contact them, should there be a need. 	<ul style="list-style-type: none"> ▪ Low risk
	<p>Arrangements are in place for issuing / administering home-testing kits in the event that issuing such kits is deemed appropriate at the time.</p>	<ul style="list-style-type: none"> ▪ Home-testing kits will be kept by the welfare lead and will only be given out after discussion with the Headteacher or member of the SLT in his absence. ▪ Home-testing kits to remain stored in the medical room ▪ If a case arises, encourage parents/carers to carry out the test whilst in school before a child 	<ul style="list-style-type: none"> ▪ HT to communicate arrangements with welfare lead and SLT should a situation arise. 	<ul style="list-style-type: none"> ▪ Low risk

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<p>leaves (if they are in school), and send it off immediately to ensure there is no delay.</p> <ul style="list-style-type: none"> ▪ All staff have been given the option to have lateral flow tests which are taken on a Wednesday and Monday, with results reported ahead of staff entering the school. 		
	<p>In the case of a COVID-19-symptomatic child 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>	<ul style="list-style-type: none"> ▪ Designated isolation room set up, by main entrance (group room) ▪ PPE, first aid supplies and clinical waste disposal bin are located directly outside the room. ▪ Walkie-talkie available for staff communication. ▪ Designated toilet in KS2 block assigned for symptomatic person to use. ▪ Arrangements in place for cleaning following use of isolation room. 	<ul style="list-style-type: none"> ▪ None 	<ul style="list-style-type: none"> ▪ Low risk
	<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"> • Transport groups reflect school groupings. • Organised queuing. • Hand sanitiser on boarding / disembarking. • Cleaning of vehicles. • Social-distancing within vehicles. 	<ul style="list-style-type: none"> ▪ No school transport is planning to be used – no trips or swimming off-site whilst Tier 4 is in place. 	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ Low risk
	<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"> ▪ No school transport is planning to be used – no trips or swimming off-site whilst Tier 4 in place. ▪ Majority of pupils walk or travel to school sustainable or use a car. 	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ Low risk

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	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.	<ul style="list-style-type: none"> ▪ Statutory guidance followed for ratios in EYFS. ▪ In Little Berries (2-3-year-old room) we work on a ratio of 1:4 for our two-year olds, and 1:8 when they turn 3. ▪ In Little Acorns (3-4-year-old room) we work on the ratio of 1:13, as a qualified teacher is in post and L3 practitioner. ▪ In YR, we work on the basis of a qualified teacher, and teaching assistant. 	<ul style="list-style-type: none"> ▪ None 	<ul style="list-style-type: none"> ▪ Low risk

Other Risks / Issues for School Leaders to Address:

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

Appendix 1 – New Risk Considerations January 2021

APPENDIX: NEW RISK CONSIDERATIONS - 9TH JAN' 2021

Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
<p>Instructions for Using This Appendix:</p> <ul style="list-style-type: none"> ➤ Firstly, undertake a review of your current Risk Management Plan (this should have been done as a matter of course on a monthly basis from September 2020; weekly going forward from January 2021) to ensure its adequacy going forward in the event that management arrangements need revising or updating and to take account of experience and “lessons learned” since September. ➤ This Appendix is designed to be an addendum to the Risk Management Plans completed in July 2020 for full re-opening of schools in September 2020 – it captures brand new issues presented by the latest Government Guidance issued on 30th December 2020 and on 7th January 2021. ➤ Accordingly, this appendix replaces the recently issued one entitled “NEW RISK CONSIDERATIONS FOR JANUARY 2021” ➤ Consider and complete the risk sections below 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 <u>lowest reasonably practicable level given a schools particular and individual circumstances.</u> ➤ Note that sections that are “greyed out” have not changed in this new iteration and can be copied / pasted across from the appendix entitled “NEW RISK CONSIDERATIONS FOR JANUARY 2021.” Sections highlighted in yellow have changed somewhat in light of the latest Government guidance - schools will need to review / update these sections appropriately. ➤ Copy and paste this completed 9th January Appendix to the end of your current / reviewed Risk Management Plan. ➤ Delete the appendix entitled “NEW RISK CONSIDERATIONS FOR JANUARY 2021.” ➤ Any questions; please contact Estates. 			
<p>Notwithstanding arrangements identified above for managing social distancing and minimising contacts for full opening; until February half-term the school is to cap pupil numbers based on the Maximum Occupancy Figure calculated by Estates in May 2020. This figure must then be reviewed (if necessary and downwards) based on a robust, school-specific assessment that takes account of factors including:</p> <ul style="list-style-type: none"> ▪ Full opening of nursery provision (wef 18-1-2021). ▪ Face-to-face provision for vulnerable children as priority 1. ▪ Face-to-face provision for critical worker children as priority 2. ▪ Remote learning for all other pupils. ▪ Availability of staff for face-to-face delivery. ▪ Availability of staff for remote learning. ▪ Staff who are absent / shielding. 	<ul style="list-style-type: none"> ▪ See separate school assessment. ▪ Maximum occupancy figures are 45% overall, with current uptake of places at around 23%, so well within the maximum occupancy numbers. ▪ Ideally looking to have no more than 15 pupils per room for social distancing, although this may be extended up to 20, if additional classroom and breakout space is available. Should numbers to above 20, we will split bubbles into two smaller bubbles, if staffing 	<ul style="list-style-type: none"> ▪ Review the Maximum occupancy figures per room, to see if this makes any difference to how many children we admit, and whether there would be a need to split bubbles (if staffing capacity allowed) or downsize numbers in the group to make it work. 	<ul style="list-style-type: none"> ▪ Low risk - currently

