

Template operational risk assessment for school reopening

COVID-19: Operational risk assessment for The Charter School East Dulwich reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 22 February 2021 as follows:

[Actions for educational and childcare settings to prepare for wider opening from 8 March 2021](#)

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

Assessment conducted by:	ACN, JBN	Job title:	Headteacher / School Business Manager	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
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Date of assessment:	26.02.21	Review interval:	Termly	Date of next review:	03.05.21
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Summary of key changes vs. Autumn Term Risk Assessment

The following **additional** risk mitigation measures are included in this assessment that were not in-place for the School's September re-opening.

- All students have been provided with access to lateral flow device (LFD) tests - initially in school during the w/c 8 March and 15 March; subsequently at home
- All staff have been provided with access to LFD tests to be administered twice weekly at home
- All staff and students are required to wear face masks in any indoor space where social distancing is not possible; this includes classrooms and staff workrooms
- Almost 50 percent of the School workforce has received a first dose of the Pfizer vaccine courtesy of King's College Hospital (as at the time of writing); a rolling programme of vaccinations is in place that will enable all staff to receive an early vaccination if they so choose
- Rates of community infection in Southwark have declined sharply since the introduction of the most recent national Lockdown and sit below the national average
- Inset time has been used (i) to reorient and re-induct colleagues into effective ways of working in school; and (ii) to develop recovery curricula in all subjects and for all year groups.
- A pastoral programme is in-place to secure students' successful reintegration into school routines including positive behaviour for learning in physical classrooms
- Additional careers information, advice and guidance is being scheduled for those students whose achievement is unlikely to enable progression into the TCS Sixth Form and/or whose school attendance is of concern
- Quality assurance procedures for Spr2 have been amended in order to rely on SLT observations only and so lessen the workload on middle leaders and classroom teachers

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Risk matrix

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

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
1. Establishing a systematic process of full opening, including social bubbles and social distancing (1m) "where possible"					
i. Net capacity					
Available capacity of the school is reduced when social bubble guidelines are applied		<ul style="list-style-type: none"> Return to timetable operating during Autumn Term. 	Yes		L
ii. Organisation of teaching spaces					
Organisation of campus space does not allow for effective social bubbles by Year Group		<ul style="list-style-type: none"> Year Groups assigned to specific sections of the main teaching block for most teaching Consistent teaching groups established in Key Stage 3 to further limit opportunities for wider mixing between students Timetable amended to reduce transitions between lessons and to keep designated Year Groups separate Circulation routes established between generalist and specialist classrooms and between classrooms and other spaces Generalist classrooms re-modelled, with chairs and desks facing forward Teacher desks 2m from nearest pupil where possible Clear signage displayed in classrooms and circulation spaces promoting 1m+ social distancing where possible Protocols for specialist teaching spaces (e.g. Dr, DT, Mu, PE) and shared classrooms developed through subject specific risk assessments 	Yes		L
iii. Availability of staff					

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<p>The number of staff who are available is lower than that required to teach classes in school</p>		<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. • OH assessments have been carried out and reasonable adjustments made to working patterns in two cases. • Flexible and responsive use of teaching assistants and pastoral support staff to supervise classes is in place. • Full use is made of testing to inform staff deployment. • LSAs to be assigned to Year Groups • Regular Staff Surveys undertaken. 	<p>Yes</p>	<ul style="list-style-type: none"> • Staff benefit from access to KCH vaccination programme (45 colleagues vaccinated as at 26/02) 	<p>L</p>
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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
iv. Prioritising provision					
v. The school day					
The start and end of the school day create risks of breaching social distancing guidelines		<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups. Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Floor markings are visible where it is necessary to manage any queuing. Attendance patterns have been optimised to ensure maximum safety. Students and their parents/carers have been briefed to avoid congregating en route well in advance of any return to school. Signage is in place reinforcing the need for continued social distancing where possible. 	Yes		M
vi. Planning movement around the school					

