

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

Site / school name:	MANOR PARK ACADEMY		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Catering staff</li> <li>▪ Cleaners</li> <li>▪ Pupils</li> </ul>		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ General childcare / wrap-around care &amp; education provision during COVID-19 including social-distancing and minimising contacts.</li> <li>▪ Cleaning and sanitisation</li> <li>▪ Food and catering services provision</li> <li>▪ Property maintenance and statutory compliance</li> <li>▪ General site occupancy and site movement</li> <li>▪ Personal hygiene</li> </ul>		
Equipment and materials used:	<ul style="list-style-type: none"> <li>▪ General class and teaching materials</li> <li>▪ Cleaning materials and equipment</li> <li>▪ Catering equipment</li> </ul>		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ All school premises</li> </ul>		
Name of person completing this risk assessment:	Mark Wilson	Date of completion:	07/07/2020
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:		Risk assessment no:	

### Record of Risk Assessment Reviews

Date of review:	3/11/2020	Reviewed by:	Rachael Dobbie	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Changes highlighted in blue</li> </ul>
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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
<p><b>Instructions for Using This Updated Template:</b></p> <p>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 <a href="#">here</a> to view the full guidance.</p> <p>This new template essentially contains all of the sections found in the original version, however, and to take account of the new Government guidance:</p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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</li> <li>➤ 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 &amp; safety hierarchy of control to reduce the risk to the <u>lowest reasonably practicable level given a schools particular and individual circumstances.</u></li> <li>➤ Please read through the whole of this template including the new Appendix section prior to completing your updated RMP - any questions, please contact Estates.</li> </ul>				
<b>Social-Distancing &amp; Minimising Contacts</b>	<p><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></p>	<p><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></p>	<p><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></p>	<p><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></p>
	<p>Schools should review the allocation of space available for education activities in order to minimise the number of contacts that a pupil has during the school day and to maximise social-distancing between those in school as much as is reasonably possible. Please confirm general arrangements for grouping children together (“bubbles” - e.g. by class or year group); avoiding contact between separate bubbles and maximising social-distancing within bubbles. Some mixing into wider groups for specialist teaching, wraparound care and transport may be considered appropriate.</p>	<ul style="list-style-type: none"> <li>• The full capacity would be 412 pupils across Year Groups:</li> <li>• Bubbles at Manor Park</li> <li>• Bubbles by year group Max 60 pupils</li> <li>• Drop off</li> <li>• Drop off – zoned waiting areas. One way system –</li> <li>• Line up at zone on map and go in as a whole class</li> <li>• Nursery 08:30</li> <li>• Reception 08:30</li> <li>• Y1 08:40</li> </ul>	<ul style="list-style-type: none"> <li>• 30mins of physical exercise will be factored into the day daily</li> <li>• Books/stationary</li> <li>• Book and stationary order – pencil case for every pupil and permanent markers. Also need to do an audit of what we already have so we know what else to order and to ensure this has been sanitized</li> <li>• Marking and Feedback</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Y2 08:45</li> <li>• Y3 08:50</li> <li>• Y4 08:40</li> <li>• Y5 08:45</li> <li>• Y6 08:50</li> </ul>	<ul style="list-style-type: none"> <li>• New marking and feedback policy in place.</li> <li>• Use of post it notes for comments.</li> <li>• Use of sanitizer and gloves when marking books.</li> </ul>	
	<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"> <li>• In reception children and nursery will social distance where possible</li> <li>• Door and windows will remain open to aid air flow but a balance will be created to maintain a suitable temperature (eg. Opening windows at some point each lesson to enable air flow or opening windows when children are not in class)</li> <li>• Placement will allow for flow to the door so fire exiting can be achieved safely</li> <li>• Surfaces will be wiped down regularly</li> <li>• Equipment will need to be cleaned down daily including toys, lego etc There are two handheld steamers</li> <li>• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups.</li> <li>• Classroom size and numbers reviewed through daily planning.</li> <li>• Spare furniture removed that will not be used.</li> <li>• Clear signage displayed in classrooms promoting social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>• Fire drill completed and recorded on parago</li> <li>• Free standing Hand sanitizer stations at key areas around the building and at key entrance and exit points.</li> </ul>	

