

# **Covid-19: Operational Risk Assessment**

**Review to include full re-opening September 2020**



## Contents

<b>Definitions</b> .....	3
1. Introduction .....	4
2. Overview of actions required for safe working.....	5
3. Locally Agreed Principles .....	5
4. What we know .....	6
5. Summary .....	7
6. Resources and References .....	7
Model COVID-19: Operational Risk Assessment for school reopening .....	9
1. Establishing a gradual and safe approach for pupils and staff to return to school .....	10
2. Determining the number of pupils that can be accommodated within the school infrastructure .....	11
3. Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene ..	16
4. Planning Movement around the school.....	18
5. Securing and sustaining robust hygiene systems and procedures .....	24
6. Curriculum Organisation .....	26
7. Enhancing Mental Health Support for Pupils and Staff .....	28
8. Governance and Policy.....	30
9. Other operational issues.....	32
Useful Contacts .....	37
Risk Assessment Review .....	38

## Definitions

In this **Covid-19 Risk Assessment**, unless the context otherwise requires, the following expressions shall have the following meanings:

- I. **'The Romero Catholic Academy'** means the Company named at the beginning of this **Covid-19 Risk Assessment** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- II. **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- III. **'Board'** means the board of Directors of the Romero Catholic Academy.
- IV. **'Chair'** means the Chair of the Board or the Chair of the Local Academy Committee of the Academy appointed from time to time, as appropriate.
- V. **'Clerk'** means the Clerk to the Board or the Clerk to the Local Academy Committee of the Academy appointed from time to time, as appropriate.
- VI. **'Catholic Senior Executive Leader'** means the person responsible for performance of all Academies and Staff Team within the Multi Academy Company and is accountable to the Board of Directors.
- VII. **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- VIII. **'Local Academy Committee'** means the governing body of the School.
- IX. **'Academy Committee Representatives'** means the governors appointed and elected to the Local Academy Committee of the School, from time to time.
- X. **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- XI. **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- XII. **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)

## 1. Introduction

Coventry's Partnership of schools agreed a collaborative and consistent approach to secure the safe re-opening of schools across the City as set out in 'Coventry Schools Covid-19 Re-set and Recovery Plan' May 2020. On 2<sup>nd</sup> July 2020 guidance for the full reopening of schools to all pupils from September 2020 was published:

[Guidance for full opening of schools](#)

*These changes are fully reflected in this guidance and risk assessment.*

**This risk assessment focuses on balancing the risk of children returning to school and accessing a full educational experience with the "very low risk from coronavirus (COVID-19)" (source: Government Guidance July 2020)**

In preparing and reviewing this guidance the Local Authority has had regard to advice from both the Health and Safety Executive and Government. It has noted that the Government made explicit within the guidance those actions that are statutory, those actions that MUST be undertaken (Public Health Advice) and those that are advisory (for consideration if it is reasonably practicable to do so).

It is made clear that Government advice "does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations". Consequently, Health and Safety Legislation continues to take precedence.

### **This risk assessment guidance:**

- Sets out the current context and statutory health and safety obligations as at July 2020 to take effect from September 2020.
- Reflects the relevant principles set out in Coventry schools Covid-19 Re-set and Recovery Plan
- Sets the national and local context for conducting a risk assessment to reduce transmission of a disease within school
- Provides an exemplar risk assessment that can be adopted and adapted to any educational setting
- Provides a template to record a risk assessment method statement (RAMS) – setting out safe methods of working (control measures), which all staff should read, understand and sign
- Incorporates hyperlinks to sources of helpful information and resource

**What is the risk?** Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk in re-opening schools, is the potential transmission of Covid19 between members of the school community and consequently the wider community. This risk assessment therefore focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of Covid19 as a consequence of re-opening schools to all pupils and staff, recognising that the virus is in general circulation and the risk is significantly lower than in the Spring/early Summer of 2020

**Who is responsible?** The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. For The Romero Catholic Academy, it is the Board of Directors who consult the Academy Committee in each school.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the Principal and school management team. Reference:

<https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

## 2. Overview of actions required for safe working

- Put in place sensible approaches to minimise the risk of Covid19 transmission to staff, pupils and visitors whilst in school.
- Communicate the risks and required safe methods of working to all building users including parents/carers
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.

### 2.1 Key Message

Good health and safety is about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. Good leadership is about getting the balance right on managing risk rationally, it is not about trying to eliminate it altogether.

### 2.2 What Leaders need to do

- Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.
- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.
- Consult and work with recognised TU safety representatives/employee representatives and safety committees.
- Consult and engage employees in the development of the risk assessment and ongoing review
- Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
- Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.

See: <https://www.hse.gov.uk/services/education/sensible-leadership/leadership-test.pdf>

## 3. Locally Agreed Principles

### Coventry schools Covid-19 re-set and recovery Plan' May 2020 - Revised July 2020

- The safety of everyone in school is paramount
- A consistent and co-ordinated approach and communication will be maintained across the Coventry school system
- Adherence to social distancing will be maintained as far as practicably possible in all classroom and school environments
- Best endeavours will be deployed to minimise the number of contacts staff and pupils have within school and ensure consistency in the groups pupils are placed within and staff teach/support
- School organisational planning will minimise the number of pupils that each staff member has contact with
- Schools will reserve the option of a "staff re-set day" and other opportunities for staff to come on site prior to working with children in September 2020

#### 4. What we know

The World Health Organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with Covid19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eyes, nose or mouth. It is understood that people can be infectious before their illness starts. Therefore, to minimise the risk of transmission, settings must put into place effective infection protection and control. Ensuring appropriate social distancing in school, meticulous hand hygiene practice all serve to reduce risk significantly.

The balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19)

**The hierarchy of controls:** if properly implemented will substantially reduce the risk of transmission of infection.

**These include:**

**Exclusion:-**

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges. Covid19 tests for symptomatic household member/s **must** confirm the outcome of the Covid-19 test if taken as soon as the results are known.
- Clinically vulnerable employees who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [staying at home and away from others \(social distancing\)](#) guidance should be supported in undertaking a Vulnerable Employee Risk Assessment (VERA) and reasonable adjustments made if necessary, which may include additional protections within the school environment or if possible working from home supporting the delivery of the curriculum for children unable to attend school as a consequence of self-isolation or local lockdown

**Hygiene:-**

- A stringent cleaning regime should be in place [COVID-19: cleaning in non-healthcare settings](#). At the highest level this could follow the advice set out in: [Covid-19-decontamination-in-non-healthcare-settings](#)
- Frequent cleaning and disinfecting of objects and surfaces that are touched regularly (touch points), should be undertaken using standard cleaning products or antiseptic wipes, both of which kill the virus. This may require settings to enhance cleaning capacity. It should be recognised that cleaners and caretakers provide the frontline in protecting everyone in school, but health and safety is everyone's responsibility so cleaning tasks may be undertaken by any member of staff as appropriate.
- Socialising hygiene routines including regular hand-cleaning regimes - washing hands thoroughly for 20 seconds with running water and soap, drying them thoroughly or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Identify specific situations when additional handwashing is required
- Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with follow up handwashing and cleaning/wiping of any contaminated area followed by safe disposal of waste
- Maximise natural ventilation and access to the external learning environment