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Movement around the school risks breaching social distancing guidelines		<ul style="list-style-type: none"> • Year groups have been assigned to specific parts of the main teaching block. • Movement of pupils around school is minimised as much as possible, with KS3 pupils staying in classrooms for most lessons and staff moving round. • Circulation plans have been reviewed and revised. • One-way systems are in place where possible. • Appropriate signage is in place to clarify circulation routes. • Pinch points and bottlenecks are identified and managed accordingly. • Pupils are regularly briefed regarding observing social distancing guidance. • Appropriate duty rota and levels of supervision are in place. • Routes to and from learning spaces will be segregated and supervised 	Yes	<ul style="list-style-type: none"> • Face masks will be mandatory in all indoor spaces 	L
Students mix to an unacceptable degree during transition between the main teaching block and the canteen		<ul style="list-style-type: none"> • A rota exists for supervision of the walkway during lunch times. • Protocols have been devised for line-ups at both ends of the walkway. • A rota exists for supervision of the canteen to ensure that students remain in their designated spaces. • Students to wear face masks in corridors and/or other indoor spaces that involve passing students in other bubbles 	Yes		L
vii. Break times					

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Pupils may not observe social distancing at break times		<ul style="list-style-type: none"> • Break times are staggered. • External areas are designated for different groups. • Pupils are reminded about social distancing as break times begin. • Social distancing signage is in place around the school and in key areas. • Supervision levels have been enhanced to support social distancing. • The School Behaviour Policy incorporates measures specifically to address behaviours that pose the risk of virus transmission. 	Yes		M
viii. Lunch times					
Pupils may not observe social distancing at lunch times		<ul style="list-style-type: none"> • Lunch times are staggered by Year Group. • Pupils are reminded about social distancing as lunch times begin. • Pupils wash their hands before and after eating. • Dining area layouts have been configured to ensure social distancing. • Tables and chairs have been cordoned off where this is not possible. • Floor markings are used to manage queues and enable social distancing. • Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). • Eating areas are cleaned after sitting. • Sittings will apply to all students, including those with packed lunches, in order to keep Year Groups together. • Additional serving hatches have been opened and staffed to ease congestion in the canteen • Cold and hot food pick-up has been separated • The duty rota has been revised 	Yes		M

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
ix. Curriculum					
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened		<ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers' planning. • Plans for intervention are in place for those pupils who have fallen behind in their learning. • A plan is in place for the effective use of supervised study and homeworks to support recall. • A plan is in place to train teachers in how to teach reading to all students. • Exam syllabi are covered in the Upper School. • Knowledge organisers and homeworks have been reviewed in light of learnings from lockdown. • A rubric has been developed for the use of routine low-stakes recall testing in supervised study time. • Each curriculum department is preparing a baseline assessment to aid with planning a recovery curriculum. 	Yes	<ul style="list-style-type: none"> • Inset time has been used to develop recovery curricula in all subjects and for all year groups. 	M
Pupils moving on to the next phase in their education do not feel prepared for the transition		<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. Transition arrangements for students moving from 	Yes	<ul style="list-style-type: none"> • Additional CIAG is being scheduled for those students whose achievement is unlikely to enable progression into the TCS Sixth Form and for those students whose school attendance is of concern 	L

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		<p>KS2 to 3 and KS3 to 4 have been fully revised to reflect the public health emergency</p> <ul style="list-style-type: none"> • CIAG continued for all year groups throughout the lockdown, including the provision of 121 advice for older students • Plans are in place for virtual careers conferences in July focused on transition to KS5 • Online induction days for pupils and parents are planned. 			
2.0 Resourcing					
Health and safety measures designed to limit the risk of infection will not be followed in the classroom.		<ul style="list-style-type: none"> • Students/parents have been briefed on the importance of having adequate school equipment • School policy prohibits the sharing of school equipment without specific wipedown • JBN has prepared wipedown protocols all subjects using specialist equipment; these to be included in each area's subject RA • The above to form the basis of dedicated training during Staff Inset on 28-29 Aug • Information signage to be included in all classrooms • Chromebook trolleys allocated to Year Groups and wipe down protocols established after each day 	Yes	•	L
i. Classroom practice					
Health and safety measures designed to limit the risk of infection will compromise student achievement.		<ul style="list-style-type: none"> • ACN, JKR have produced at-a-glance guide to teaching under public health restrictions and distribute to all teaching staff • The above to form the basis of dedicated training during Staff Inset on 8 March • 	Yes	<ul style="list-style-type: none"> • QAR procedures for Spr2 have been amended in order to rely on SLT observations only 	L

