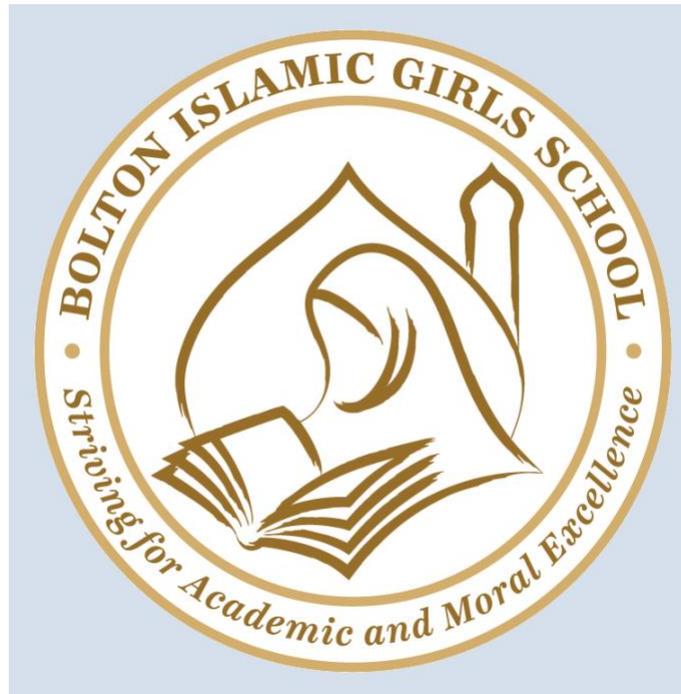# School full reopening:

Coronavirus Risk Assessment and Action plan November 2020
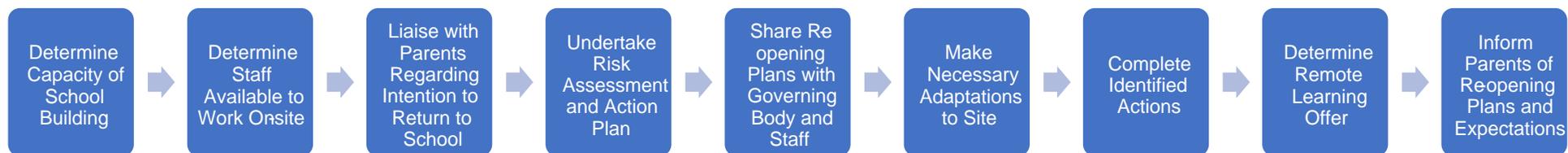
Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Dr Zakia Maqbool – Headteacher	26/10/2020	29/10/2020	Staff, pupils, parents, visitors, volunteers, contractors

Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the opening of the school to all children in November 2020 and ensure the school continues to operate in a safe way.

This risk assessment has been undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 1st October 2020: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies: coronavirus addendum Attendance Policy: Coronavirus Addendum Behaviour Policy: Coronavirus Addendum Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 The Health Protection (Notification Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (April 2020) Education and Skills Service Recovery Planning support for schools (May 2020) Bolton COVID-19 Resource Pack for Schools VERSION 4 18th September 2020 Bolton LA Covid 19 Positive Case Management Protocol 1st Oct 2020 Bolton LA Covid Secure Bolton Schools: Points for Consideration 1st Oct 2020	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools (22nd October 2020) https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home- guidance-for-households-with-possible-coronavirus-covid-19-infection

| Determine Capacity of School Building | → | Determine Staff Available to Work Onsite | → | Liaise with Parents Regarding Intention to Return to School | → | Undertake Risk Assessment and Action Plan | → | Share Re opening Plans with Governing Body and Staff | → | Make Necessary Adaptations to Site | → | Complete Identified Actions | → | Determine Remote Learning Offer | → | Inform Parents of Reopening Plans and Expectations |

Steps followed for Re-opening Preparation:

Risk matrix

Impact risk rating:	Probability risk rating:	Overall risk rating:
5. Catastrophic	5. Almost certain to happen	**16 or more - red**
4. Major – e.g. likely to result in school closure	4. Likely	**12 to 15 - amber**
3. Moderate – e.g. likely to result in one or more classes having to close	3. Possible	**9 to 11 – amber**
2. Minor	2. Unlikely	**Below 9 – green**
1. Negligible	1. Negligible	**Below 9 – green**

