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|  **COVID-19 Risk Management Plan: Full Re-Opening of Schools in September 2020** |
| Site / school name: | Sir Martin Frobisher Academy |
| Name(s) of person(s) covered by this assessment: | * Staff
* Catering staff
* Cleaners
* Pupils
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| Tasks and activities covered by this risk assessment: | * General childcare / wrap-around care & education provision during COVID-19 including social-distancing and minimising contacts.
* Cleaning and sanitisation
* Food and catering services provision
* Property maintenance and statutory compliance
* General site occupancy and site movement
* Personal hygiene
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| Equipment and materials used: | * General class and teaching materials
* Cleaning materials and equipment
* Catering equipment
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| Location(s) covered by this risk assessment: | * All school premises
 |
| Name of person completing this risk assessment: | Debbie Gayler | Date of completion: | 08.07.2020 |
| Risk assessment approved by: | Trust | Date of approval: | 10.07.2020 |
| Date risk assessment to be reviewed by: | Ongoing | Risk assessment no: |  |

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| **Record of Risk Assessment Reviews** |
| Date of review: | 02.11.2020 | Reviewed by: | Debbie Conroy | Comments / date of next review: | Ongoing |

**Risk Consideration Priority Matrix**

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|  | Risk consideration that if not managed has the potential for severe impact on a school, for which the Trust requires information on its management controls to be detailed as part of the school risk management review. |
|  | Risk considerations that, if not managed, may have some impact on the school and should form part of the school risk management review.  |
|  | Risk consideration that do not present a significant risk but could form part of the school risk management review.  |

|  | **Risk Consideration** | **School Management Arrangements** | **Further Actions Needed** | **Risks, Issues & RAG Rating** |
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| **Instructions for Using This Updated Template:**This document is essentially an update to the original Risk Management Plan (RMP) Template issued in May 2020 and follows the issuing of Government Guidance on Full Re-Opening of Schools from September 2020. Please click [**here**](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks)to view the full guidance.This new template essentially contains all of the sections found in the original version, however, and to take account of the new Government guidance:* Sections highlighted in yellow will need to be reviewed / updated as necessary by the schools in light of the new Government guidance - please note that there will be some resultant changes to wording / content of the Risk Consideration descriptor in relation to these yellow sections.
* Sections that are “greyed-out” are, in principle, unaffected by the new Government guidance and the management arrangements / actions / methodology identified in your previous RMP will remain generally appropriate, however, you must still consider their adequacy going forward for the purposes of this updated RMP in the event that those arrangements need revising or upscaling to account for the increased school population on full re-opening. Some updating may also be required to take account based on experience and “lessons learned” since partial re-opening in June
* An Appendix (red section) has been incorporated at the end of this document in order to capture brand new issues presented by the new Government Guidance that schools must consider and address with satisfactory management arrangements, further actions and a RAG-Rating. – remember that the requirement is for sensible and proportionate control measures which follow the health & safety hierarchy of control to reduce the risk to the lowest reasonably practicable level given a schools particular and individual circumstances.
* Please read through the whole of this template including the new Appendix section prior to completing your updated RMP - any questions, please contact Estates.
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| **Social-Distancing & Minimising Contacts** | *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:* | *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.* | *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.* | *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.*  |
| 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. | * Children grouped in class Bubbles.
* Playground to be zoned and groups to be put on a rota.
* Tables to be set out individually with 2 children at each table, facing forward.
* Interventions will take place with children from in the same Bubble.
* Bubbles to be allocated toilet for use.
* Corridors to be marked out for walking on left.
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| 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. | * Tables to be set out with 2 children at each table, facing forward.
* Year groups to be zoned around school to reduce risk of cross-contamination.
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|  | 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. |  |  |  |
|  | 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.  | * Stagger start/finish times.
* Member of staff on each gate.
* No parents in car park.
* Car park to be shut, gate opened upon request. Disabled access from front of school
* Signage put out for parents to aid social distancing.
* Each year group to have allocated entry/exit points
* Letter to be sent to explain arrangements – also to be shared on Social Media.
 |  |  |
|  | 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.  | * Staggered start and finish times.
* Staggered lunch and break times.
 |  |  |
|  | 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. | * Not applicable
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|  | Communicate all new working / school arrangements to parents and any updates to those arrangements as soon as possible. | * Letter to be sent to explain arrangements – also to be shared on Social Media.
 |  |  |
|  | Display signage prominently within school and on the outside of buildings to encourage social-distancing and minimising contacts (employ multiple-language signage where necessary). | * Coloured tape used to encourage social distancing.
* Posters about social distancing made by childcare provision.
* Also print DFE guidance to display.
 | * Re-do spray paint to make demarcation clearer. (02/11)
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|  | 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 1st 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. | * Up to date risk assessment completed with all staff who have previously been shielding.