### **Social Distancing:-**

- Secure social distancing and/or minimise the range of contacts an individual pupil and member of staff have whenever practicably possible, through group designation, footfall management and planned supervised movement throughout the school building
- Regulate entry so that the premises do not become overcrowded at any point ensuring no 'pinch points' are experienced at ingress or egress
- Where it is possible to remain 2 metres apart, continue to use floor markings/signage to mark the distance and facilitate compliance, particularly in corridors, hand cleaning areas, toilets and internal and external communal break areas. Primary age children and those with cognitive functioning that makes social distancing difficult, can socialise with children within their designated group (bubble)
- Ensure the environment (such as classroom layout) and timetables are conducive with social distancing – remove all clutter and non-essential resources. Desks/tables where practicably possible should be forward facing – pupils should void facing each other or sitting side by side.
- Minimise social contact by forming fixed groups of staff and children and avoiding movement between or blending of groups whenever possible. This may be a whole class group or if that is not possible e.g. secondary a whole year group. It is accepted that staff may have to deliver to more than one group, which is permissible, but contacts should be minimised and social distancing adhered to when possible.
- Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side.
- Social distancing is not required in an emergency situation, e.g. medical emergency, fire evacuation etc. PPE should be used in a medical emergency if time permits (a first aid supply of PPE has been provided to all schools to secure an individual emergency situation, for example a sudden illness that may be Covid19 symptomatic of a child or staff member in school)

## **5. Summary**

These underlying principles are the key focus for organising all aspects of the school day and need to be built into the operational routine. A model Covid19 operational risk assessment was developed for City-wide use, which is pre-populated with generic safe methods of working. It was advised that if adopted, it would need to be adapted to each specific setting. The risk assessment template has been reviewed to reflect the changes in risk and necessary controls from September 2020 when all pupils return to school on a full-time basis. In addition to infection control, the risk assessment template and supporting resources extends to support additional health and safety considerations related to the consequences of Covid19 specifically:

- Securing provision for SEN – from September 2020 the provisions in a child's Education, Health and Care Plan must be delivered. This means that peripatetic support teachers and health therapists will be able to work within schools, by adhering to the schools' visitors policy thereby balancing the risk of allowing external visitors into school with the duty of best endeavours to provide (school may adopt the LAs model policy for visiting professionals).
- Health and safety audit of the school building checklist – for use by class teachers (HSE) to ensure that the overall building is safe to use in terms of trips, falls, lighting, electricity hazards etc.
- Staff audit and recovery plans for absence of leadership, teachers, non-teaching staff, cleaners, first-aiders and DSL and response to Local Lockdown
- Maintaining communications with parents, staff, visitors and the general public
- Supporting the mental health and well-being of everyone in school
- Developing a recovery curriculum
- Developing a contingency plan to secure flexible support for home schooling, if a need arises as a consequence of group isolation; whole school isolation or local lockdown.

## 6. Resources and References

<p><a href="#"><u>Actions for educational and childcare settings to prepare for wider opening from 1 June 2020</u></a></p> <p><a href="#"><u>Coronavirus (COVID-19): implementing protective measures in education and childcare settings</u></a></p> <p><a href="#"><u>Coronavirus (COVID-19) Collection: guidance for schools and other educational settings</u></a></p> <p><a href="#"><u>Actions for schools during the coronavirus outbreak</u></a></p> <p><a href="#"><u>Coronavirus (COVID-19): implementing social distancing in education and childcare settings</u></a></p> <p><a href="#"><u>Coronavirus (COVID-19): guidance for educational settings</u></a></p> <p><a href="#"><u>COVID-19: cleaning in non-healthcare settings</u></a></p>	<p><a href="#"><u>Coronavirus (COVID-19): guidance for educational settings</u></a></p> <p><a href="#"><u>COVID-19: cleaning in non-healthcare settings</u></a></p> <p><a href="#"><u>Covid-19-decontamination-in-non-healthcare-settings</u></a></p> <p><a href="#"><u>staying at home and away from others (social distancing)</u></a></p> <p><a href="#"><u>Health and safety risk checklist for classrooms</u></a></p> <p><a href="#"><u>E-bug posters</u></a></p> <p><a href="#"><u>Guidance for full opening of schools</u></a></p> <p><a href="#"><u>Guidance on the phased return of sport and recreation</u></a></p> <p><a href="#"><u>Sport England</u></a></p> <p><a href="#"><u>coronavirus (COVID-19) symptoms</u></a></p> <p><a href="#"><u>Public Health England health protection team</u></a></p> <p><a href="#"><u>guidance for food businesses on coronavirus (COVID-19)</u></a></p> <p><a href="#"><u>COVID-19: review of disparities in risks and outcomes report</u></a></p>
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## Model COVID-19: Operational Risk Assessment for school reopening

**Please note: this risk assessment should be undertaken in conjunction with the covering guidance which absorbs statutory requirements and Government guidance available as at July 2020. Control measures have been used to exemplify actions that could be taken to mitigate the risk, which you can use or change. Please add additional Activity (risks) as deemed necessary and delete any activity that does not apply to your school. The table is designed to enable you to re-order risks/priorities as required.**

Assessment conducted by:	Charlotte Miller/ Kevin Shakespeare	Job title:	Vice Principal/ Principal (on phased return)	Covered by this assessment:	Corpus Christi
Date of assessment:	13-07-20; 17-08-20 updated	Review interval:	Weekly	Date of next review:	<b>September 2020 and continuous review thereafter</b>

### Use this Risk matrix for the following risk assessment grids

Risk rating High (H), Medium (M), Low (L)	Likelihood of occurrence		
		High (very likely)	Medium (possible)

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<b>1. Establishing a gradual and safe approach for pupils and staff to return to school</b>					
<b>1.1 Establishing if the building is safe following an extended closure</b>					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.	L	<ul style="list-style-type: none"> <li>Health and safety audit conducted by nominated staff and Governor</li> <li>Classroom audits undertaken using the HSE <a href="#">Health and safety risk checklist for classrooms</a></li> <li>Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering:               <ul style="list-style-type: none"> <li>Different areas of the school have been reviewed and repurpose for organisation</li> <li>Procedures for when pupils and staff enter and leave school</li> <li>Planned movement around the school during lesson, break and lunch times</li> </ul> </li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> <li>New SSO started September 2019, extra vigilance in school organisation and flow of staff and children. Support from Nigel Bellamy when needed.</li> <li>Sara to organise online training for SSO</li> <li>Health and safety committee meeting 23/06/20</li> <li>H&amp;S committee meeting TBC for the week commencing 24<sup>th</sup> August</li> <li>Health and Safety Committee is set for August 26<sup>th</sup> at 9.30am.</li> <li>Sara from Billington has complete the checks in the Summer Holiday with SSO</li> </ul>	Y		L
Statutory compliance has not been completed due to the availability of contractors during lockdown	M	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>SSO file confirms check up to date</li> </ul>	Y		L
<b>1.2 First Aid/Designated Safeguarding Leads</b>					
The lack of availability of designated First Aiders and Designated Safeguarding Leads may children's safety at risk	L	<ul style="list-style-type: none"> <li>First Aid certificates have been extended for three months by Gov't</li> <li>A programme for training additional staff is in place, using on-line training.</li> <li>Potential deployment of from Romero schools</li> <li>Two medical rooms have been set up with PPE equipment available outside the room</li> <li>Parent mail system for parents to sign for accidents to avoid physical contact</li> <li>Consideration has been given to increasing DSL capacity to respond to any increase in safeguarding and welfare concerns arising during the Covid-19 school closure and holiday period Kevin, Zoe and Charlotte are all DSL Level 3 trained.</li> <li>Diabetic training for new staff autumn term</li> <li>Pastoral phone accessible over the summer for the most vulnerable families.</li> <li>Class emails to remain live for the summer</li> <li>No further First Aid training is needed as this was prioritised last year (9 Paediatric trained</li> </ul>	Y		L