APPENDIX: NEW RISK CONSIDERATIONS - 9TH JAN' 2021

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	<ul style="list-style-type: none"> ▪ Timetabling and adjustments to the school day (including rotas where necessary / appropriate). ▪ Resourcing for SEND provision including normal educational and care support for pupils with complex needs and / or who need close contact care. ▪ Safeguarding requirements / limitations. ▪ Social distancing and minimising contacts (individuals and groups). ▪ Space availability and utilisation. ▪ Wraparound care provision. ▪ Bubble groups that are, as far as possible: <ul style="list-style-type: none"> ○ Manageable ○ Effective ○ Small (as possible) ○ Consistent ○ Exclusive from other groups ○ Safe ○ Aimed at not exceeding individual room occupancy capacities / figures (May 2020). ▪ HS&W requirements of staff and pupils generally and in the context of COVID-19. ▪ Provision for regular review / update weekly and / or as circumstances change. 	<p>permits, or else introduce a rota system for pupils.</p> <ul style="list-style-type: none"> ▪ In a typical year group (2FE), there are four members of staff (2 x teachers, 2 x support staff), meaning 1 x teacher and 1 x support staff are in school delivering face-to-face education, whilst the other teacher and support staff are providing remote education and undertaking weekly welfare calls and checks. This means that there is limited capacity to have different bubbles for face-face education within a year group, unless year groups are mixed where there are low numbers (which is avoided). ▪ We have good availability of staff without detrimental effect on education provided, meaning we can operate bubbles in each year group which are consistent and small. 		
	<p>Over and above the risks assessed in the section "Social Distancing & Minimising Contacts" (see above); suitable arrangements are in place to enable clinically extremely vulnerable pupils to not be in school / can access remote learning.</p>	<ul style="list-style-type: none"> ▪ Staff who are deemed to be clinically extremely vulnerable will not attend school and will work from home, along with any staff who are requested to by the 	<ul style="list-style-type: none"> ▪ SLT to ensure that any staff who are clinically extremely vulnerable or unable to attend school due to their health/shielding are provided with sufficient resource to work 	<ul style="list-style-type: none"> ▪ Low risk

APPENDIX: NEW RISK CONSIDERATIONS - 9TH JAN' 2021

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<p>Health Secretary. This is currently 0 staff.</p> <ul style="list-style-type: none"> Children who are deemed to be extremely clinically vulnerable will be provided with learning until we have been advised that it is safe for them to return. This currently applies to 0 children. 	<p>from home until safe to return. This is currently 0 staff.</p>	
	<p>Over and above the risks assessed in the section “Social-Distancing & Minimising Contacts” (see above); suitable arrangements are in place to enable clinically extremely vulnerable staff to not be in school / work from home.</p> <p>NOTE: <i>Clinically vulnerable staff can continue to attend school where it is not possible to work from home.</i></p>	<ul style="list-style-type: none"> Where staff are clinically vulnerable, suitable adjustments are made so that they can continue to attend work in a safe way and this is risk assessed with individuals. 	<ul style="list-style-type: none"> Ensure ongoing review of staff risk assessments for those clinically vulnerable staff and make adjustments as necessary. 	<ul style="list-style-type: none"> Risk is that there could implications for clinically vulnerable staff (a very small number) and their health if not managed safely. Currently managed safely but could increase if risk not managed.
	<p>Pregnant women are considered ‘clinically vulnerable’ or in some cases ‘clinically extremely vulnerable’ to coronavirus. Ensure that suitable and sufficient individual risk assessments (under MHSW 1999) have been undertaken in relation to pregnant members of staff and which address the elevated risks posed by COVID-19.</p> <p>NOTE: <i>Pregnant women should not be required to continue working if this is not supported by the risk assessment.</i></p>	<ul style="list-style-type: none"> Risk assessments are in place for any members of staff who may be pregnant. 	<ul style="list-style-type: none"> School Business Manager to review and update any risk assessments which may be relevant to staff who are pregnant. 	<ul style="list-style-type: none"> The member of staff who is pregnant is not in school and is working from home, and so the risk is significantly reduced.
	<p>In terms of COVID-prevention; provide confirmation that essential measures are in place for minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</p>	<ul style="list-style-type: none"> All absences are managed by the welfare support leader who oversees and advises parents about whether their child should or should not attend school, depending on illness or symptoms. This ensures that nobody attends 	<ul style="list-style-type: none"> Update parents/carers with information that they should not send their child to school if they have someone in the household with symptoms. 	<ul style="list-style-type: none"> Low risk