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		<ul style="list-style-type: none"> <li>▪ Hand washing facilities identified for each learning zone as well as free standing sanitiser stations</li> <li>▪ Arrangements in place to support pupils when not at school with remote learning at home.</li> <li>▪ Classes stay together with their teacher, TA and LTS and do not mix with other pupils.</li> <li>▪ Wherever possible, adults must not enter another bubble unless it is for educational or safety purposes.</li> <li>▪ Adults must distance themselves 2m from children whenever possible.</li> <li>▪ Adults must ensure they stay at least 2m away from other adults (regardless of bubble) unless a face mask is worn.</li> <li>▪ Encourage use of outdoor space, weather dependent</li> <li>▪ Stagger lunchtimes to align with staggered start and finish times.</li> <li>▪ Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option.</li> <li>▪ Classrooms</li> <li>▪ Tables in classrooms to be forward facing.</li> </ul>		
	<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"> <li>▪ All pupil movement will be monitored by adults</li> <li>▪ Mothballing</li> <li>▪ Computer suite locked off</li> <li>▪ Library to be used by Y1 phonics group only – Library books</li> </ul>		

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		<ul style="list-style-type: none"> <li>▪ supply age appropriate (to each year group).</li> <li>▪ Home readers when returned are quarantined for 72 hrs</li> <li>▪ Hall cleaned between uses.</li> <li>▪</li> </ul>		
	<p>Consider school parking arrangement to reduce congestion. Priority must be given to disabled users and those identified as having health related issues. Provide relevant guidance to parents on drop-off and pick-up arrangements.</p>	<ul style="list-style-type: none"> <li>▪ Car parking is sufficient and is a low risk</li> <li>▪ Staff being aware of social distancing when exiting their cars and at the end of the school day and not all arriving or leaving at the same time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Car park barrier to be closed during the school day to avoid any additional users</li> </ul>	
	<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"> <li>▪ Entrance and exits to school building</li> <li>▪ Children to social distance when lining up on the playground.</li> <li>▪ Adults to encourage children to play games that are socially distanced where possible.</li> <li>▪ EYFS to use own entrance by EYFS big shed.</li> <li>▪ Y1,2 use double door entrance</li> <li>▪ 3 use bottom corridor entrance</li> <li>▪ Y4,5, 6 to use top corridor entrance</li> <li>▪ Difficulty of one-way stairs. Line down middle of stairs and keep left policy.</li> <li>▪ Playtimes</li> <li>▪ EYFS own playgrounds/toilets</li> <li>▪ KS1 and Y3 stagger playtimes – Y1 then Y2 and then Y3 to manage space and maintain bubble and manage toilet facilities and corridor congestions.</li> <li>▪ KS2 (Y4-6) stagger playtimes – Y4 then Y5 and then Y6 to</li> </ul>	<ul style="list-style-type: none"> <li>▪ This will be regularly reviewed and assessed on any increase in numbers</li> </ul>	

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		<ul style="list-style-type: none"> <li>manage space and maintain bubble and manage toilet facilities and corridor congestions.</li> <li>▪ Lunchtimes</li> <li>▪ 2 hall capacity for lunch (use both halls)</li> <li>▪ Timetabled</li> <li>▪ Class based staff to manage dinner hall -wait till all members of bubble have finished/left</li> <li>▪ Midday staff to manage outdoor spaces.</li> <li>▪ Dinner choices to be managed in advance on 2 week rolling program</li> <li>▪ 30 mins lunch &amp; 30 mins play</li> <li>▪ Timetabled</li> <li>▪ Adults to encourage children to play games that are socially distanced where possible.</li> </ul>		
	<p>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.</p>	<ul style="list-style-type: none"> <li>▪ Cleaning contractors to attend when all pupils have left the premises</li> <li>▪ Additional cleaner during the day to clean high contact points</li> </ul>	<ul style="list-style-type: none"> <li>▪ Before and after school clubs are in bubbles</li> <li>▪ Toast will be delivered to classrooms in the morning to ensure pupils have had breakfast</li> </ul>	
	<p>Communicate all new working / school arrangements to parents and any updates to those arrangements as soon as possible.</p>	<ul style="list-style-type: none"> <li>▪ Via a letter from the HT emailed and posted on the school website and Facebook page</li> <li>▪ Video and aerial view of the school and systems to be emailed and posted on social media</li> <li>▪ Class Dojo</li> </ul>		