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				A. Staffing Resources			
1. Risk that there are Insufficient staff to support all the pupils to be in school in all the year groups proposed by the DfE	3	4	12	• Audit staff availability from the start of the week when pupils will be attending.	Y		10
				• Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work)	Y		
				• Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time	Y	One additional cover supervisor recruited/ Staff with free slots on the timetable will have flexibility to provide cover.	
				• Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher)	Y	TA capacity has been reviewed and 1 TA recruited	
				• Full use is made of testing to inform staff deployment	Y	Test and Trace explained to staff	
				• Ensure there is the capacity within the staff to deliver on site learning (for those attending school) and home learning (for those who are still at home)	Y	Staff, Students and parents have been made aware that all lessons will be available on Teams for students needing to self-isolate.	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
2. Succession planning for Senior Leaders is in place to remain Covid Secure	3	3	9	• Meetings/assemblies carried our virtually. • Face to face meetings social distancing is applied all the time.	Y		10
				• HT/SLT carry out well-being walks when the corridors are not busy.	Y		
				• Leaders work from home as and when possible during self-isolation and lockdown period.	Y		
				• Sanitise before and after handling paperwork from the office – send as much paperwork as possible electronically.	Y		
				• That each SLT member has a specific 'role/focus' and ensure that there is a contingency plan in place in the absence of the head/DHT/CFO, for example – the SLT know how to facilitate the closing of a Bubble in the head teacher's/Deputy Headteacher's absence. • Headteacher may delegate this to other members in the SLT as a learning practice with the head as an observer so the head teacher / governors can be sure all the necessary steps will be carried out and this will take some of the pressure off the head.	Y N		
				• Ensure the SLT/Leadership team have the necessary documents saved in SharePoint so that if there is an issue with remote access this would not impact on the necessary reporting procedure	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
2. Succession planning for Senior Leaders is in place to remain Covid Secure (contd.)				• Saved CPD training sessions with staff so that they can refer to any information later, should it be required. • Communication with staff, children and parents is key, do not assume they know. • Follow the Bolton COVID-19 Resource Pack for Schools Action Card when a positive case occurs. • Look after your own well-being.	Y Y		
3. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning	3	4	12	• Review staffing levels and workloads daily. The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned	Y	Weekly updates	10
				• During local outbreak/lockdown, full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.	Y	All staff/learners have access to Microsoft Teams.	
				• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	Y	All staff support staff have access to Microsoft Teams.	
				• Full use is made of Test and Trace system to inform staff deployment.	Y		
				• During local outbreak/ lockdown, a blended model of home learning and attendance at school is utilised until staffing levels improve. • Draft Remote Learning Policy and procedures in place	Y	All staff/learners have access to Microsoft Teams.	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
3. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning (contd.)				• Options in case of staff absence include supply staff and SLT cover. Partial closure may be required in event of staff shortages.	Y		
4. Risk of infection of **extremely clinically vulnerable** members of staff during local outbreak/local lockdown.	4	3	12	Staff member with clinically extremely vulnerable condition only attends work if stringent social distancing can be adhered to; otherwise they should be encouraged to work at home	Y	These staff not in school	1
	3	4	12	• Provide cover for the role from within available staffing	Y	There is enough capacity in the SLT and safeguarding team	10
					Y	PPE available for emergencies.	
				• Follow Covid19-First responder's guidance when administering emergency first aid as social distancing may not be possible to maintain while attending to individuals.			
				• Programme of training for additional staff in place (e.g. Safeguarding)			

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
5. Risks to health and safety because staff are not trained in new procedures.	3	4	12	• Induction and CPD programmes are in operation for all staff include: 1. Fire safety and evacuation procedures 2. Constructive behaviour management 3. Safeguarding 4. Risk management	Y		
				5. Shielding advice for staff that are clinically extremely vulnerable ceased on 1 August They need to self-isolate and remain at home only on the advice of GP or a Health Practitioner in case of a local breakout. Staff who are clinically vulnerable should continue to work as usual from school.	Y		
6. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them.	4	3	12	• All members of staff who may become clinically extremely vulnerable and might need shielding during local breakdown have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.	Y	All staff complete a covid19 risk assessment. Currently no staff is classed as vulnerable.	8
				• Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice	Y		
				Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable	Y		