* All staff now in school.
 |  |  |
|  | Display signage prominently at site entrances to encourage social-distancing and minimising contacts (multiple-language signage where necessary). | * Coloured tape used to encourage social distancing.
* Posters about social distancing made by childcare provision.
* Print DFE guidance to display
 | * Re-do spray paint to make demarcation clearer. (02/11)
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|  | 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. | * Stagger start/finish times.
* Member of staff on each gate.
* No parents in car park.
* Car park to be shut, gate opened upon request. Disabled access from front of school
* Signage put out for parents to aid social distancing.
* Each year group to have allocated entry/exit points
* Letter to be sent to explain arrangements – also to be shared on Social Media.
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|  | Staff engaged in managing pupil access and access 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. | * A member of staff will be present on each gate and will encourage social distancing.
* Members of staff on gate to wear face shields and masks. (02/11)
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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. | * Each Bubble to be allocated a toilet area and only to use toilet facilities within the block.
* Toilets to be colour code for each group.
* Each child to have a hook on the back of their chair for coat and lunch bag.
* Cycle rack placed by each gate.
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|  | 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. | * 4 entrances allocated to different year groups.
* Staggered start/end times.
* Tape markers put in place to inform social distancing.
 |  |  |
|  | Implement one-way systems for people-movement around the outside of and between buildings - support with signage, barriers, floor markings and staff supervision. | * Children will be in isolated groups around the school and corridors are demarcated for walking on the left.
* Walk on left hand side signs and tape to be placed in main building corridor.
 |  |  |
|  | Designate one primary entrance to each building (and one, separate, primary exit). | * Each classroom to be allocated an individual entrance for children to enter and exit the classroom in order to isolate each group.
 |  |  |
|  | Implement one-way systems for people-movement inside buildings - support with signage, barriers, floor markings and staff supervision.  | * Children will be in isolated groups around the school and corridors are demarcated for walking on the left.
* Walk on left hand side signs and tape to be placed in main building corridor.
 |  |  |
|  | 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. | * Members of staff in each class to supervise children throughout the day.
* Rota to be in place when using any communal areas.
* Midday Supervisors to be on rota outside at lunch time to support staff having lunch.
 |  |  |
|  | Limit unnecessary pupil movement around the school to minimise contact with surfaces and assist social-distancing and minimise contactswith others - all ad-hoc movement to be managed / supervised / escorted (e.g. toilet breaks). | * All groups have allocated areas to minimise movement around school.
* Lunches to be delivered by Catering staff to limit children’s movement during lunchtimes.
* Two members of staff per group so one can supervise ad-hoc movement of children.
 |  |  |
|  | 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. | * Skeleton key identified to new key holders.
* Identify doors which need to be locked around the school.
* Multiple key holders on site at any one time.
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|  | Limit use of passenger lifts to essential users and only one at a time. | * Not applicable.
 |  |  |
|  | 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. | * Children will be in isolated groups around the school which does not need a one-way system to navigate.
* Walk on left hand side signs and tape to be placed in main building corridor.
 |  |  |
|  | Use barrier tape, floor markings and signage to clearly identify routes, corridors, access stairs and doors temporarily taken out of use. | * Signage to be put up on doors which have been locked.
* Tape to be put up where there is no access to corridors.
 |  |  |
|  | Only one adult to accompany children to and from school - place notification signage outside the school entrances. | * Letter sent out to parents to communicate that only one adult can accompany children to and from school.
* Posters at the front of school to make clear to parents that only one parent should accompany.
* Parents told to wear face masks at drop off and pick up time. (02/11)
* Reception door locked from 8.30 - 9.30 and from 2.30 - 3.30. Doorbell purchased for front door. (02/11)
 | * Resend letter regarding guidance and reiterating the importance of following it.
 |  |
|  | 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. | * Staggered and longer start/end times to be communicated with parents. Each isolated group will have an allocated time slot to drop and pick up children.
 |  |  |
|  | Phasing / timings of pupil drop-off and pick up to be communicated to parents to avoid unnecessary gatherings of people. | * Staggered and longer start/end times to be communicated with parents. Each isolated group will have an allocated time slot to drop and pick up children.
 | * Re-do spray paint to make demarcation clearer. (02/11)
 |  |
|  | Pupils to go straight to classrooms upon arrival at school - adult waiting to be discouraged. | * Adults to leave children at the front gate.
* Doors of each classroom to be open before start times so children can walk straight in.
* Adults to be around classroom doors to encourage children to come straight into classrooms.
* Bagels to be delivered to classrooms to avoid children waiting around outside.
 |  |  |
|  | 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. | * All groups have allocated areas to minimise movement around school.
* Lunches to be delivered by Catering staff to limit children’s movement during lunchtimes.
* Rota to be established identifying
* Two members of staff per group so one can supervise ad-hoc movement of children.