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ii. Pupil behaviour					
Pupils' behaviour on return to school does not comply with social distancing guidance		<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. • Students will be asked to sign a 'Stay Safe Pledge', committing them to behaviours that will minimise the risk of virus transmission • Staff model social distancing consistently. • There are no large gatherings of students during the school day. • Break times and lunch times are closely supervised. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. 	Yes	<ul style="list-style-type: none"> • Students with a significant history of negative behaviour will receive individual attention/support 	M
iii. Staff workspaces					
Staff workrooms, offices and tea points do not allow for observation of social distancing guidelines		<ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Face masks will be required in staff workrooms. • Staff will be provided with a locker for storage of personal items while in school. • Staff have been briefed on the use of these rooms. • Staff all work on remote devices (laptops or Chromebooks). There is no sharing of these devices. • Limit on the number of colleagues who can safely occupy each space 	Yes		L

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		<ul style="list-style-type: none"> • Signage will be in place to support the above. 			
iv. Managing the school lifecycle					
Limited progress with the school's summer term calendar and work plan because of COVID-19 measures		<ul style="list-style-type: none"> • School calendar for the Autumn term has been rationalised to exclude events incompatible with public health guidance, e.g. school trips. • Senior Leadership Team (SLT) and staff work plans to include short- and medium-term planning. • Staff recruitment for September 2020 completed. • Curriculum and timetable for September 2020 completed. • The SDP process has continued with LGB having had preliminary input in July. 	Yes		L
v. Staff induction and CPD					
Staff are not trained in new procedures, leading to risks to health		<ul style="list-style-type: none"> • A revised staff handbook has been issued to all staff prior to reopening. • Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> • Infection control • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Risk management • All key school policies and induction materials, incl. staff handbook, are available online. • All new school staff receive school email/GSuite accounts prior to joining. • Preliminary induction for new staff took place online in July. 		<ul style="list-style-type: none"> • Refresher training is being provided for all staff on 8 March 	L

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New staff are not aware of policies and procedures prior to starting at the school when it reopens		<ul style="list-style-type: none"> Induction programmes are in place for all new staff – either online or in-school – prior to them starting. The revised staff handbook is issued to all new staff prior to them starting. 	Yes	<ul style="list-style-type: none"> Staff Handbook, Policies and procedures held in TCSED Information (Staff Portal) 	L
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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
vi. Communication strategy					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health		<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff Pupils Parents Governors/Trustees Local authority Regional Schools Commissioner Professional associations Other partners 	Yes	<ul style="list-style-type: none"> The School has a communications plan that includes regular updates for all key stakeholders Some stakeholders (eg. RSC) covered by MAT. 	L
vii. Communication with parents					

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Parents and carers are not fully informed of the health and safety requirements for the reopening of the school		<ul style="list-style-type: none"> As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. A COVID-19 section on the school website is created and updated. Parent and pupil handbooks created. There has been ongoing parental communication throughout the lockdown period. 	Yes		L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. Parents who are particularly anxious about the return to school have been individually invited into school for meetings with senior staff. 	Yes	<ul style="list-style-type: none"> Risk remains around harder-to-reach families who may not fully engage with school communications 	M

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
viii. Free school meals (FSM)					
The pace at which families' circumstances change exceeds the school's ability to monitor eligibility for FSM		<ul style="list-style-type: none"> The school communicates proactively with parents in order to ensure the maximum possible take-up of FSM A member of the school's administrative team is tasked with ensuring that pupils eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school. 	Yes	<ul style="list-style-type: none"> Managed by TCSED Finance. 	L
ix. Risk assessments					
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.		<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used Subject-specific risk assessments made a requirement for practical subjects, eg. ArF, DT, Mu 	Yes	Covid-19 Risk Assessments	L
3.0 School transport					