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<b>2. Securing safe teaching spaces to accommodate all pupils returning to school</b>					
<b>2.1 Organisation of Teaching Spaces and Communal Areas</b>					
Classroom sizes will not allow adequate social distancing	L	<ul style="list-style-type: none"> <li>Class sizes revert to 30 in recognition of Government advice that children are not at significant risk</li> <li>Timetables and staffing model determined to secure curriculum delivery for class-group size</li> <li>Classrooms are re-modelled, with chairs and desks in place to allow for social distancing. Any surplus furniture including 'spare' chairs are removed if possible and area de-cluttered</li> <li>Clear age appropriate signage displayed in classrooms promoting social distancing see: <a href="#">E-bug posters</a></li> <li>Ensure class groups and staff stay together consistently and do not mix or blend with other groups</li> <li>The smallest classrooms have had excess furniture removed</li> <li>All timetables are being aligned to year group bubbles to ensure consistency of bubble staff.</li> <li>Reference overview of details in the <b>Autumn Arrangement Plan</b></li> </ul>	Y		L
Large spaces that need to be used as classrooms	L	<ul style="list-style-type: none"> <li>Set group size limit for large spaces (e.g. hall, sports hall, dining hall) that match teaching group size..</li> <li>Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring</li> <li>Design layout and arrangements in place to enable social distancing. Hall initial capacity wont be used initially as the 4D room is being converted to a classroom; hall is used for storage</li> <li>KS2 hub to be set up in the same way as classrooms, forward facing</li> <li>Nursery will eat in classroom</li> <li>Reception; Year 1 and 2 will eat in canteen</li> <li>KS2 will use the hub outside Year 5/6 with two stations for eating</li> </ul>	Y		L
Staff rooms and offices do not allow for observation of social distancing guidelines	M	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team</li> </ul>	Y	<ul style="list-style-type: none"> <li>Staff encouraged to use the outdoor staffroom when weather is dry</li> </ul>	L

		<ul style="list-style-type: none"> <li>• 5 staffrooms have been set up, 1 per Bubble and assigned toilets for use by staff; this will be on review as children can move between toilets.</li> <li>• Staff using a communal area do so in their designated groups only and the area is cleaned before being occupied by another group</li> <li>• Two staffrooms will be in use;</li> <li>• Main staffroom Admin, SLT and KS2 (in two half hour blocks)</li> <li>• The Green room is for KS1 (12 and 1 and EYFS (11.45 – 12.45)</li> <li>• Staff are on staggered lunches with two half hour block</li> </ul>			
<b>School kitchens may not be able to serve whole school return</b>	M	<ul style="list-style-type: none"> <li>• Government advice confirms that school kitchens can continue to operate, the kitchen will comply with <a href="#">guidance for food businesses on coronavirus (COVID-19)</a></li> <li>• Staff training on Covid Risk assessments will be covered with all staff at a training session before pupils return in September.</li> <li>• Proposal of 2 serving stations to alleviate congestion in the main dining hall, KS2 to be used as secondary space, children to eat in phase bubbles in 3 locations</li> <li>• No self serve at the salad bar or desert trolley</li> <li>• Direct table service for the youngest children</li> <li>• In first instance, there will be Grab bags with cold food.</li> <li>• Cutlery to be on tables for both KS1 and KS2.</li> <li>• Reminders to enforce 2m rule by serving hatch.</li> </ul>	Y		M
<b>Physical activity in school</b>	M	<ul style="list-style-type: none"> <li>• Pupils to be kept in consistent groups</li> <li>• Sports equipment to be thoroughly cleaned in between each use by a different group</li> <li>• Avoid contact sports</li> <li>• Where possible outdoor sports will be prioritised and large indoor spaces used when necessary, maximising distancing between pupils and adhering to stringent cleaning and hygiene</li> <li>• External facilities are used in accordance with Government guidance</li> <li>• <a href="#">guidance on the phased return of sport and recreation and Sport England</a> Include activities such as active miles and active travel to promote social distancing exercise</li> <li>• Timetable use of the 3G pitch to maximise outdoor space</li> <li>• Zoned external playtime spaces</li> <li>• Pupils to wear PE Kit all day on the days they are doing PE</li> </ul>	Y	<ul style="list-style-type: none"> <li>• Children to arrive and stay in PE uniform all day</li> </ul>	L

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<b>2.2 Availability of Staff and Class Sizes</b>					
<p>The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school</p>	L	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Staff who are identified as potentially at increased risk from coronavirus) because they have particular characteristics that comparatively increase their risk as set out in <a href="#">COVID-19: review of disparities in risks and outcomes report</a> should be identified and be given the opportunity to undertake a vulnerable employee risk assessment (VERA). The school will use its reasonable endeavours to accommodate the risk</li> <li>Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if they or a household member is symptomatic</li> <li>All staff are aware of the testing procedure and report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset.</li> <li>Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required providing this does not displace provision for children with SEND</li> <li>An appropriate hierarchy of deputization is in place should a senior leader be unavailable. This might include external leadership capacity</li> <li>Vice Principal in place to deputise for Principal as on long term sick. Associate Vice Principal also in place.</li> <li>Support from Helen Quinn DSL to support DDSL, although not on site at all times, is on call.</li> <li>Vice Principal and associate Vice Principal and DDSL completed Level 3 DSL training</li> <li>DP To complete DSL level 3 training by the end of term</li> <li>All RA (VERA) to be updated or in place with support from HR in the week beginning 24<sup>th</sup> August.</li> </ul>	Y	<ul style="list-style-type: none"> <li>Teams Remote teaching trialled successfully in preparation for remote learning to be rolled out across the school</li> </ul>	L

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<b>2.3 Testing and Managing Systems</b>					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	M	<ul style="list-style-type: none"> <li>Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff</li> <li>Staff share the outcome of the test with their employer</li> <li>The school, staff and parents engage with the Test and Trace processes</li> <li>Office using Inventory to Track and Trace visitors (e.g. anyone on site for more than 15 minutes). The system will retain mobile numbers and it will be stored for 21 days.</li> <li>Staff to be reminded of email corona@romeromac for accessing test and trace</li> </ul>	Y		L
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	M	<ul style="list-style-type: none"> <li>Ensure that pupils, staff and other adults do not come into school if they have <a href="#">coronavirus (COVID-19) symptoms or have tested positive in the last 7 days and ensure anyone developing these symptoms during the school day is safely sent home and instructed to arrange a Covid-19 test. Any household members within school will be sent home to self-isolate for 14 days or until the test result is known and is negative</a></li> <li>Engage with the NHS Test and Trace process</li> <li>Contain any outbreak by following local public health protection advice contact: <a href="#">Public Health England health protection team</a></li> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply.</li> <li><b>BAME</b> - to consider the risks when planning the rota, as evidence from the Office for National Statistics shows a greater impact of Covid 19.</li> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning.</li> <li>A record of any COVID-19 symptoms in staff or pupils is reported to <b>Shared Services Team</b>. Public health advice is followed.</li> <li>Risk assessments have been offered to staff</li> </ul>	Y	<ul style="list-style-type: none"> <li>Internal system for logging any Covid symptoms in staff and children, inc outcome</li> </ul>	L
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	L	<ul style="list-style-type: none"> <li>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.</li> <li>This guidance has been explained to staff and pupils as part of the induction process and systems are in place to validate understanding</li> </ul>	Y		L

		<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners</li> <li>(Reference 3.1 later in RA) New staff and returning staff to access training with whole team on Training day (1<sup>st</sup> September). This will follow training that took place in July before term ended.</li> </ul>			
<b>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</b>	L	<ul style="list-style-type: none"> <li>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.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Arbor to be the sole use of communication to parents</li> <li>Reference overview of details in the <b>Autumn Arrangement Plan</b></li> </ul>	Y		L