				B. Teaching Spaces, the Learning and School Environment				

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)	
6. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them. **(contd)**	3	3	9	• All staff with underlying health conditions that put them at increased risk from COVID-19 are working from school in line with national guidance. • Current government guidance is being applied	Y		8	
7. Risk that there is insufficient accommodation to support pupils attending with a maximum class size	3	3	3	• Audit accommodation in order to establish how many class groups can be accommodated at any one time in a Year Bubble (size of group is dependent on space available)	Y	Shared usage of rooms during core hours/evening- regularly sanitised, monitored	8	
				• Take account of the needs of individual pupils, including those with SEN.	Y			
				• Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing	Y			
				• Spare chairs and other furniture removed so cannot be used	Y			
				Protocols around 'social distancing' shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing. Where a pupil	Y	Reminders built into beginning/end of lessons		

				does not understand 'social distancing', accommodation needs to take account of this, and space identified where the pupil and those supporting them can go.			
				• Conversations between adults, young people and children – not face to face, but stand side by side and beyond 1 metre away. • Reminders to staff that when wearing face coverings that **distance** is the key method to keep safe – Hands, Face and **Space**.	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
7. Risk that there is insufficient accommodation to support pupils attending with a maximum class size (contd)	3	4	12	• Children stay in their designated area do not mix with other children ('bubble' model). • Clear signage displayed in classrooms promoting social distancing	Y	Break and lunchtime time supervision rota has been reviewed	12
8. Risk of transmission in large spaces used as classrooms/ teaching spaces	3	4	12	• Limits are set for large spaces e.g. school hall • Use of facemask in communal areas/social spaces	Y	Dining hall in use for pupils only to collect lunches. Or to heat up food in own bubbles.	10
				• Large gatherings are not permitted	Y	No live assemblies/events	
				• Design and layout and arrangements in place to allow for social distancing • Clearly marked areas in each classroom where the staff stand and the children know they are not to enter or • Reminders to children about creating space between adults and themselves • Enhanced cleaning and ventilation arrangements are in place allowing	Y	Floor marking and notices	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				students/staff to wear coats during autumn term.			
9. Risks of transmission during use of the outdoor learning environment for young children	3	4	12	• Leadership are realistic about social distancing and young children in outside spaces	Y		10
				• Arrangements for handwashing, hand sanitiser, anti-bacterial wipes, tissues, bins with lids, are in place	Y		
				• Close down tuck shop and make arrangements for individual water bottles for children	Y	Letter home to parents	
				• Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam	Y		
				• Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available	N		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
9. Risks of transmission during use of the outdoor learning environment for young children (contd.)				• Outside spaces are divided and demarked for different year groups to use to facilitate children staying in their Year Bubbles			
				• Where outside space must be shared arrangements for cleaning between groups are in place	Y	**Enhanced cleaning procedures**	
				• Resources are limited to facilitate effective cleaning daily	Y		
				• Some equipment: dependent on numbers – either Year labels or group labels, for individual year /groups to use and wiped down by an adult, between use by the children	Y		
				• Consider the removal or covering or areas which are difficult to clean such as mailable	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them			
				• Where outside space must be shared arrangements for cleaning between groups are in place	Y		
10. Risks of transmission due to movement around the school.	4	3	12	• Arrange for corridors to be one-way where possible	Y	Entry and exit points reviewed.	10
				• Clear signage and markers for children/staff	Y		
				• Pinch points and bottle necks are identified and managed	Y	Face masks/Staff on patrol	
				• Movement of pupils and staff around the school is minimised	Y	No pupil errands	
				• Pupils/Staff are reminded regularly of social distancing protocols and wearing face masks in communal areas and social spaces	Y		
Specific Concern/ Risk	**Impact score (a)**	**Probability score (b)**	**Current Risk Rating (a) x (b)**	**Control Measures**	**In Place (Y/N)**	**Implications for opening the school and further action proposed**	**Risk rating following controls (1-25)**
10. Risks of transmission due to movement around the school.(contd.)				• Appropriate duty rota and levels of supervision in place • Departure times are staggered		**Letter to parents**	
11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	3	12	• Procedures in place to hold children to reduce family waiting time due to staggering finish times. • Staff and pupils wear face masks in communal areas.		**Markings/signage in place**	10
				• Number of entrances and exits to the school building used is maximised	Y		
				• Determine a queuing system and a process for staff to greet each child, ensure they	Y		