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The use of public and school transport by pupils poses risks in terms of social distancing		<ul style="list-style-type: none"> Guidance is in place for pupils and parents on how social distancing can be observed on public transport. This includes advice on the use of face coverings if pupils are travelling with children other than from their own class. Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied. 	Yes	<ul style="list-style-type: none"> The school is actively encouraging its students to walk to and from school wherever possible as part of its healthy lifestyles campaign. 	L
Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times		<ul style="list-style-type: none"> The details of how pupils will travel to and from school are known prior to opening. Effective liaison with bus companies is used as a basis for planning staggered start and departure times. Significant majority of students live within 1km of the school site and walk/scoot/bike (77% pre-Covid, 18% bus) School is encouraging students and parents not to use public transport 	Yes		L

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
i. Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required		<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Working hours for cleaning staff are increased. Deep clean completed during school closure. 	Yes	<ul style="list-style-type: none"> Enhanced cleaning plan in place and reassessed on need. 	L
ii. Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency		<ul style="list-style-type: none"> The school has increased the number handwashing facilities and sanitiser dispensers. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Clear guidance for staff who cycle to work and require access to school shower facilities. Audit completed, additional supplies ordered - replenishment programme in daily housekeepers duties 	Yes	<ul style="list-style-type: none"> Reassurance received on Cleaning Contractor supply chain 	L
Pupils forget to wash their hands regularly and frequently		<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. School leaders monitor the frequency with which handwashing is taking place. 	Yes	<ul style="list-style-type: none"> Poster and banner displays on site and in development Supervised hand washing and/or sanitisation routines in-place before 	L

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				students enter or re-enter learning spaces	
iii. Clothing/fabric					
Not wearing clean clothes each day may increase the risk of the virus spreading		<ul style="list-style-type: none"> • Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. • The school will not make available replacement/reusable uniform items, eg. shoes • Expectations and guidance are communicated to parents. 	Yes	<ul style="list-style-type: none"> • Multiple channels and opportunities used to reinforce messaging and increase potential for parental engagement 	L
The use of fabric chairs may increase the risk of the virus spreading		<ul style="list-style-type: none"> • Take fabric chairs out of use where possible. • Where that is not possible then ensure chairs are limited to single person use. • Teacher chairs will be swapped out at lesson changeover in order that teachers do not share seating • Fabric chairs removed from reception / meeting rooms and staff workrooms • Replaced with plastic postura chairs through cleaning rota 	Yes		L
iv. First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk		<ul style="list-style-type: none"> • First Aid certificates extended for three months. • A programme for training additional staff is in place. • Collaborative arrangements for sharing staff with other schools in the locality have been agreed. • A first aid trained member of staff is on-site at all times. 	Yes		L
v. Medical rooms					

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Medical rooms are not adequately equipped or configured to maintain infection control		<ul style="list-style-type: none"> • Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. • There is a significant surplus of appropriate space on the school site • Ground floor meeting room space has been designated/repurposed for first aid and medical emergencies 	Yes	<ul style="list-style-type: none"> • Adjacency to NHS facilities should more serious health emergencies arise 	L
vi. Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines		<ul style="list-style-type: none"> • Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. • Staff are reminded that wearing gloves is not a substitute for good handwashing. 	Yes		L
vii. Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing		<ul style="list-style-type: none"> • Guidance on getting tested has been published. • The guidance has been explained to staff as part of the induction process. • Post-testing support is available for staff through the school's health provider. • Staff have been provided with clear guidance on how to 	Yes	<ul style="list-style-type: none"> • 	L

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		administer LFD tests at home			
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms		<ul style="list-style-type: none"> • Robust collection and monitoring of absence data, including tracking return to school dates, is in place. • Procedures are in place to deal with any 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. • Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. • A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. • Parental communication includes clear guidance on when students should not return to school • The school has surveyed staff members to keep track of those who have displayed Covid-19 symptoms 	Yes	<ul style="list-style-type: none"> • Risk remains around hard-to-reach families who have not engaged with school communications (though these families also show great reluctance to send their children into school) • Community rates of infection have fallen substantially over Lockdown 3 and are well below the national average 	M
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		<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and 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. 	Yes	<ul style="list-style-type: none"> • See above 	M