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<b>3. Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene</b>					
<b>3.1 Staff Induction and CPD</b>					
Staff are not trained in new procedures, leading to risks to health	L	<ul style="list-style-type: none"> <li>A virtual induction and CPD programme is delivered to all staff prior to reopening, which includes:               <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management</li> </ul> </li> <li>Training will take place on 1<sup>st</sup> September ahead of children returning on 2<sup>nd</sup> September</li> </ul>	Y		L
New staff are not aware of policies and procedures prior to starting at the school when it reopens	L	<ul style="list-style-type: none"> <li>Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</li> <li>The revised staff handbook is issued to all new staff prior to them starting.</li> <li>All new to Corpus Christi training 30.06.20</li> <li>All new to Corpus Christi training to be completed by the first 2 weeks of September for TA's</li> <li>Seven new staff are starting at Corpus Christi</li> <li>Teachers Y6 Y5 Y3 Y2 (Jess Caz Elizabeth Connell )</li> <li>Support staff Y5 (Noreen) and Maureen</li> </ul>	Y		L
<b>3.2 Communication Strategy</b>					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	L	<p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> <li>Staff</li> <li>Pupils</li> <li>Parents</li> <li>Governors/Trustees</li> <li>Local authority</li> <li>Professional associations including Trade Unions</li> <li>Other partners including peripatetic staff and health professionals</li> <li>Weekly newsletter will be used to communicate with stakeholders</li> <li>Letter to go to parents around 28<sup>th</sup> August to detail the arrangements.</li> <li>Reference overview of details in the <b>Autumn Arrangement Plan</b></li> </ul>	Y	<ul style="list-style-type: none"> <li>All staff updated with new guidance</li> </ul>	L



<p><b>There is a lack of clarity and understanding in maintaining social distancing and good hygiene</b></p>	<p>L</p>	<ul style="list-style-type: none"> <li>• Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting social distancing, good handwashing and 'catch it bin it' rules.</li> <li>• Clear floor markings identify 2 metre spaces (may be reduced to 1 metre+) and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures.</li> <li>• All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day.</li> <li>• Colour coded route ways in place from the Summer; this have been reviewed and revised to account for all year groups returning.</li> <li>• The year groups are starting on different days to enable a tailored induction with partial school opening.</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Year 3 / 4 and 1 / 2 have been given discrete entrances off Langbank Ave to negate congestion</li> <li>• More red zone markings to socially distance parents for year 3 / 4</li> </ul>	<p>L</p>
<p><b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b></p>	<p>L</p>	<ul style="list-style-type: none"> <li>• As part of the overall communications strategy referenced in parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>• A COVID-19 section on the Romero website is created and updated.</li> <li>• Parent and pupil handbooks/information leaflets are created.</li> <li>• Parent information sent out in the last week of the summer holidays to detail most up to date guidance</li> <li>• It will detail the <b>Autumn Arrangement Plan</b></li> </ul>	<p>Y</p>		<p>L</p>
<p><b>Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> <li>• Parent information sent out in the last week of the summer holidays to detail most up to date guidance</li> </ul>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Weekly reminders and explanation on website</li> <li>• Share new PHE phone contact</li> </ul>	<p>L</p>

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<b>4. Planning Movement around the school</b>					
Movement around the school risks breaching social distancing guidelines	M	<ul style="list-style-type: none"> <li>• Circulation plans have been reviewed and revised.</li> <li>• One-way systems are in place where possible.</li> <li>• Corridors are divided where feasible.</li> <li>• Appropriate signage is in place to clarify circulation routes.</li> <li>• Pinch points and bottle necks are identified and managed accordingly.</li> <li>• Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and utilising any external learning environment that is available</li> <li>• Pupils are regularly briefed regarding observing social distancing guidance.</li> <li>• Appropriate levels of supervision and guidance are in place</li> <li>• Reduced flow internally, use of external doors and routeways</li> <li>• There are slight revisions from the Summer arrangements. There will be colour coding for the Phases e.g. each colour is assigned to a route way.</li> <li>• Year 1 2 3 4 will come through Langbank at staggered starts</li> <li>• Reference overview of details in the <b>Autumn Arrangement Plan</b></li> </ul>	Y	<ul style="list-style-type: none"> <li>• Discrete 1/2 and 3/4 sides to the double gates off Langbank Ave</li> </ul>	L
<b>4.1 Management of social distancing in reception areas</b>					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	M	<ul style="list-style-type: none"> <li>• No visitors are allowed on the premises without a pre-arranged appointment. If a visit can be arranged out of school hours, it should</li> <li>• A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures</li> <li>• Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit</li> <li>• Non-contact signing in arrangements are in place that do not require writing or electronic entry by the visitor</li> <li>• Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>• Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>• Non-essential deliveries and visitors to school are minimised.</li> <li>• Arrangements are in place for segregation of visitors.</li> <li>• New visitor leaflet designed for Covid 19 and is available in the office</li> <li>• Inventory system will be used by admin to collect details of any visitors or external consultants (which will be limited): Inventory will store information for 21 days.</li> <li>• Visitors will be booked in via Admin staff to avoid many users touching the screen.</li> <li>• As a Touch Point screen will be cleaned as appropriate.</li> </ul>	Y		L

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<b>4.2 Management of Aggress and Egress – arrival and departure</b>					
The start and end of the school day create risks of breaching social distancing guidelines	M	<ul style="list-style-type: none"> <li>Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place</li> <li>Start and departure times are staggered to reduce pinch points and risk of breach if this is possible without reducing the overall teaching time for pupils</li> <li>A clear traffic management scheme is in place that allows safe queuing of vehicles monitored on the school gate with a drop-off and go procedure in place</li> <li>All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over to their parents</li> <li>Segregation of groups is considered wherever practicable</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Separate entrances and exits for EYFS, Year 5&amp;6, and Years 1,2,3 &amp;4</li> <li>Reference overview of details for all year groups in the <b>Autumn Arrangement Plan</b></li> <li>Parents to receive the <b>Autumn Arrangement Plan</b> with comprehensive letter detailing information.</li> </ul>	Y	<ul style="list-style-type: none"> <li>A “Drift in” approach has been adopted to ease congestion and prevent large queuing/gathering</li> </ul>	L
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply	M	<ul style="list-style-type: none"> <li>Start and finish times are staggered.</li> <li>The use of available entrances and exits is maximised.</li> <li>Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>Weekly messages to parents stress the need for social distancing at arrival and departure times.</li> <li>Pupils are using bikes to arrive at school. These are located at the front of the school with individual spaces along the fence to allow easy drop off and pick up in line with the route ways for Red and Green flow. No other routeways and year groups will be bringing in bikes or scooters will be discouraged for year groups other than Year 5 6 These will be stored in a designated area.</li> <li>Reference overview of details for all year groups in the <b>Autumn Arrangement Plan</b></li> </ul>	Y	<ul style="list-style-type: none"> <li>Extra staff deployed to disperse groups/gatherings</li> </ul>	L
Pupils use public transport and thereby increase risk of infection and transmission	M	<ul style="list-style-type: none"> <li>Public transport is defined as transport used by the general public. If children use a public bus to come to school they will have to wear a face covering if they are over the age of 11.</li> <li>Staff using public transport must ensure that they safely remove their face covering on arrival at school and store it safely and hygienically in a sealed plastic bag or container – staff are advised to carry a spare face covering.</li> <li>School transport commissioned by the LA (excluding the use of public buses via a bus pass) are not available to the general public and therefore risk is reduced by the controls deployed by the LA and provider risk assessments</li> </ul>	Y		L