APPENDIX: NEW RISK CONSIDERATIONS - 9TH JAN' 2021

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<p>who may potentially have the virus.</p> <ul style="list-style-type: none"> ▪ Regular communication with parents/carers to highlight that their child should not attend the setting if someone in their household has tested positive. 		
	<p>What arrangements are in place (as recommended by the guidance) to record any close contact that takes places between children and staff in different groups?</p>	<ul style="list-style-type: none"> ▪ Staff are instructed not to have close contact with any member of staff or pupil outside of their group/bubble. 	<ul style="list-style-type: none"> ▪ Alert staff that if they do have 'close contact' with someone outside of their group/bubble, they must record this individually in case it should be required to identify a link. 	<ul style="list-style-type: none"> ▪ Low risk – it is rare to mix pupils or staff between groups, unless in an emergency.
	<p>In schools where social distancing between staff and / or visitors is not possible in indoor areas outside of classrooms; consider the discretionary requirement to ask staff and / or visitors to wear (or agree to them wearing) face coverings in these locations.</p>	<ul style="list-style-type: none"> ▪ All staff and visitors are required to wear face coverings in communal areas (such as corridors) and when outside of their own bubble (e.g. when stepping into another classroom temporarily). 	<ul style="list-style-type: none"> ▪ Remind all staff and visitors of the need to keep face coverings on in communal areas and where social distancing is not possible and visiting other classrooms/bubble areas. 	<ul style="list-style-type: none"> ▪ Low risk
	<p>Provide confirmation that arrangements for managing the use and disposal of face coverings (as referenced elsewhere in the RMP) also include provision for individuals with face covering exemptions.</p>	<ul style="list-style-type: none"> ▪ Face coverings can safely be disposed of in a yellow hygienic disposal bin in the welfare waiting area. ▪ The school is aware of the government exemptions for face coverings which includes, but not limited to: <ul style="list-style-type: none"> ▪ children under the age of 11 ▪ people who cannot put on, wear or remove a face covering because of a physical 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Low risk

APPENDIX: NEW RISK CONSIDERATIONS - 9TH JAN' 2021

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<ul style="list-style-type: none"> or mental illness or impairment, or disability ▪ where putting on, wearing or removing a face covering will cause you severe distress ▪ if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate 		
	<p>PE lessons are prioritised around the use of outdoor spaces. Where this is not possible; large indoor spaces should be used maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p> <p>NOTE: <i>In planning their arrangements, schools should refer to and take account of the following guidance:</i></p> <ul style="list-style-type: none"> ▪ Grassroots Sports Guidance ▪ Guidance for Providers of Sports Facilities ▪ Sport England - Coronavirus ▪ Association for Physical Education - Coronavirus ▪ Youth Sport Trust - Coronavirus ▪ Returning to Pools - Guidance ▪ Using Changing Rooms Safely 	<ul style="list-style-type: none"> ▪ All PE lessons to take place outdoors wherever possible, where staff can remain socially distanced. ▪ If PE lessons cannot take place externally, they will take place in the main hall where the space is large, well-ventilated with air vents and has doors which can remain open. In this situation, the adult delivering the lesson will maintain safe social distancing, wherever possible. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Low risk
	<p>In terms of Music, Dance & Drama (including Music teaching in groups and individual 1-2-1's); provide confirmation of the arrangements in place to maintain social-distancing and minimise transmission of COVID-19.</p>	<ul style="list-style-type: none"> ▪ Music taught as a group/bubble can still adhere to social distancing, without compromising safety (e.g. no singing for increased transmission) ▪ 	<ul style="list-style-type: none"> ▪ None 	<ul style="list-style-type: none"> ▪ Low risk

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	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	NOTE: Following of and implementing the practically prescriptive DfE guidance on this point will be sufficient.			
	Provide confirmation that Fire Safety Systems / procedures are fully operational, tested and recorded in Parago, such as: <ul style="list-style-type: none"> ▪ Alarm systems ▪ Fire doors ▪ Emergency lighting ▪ Fire drills (socially-distanced) 	<ul style="list-style-type: none"> ▪ See Parago Compliance Module. 	<ul style="list-style-type: none"> ▪ See Parago Compliance Module. 	<ul style="list-style-type: none"> ▪ See Parago Compliance Module.

Record of Weekly Risk Management Plan Reviews

Review Date:	18.01.21	Reviewed by:		Comments / Notes:	▪
Review Date:	25.01.21	Reviewed by:		Comments / Notes:	▪
Review Date:	01.02.21	Reviewed by:		Comments / Notes:	▪
Review Date:	08.02.21	Reviewed by:		Comments / Notes:	▪
Review Date:	15.02.21	Reviewed by:		Comments / Notes:	▪
Review Date:	22.02.21	Reviewed by:		Comments / Notes:	▪
Review Date:	01.03.21	Reviewed by:		Comments / Notes:	▪
Review Date:	08.03.21	Reviewed by:		Comments / Notes:	▪

Review Date:	15.03.21	Reviewed by:		Comments / Notes:	▪
Review Date:	22.03.21	Reviewed by:		Comments / Notes:	▪