* Social distancing guidelines to be adhered to
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|  | 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. | * SLT to liaise with essential contractors to establish minimum contact. (02/11)
* Delivery points to be established and adhered to as best as possible
* Delivery times to be established and adhered to as best as possible
* Social distancing guidelines to be followed.
* School staff to wash hands after meeting with contractors/visitors even when social distancing has been adhered to.
* Visitors and contractors to wear a face covering when moving around school. No non-essential visitors/contractors in the building. (02/11)
 |  |  |
|  | With the use of new areas for teaching and activities, there may be parts of the school occupied that would otherwise be empty or little used. Please review the impact this may have on escape routes, access to emergency equipment and fire equipment (such as extinguishers). Where any amendment to an escape route is proposed, please agree with Estates.  | * Areas of school not used to be closed off and locked
* Escape routes to be reviewed by SLT.
* All isolated groups have clear entrance and exit points.
* Staff familiarising themselves with fire exits in rooms they have not worked in before.
* Fire Plan to be discussed with staff during Inset Days in September.
* Fire practice to be carried out within first three weeks.
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|  | 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.  | * New starter and returning children induction cycle to be completed and updated with fire safety arrangements.
* Fire Plan to be discussed with staff during Inset Day.
* Fire practice to be carried out each week as new children re-join.
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|  **Fire Safety** | 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.  | * Each area to allocated a Fire Marshal
* Flick learning completed by Fire Marshals
* Fire Plan to be discussed with staff during Inset Days.
* Fire practice to be carried out on Inset Days and within first 3 weeks as new children join.
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| For staff or pupils that require any assistance in the event of a fire, a PEEP must be completed. Where assistance is needed in the event of a fire, it must be acknowledged that social-distancing requirements may not be met, but life safety must be prioritised in the event of a fire. **NOTE:** *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.* | * PEEP to be updated for any child or adult necessary.
* PEEP to be shared with 1:1 and parents/ carers.
* PPE to be set aside for 1:1 support where intimate care is necessary.
* Social distancing to be discussed with 1:1 and SLT
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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.  | * Paediatric first aiders trained for EYFS.
* First aid audit to be completed in consultation with first aiders.
* Medication stored in Medical Room cupboard.
* Each room to have first aid box in addition to regular first aid boxes in school.
* First Aid boxes to be checked weekly by Office Manager.
 |  |  |
| 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.  | * Risk assessments completed by SENDCo. Care plans to be checked.
* Paediatric first aider always on site
* First Aiders hold current qualifications
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| **Security** | Consideration has been given to the security of high value items and personal belongings, ensuring that the school remains secure whilst in operation. | * Staff to be encouraged to leave personal items at home and bring in minimum belongings
* Locker spaces not to be used. Personal equipment to be stored in classroom cupboards.
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| 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.  | * Key holder rota established
* Intruder alarm to be activated when no staff on site.
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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.  | * Cleaning rota to be established
* Cleaning stock audit to be completed and new order to put in if needed
* Teacher guidelines for regular cleaning of class equipment
* Class resources kept to a minimum for ease of cleaning
 |  |  |
| Staff or contractors engaged in cleaning are provided with suitable PPE and are competent to undertake their cleaning duties. Risk assessments are in place for cleaning activities and chemicals not accessible to staff or pupils. Please refer to the Estates guidance on cleaning - **NOTE** that this guidance will be updated further when new information is released by the Government in late July 2020. | * PPE audit to be completed and new order put in if needed
* Chemicals not accessible to staff and children as locked in COSHH cupboard.
* Risk assessment completed for cleaning activities.
* SLT to liaise regarding stock levels of PPE and order as needed
* Allocate cleaning staff an area (bubble).
 | * Reiterate the need for PPE for cleaning staff. (02/11)
 |  |
| 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. | * Cleaning rota to be established
* Social distancing to be adhered to in accordance with government guidelines
* SLT to review cleaning at weekly meetings
 |  |  |
|  | 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. | * Cleaning stock audit to be completed and new order put in if needed
* Hand washing guidance to be adhered to and encouraged Children to be regularly reminded to encourage good practice
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| **Property** | The school has ensured that relevant property statutory compliance checks have been completed and records updated on Parago. Daily, weekly and monthly checks have been reinstated and pre-opening checklist has been re-visited / completed prior to September re-opening.  | * Site Manager to undertake compliance checks.
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| All serious property concerns have been raised with the Estates Team and appropriate steps in place to ensure the safety of all building occupants.  | * Site Manager to monitor property concerns and action as appropriate with support of Ray Salmons and Estates Team.