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	Display signage prominently within school and on the outside of buildings to encourage social-distancing and minimising contacts (employ multiple-language signage where necessary).	<ul style="list-style-type: none"> <li>Signage visible both internally and externally demonstrating appropriate 2m distances and to act as a reminder and this is in place</li> </ul>	<ul style="list-style-type: none"> <li>To investigate multiple languages especially for the playground</li> <li>2m distancing signs around the playground</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	It is expected that all staff will be at work (i.e. in school) w.e.f. the start of the new academic year (or 1 <sup>st</sup> August 2020 as applicable) including those that are deemed clinically vulnerable, extremely clinically vulnerable, those with underlying health conditions and / or those who may otherwise be at increased risk from COVID-19. Please contact HR with regard to any specific questions concerning staff in these categories.	<ul style="list-style-type: none"> <li>All staff have made themselves available including those with NHS letters</li> <li>PPE available</li> <li>This includes masks, gloves and disposable aprons</li> <li>School working day 8.30am-3.40pm</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>
	Display signage prominently at site entrances to encourage social-distancing and minimising contacts (multiple-language signage where necessary).	<ul style="list-style-type: none"> <li>Signage visible both internally and externally demonstrating appropriate 2m distances and to act as a reminder and this is in place</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	Limit parent vehicular access to car parks to essential car-users only - this will require active management at drop-off and pick-up times and potential pre-arrangements to be made - implications for the impact on local residents resultant from increased on-street parking should be considered on an individual school basis.	<ul style="list-style-type: none"> <li>No parents have access to the school car park</li> <li>External school entrances have zigzag markings</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	Staff engaged in managing pupil access and egress from main site entrance and exit gates could, if deemed necessary and appropriate, verbally engage with adults to support social-distancing requirements and prevent unnecessary access.	<ul style="list-style-type: none"> <li>Three entry and exit points for pupils and parents</li> <li>Teachers outside on playground at the start and end of the day to supervise</li> <li>SLT members to monitor movement in the playgrounds before and after school</li> </ul>	<ul style="list-style-type: none"> <li>'Mind the gap' reminders from all staff</li> <li>Adults to ensure all children social distance when lining up on the playground.</li> <li>Adults to encourage children to play games that are socially distanced where possible.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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	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.	<ul style="list-style-type: none"> <li>Each Year group has an allocated floor so movement can be monitored safely on each floor with minimal contact with the other floors</li> </ul>	<ul style="list-style-type: none"> <li>No stationary necessary or additional equipment because all will be provided</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	Where possible designate one primary entrance to the school site and one, separate, primary exit - where this is not possible; entrance to and exit from sites at drop-off and pick-up times should be managed and supervised to maintain social-distancing and minimise contacts.	<ul style="list-style-type: none"> <li>Three entry and exit points for pupils and parents</li> <li>SLT members to monitor movement in the playgrounds before and after school</li> </ul>	<ul style="list-style-type: none"> <li>'Mind the gap' reminders from all staff</li> <li>Adults to ensure all children social distance when lining up on the playground.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	Implement one-way systems for people-movement around the outside of and between buildings - support with signage, barriers, floor markings and staff supervision.	<ul style="list-style-type: none"> <li>Each Year group has an allocated floor so movement can be monitored safely on each floor with minimal contact with the other floors</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring that a system of moving out from the dining hall means that Bubbles do not cross over</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	Designate one primary entrance to each building (and one, separate, primary exit).	<ul style="list-style-type: none"> <li>Each floor has one entry and exit point</li> </ul>	<ul style="list-style-type: none"> <li>Escorting pupils around the building to avoid unnecessary contact</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	Implement one-way systems for people-movement inside buildings - support with signage, barriers, floor markings and staff supervision.	<ul style="list-style-type: none"> <li>Signage is visible and clear markings on the floor</li> </ul>	<ul style="list-style-type: none"> <li>Escorting pupils around the building to avoid unnecessary contact</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	All pupil movement (individual or groups) within the school site and buildings to be supervised and managed. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.	<ul style="list-style-type: none"> <li>As above with staggered starts, finishing and playtimes and lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	Limit unnecessary pupil movement around the school to minimise contact with surfaces and assist social-distancing and minimise contacts	<ul style="list-style-type: none"> <li>Movement will be limited. When children arrive they will go straight to their rooms</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



