



Covid-19: Operational Risk Assessment

Review to include full re-opening September 2020



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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)
- XIII. **'DSL'** means the Designated Safeguarding Lead for each academy within the MAC

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 2nd 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 avoid 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

[Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)
[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
[Coronavirus \(COVID-19\) Collection: guidance for schools and other educational settings](#)
[Actions for schools during the coronavirus outbreak](#)
[Coronavirus \(COVID-19\): implementing social distancing in education and childcare settings](#)
[Coronavirus \(COVID-19\): guidance for educational settings](#)
[COVID-19: cleaning in non-healthcare settings](#)

[Coronavirus \(COVID-19\): guidance for educational settings](#)
[COVID-19: cleaning in non-healthcare settings](#)
[Covid-19-decontamination-in-non-healthcare-settings](#)
[staying at home and away from others \(social distancing\)](#)
[Health and safety risk checklist for classrooms](#)
[E-bug posters](#)
[Guidance for full opening of schools](#)
[Guidance on the phased return of sport and recreation](#)
[Sport England](#)
[coronavirus \(COVID-19\) symptoms](#)
[Public Health England health protection team](#)
[guidance for food businesses on coronavirus \(COVID-19\)](#)
[COVID-19: review of disparities in risks and outcomes report](#)

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.

Assessment conducted by:	Lorraine Stanton Pat Garner Louise Hurley	Job title:	Principal LAC Chair SBM	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	14.07.2020 27.08.2020 – LS, PG, LH and LH 01.09.2020 – all staff 24.09.2020 - LS, shared with staff	Review interval:	Weekly 11.09.2020 - LS	Date of next review:	September 2020 and continuous review thereafter

This is the Risk matrix for the following risk assessment grids

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

Activity	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional controls	Residual risk rating (H/M/L)
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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)
1. Establishing a gradual and safe approach for pupils and staff to return to school					
1.1 Establishing if the building is safe following an extended closure (<i>Review but will only require change if areas of the school have remained unoccupied</i>)					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.	L	<ul style="list-style-type: none"> Health and safety audit conducted by nominated staff and Governor (last check carried out on 01.06.2020. Additional visit by PG on 10.06.2020 and a visit with H and S will take place in the Summer holidays Classroom audits undertaken using the HSE Health and safety risk checklist for classrooms Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering – shared with all staff during w/b 1st June and updated. Different areas of the school have been reviewed and repurposed for organisation Procedures for when pupils and staff enter and leave school Planned movement around the school during lesson, break and lunch times. Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used Health and Safety Committee to meet on Tuesday 25th August to make any final amendments to the risk assessment. This will then be emailed to staff (25.08.2020) and discussed with staff on 01.09.20 with any further amendments being made at this point. During the INSET day on 01.09.2020, subject leads will share any relevant changes e.g. for PE each class will have their own set of PE resources, no indoor singing (music and RE) Sara from Billington’s completed a fire risk assessment on 24.08.2020 – no issues. Year 2 and Year 5 classrooms to be reopened and prepared for a September opening using the health and safety checklist Individual risk assessments have written for identified pupils and staff Share updated reopening overview with parents (staggered ingress and egress times, staggered breaktimes and lunch times, identified outside areas for each year group) and the safety measures which are in place to keep all safe. Individual risk assessments to be written for new pupils if required - completed 	Y		L
Statutory compliance has not been completed due to the availability of contractors during lockdown	M	<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. SSO file confirms check up to date LA checklist is in the process of being completed by SBM / SSO Intruder alarm was serviced during the Summer holidays Health and Safety Committee met on 27.09.2020 	Y		L