* Weekly Site Meetings
 | *
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| **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.  | * SLT to liaise with Catering Manager to review food handling arrangements
* Hot packed lunches to be served and delivered to individual class bubbles to minimise contact
* Social Distancing guidelines to be followed in kitchen
* PPE to be worn by kitchen team
 |  |  |
| 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.  | * SLT to liaise with Catering Manager to review food handling arrangements
* Hot packed lunches to be served and delivered to individual class bubbles to minimise contact
* Social Distancing guidelines to be followed in kitchen
* PPE to be worn by kitchen team
 |  |  |
| Suitable arrangements can be maintained to ensure allergy information is shared and communicated to all persons involved in food service.  | * Catering manager to liaise with SLT to discuss allergy information
* Care Plans and dietary needs on Arbor to be reviewed
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| **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.  | * Breakfast Club not to return in September, however each class will have a bagel delivery each morning.
* Catch Up Breakfast Club to start following Baseline assessments in September on T, W, Th. This will only include children from 1 Bubble. (Delayed until Jan 2021)
* Catch Up After School on W and will only be children from 1 year group. (Delayed until 2021)
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| 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. | * Each member of staff has an allocated break and lunch time.
* Only 3 or 4 members of staff are on a break at each time in each staffroom
* DHT Office to be set up as PPA Room. (02/11)
* Posters in staffroom to inform staff of guidance.
* Staff Bubbles to be re-established and staff to wear face masks unless in their bubble or sat eating socially distancing in staffroom. (02/11)
* Staff Bubbles to be re-
 | * Letter to be sent to all staff re-iterating updated guidance.
 |  |
| Arrangements are in place to ensure good levels of ventilation throughout during the school day whilst not compromising security or safeguarding. | * Doors and windows kept open to ensure ventilation.
 |  |  |
| 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.  | * Sealable freezer bags to be available in each Bubble for removal and disposal of face coverings.
* Staff Bubbles to be re-established and staff to wear face masks unless in their bubble or sat eating socially distancing in staffroom. (02/11)
* Parents to wear facemask when dropping off/collecting children.
 |  |  |
| 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. | * Posters in every room.
* Bins with lids in every room.
* Box of tissues on each table.
 |  |  |
| 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. | * Each child to have own set of stationery.
* Specialist equipment, e.g. fiddle toys to be kept in individual packs.
* Each member of staff to bring in own lidded mug.
* Each child to have own tray under desk
* Antiseptic wipes to be bought for cleaning laptops/ipads between use. (02/11)
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|  | Confirmation that the school has a sound understanding of Trust COVID-19 reporting protocols **and** the NHS Test & Trace process and, in respect of the latter, that relevant information has been passed on to staff and parents / carers. | * All staff and parents to be informed in writing and via Social Media about Test and Trace.
* Staff training to be renewed in September to ensure compliance.
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|  | 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. | * Inventry in place to identify visitors to school to support with Test and Trace.
* Staff allowed to have mobile phones in Bubbles but must be stored in cupboard.
* Continue to contact any child not in school for reason.
* East England Health Protection Team (0300 303 8537)
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|  | Arrangements are in place for issuing / administering home-testing kits in the event that issuing such kits is deemed appropriate at the time. | * School to add link to school website for applying for home-test kit.
 |  |  |
|  | 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. | * Community room to continue to be used as isolation room. Access to toilet and no need for a child to enter any other corridor/room prior to collection.
* PPE to be in place in room ready if needed.
* Telephone available in Office area next door.
* Bubble LSA to oversee isolation room until the child is collected and clean isolation room after use.
 |  |  |
|  | Any dedicated transport services align with the principles underpinning the management controls set out elsewhere in this Risk Management Plan, e.g:* Transport groups reflect school groupings.
* Organised queuing.
* Hand sanitiser on boarding / disembarking.
* Cleaning of vehicles.
* Social-distancing within vehicles.
 | * Full Risk Assessment for Bus to be undertaken.
* School bus groupings to be in line with Class Bubbles as much as possible.
* Siblings to sit together on bus.
* Staff on bus to wear PPE.
* Hand sanitiser before boarding and on entering school.
* Bus cleaned after use.
 | * Decision made that bus will not run – to be reviewed fortnightly.
 |  |
|  | 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. | * Considered, however uptake low.
* Not enough staff to do walking bus and morning ‘Catch up’.
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|  | 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. | * Qualified teacher and 2 Level 3 practitioners in place.
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| **Other Risks / Issues for School Leaders to Address:** |
| *List identified issues e.g. local community, organisational issues etc.* | * If class has to be self-isolated, not all children have access to online learning.
* Chromebooks prepared to go home if a class has to go into self-isolation or if a child/family have to self-isolate.
* All classes have to have 2 weeks-worth of work prepared in packs in case the children have to self-isolate.
* Weekly phonecalls to children who are self-isolating.
* Dedicated update email for parents if additional support required.
 | * Teachers to complete planning on PPT so this can be shared with parents and support home learning if children need to self-isolate. (02/11)
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**Overall Risk / RAG Rating Matrix**

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