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<p>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p>		<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and 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. 	<p>Yes</p>	<ul style="list-style-type: none"> • See above 	<p>M</p>
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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
4. Continuing enhanced protection for children and staff with underlying health conditions					
i. Pupils with underlying health issues					
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		<ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. The school, and parents are clear about the definitions and associated mitigating strategies regarding people who are classed as clinically vulnerable and clinically extremely vulnerable. Schools have a regularly updated register of pupils with underlying health conditions. 	Yes.	<ul style="list-style-type: none"> The school MIS is regularly refreshed to capture details of any underlying health conditions, including those related to Covid-19. 	L
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		<ul style="list-style-type: none"> All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home 	Yes.	<ul style="list-style-type: none"> MAT HR Director has verified the health status of all returning colleagues, including conducting personalised risk assessments for colleagues who characteristics making them potentially more vulnerable. 	L

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		<div>in line with national guidance.</div> <ul style="list-style-type: none">• Current government guidance is being applied.			
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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
5. Enhancing mental health support for pupils and staff					
i. Mental health concerns – pupils					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general		<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. 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). Resources/websites to support the mental health of pupils are provided. The school has an extensive counselling team directed by a clinical psychologist Students receiving counselling through school have continued to receive that counselling while in lockdown. 	Yes	<ul style="list-style-type: none"> ABW has refreshed colleagues' awareness and understanding of the MH support offer and routes to access (25/02) 	L
ii. Mental health concerns – staff					
The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general		<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and 	Yes	<ul style="list-style-type: none"> Staff wellbeing has been inserted as a standing agenda item in all formal meetings Staff workload has been managed carefully and through a process of regular consultation 	L

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		resources.		<ul style="list-style-type: none"> Coaching and counselling support has been made available to all staff 	
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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
7. Operational issues					
i. Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements		<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 	Yes		L
Fire evacuation drills - unable to apply social distancing effectively		<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. 	Yes		L

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Fire marshals absent due to self-isolation		<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	Yes.		L
ii. Managing premises on reopening after lengthy closure					
All systems may not be operational		<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. All systems have been recommissioned. 	Yes		L
Statutory compliance has not been completed due to the availability of contractors during lockdown		<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Yes		L

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
iii. Contractors working on the school site					
Contractors on-site while school is in operation may pose a risk to social distancing and infection control		<ul style="list-style-type: none"> • 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. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. • 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. • Temperature checks are carried out on arrival and before entering the school building. • 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. • 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). 	Yes	<ul style="list-style-type: none"> • All scheduled works will have been completed prior to students' return to school. 	L
8. Finance					

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i. Costs of the school's response to COVID-19					
The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties		<ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified and an end-of- year forecast which factors them in has been produced. • The MAT finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • The school's projected financial position has been shared with governors and MAT B&A Cttee. • The school has made compensatory savings in areas such as cover supervision. • Additional government funding will be targeted towards addressing learning loss and resulting achievement gaps • The school's projected surplus is more than sufficient to absorb any residual increase in costs related to the public health emergency. 	Yes	<ul style="list-style-type: none"> • • 	L

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Further action/comments	Residual risk rating (H/M/L)
9. Governance					
i. Oversight of the governing body					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.		<ul style="list-style-type: none"> • The governing body continues to meet regularly via online platforms. • The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation following latest DfE guidance and NGA guidance • The Headteacher's report to governors 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. • Regular dialogue with the Chair of Governors and those governors with designated link responsibilities is in place. • Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and hold leaders to account for areas of statutory responsibility. • Chair of LGB maintains regular communication with Chair of MAT Board 	Yes		L
ii. Governance and policy					

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Governors are not fully informed or involved in making key decisions		<ul style="list-style-type: none"> Online meetings are held regularly with governors. Governing bodies are involved in key decisions on reopening. Governors are briefed regularly on the latest government guidance and its implications for the school. Governors all informed of their statutory roles and expectations during the coronavirus emergency as advised by the NGA 	Yes	<ul style="list-style-type: none"> Governors meetings have moved online and been supplemented by more frequent Q&A and KiT sessions. All meetings have been minuted by the MAT clerk and actions items tracked. 	L
iii. Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances		<ul style="list-style-type: none"> Trust and Site-Specific Policies have been systematically reviewed to account for changing on-site requirements 	Yes		L
10. Additional site-specific issues and risks					
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
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