1.2 First Aid/Designated Safeguarding Leads (<i>Review but unlikely to require amendment</i>)				
<p>The lack of availability of designated First Aiders and Designated Safeguarding Leads may put children’s safety at risk</p>	<p>M</p>	<ul style="list-style-type: none"> • First Aid certificates have been extended for three months by Gov’t • A programme for training additional staff is in place, using on-line training. • Potential deployment of staff from Romero schools • A Paediatric First Aider will be on site at all times. • All TAs are all first aid trained. • The DSL is always available. • All staff at least L1 safeguarding trained. • PPE First Aid training delivered by Julie Fulea on 04.06.2020 to our Paediatric first Aid trained staff, SBM and Principal. Training videos shared with all staff. • LS attendance (virtual) safeguarding briefing – 30.06.20 • Consideration has been given to increasing DSL capacity to respond to any increase in safeguarding/welfare concerns arising during the Covid-19 school closure/ holidays • Safeguarding Level 1 training was delivered to all staff on September 1st – including updates on KCSIE / GDPR updates • LPH and LH has completed her Level 3 training 	<p>Y</p>	<ul style="list-style-type: none"> • LS to have Level 3 Refresher Safeguarding Training – 21.10.2020 • Thrive Practitioner and TA to complete Safeguarding Level 2 training <p style="text-align: center;">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)
2. Securing safe teaching spaces to accommodate all pupils returning to school					
2.1 Organisation of Teaching Spaces and Communal Areas					
Classroom sizes will not allow adequate social distancing	M	<ul style="list-style-type: none"> Class sizes revert to 30 in recognition of Government advice that children are not at significant risk Timetables and staffing model determined to secure curriculum delivery for class-group size 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 Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters Ensure class groups and staff stay together consistently and do not mix or blend with other groups Where lone staff are in a bubble, if there is a problem, a call is to be made to the office for support Y1 – Y6 to returned on Wednesday 2nd September PE kits to be worn to school on the day of PE lessons – timetables will be distributed to parents via Arbor w/c 31.08.20 All children to have individual pencil cases / maths trays to be shared between partners Reception pupils to be start w/c 7th September. Information for Welcome meeting to be sent to parents, via Arbor, on 18.09.2020 	Y	<ul style="list-style-type: none"> Parents Evening will be held through telephone conversations w/b 28.09.2020. Slots to be booked via Arbor. The office to be reconfigured to ensure social distancing between desks – only 3 members of staff permitted to enter at any one time. The photocopier room only to be accessed on a one in one out basis 	M
Large spaces that need to be used as classrooms	L	<ul style="list-style-type: none"> Set group size limit for large spaces (e.g. hall, sports hall, dining hall) that match teaching group size. Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring Design layout and arrangements in place to enable social distancing. Assemblies will take place via TEAMS. First TEAMS Mission Assembly took place on 08.06.20. We will build on this in September. All spaces to be timetabled e.g. RWInc spaces. All tables will be wiped down after use. Mission Assemblies and Celebration Assemblies to be delivered on TEAMS. When a child is star of the week, their parent will be informed. To replace the weekly Tea Party, children will receive a treat delivered to the classroom door. 	Y		L
Staff rooms and offices do not allow for observation of social distancing guidelines	L	<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. Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team - Staff have either been allocated the staffroom or sanctuary for their break times allowing for social distancing. Cleaning materials are available for use in the staffroom / sanctuary Staff using a communal area do so in their designated groups only and the area is cleaned before being occupied by another group - The Sanctuary will continue to be used by KS2 staff / the Staffroom for KS1 and office staff Staggered breaktimes support social distancing guidelines 	Y	A new toaster to be purchased for the Sanctuary to ensure staff do not use equipment from the staffroom.	L

<p>School kitchens may not be able to serve whole school return</p>	<p>L</p>	<ul style="list-style-type: none"> • Government advice confirms that school kitchens can continue to operate, the kitchen will comply with guidance for food businesses on coronavirus (COVID-19) • Staff training on Covid Risk assessments will be covered with all staff at a training session on 14th July and again in each school before pupils return in September. • Kitchen thoroughly cleaned before food prep is undertaken. • Both the dining room and hall will be used at dinner time. • 1st setting – R / 1 dining hall and 2 in the hall • KS2 children will eat lunches (packed lunch from home and Grab Bag from school) within their classrooms. • Deli Bags prepared and delivered to KS2 classrooms. 	<p>Y</p>		<p>L</p>
<p>Physical activity in school</p>	<p>L</p>	<ul style="list-style-type: none"> • Pupils to be kept in consistent groups • Sports equipment to be thoroughly cleaned in between each use by a different group • Avoid contact sports • 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 • External facilities are used in accordance with Government guidance • Guidance on the phased return of sport and recreation and Sport England Include activities such as active miles and active travel to promote social distancing exercise • PE kits to be worn to school on the day of PE lessons – timetables will be distributed to parents via Arbor w/c 31.08.20 • Each class will have its own bank of PE resources – kept in shed, clearly labelled • Whenever possible, PE lessons will take place outside – PE timetable has been arranged • Golden mile to commence w/b 07.10.2020 – staggered times 	<p>Y</p>		<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)
2.2 Availability of Staff and Class Sizes					
<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"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. 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 COVID-19: review of disparities in risks and outcomes report 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 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 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. Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. 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 An appropriate hierarchy of deputization is in place should a senior leader be unavailable. This might include external leadership capacity Parents were contacted where pupils had EHCPs in place or specific needs – RAs indicated where they were best placed. Individual RAs have been conducted with staff where the staff member has been classed as CEV or CV Staffing for 2020 has been carefully considered. Each class is supported by a teacher and teaching assistant, with additional roles e.g. Speech and Language support, Thrive Practitioner, HLTA and Learning Mentor available to support the needs of all children both in school and at home. Homework for KS2 pupils will be set via email from September. Pupils will be shown how to access their accounts in September. This will also support learning if another lockdown occurs. AVP to start role September 1st 	Y	<ul style="list-style-type: none"> 24.09.2020 Children in KS2 to be taught how to access TEAMS w/b 28.09.2020 Children in KS1 to be taught how to use Seesaw 	L