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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"> <li>▪ All movement will be escorted both at playtimes and lunchtimes</li> <li>▪ Day one training the children on how to move around the building</li> </ul>		
	Ensure that doors in areas that need control measures and / or are part of amended routes have adequate and working locks - key holders for such doors, particularly primary entrances and exits, must be appointed with at least two key holders always on-site at any one time.	<ul style="list-style-type: none"> <li>▪ Site is externally secure with fobs.</li> <li>▪ Internal doors where appropriate will be open to avoid physical contact with handles to allow for a free flow</li> </ul>	<ul style="list-style-type: none"> <li>▪ SLT members will be monitoring the playground at drop off and collection</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Limit use of passenger lifts to essential users and only one at a time.	<ul style="list-style-type: none"> <li>▪ Lift only to be used with employees with a PEEP plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lift still to be cleaned daily</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Schools that cannot implement a one-way system, particularly inside buildings should implement what amounts to a “give-way system” with provision of safe areas to wait in order to maintain social-distancing and minimise contacts.	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Use barrier tape, floor markings and signage to clearly identify routes, corridors, access stairs and doors temporarily taken out of use.	<ul style="list-style-type: none"> <li>▪ Barrier tape and markings are clearly labelled so staff and pupils can stay at safe distances</li> </ul>	<ul style="list-style-type: none"> <li>▪ SLT and Site Supervisor to monitor signage</li> <li>▪ Adults to keep a 2m distance from each other</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Only one adult to accompany children to and from school - place notification signage outside the school entrances.	<ul style="list-style-type: none"> <li>▪ Letter to parents will clearly state the expectations to minimise bodies on the school site</li> <li>▪ Information sharing</li> <li>▪ Newsletter for all parents with generics from RMP for September arrangements</li> <li>▪ Individual class newsletter from each teacher/TA for their new class for September. Include class specific details – drop off and collection etc. Could also include photograph of classroom set up.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Reminder put on Class Dojo</a></li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

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		<ul style="list-style-type: none"> <li>▪ One page document of school policy on suspected cases and procedures to follow – see flowchart</li> </ul>		
	<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"> <li>▪ As above with staggered starts and finishing times</li> </ul>		
	<p>Phasing / timings of pupil drop-off and pick up to be communicated to parents to avoid unnecessary gatherings of people.</p>	<ul style="list-style-type: none"> <li>▪ School timings and drop off and collection arrangements will be sent in a letter to parents</li> <li>▪ This will be emailed and posted onto the Facebook page plus website and Class Dojo</li> </ul>		
	<p>Pupils to go straight to classrooms upon arrival at school - adult waiting to be discouraged.</p>	<ul style="list-style-type: none"> <li>▪ (See above)</li> </ul>		
	<p>Pupil movement from site entrance to buildings, entrance into buildings and internal movement to classrooms should be adequately staffed / managed to facilitate efficiency and social-distancing and minimise contacts.</p>	<ul style="list-style-type: none"> <li>▪ (See above)</li> </ul>		
	<p>Consideration has been given to the timing and management of visitors, contractors and deliveries to main reception and / or in the wider school environment in terms of maintaining hygiene, social-distancing and minimise contacts in-line with guidance issued separately by Estates.</p>	<ul style="list-style-type: none"> <li>▪ Contractors to be managed by the Site Supervisor and to be working away from designated pupil areas</li> <li>▪ Deliveries to be left in the main entrance and to be dealt with by the site supervisor</li> </ul>	<ul style="list-style-type: none"> <li>▪ As much as possible contractors to be in the building when the pupils and majority of staff have left</li> </ul>	
	<p>With the use of new areas for teaching and activities, there may be parts of the school occupied that would otherwise be empty or little used. Please review the impact this may have</p>	<ul style="list-style-type: none"> <li>▪ That all emergency routes will have access such as external doors are attached to the fire</li> </ul>	<ul style="list-style-type: none"> <li>▪ Routine checks by the site supervisor to ensure that routes are clear</li> </ul>	