				• wash their hands immediately on arrival, and then go straight to their classroom			
				• Staff and pupils asked to wear face masks in the communal areas and social spaces.			
				• Do not allow parent/carers to enter the buildings to drop off or collect children nor any gathering at the school gates to talk to other parents.	Y	**Letter to parents**	
				• Identify drop off and pick up waiting areas that can retain social distancing		**Letter to parents**	
				• Extend gate/exit opening times to prevent queueing		**Staggered times**	
				• Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes			
				• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating			
				• Floor markings visible to all to avoid queuing			
Specific Concern/ Risk	**Impact score (a)**	**Probability score (b)**	**Current Risk Rating (a) x (b)**	**Control Measures**	**In Place (Y/N)**	**Implications for opening the school and further action proposed**	**Risk rating following controls (1-25)**
11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.(contd)				• Parents given advice on walking/cycling to school, using public transport and minimising driving		**Letter to parents**	
				• Advice given on suitability of pupils cycling on the pavement and availability of storage		**Not applicable**	
				• Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space		**Not applicable**	
12. Increased risk of slips, trips and falls and collisions between	3	3	9	• Advice to pupils and families on maintaining road safety procedures despite changes.	Y	**Letter to parents**	8
					Y	**Letter to parents**	

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.				• For those that have to drive, advice on places they should and should not pick up, drop off and park		**Not applicable**	
				• Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.		**N/A**	
				• Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.		**N/A**	
				• Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.		**N/A**	
13. Risk of transmission because pupils do not observe agreed protocols of social distancing during break and lunch times or do not wear the face masks.	**3**	**4**	**12**	• Break and lunch times are seperated • Pupils and staff wear face masks in communal areas and social spaces	**Y**	**Timetabled**	**10**
				• External areas are designated for different year groups	**Y**	**Rota**	
				• Pupils are reminded about the protocols of social distancing break and lunch time via Daily Notes	**Y**	**Pupil induction/Teams Assemblies**	
Specific Concern/ Risk	**Impact score (a)**	**Probability score (b)**	**Current Risk Rating (a) x (b)**	**Control Measures**	**In Place (Y/N)**	**Implications for opening the school and further action proposed**	**Risk rating following controls (1-25)**
13. Risk of transmission because pupils do not observe agreed protocols of social distancing during breaks and lunch times.(contd)				• Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.		**Behaviour Policy has an addendum**	
				• Pupils wash their hands before and after eating		**Pupil induction/Teams Assemblies**	
				• Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat		**Dining room not is use for pupils**	
				• Floor markings are clear to avoid crowding			

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				• Eating areas are thoroughly cleaned after lunchtime			
				• Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces	Y	Eating outside (or in their class base rooms) Packed lunch in disposable bag or school cold lunch with disposables	
				• If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food. Refrain from bringing in birthday cakes and other consumables for sharing. • Children wear a face covering if not eating / drinking during break and lunch.	Y	In 'Welcome Back Pack' and reopening letter to parents'	
14. Staff rooms, Communal Spaces and offices do not allow for observation of social distancing and hygiene guidelines.	4	4	16	• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Occupancy limit notices displayed.	Y	Occupancy level of Staffroom and Admin Office is monitored	8
				• Staff are regularly briefed by their Line Manager on the use of face masks in communal areas and social spaces including staff rooms and close spaces where social distancing is likely to be compromised. • Staff seating at least 2 metres distance away from each other (arrange the chairs in this manner). • Staff wear a face covering if not eating / drinking in the staff room.	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
15. Shared Facilities or equipment	4	4	16	• Ensure good hand hygiene in place before making drinks, using cutlery, microwave etc. • Remove all cutlery, crockery and drinks resources from shared areas. • Have access to gloves or hand sanitiser next to shared resources, guillotines, photocopier, and water fountains. • Staff to be very mindful of using a shared facility responsibly such as the W.C. Cleaning equipment to be made available for staff to use if they wish to do so. • Sanitise before and after handling paperwork from the office – send as much paperwork as possible electronically.	Y		8
16. The configuration of medical rooms may compromise social distancing measures	3	5	15	• Social distancing provisions are in place for medical rooms	Y		8
				• Medical room is designated for pupils with suspect COVID-19 whilst collection is arranged	Y		
				• PPE available if staff dealing with pupil with symptoms	Y	Face Shields and face masks available to staff	
				• Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y		
17. Groups of people gather in reception areas which may contravene social distancing guidelines	3	5	15	• Parents are made aware of new school procedures prior to their children starting back at school • Adherence to wearing face masks in communal areas and social/close spaces	Y	In 'Welcome Pack' and letter to parents'	8
				• Social distancing floor markings are clearly in place	Y		

				• Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty	Y		
				• Non-essential visitors to school and deliveries are minimised	Y	All staff informed about the protocols	
				• Arrangements are in place for visitors to stay apart	Y		
**C. Hygiene and protective controls**

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
18. Risk that social distancing between pupils and between staff and pupils is difficult or impossible to maintain, leading to a risk of transmission.	3	4	12	• Ensure frequent hand cleaning and good respiratory hygiene practices	Y		8
				• Regular cleaning and wearing face masks	Y		
				• Minimise contact and mixing (see above)	Y		
				• See sections above re start and end of day arrangements and break times	Y		
19. Risk of staff or children with the virus coming into school when symptoms are not clear.	4	4	16	• Testing of staff or pupils	Y	Bolton LA-The Parent Leaflet on Self-Isolation is emailed to all parents and it is posted on school website	10
				• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y		
				• PPE on hand.	Y		
20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	4	16	• The frequently used items by multiple children restricted to bubble kept clean or left unused for 48 hours and 72 hours for plastics, for example outdoor PE equipment.	Y		10
				• Establish arrangements for all frequently touched surfaces and equipment e.g. • door handles, handrails, table tops, PE equipment, electronic devices (such as desk	Y	Cleaners working hours reviewed.	

				phones), specialist equipment, including equipment used by pupils with SEN			
				• When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces	Y		
				• Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.	Y		
				• Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.	Y		
				• Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books	Y	**Staff handbook**	
Specific Concern/ Risk	**Impact score (a)**	**Probability score (b)**	**Current Risk Rating (a) x (b)**	**Control Measures**	**In Place (Y/N)**	**Implications for opening the school and further action proposed**	**Risk rating following controls (1-25)**
20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning (contd)				• There is no need for anything other than normal personal hygiene and a regular washing of clothes. Items of clothing that cannot be machine washed should be avoided. • Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer, photocopier, etc.). Alternatively, provide hand sanitisers at appropriate locations	Y	**Staff handbook**	
21. Risk of virus spreading because the school has insufficient Materials and equipment	**4**	**4**	**16**	• Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms	Y	Cleaning supply and stock is reviewed regularly.	**10**
				• Use of hand sanitisers at appropriate locations	Y		
				• Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,	Y		
				• Bins to be double bagged and emptied	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				• Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom	Y		
22. Provision and use of PPE for staff where required is not in line with government guidelines	3	4	12	• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.	Y	**Delivery of PPE consignment from DfE**	8
				• Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely	Y		
				• Staff are reminded that the wearing of gloves is not a substitute for good handwashing	Y		
Specific Concern/ Risk	**Impact score (a)**	**Probability score (b)**	**Current Risk Rating (a) x (b)**	**Control Measures**	**In Place (Y/N)**	**Implications for opening the school and further action proposed**	**Risk rating following controls (1-25)**
23. Pupils forget to wash their hands regularly and frequently	4	4	16	• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.	Y	**Routine reminders beginning/end of lessons**	10
24. Pupils forget to wash their hands regularly and frequently (Contd)	3	3	9	• Posters and ongoing reminders reinforce the need to wash hands regularly and frequently	Y	**Displayed**	10
				• School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	Y		
25. Pupils' behaviour on return to school does not comply with social distancing guidance	3	5	15	• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters and floor markings.	Y	**Staff have guidance. Signage and floor marking displayed.**	10
				• Staff model social distancing consistently	Y		
				• The movement of pupils around the school is minimised.	Y		
				• Large gatherings are avoided.	Y	**live assemblies-use of Microsoft Team**	