		<ul style="list-style-type: none"> <li>Parents and children will be discouraged for using public transport if there is another practical mode of getting to school including, walking, cycling (if safe) or family car.</li> <li>Personal budgets will be promoted to families entitled to free home to school transport by the LA and the school to minimise risk and secure capacity for families that need dedicated transport the most</li> </ul>			
<b>Pupils use school minibus and thereby increase risk of infection and transmission</b>	M	<ul style="list-style-type: none"> <li>Pupils are grouped together on transport, where possible reflecting the bubbles that are adopted within school</li> <li>Where pupils are travelling to and from a site, the seat will be assigned to a pupil for both journeys.</li> <li>Staff will ensure the use of hand sanitiser upon boarding and/or disembarking</li> <li>There will be additional cleaning of vehicles after usage</li> <li>Staff will ensure there is an organised queue when boarding wherever possible</li> <li>Distancing within vehicles wherever possible, e.g. seats left unused as spacing between pupils</li> <li>The use of face coverings for children (except those under the age of 11), where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> <li>Ventilation of the minibus will be actioned before the journey begins.</li> <li>Nigel Bellamy and Christina O'Neill to advise on any individual trips or circumstances in relation to the Minibus. Billington to provide further support on H and S.</li> </ul>	y		L
<b>4.3 Consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination as far as is reasonably practicable</b>					
<b>Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum</b>	M	<ul style="list-style-type: none"> <li>Group pupils together to reduce as far as possible the number of contacts between children and staff, to a size that balances the requirement to deliver a broad and balanced curriculum. The maximum group size is one year group. The ideal group size is one class group</li> <li>Maintain as far as possible the consistency of group members.</li> <li>Avoid contact between groups as far as possible</li> <li>Staff to maintain distance from pupils and other staff as much as possible</li> <li>Children should only be placed in larger groups if they are able to observe social distancing otherwise, they must be placed in a class group.</li> <li>limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> <li>younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</li> <li>where possible children may spend the majority of their time in their class groups, but will be allowed to mix into wider groups for specialist teaching, wraparound care and transport</li> </ul>	y	<ul style="list-style-type: none"> <li>Breakfast club and after school clubs to start 21/09/20, clubs to kept in year phase zones with zoned staff. No sporting activities to start yet</li> </ul>	

		<ul style="list-style-type: none"> <li>All teachers and other staff can operate across different classes and year groups if that is needed to enable a full educational offer.</li> <li>If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</li> <li>Face to face contact will be avoided if possible and the time spent in close contact (within 1 metre of anyone) will be minimised</li> <li>The provision for a child with complex needs who require close contact care can be delivered as normal</li> <li>All the groupings and interventions are mapped out and staff assigned.</li> <li>Any groupings will be in year groups</li> <li>Interventions out of year groups to be implemented when it is deemed safe following any reviews of the risk assessment</li> </ul>			
<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b>	M	<ul style="list-style-type: none"> <li>Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance</li> <li>Where possible all pupil desks are forward facing and the teacher maintains a 2 metre distance at the front of the class.</li> <li>All furniture not in use has been removed from classrooms and teaching spaces into safe storage</li> <li>Arrangements are reviewed regularly.</li> <li>Years 2,3,4, 5 and 6 classrooms set up in line with new guidance, forward facing desks.</li> <li>Reception desks are socially distanced across the space in EYFS.</li> <li>There is a reduction in classroom resources forming the environment to facilitate greater spacing of desks.</li> </ul>	Y		M
<b>4.4 Management of movement in corridors</b>					
<b>Social distancing guidance is breached when pupils circulate in corridors</b>	M	<ul style="list-style-type: none"> <li>Circulation plans have been reviewed and amended.</li> <li>One-way systems are in operation where feasible.</li> <li>Corridors are divided where feasible.</li> <li>Circulation routes are clearly marked with appropriate signage.</li> <li>Any pinch points/bottle necks are identified and managed accordingly.</li> <li>The movement of pupils around school is minimised as much as possible.</li> <li>Where possible, pupils and staff stay in classrooms or in designated external areas</li> <li>Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage</li> <li>Appropriate supervision levels are in place.</li> <li>Circulation around the school to be restricted to outside where possible with pupils accessing external doors to enter and leave classrooms</li> </ul>	Y		L

4.5 Management of social distancing at break times					
Pupils may not observe social distancing at break times	M	<ul style="list-style-type: none"> <li>Break times are staggered and zoned</li> <li>External areas are designated for different groups.</li> <li>Pupils are reminded about social distancing as break times begin.</li> <li>Social distancing signage is in place around the school and in key areas.</li> <li>Supervision levels have been enhanced, especially with younger pupils, to support social distancing.</li> <li>Clearer demarcation of zones identified with cones to visibly support children and staff</li> <li>Reference overview of details for all year groups in the <b>Autumn Arrangement Plan</b></li> </ul>	Y		M
4.6 Management of social distancing at lunch times					
Pupils may not observe social distancing at lunch times	M	<ul style="list-style-type: none"> <li>Pupils are reminded about social distancing as lunch times begin.</li> <li>Pupils wash their hands using the 20 second routine, before and after eating.</li> <li>Dining area layouts have been configured to ensure social distancing (secondary) where practicable.</li> <li>Floor markings are used to manage queues and enable social distancing.</li> <li>Additional arrangements are in place, such as staggering lunch times, pupils eating or other spaces.</li> <li>Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes).</li> <li>Eating areas are cleaned in-between group usage and after lunch has ended.</li> <li>Staggered lunchtimes are considered to reduce congestion providing this does not impact on the delivery of teaching time</li> <li>Some pupils will receive packed lunches in their classrooms to ease congestion in the dining halls</li> <li>Separate dining zones for EYFS/KS1 and KS2</li> <li>Reference overview of details for all year groups in the <b>Autumn Arrangement Plan</b></li> </ul>	Y		L
4.7 Management of social distancing and hygiene in the toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures	L	<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored. These do not have to be segregated for different groups, but should not be used by members of different groups at the same time</li> <li>Floor markings are in place to enable social distancing.</li> <li>Pupils know that they can only use the toilet one at a time.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly.</li> </ul>	Y		L

		<ul style="list-style-type: none"> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place</li> <li>Children to bring in a named water bottle</li> </ul>			
<b>4.8 Safety Arrangements for the use of Medical Rooms</b>					
<b>The configuration of medical rooms may compromise social distancing measures</b>	L	<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical rooms behind a closed door if possible</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. It is advised that <b>household bleach</b> is used after the room is vacated.</li> <li>Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff</li> <li>2 medical rooms created to support the geographical layout of the school</li> <li>Any member of staff providing assistance to someone with symptoms and any pupils who have been in close contact with them must wash their hands thoroughly for at least 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell</li> <li>SharePoint document to track and trace the use of PPE</li> </ul>	Y	<ul style="list-style-type: none"> <li>Designated staff member to restack all <b>FIRST AID PACKS /Anti bac packs, in the classrooms and carry out daily supply checks</b></li> </ul>	L