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Fire Safety	on escape routes, access to emergency equipment and fire equipment (such as extinguishers). Where any amendment to an escape route is proposed, please agree with Estates.	alarm and disarm when the alarm sounds		
	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"> <li>Site Supervisor to inducted New Ex Head teacher and go through the policy, procedures and a the list of Fire Marshalls</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	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"> <li>All fire marshals have up to date training and there is an allocated FM on each floor</li> <li>List can be provided on request</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>
	For staff or pupils that require any assistance in the event of a fire, a PEEP must be completed. Where assistance is needed in the event of a fire, it must be acknowledged that social-distancing requirements may not be met, but life safety must be prioritised in the event of a fire. <b>NOTE:</b> <i>It is recommended that those staff for pupils needing physical assistance are consulted and agree. In the failure of agreement, they are to follow the governments self-isolation or shielding guidance. In the event of direct physical assistance, it must be understood that social-distancing is secondary to the life safety of occupants.</i>	<ul style="list-style-type: none"> <li>Current Staff (x2) with up to date PEEP and both will need to access the lift</li> </ul>	<ul style="list-style-type: none"> <li>SBM to review PEEP and update if required</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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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"> <li>▪ All staff have up to date training with basic first aid</li> <li>▪ PFA ratios are available in EYFS</li> <li>▪ SBM to review PEEP and update if required</li> <li>▪ Stock check needs to be carried out Sept 1</li> <li>▪ All children coming onsite will have their medical needs check especially those with asthma</li> </ul>		
	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"> <li>▪ Those in the high-risk categories have the NHS letter as evidence</li> <li>▪ PPE is available for all staff if requested</li> <li>▪ PPE training recap carried out in September</li> </ul>		
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"> <li>▪ Staff are not encouraged to bring high value items in and to take care of their personal items such as mobile phones, wallets, handbags etc</li> <li>▪ Staff have lockable draws and cupboards</li> </ul>		
	For areas of the school which are not fully staffed; consideration is given to the main entry and exit points to the school, with suitable arrangements in place to ensure the security of the school from unauthorised visitors.	<ul style="list-style-type: none"> <li>▪ Entry points are fobbed</li> <li>▪ Site Supervisor lives onsite</li> <li>▪ The car park is barriered</li> <li>▪ Gates to the playground are locked once pupils have entered from 9.00am and opened again at 3:05pm</li> <li>▪ CCTV in operation on main entrance, back entrance, and other key parts of the site such as the corridors and car park</li> </ul>		