				• Break times and lunch times are structured to support social distancing and are closely supervised	Y	**Timetabled**	
				• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.	Y	**Letter to parents**	
				• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.	Y		
Specific Concern/ Risk	**Impact score (a)**	**Probability score (b)**	**Current Risk Rating (a) x (b)**	**Control Measures**	**In Place (Y/N)**	**Implications for opening the school and further action proposed**	**Risk rating following controls (1-25)**
				D. Premises and Buildings			
25. Pupils' behaviour on return to school does not comply with social distancing guidance (contd.)				• Messages to parents reinforce the importance of social distancing.	Y		
				• Arrangements for social distancing of all children and SEN in particular have been agreed and staff are clear on expectations.	Y		
26. Risk that cleaning capacity is at a reduced level so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	4	4	16	• A return-to-work plan for cleaning staff (including any deep cleans) is agreed.	Y	**School is deep cleaned in May 2020**	10
				• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.	Y		
				• Working hours for cleaning staff are reviewed	Y		
				• Take fabric chairs out of use where possible.	N	**Under review with enhanced cleaning in place**	
27. The use of fabric chairs may increase the risk of the virus spreading	3	3	9	• Where that is not possible then ensure chairs are limited to single person use.	Y		5
				• Queuing zones for toilets and hand washing have been established and are monitored.	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
28. Queues for toilets and handwashing risk non-compliance with social distancing measures	4	4	16	• Floor markings are in place to enable social distancing. Pupils and staff wear face masks in communal areas and social spaces.	Y		10
				• Pupils know that they can only use the toilet one at a time.	Y	**Daily reminders**	
				• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.	Y	**Daily reminders**	
				• The toilets are cleaned frequently	Y		
28.Queues for toilets and handwashing risk non-compliance with social distancing measures (contd.)				• Monitoring ensures a constant supply of soap and paper towels	Y		
				• Bins are emptied regularly	Y	**Daily Notes/Virtual Assemblies**	
				• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.			
29. Fire procedures are not appropriate to cover new arrangements	4	3	12	Fire procedures have been reviewed and revised where required, due to: • Possible absence of fire marshals	Y		10
				• Staff and pupils have been briefed on any new evacuation procedures	Y		
				• Incident controller and fire marshals have been trained and briefed appropriately.	Y		
30. Fire marshals absent due to self-isolation	4	3	12	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly	Y		10
31. All systems may not be operational	3	3	9	• Government guidance is being implemented where appropriate.	Y		8
				• All systems have been recommissioned.	Y		
				• Plans for fire evacuation drills are in place with face masks on.	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
32. Fire evacuation drills - unable to apply social distancing effectively	4	4	16	• Review Personal Emergency Evacuation Plans and buddies are assigned or reassigned according to available persons.	Y		10
				•	Y		
32.Fire evacuation drills - unable to apply social distancing effectively (contd.)				• Consider access route for teachers and pupils with mobility issues, as social distancing measures may not be possible during an emergency			
33. Statutory compliance has not been completed due to the reduced availability of contractors during local lockdown	4	3	12	• All statutory compliance is up to date	Y		5
34. Visitors to the site (including parents) add to the risk	4	3	12	• Signage giving routes, procedures and entrances to be followed.	Y		10
				• Limit the external visitors to the school during school hours	Y		
				• Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.	Y		
				• Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)	Y	**All staff informed of the protocols.**	
				• Consider holding meetings, such as • Annual Reviews including Parents Review meetings 'virtually' • Download QR code for visitors and contractors – Track and Trace.	Y	Visitor risk assessment for Covid19 should be filled in by all visitors.	

				• All visitors/adults that come to work in school are sent and systems discussed with a Senior Leader before they commence any work in school. • Make sure that visitors know what our own individual procedures are.			
Specific Concern/ Risk	**Impact score (a)**	**Probability score (b)**	**Current Risk Rating (a) x (b)**	**Control Measures**	**In Place (Y/N)**	**Implications for opening the school and further action proposed**	**Risk rating following controls (1-25)**
34. Visitors to the site (including parents) add to the risk (contd.)				• Portable cleaning resources for all visitors are made available. • Ask for Risk Assessments from professional partners.			**8**
35. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	4	3	12	• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.	Y		
				•			
				• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe	Y		
				• Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.	Y		
				Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.	Y		
				• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.			
				• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk			