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<b>5. Securing and sustaining robust hygiene systems and procedures</b>					
<b>5.1 Cleaning</b>					
<b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required</b>	M	<ul style="list-style-type: none"> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day</li> <li>Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every teaching and washing space and this reflects increased demand in September when all pupils and staff return</li> <li>Enhanced cleaning checklist shared by the SSO to ensure any differing cleaners are fully briefed</li> </ul>	Y		L
<b>5.2 Hygiene and Handwashing</b>					
<b>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency</b>	M	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> </ul>	Y		L
<b>Pupils forget to wash their hands regularly and frequently</b>	M	<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> <li>Pupils and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person</li> <li>All classrooms have a cleaning pack that comprises hand sanitiser, liquid soap, anti bac spray "Anti bac pac"</li> <li>Reminder through PSHE, daily reminder and assemblies for all pupils (especially those who didn't attend in Summer) to ensure that hands are washed regularly.</li> </ul>	Y		L
<b>Equipment and resources</b>	M	<ul style="list-style-type: none"> <li>Individual and very frequently used equipment such as pencils and pens should not be shared</li> <li>Classroom based resources including books and games can be shared within the designated group but must be cleaned regularly</li> <li>Resources shared between groups such as sports, art and science equipment must be cleaned between group usage or decontaminated by leaving them out of reach for 48 hours (72 hours for plastics)</li> </ul>	Y	<ul style="list-style-type: none"> <li>Large disinfectant spray atomisers bought for the external equipment</li> </ul>	M



Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
		<ul style="list-style-type: none"> <li>Outdoor play equipment will be cleaned more frequently</li> <li>Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationary and mobile 'phones when permitted</li> <li>Classes to make space for the storage of lunch boxes in the classroom, not in corridors</li> <li>The KS2 Trim Trail to be reviewed so that it can be implemented safely when additional controls are identified</li> </ul>			
<b>5.3 Personal Protection Equipment (PPE)</b>					
<b>Pupils and teachers can take books and other shared resources homes, but unnecessary sharing should be avoided</b>					
Provision of PPE for staff where required is not in line with government guidelines	M	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>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).</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>PPE sharepoint document to indicate supply status of PPE and ability to track usage</li> <li>Face coverings are not ordinarily required in school. Children under the age of 11 are not required to wear face coverings in or out of school including public transport</li> </ul>	Y	<ul style="list-style-type: none"> <li>Strong recommendation to staff that they wear face coverings in communal areas in school, and at highly congested times outside</li> </ul>	L

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<b>6. Curriculum Organisation</b> Please also refer to: <ul style="list-style-type: none"> <li>• TRCA Closure Plan (includes Remote Education plan)</li> <li>• TRCA Operational Plan 2020 / 2021 (including TRCA Romero Reconnects Action plan)</li> </ul>					
Children may need to re-socialise and familiarise with new routines	M	<ul style="list-style-type: none"> <li>• Consideration should be given on planning what to teach and how</li> <li>• The priorities for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading.</li> </ul>	Y		L
Children may have fallen behind in their learning during the school closure and achievement gaps will have widened	M	<ul style="list-style-type: none"> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Home and remote learning is continuing and is calibrated to complement in-school learning and address any gaps identified to minimise inequality</li> <li>• Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> <li>• Pixl gap analysis built in for Autumn 1</li> <li>• Knowledge checkers in place for Maths in Autumn</li> <li>• Swimming has been pushed back to Autumn. School attends Alan Higgs</li> </ul>	Y		L
Pupils moving on to the next phase in their education do not feel prepared for the transition	M	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Virtual tours of the school are available for parents and pupils.</li> </ul>	Y	<ul style="list-style-type: none"> <li>• All things year "X" have been filmed and will be shared virtually with parents</li> </ul>	L
Resuming full support for pupils with SEND (SEND Support and EHC Plans)	M	<ul style="list-style-type: none"> <li>• Children with SEND will return full-time to school in September 2020 and receive their full entitlement to support</li> <li>• Small children and children with complex needs will continue to be helped to wash their hands properly</li> <li>• Vulnerable children risk assessments will be completed for children with additional needs who are unable to regulate their behaviour e.g. involuntary spitting using the LAs vulnerable children risk assessment template</li> <li>• External specialists will resume direct contact in schools for assessment, training, advice and support purposes observing the schools' visitors policy and mirroring expectations on staffing behaviours in terms of hygiene and social distancing</li> <li>• Virtual meetings held with high tariff SEND/EHCP children. Individual RA completed</li> </ul>	Y		M

<p><b>Risk of infection from singing, chanting, playing wind or brass instruments and shouting</b></p>	<p>M</p>	<ul style="list-style-type: none"> <li>• Music lessons will be held outside when practicable, participants will be physically distanced and taught in groups of no more than 15 for wind/brass/singing, positioning children back-to-back or side -by-side (not face to face) Instruments will not be shared</li> <li>• Delay music groups/choirs for the first half term/full term to be reviewed at Christmas</li> <li>• Peripatetic lessons are sourced but initially it will be music lessons using notation (no singing or instrument) until this is reviewed and additional controls are in place to widen curriculum</li> </ul>	<p>Y</p>		<p>L</p>
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Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<b>7. Enhancing Mental Health Support for Pupils and Staff</b>					
<b>7.1 Mental health concerns – pupils</b>					
Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	M	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>Wellbeing/mental health is discussed regularly in PSHE/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>Resources/websites to support the mental health of pupils are provided.</li> <li>All staff have completed online bereavement training to support children including EYFS</li> <li>EP-Francesca Mann-Willet to provide additional support for children affected by the death of Carole Flynn</li> <li>Hannah Perch to commence Thrive work in September</li> <li>Thrive to be a vehicle of SEMH support</li> <li>Jigsaw is used as a tool to support pupils mental health and wellbeing.</li> <li>Ten Ten resources to be used to support pupil well being</li> <li>Assemblies/ circle time to be used to support pupil being</li> </ul>	Y	<ul style="list-style-type: none"> <li>1-1 Support from pastoral team for individual children</li> </ul>	M
<b>7.2 Mental health concerns – staff</b>					
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	M	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> <li>BHSF can be used as a source for other agencies or counselling</li> <li><a href="https://www.bhsf.co.uk/">https://www.bhsf.co.uk/</a></li> <li>Where possible, Hays online sessions to be continued for staff not previously accessing</li> </ul>	Y		M
<b>7.3 Bereavement Support</b>					
Pupils and staff are grieving because of loss of friends or family	M	<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council's critical incident team</li> <li>Support is requested from other organisations when necessary.</li> <li>Staff made aware of specific counselling to support with the loss of Carole Flynn, Learning Mentor. Designated space for staff and children to remember Carole.</li> </ul>	Y		M

		<ul style="list-style-type: none"> <li>• Autumn 1 October – Assembly/ Liturgy for Our Lady including focus on Carole</li> <li>• Autumn 2 November – Theme of Remembrance (Tree with ribbons and prayers) to allow feelings to be shared; Planning of garden of remembrance using £12,000 Wooden Spoon funding)</li> <li>• Spring 1 January / February - garden is implemented with pupil involvement</li> <li>• Spring 2 Anniversary Mass / remembrance service April 2<sup>nd</sup></li> <li>• A number of staff are trained in Rainbows</li> <li>• TRCA Bereavement Policy</li> <li>• BHSF Support via the Employee benefit scheme</li> <li>• <a href="https://www.bhsf.co.uk/">https://www.bhsf.co.uk/</a> Occupational Health where appropriate</li> </ul>			
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Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<b>8. Governance and Policy</b>					
<b>8.1 The role of Governors</b>					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	L	<ul style="list-style-type: none"> <li>The Academy Committee continues to meet regularly via online platforms.</li> <li>The Academy Committee agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The Principal'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.</li> <li>Regular dialogue with the Chair of the Academy Committee and the Board of Directors with designated responsibilities is in place.</li> <li>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.</li> <li>Weekly LAC updates on a Friday, keeping in touch conversation with LAC chair on a Tuesday</li> <li>See the <b>TRCA COVID 19 SEPT 2020 Closure plan</b></li> <li>Teams meeting set up for Autumn and all Romero meetings (CC1 2 3) are online.</li> </ul>	Y		L
Governors are not fully informed or involved in making key decisions	L	<ul style="list-style-type: none"> <li>Online meetings are held regularly with governors.</li> <li>Board of Directors in consultation with Local Academy Committees are involved in key decisions on reopening.</li> <li>Board of Directors and Academy Committees are briefed regularly on the latest government guidance and its implications for the school</li> </ul>	Y		L
<b>8.2 Policy Review</b>					
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	L	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Behaviour policies recognise that adverse experiences of lockdown and or lack of routine and regular attendance at school may lead to levels of disengagement, anxiety and behavioural responses setting reasonable and proportionate expectations of behaviour and make appropriate provision to support</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> <li>Board of Directors and Academy Committees have approved revisions</li> </ul>	Y		L