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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"> <li>▪ Cleaning contractors who will be onsite at the end of school daily</li> <li>▪ Anti-bacterial sprays to be available in each pupils' designated area</li> <li>▪ Areas to be wiped down regularly</li> <li>▪ LTS to ensure that the dining hall is sufficiently cleaned including door handles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cleaning to be monitored by LTS line manager and SLT</li> </ul>	
	Staff or contractors engaged in cleaning are provided with suitable PPE and are competent to undertake their cleaning duties. Risk assessments are in place for cleaning activities and chemicals not accessible to staff or pupils. Please refer to the Estates guidance on cleaning - <b>NOTE</b> that this guidance will be updated further when new information is released by the Government in late July 2020.	<ul style="list-style-type: none"> <li>▪ We Clean LTD to ensure their staff have all the necessary PPE equipment</li> <li>▪ SBM to check with the Cleaning company to do additional toilet cleans between 11-1pm – in place</li> <li>▪ This will include high volume areas</li> </ul>		
	Cleaning is undertaken at a time where minimal disturbance is likely, reducing the risk to building occupants. Staggering of lunchtimes should take account of the need to clean dining hall surfaces between groups / bubbles.	<ul style="list-style-type: none"> <li>▪ Contract to clean between 3.30pm-6pm</li> <li>▪ With an additional cleaning of toilets and other key areas between 11am-1pm</li> </ul>		
	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"> <li>▪ Soap, hand sanitiser is in supply and adults to monitor handwashing on the hour and before breaks and after breaks and before and after food.</li> <li>▪ Toilet stops will be escorted by an adult</li> </ul>	<ul style="list-style-type: none"> <li>▪ We Clean Head supervisor to check when work is completed</li> </ul>	
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	<ul style="list-style-type: none"> <li>▪ Site Supervisor lives onsite</li> <li>▪ Parago to be updated</li> <li>▪ Checks have been completed including legionella</li> </ul>		

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	re-visited / completed prior to September re-opening.	<ul style="list-style-type: none"> <li>Site was checked by HoS, SBM and Site Supervisor Sept 1</li> <li>All staff will be given clear expectations on the INSET day before opening</li> </ul>		
	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"> <li>Good communication between Estates and School with no pending work</li> </ul>		
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 school kitchens comply with Guidance for Food Businesses on Coronavirus.	<ul style="list-style-type: none"> <li>Kitchen has been cleaned whilst in closure</li> <li>Dinner choices to be managed in advance on 2 week rolling programme</li> <li>The menu will be simple with a range of Jacket potatoes, sandwiches etc for the first few weeks</li> <li>Kitchen staff to maintain social distancing and signage to be visible marking work stations</li> <li>Markings for a one way system is in place</li> <li>Contingency if a member of the kitchen staff contracts Covid 19 and the kitchen needs to close</li> <li>Liaison with local R2 schools for emergency packed lunches</li> </ul>		
	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"> <li>Tables will be cleaned thoroughly before the next sitting</li> <li>Screen over the serving area to protect staff and children</li> <li>LTS have been given guidance training on how to manage the dining hall to ensure safety</li> </ul>		
	Suitable arrangements can be maintained to ensure allergy information is shared and	<ul style="list-style-type: none"> <li>Allergy advice and medical needs will be reviewed on Day</li> </ul>		

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	communicated to all persons involved in food service.	one pending which children attend		
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"> <li>No Before or after school provision for the first term then review thereafter.</li> <li>Toast to be delivered to classrooms from 9am</li> </ul>	<ul style="list-style-type: none"> <li>Breakfast club and after school clubs will be in bubbles from Autumn 2 onwards.</li> </ul>	
	Plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised whilst still allowing for a break of a reasonable length during the day.	<ul style="list-style-type: none"> <li>Encourage staff to eat in classrooms and only use the staffroom for heating and storing food</li> </ul>		
	Arrangements are in place to ensure good levels of ventilation throughout during the school day whilst not compromising security or safeguarding.	<ul style="list-style-type: none"> <li>Windows and doors to remain open where possible to aid air flow – staff to facilitate this to ensure temperature enables children to learn effectively.</li> </ul>		
	Consider how to clearly communicate and implement a process for removal and disposal of face coverings when pupils / staff who use them arrive at school.	<ul style="list-style-type: none"> <li>PPE training provided and double bagging essential</li> <li>Recap training in Sept</li> </ul>		
	Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach with enough tissues and bins available in the school to support pupils and staff to follow this routine.	<ul style="list-style-type: none"> <li>Good supply of stock available including tissues</li> <li>Training given to children on day 1 and regular reminders</li> </ul>		
	Arrangements are in place for staff and pupils to bring in their own frequently-used equipment (e.g. pens, pencils etc.) to avoid sharing. Alternatively, a consistent set of equipment allocated by the school to specific individuals should be considered.	<ul style="list-style-type: none"> <li>(see above)</li> </ul>		