				assessments and method statements, and contractor induction).			
				•			

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
**E. General**

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
36. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3	4	12	• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.	Y		10
				• The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid19 secure.	Y		
				• Staff, pupils, parents and governors have been briefed accordingly.	Y	Policies are updated on School website, shared area	
37. Curriculum/Learning Environment	2	3	6	• Consider what activity is more difficult/ not possible to be undertaken with social distancing in place. • Each activity should be risk assessed and should not be run unless the risks can be mitigated -PE , Practical lessons	Y	All overnight domestic educational visits, field trips, etc. suspended in line with government guidance.	5
				• Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support. • Reading books to be collected and left in a box for 48h before they are changed. • Limit the number of items being brought in to and taken from school. • On PE days children come into school in their own PE kit to avoid getting changed.	Y Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
38. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	3	12	• Communications strategies for the following groups are in place Staff, Pupils, Parents, Governors/Trustees, Local authority, Health services, Regional Schools Commissioner, Professional association, Other partners, Neighbouring schools/EY settings, Highways department, etc.	Y		7
				Parents are communicated with to make sure they know: • whether their child will be able to attend from September • what protective steps you're taking to make the school a low-risk place for their child • what you need them to do (such as on drop off and collection)	Y		
39. Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	4	3	12	• Parents have been provided with clear guidance and this is reinforced on a regular basis.	Y		10
				• Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.	Y	**Letter home, School website**	
				• The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.	Y		
				• Schools have a regularly updated register of pupils with underlying health conditions.	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
40. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	4	12	• There is access to designated staff for all pupils who wish to talk to someone, including School Counsellor about wellbeing/mental health.	Y		10
				• Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).	Y		
				• Resources/websites to support the mental health of pupils are provided.	Y		
41. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	4	12	• Staff are encouraged to focus on their wellbeing.	Y		11
				• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Y		
				• Staff briefings and training have included content on wellbeing	Y		
				• Staff briefings/training on wellbeing are provided.	Y		
				• Staff have been signposted to useful websites and resources.	Y		
42. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	3	3	9	• The governing body continue to meet regularly via online platforms.	Y	**All meetings taking place on Zoom**	7
				• The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
42. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.(contd)	3	3	9	• The headteacher's report to governors and trustees includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.	Y		7
				• Regular dialogue with the Chairs of Governors and those governors with designated responsibilities is in place.	Y		
				• Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility	Y		
43. Test and Trace system is not used effectively to help manage staffing levels and support staff wellbeing	4	3	12	• Guidance on Test and Trace has been published	Y		10
				• The guidance has been explained to staff	Y		
				• Post-testing support is available for staff.	Y		
44. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	3	12	• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	Y		10
				• Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.	Y		
				• Pupils, parents and staff are aware of what steps to take if they, or any member of their	Y		

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
45. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	3	12	household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply			10
				• A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority and local NHS and PHE Local Health Protection Team			
46. Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of Covid 19	4	3	12	• This guidance has been explained to staff and pupils as part of the induction process.	Y	Regular reminders via email and update	10
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y	School website regularly updated	
47. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of Covid 19 in the school	4	3	12	• Staff, pupils and parents have received clear communications informing them of the current government guidance on confirmed cases of Covid 19 and how this will be implemented in the school.		Letter to parents Daily Notes/Virtual Assemblies	10
				• This guidance has been explained to staff and pupils as part of the induction process.			
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.			
48. Staff, parents and carers are not aware of recommendations on transport to and from school	4	3	12	• Reduce an unnecessary travel on public transport where possible (for example by walking to school and no car sharing with members of other households)		**Letter to parents**	10

For COVID-19 queries related to educational settings

Bolton Public Health Team:
General Enquiries:
01204 336004 (Single Point of Contact)
Covid19contacttracing@bolton.gov.uk or call PHE (number below)

Bolton Infection Prevention and Control Team:
01204 390982
CommunityInfectionPrevention&Control@boltonft.nhs.uk
(9-5pm – out of hours please call PHE contact)

Environmental Cleaning (Bolton SLA)
Jane Barber
Jane.barber@bolton.gov.uk
01204 336952

Samantha Hess
Samantha.hess@bolton.gov.uk
01204 336950

Health and Safety (Bolton SLA)
chst@bolton.gov.uk
01204 336968

To notify suspected outbreaks Public Health England North West Health Protection Team

Monday – Friday (0900 – 17.00)   0344 225 0562 (option 0 then option 3)

Out of Hours PHE Contact:
Public Health England first on call via the Contact People   0151 434 4819