		<ul style="list-style-type: none"> <li>Health and Safety committee meeting arranged, to be out partially virtually and on site</li> <li>TRCA Bereavement Policy has been approved recently by CC3 and will be circulated.</li> </ul>			
<b>Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning</b>	<b>H</b>	<ul style="list-style-type: none"> <li>A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level</li> <li>High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups</li> <li>Remote education is integrated into the school’s curriculum planning</li> <li>Printed resources are available for those that cannot access the internet physically or cognitively</li> <li>The curriculum is planned to ensure that knowledge and skills are built incrementally and clear explanations of content are delivered by a teacher in school though high quality curriculum resources and/or videos with face to face virtual contact as appropriate – ideally daily</li> <li>See the <b>TRCA COVID 19 SEPT 2020 Closure plan</b></li> </ul>	Y	<ul style="list-style-type: none"> <li>Trialled remote learning to prepare for the eventuality of a school or area lockdown</li> </ul>	M

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<b>9. Other operational issues</b>					
<b>9.1 Review of fire procedures</b>					
<b>Fire procedures are not appropriate to cover new arrangements</b>	M	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to:               <ul style="list-style-type: none"> <li>Social distancing rules during evacuation and at muster points</li> <li>Possible need for additional muster point(s) to enable social distancing where possible</li> <li>Staff and pupils have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>Ensure clarity for internal doors is confirmed with staff.</li> </ul> </li> <li>Fire Drills to be organised in Autumn 1 in light of <b>Autumn Arrangement</b> plan and the children who did not return to school in the Summer who will need to be familiar with any changes</li> </ul>	Y		L
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	L	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> <li>25M knotted "Caterpillar rope" to aid Reception and Nursery children to walk in a socially distanced line</li> </ul>	Y		L
<b>Fire marshals absent due to self-isolation</b>	L	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>New marshalls and muster points created and different sweep zones in place</li> </ul>	Y		L



Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
<b>9. 2 Contractors working on school site</b>					
<b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>	L	<ul style="list-style-type: none"> <li>• 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. These will be organised outside of school hours wherever reasonably practicable</li> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>• 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.</li> <li>• 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.</li> <li>• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>• 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).</li> <li>• The Hall and PE equipment is going to be removed</li> <li>• The 3G Pitch still has some outstanding work to be completed</li> <li>• £12,000 Wooden Spoon project will be completed in Autumn (see 7.2)</li> <li>• External visitors should still be minimised with the exception of specialist peripatetic staff and health professionals</li> </ul>	Y		L

10. Additional site-specific issues and risks					
Schools to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
Use of bikes/scooters could lead to pupils congregating in areas compromising social distancing	L	<ul style="list-style-type: none"> <li>Individual designated spaces for each item</li> <li>Staggered times for arrival to alleviate congestion in that area</li> </ul>	Y		L
Use of water fountains could contravene good practice in hygiene and social distancing guidance	M	<ul style="list-style-type: none"> <li>Children to bring a named water bottle</li> <li>Ensure staff have clarity on sanitizing the tap after every use</li> </ul>	Y		L
Reintroduction of play equipment EYFS, KS1 and KS2 playground	M	<ul style="list-style-type: none"> <li>Groups of 3 to access the Pirate ship and Trim trail at any one time</li> <li>1 member of bubble staff to monitor at all times</li> </ul>	Y		L
Children who routinely attend more than one setting (e.g. dual registered, KEYS intervention programme or alternative provision)	M	<ul style="list-style-type: none"> <li>The school, working with the setting will ensure that all risks are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum</li> <li>Individual Risk Assessments for 2 children transitioning back in the autumn term</li> </ul>	Y		L
Children who need routine medical intervention	H	<ul style="list-style-type: none"> <li>Advice from the diabetic nurse (high number of diabetics) in school included in individual risk assessment and care plans to ensure that care can be maintained safely</li> </ul>	Y		L
Lettings	M	<ul style="list-style-type: none"> <li>Scouts Lettings – this is on hold currently and to be reviewed</li> <li>Contact to be maintained with Scout Group.</li> </ul>	Y		L
Attending Mass with the wider public	M	<ul style="list-style-type: none"> <li>Children will attend in one group in the choir loft away from the rest of the congregation, cleaning of chairs and surfaces to take place before and after mass. Children to hand sanitise on the way in and the way out. Staff members to wear masks.</li> </ul>	Y		L
Introduction of Lettings of 3G Muga Pitch may pose a risk to social distancing and infection control	M	<ul style="list-style-type: none"> <li>The use of Muga Pitch will be by formal bookings only.</li> <li>All access is via the school gate to the pitch the staff will wipe the padlock prior to use .</li> <li>Droplet transmission: The Letting Partners to be aware of risk associated with each action in an activity based on duration and proximity of participants. By using the Guidance links (to be referenced on leaflet) Letting Partners can then determine the overall level of risk of taking part in the activity.</li> </ul>	Y		L

		<ul style="list-style-type: none"> <li>• Fomite transmission: The Letting Partners to be aware of risk associated with the handling and transfer of equipment in the Muga Pitch. Lettings partners to position moveable goals need to their original set up so school will be able to use them and not have to move anything; Letting Partners to bring their own additional equipment for which they are responsible for infection control/ cleaning</li> <li>• Population: The Letting Partner to be clear on number of participants likely to take part in the proposed activity plus known risk factors of participants with underlying health conditions or high risk groups, who wish to participate</li> <li>• Designated areas across the pitch will be assigned to users when the area is in action to maximise space for social distancing</li> <li>• No more than 30 will be on the pitch at any one time.</li> <li>• <b>Test and Trace</b> Activity organisers should support test and trace efforts by collecting written information on participation at both individual training sessions and all matches.</li> <li>• <b>Providers of grassroots sport and gym/leisure facilities</b> <ul style="list-style-type: none"> <li>○ Guidance is <a href="#">here</a></li> </ul> </li> <li>• <b>Return to recreational team sport framework</b> <ul style="list-style-type: none"> <li>○ Guidance is <a href="#">here</a></li> </ul> </li> <li>• Information leaflet to be drawn up with key points.</li> <li>• Patrick/ Nigel to update as and when</li> </ul>			
Face coverings to prevent spread of virus 14 <sup>th</sup> Sept 2020	M	<ul style="list-style-type: none"> <li>• Staff are advised by Coventry LA and Local PHE to wear face coverings in areas outside the classrooms where social distancing cannot easily be maintained (e.g. communal areas inside the school buildings including moving between lessons). Although this remains discretionary for schools in the Reopening guidance (unless the area is in local lockdown), as a pre-emptive measure to prevent a further rise in numbers which may result in tighter restrictions in Coventry.</li> <li>• Parents are advised to wear face coverings when dropping off and picking up children and school staff monitoring school drop off / pick up are <b>also</b> wear face coverings where possible from Monday 14th September</li> </ul>	Y		L
Social Distancing and Self-isolation	H	<ul style="list-style-type: none"> <li>• School staff keeping social distance from other school staff (and from pupils, as appropriate) is important.</li> </ul>	Y		L