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	Confirmation that the school has a sound understanding of Trust COVID-19 reporting protocols <b>and</b> the NHS Test & Trace process and, in respect of the latter, that relevant information has been passed on to staff and parents / carers.	<ul style="list-style-type: none"> <li>▪ All staff to sign to say they have read and understood this process</li> <li>▪ Copy signed for personnel files</li> </ul>		<ul style="list-style-type: none"> <li>▪</li> </ul>
	Appropriate arrangements are in place for engaging with the Local Health Protection Team in the event of a confirmed case of COVID-19 as identified by NHS Test and Trace or beyond in the case of a potential wider outbreak.	<ul style="list-style-type: none"> <li>▪ Links to community organisations and reporting system in place including recording on parago</li> <li>▪ DfE Covid helpline – 08000468687</li> <li>▪ Local PHT - 03442253560</li> </ul>		<ul style="list-style-type: none"> <li>▪</li> </ul>
	Arrangements are in place for issuing / administering home-testing kits in the event that issuing such kits is deemed appropriate at the time.	<ul style="list-style-type: none"> <li>▪ Kits can be ordered and have them available if required</li> <li>▪ Kits in stock</li> </ul>		<ul style="list-style-type: none"> <li>▪</li> </ul>
	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.	<ul style="list-style-type: none"> <li>▪ Each floor has a designated area if a case occurs</li> <li>▪ Top Floor- Old SLT office</li> <li>▪ Middle Floor – Site Manager Office</li> <li>▪ Bottom floor REAch2 hub</li> <li>▪ Staff must wear PPE whilst escorting pupil or staff member</li> <li>▪ Immediately report to SLT via walkie-talkie</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Any dedicated transport services align with the principles underpinning the management controls set out elsewhere in this Risk Management Plan, e.g: <ul style="list-style-type: none"> <li>• Transport groups reflect school groupings.</li> <li>• Organised queuing.</li> <li>• Hand sanitiser on boarding / disembarking.</li> <li>• Cleaning of vehicles.</li> <li>• Social-distancing within vehicles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Risk assessments to be acquired from coach companies and put on file</li> <li>▪ Read and understood by necessary staff</li> <li>▪ School trips not to start until a review has taken place after Autumn Term 1 – still no school trips Autumn 2</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>



	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	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.	<ul style="list-style-type: none"> <li>▪ Pupils are encouraged to walk to school</li> <li>▪ Majority of pupils live local and others are transported by car</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	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"> <li>▪ All ratios are met including PFA</li> <li>▪ One current intimate care plan - Nursery</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

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

<p><i>List identified issues e.g. local community, organisational issues etc.</i></p>	<ul style="list-style-type: none"> <li>▪ Parents attending the school office will be encouraged to do this by telephone</li> <li>▪ Parents will not be allowed to enter the main foyer unless they have made an appointment</li> <li>▪ They will not be allowed to wait inside but to queue outside 2m apart. This will be monitored by Site Supervisor in the morning and at the end of the school day</li> <li>▪ Request daily changes of clothes where possible to reduce the risk of infection</li> <li>▪ Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family</li> <li>▪ Brokerage of access to FTB resources to support mental health and wellbeing, including</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
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	<p>anxiety of returning to school for pupils and parents</p> <ul style="list-style-type: none"> <li>▪ <a href="https://www.forwardthinkingbirmingham.org.uk">https://www.forwardthinkingbirmingham.org.uk</a></li> <li>▪ Markings to be put into the foyer near the front office hatch to be 2m away</li> <li>▪ Screen to be put on the hatch to the office for additional protection</li> <li>▪ Extras</li> <li>▪ Doorstops</li> <li>▪ Umbrellas</li> <li>▪ Walkie talkies</li> <li>▪ Thermometers per bubble</li> <li>▪ All of the above has been actioned</li> </ul>		
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### Overall Risk / RAG Rating Matrix

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