## Autumn Arrangements Plan

Key Group	Teaching Staff	LTS	Staffroom	Staff Toilets	Arrival	Pick Up	Drop Off Location	Therapy Location	Break	Lunch	Lunch Location	Children's Toilets	Medical Room	B/Club
Nursery	Hannah, Jade, Charlotte, Carla	Nursery Staff	Green Room	Romero	8.30 12.00	11.30 3.00	Pedestrian gate and through EYFS			11.30-12.00	Nursery	Nursery	Rainbow Room	
Reception A	Lauren, Abbie James	Rec Staff & Eden	Green Room	Romero	9.00-9.15	3.00	Pedestrian gate and through EYFS	Reception Vestibule		11.45-1.00	Dining Hall	Reception	Rainbow Room	
Reception B	Jenny Gemma	Rec Staff & Eden	Green Room	Romero	9.00-9.15	3.00	Pedestrian gate and through EYFS	Reception Vestibule		11.45-1.00	Dining Hall	Reception	Rainbow Room	
Year 1 A	Alice Keeley	Eden & Julie	Green Room	PPA Room	9.00-9.15	3.00	Langbank Avenue – KS1 playground	Year 1 Corridor	10.45-11.00	12.00-1.00	Dining Hall	Year 1/2 Corridor	Rainbow Room	Dining Hall
Year 1 B	Marie, Claire E, Louise	Eden & Julie	Green Room	PPA Room	9.00-9.15	3.00	Langbank Avenue – KS1 playground	Year 1 Corridor	10.45-11.00	12.00-1.00	Dining Hall	Year 1/2 Corridor	Rainbow Room	Dining Hall
Year 2 A	Connell Jess O	Eden & Julie	Green Room	PPA Room	9.00-9.15	3.00	Langbank Avenue – KS1 playground	Year 1 Corridor	10.45-11.00	12.00-1.00	Dining Hall	Year 1/2 Corridor	Rainbow Room	Dining Hall
Year 2 B	Claire W Sara	Eden & Julie	Green Room	PPA Room	9.00-9.15	3.00	Langbank Avenue – KS1 playground	Year 1 Corridor	10.45-11.00	12.00-1.00	Dining Hall	Year 1/2 Corridor	Rainbow Room	Dining Hall
Year 3 A	Elizabeth Amandine	Carla & Sue	Staff Room	Disabled Toilet	8.45-9.00	3.15	Langbank Avenue – KS1 playground	Library	10.30-10.45	12.15-1.05	Classroom Library	Year 3/4 Corridor	KS2 Copier Room	Library
Year 3 B	Emily Maureen P	Carla & Sue	Staff Room	Disabled Toilet	8.45-9.00	3.15	Langbank Avenue – KS1 playground	Library	10.30-10.45	12.15-1.05	Classroom Library	Year 3/4 Corridor	KS2 Copier Room	Library
Year 4 A	Sue Bev, Navneet	Carla & Sue	Staff Room	Disabled Toilet	8.45-9.00	3.15	Langbank Avenue – KS1 playground	Library	10.30-10.45	12.15-1.05	Classroom Library	Year 3/4 Corridor	KS2 Copier Room	Library
Year 4 B	Dave Sarah	Carla & Sue	Staff Room	Disabled Toilet	8.45-9.00	3.15	Langbank Avenue – KS1 playground	Library	10.30-10.45	12.15-1.05	Classroom Library	Year 3/4 Corridor	KS2 Copier Room	Library
Year 5 A	Caroline, Jade, Edie, Maureen	Bethel, Marie & Yvonne	Staff Room	Staff Room	8.45-9.00	3.15	Pedestrian gate and loop round	KS2 Hub	11.00-11.15	12.15-1.05	Classroom Hub	KS2 Hub	KS2 Copier Room	Hub
Year 5 B	John-Paul Annie	Bethel, Marie & Yvonne	Staff Room	Staff Room	8.45-9.00	3.15	Pedestrian gate and loop round	KS2 Hub	11.00-11.15	12.15-1.05	Classroom Hub	KS2 Hub	KS2 Copier Room	Hub
Year 6 A	Jess W Simone	Bethel, Marie & Yvonne	Staff Room	Staff Room	8.45-9.00	3.15	Pedestrian gate and loop round	KS2 Hub	11.00-11.15	12.15-1.05	Classroom Hub	KS2 Hub	KS2 Copier Room	Hub
Year 6B	Lisa Noreen	Bethel, Marie & Yvonne	Staff Room	Staff Room	8.45-9.00	3.15	Pedestrian gate and loop round	KS2 Hub	11.00-11.15	12.15-1.05	Classroom Hub	KS2 Hub	KS2 Copier Room	Hub




## Useful Contacts

**Principals are responsible for their respective school including Premises, Risk assessments and implementing safety measures (Water systems etc)**

	Entity	Name	Role	Email
	Cardinal Wiseman	Tom Leverage	Principal	<a href="mailto:tlevrage@cardinalwiseman.coventry.sch.uk">tlevrage@cardinalwiseman.coventry.sch.uk</a>
	Corpus Christi	Kevin Shakespeare	Principal	<a href="mailto:k.shakespeare@romeromac.com">k.shakespeare@romeromac.com</a>
	Good Shepherd	Andy McConville	Principal	<a href="mailto:a.mcconville@romeromac.com">a.mcconville@romeromac.com</a>
	Sacred Heart	Paul Madia	Principal	<a href="mailto:p.madia@romeromac.com">p.madia@romeromac.com</a>
	SS Peter and Paul	Lorraine Stanton	Principal	<a href="mailto:l.stanton@romeromac.com">l.stanton@romeromac.com</a>
	St Gregory	Geraldine Marshall	Principal	<a href="mailto:g.marshall@romeromac.com">g.marshall@romeromac.com</a>
	St John Fisher	Dee Williams	Principal	<a href="mailto:d.williams@romeromac.com">d.williams@romeromac.com</a>
	St Patrick	Andrea Sherratt	Principal	<a href="mailto:a.sherratt@romeromac.com">a.sherratt@romeromac.com</a>
1	MAC Covid-19 Strategy	Helen Quinn	Catholic Senior Executive Leader	<a href="mailto:h.quinn@romermac.com">h.quinn@romermac.com</a>
2	MAC Personal Protective Equipment (PPE) responsibility	Nigel Bellamy	Facilities Manager	<a href="mailto:n.bellamy@romeromac.com">n.bellamy@romeromac.com</a>
3	MAC Safeguarding Management	Andrea Sherratt	St Patrick's Principal Safeguarding	<a href="mailto:a.sherratt@romeromac.com">a.sherratt@romeromac.com</a>
4	MAC Premises Management	Patrick Taggart	Academy Business Director	<a href="mailto:p.taggart@romeromac.com">p.taggart@romeromac.com</a>
5	Board of Directors	Brendan Fawcett	Chair of Board	<a href="mailto:b.fawcett@romeromac.com">b.fawcett@romeromac.com</a>

### Risk Assessment Review

This Covid-19 Risk Assessment has been checked by:

Name	Role	Signature
Brendan Fawcett	Chair of Directors	
Helen Quinn	Catholic Senior Executive Leader	
Kevin Shakespeare	Principal Corpus Christi	
Claire Campbell	Chair of the Local Academy Committee	