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
2.3 Testing and Managing Systems					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	M	<ul style="list-style-type: none"> Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff Staff share the outcome of the test with their employer The school, staff and parents engage with the Test and Trace processes – Principals to remind staff to access Test and Trace via the email COVID@romeromac.com Track and Trace Policy shared with staff on INSET day Name / address of visitors to be recorded for track and trace purposes – inventory Add Leigh Chapman to SCR – Inclusion Team - competed 	Y		L
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	M	<ul style="list-style-type: none"> Ensure that pupils, staff and other adults do not come into school if they have 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 Engage with the NHS Test and Trace process Contain any outbreak by following local public health protection advice contact: Public Health England health protection team 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 clinically vulnerable and clinically extremely vulnerable should these apply. BAME - to consider the risks when planning the rota, as evidence from the Office for National Statistics shows a greater impact of Covid 19. 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 safe isolation procedures, departure and cleaning. A record of any COVID-19 symptoms in staff or pupils is reported to Shared Services Team. Public health advice is followed. Risk Assessment for CV and BAME Use of Thrive room for anyone demonstrating COVID symptoms. PPE will be available for use within this room. The room is well ventilated and has external access for parents collecting child. SSO to be alerted if this room has been used for a deeper clean. Cleaning Policy updated and shared with relevant staff 	Y	<ul style="list-style-type: none"> 	M

		<ul style="list-style-type: none"> COVID room to be moved to VP office to allow the Thrive Room to come back into use to support children upon return in September 			
<p>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</p>	H	<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 and systems are in place to validate understanding Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners Staff are aware of where the Covid room has been located to. 	Y	<p>Staff informed of the advised use of masks / shields whilst on door duty and in communal areas.</p> <p>All staff to wear a mask when supporting a small group or working 1:1 with pupils.</p> <p>All staff to wear masks when helping in the dining room / hall at lunchtime.</p> <p>Each member of staff to be purchased 3 washable masks for use in school.</p>	M
<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>	H	<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. 	Y		M

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
3. Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene					
3.1 Staff Induction and CPD					
Staff are not trained in new procedures, leading to risks to health	H	<ul style="list-style-type: none"> A virtual induction and CPD programme is delivered to all staff prior to reopening, which includes: <ul style="list-style-type: none"> Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management PPE videos sent to all staff w/b 8.6.20; a reminder session will be run in September Leanne Hicks – PPE Champion Staff have sent written confirmation to say that they have accessed the training (PPE training) Monitor and record of training to be kept INSET Training on 01.09.2020 will include training and updates on Safeguarding, GDPR and the risk assessment – staff have signed to say they attended training and they have read / know where to access key documents 	Y	•	M
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"> Induction programmes are in place for all new staff – either online or in-school – prior to them starting. Currently there are no staff due to start at SS Peter and Paul The revised staff handbook is issued to all new staff prior to them starting. LS has renewed Safer Recruitment training No new staff are starting in September 	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)
3.2 Communication Strategy					
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	L	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff – regular emails Pupils Parents - weekly Governors/Trustees Local authority Professional associations including Trade Unions Other partners including peripatetic staff and health professionals will be highlighted to procedures when they visit Covid-19 Guidance sheet has been produced for visitors and circulated 1.6.2020 Regular updates with PG (LAC chair) Home-School Agreement shared with all parents and pupils who are returning to school - sent 	Y		L
There is a lack of clarity and understanding in maintaining social distancing and good hygiene	M	<ul style="list-style-type: none"> 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. 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. All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day. All classrooms either have sinks or are in very close proximity to a sink Hand sanitiser at main entrance to be used as someone enters the school building A red marker has been incorporated into the main reception area for pupils to stand on to pass on any information to the office staff. Additional markings have been painted onto the driveway to support parents in adhering to the one-way system (08.06.2020). If required, these will be repainted in readiness for September. Cleaners to clean the toilets before and after lunchtime. Wipes in the ladies / gents toilets Paper towels now in use and not the hand driers (08.06.2020) Socially distanced peg labels for children in reception and Year 1 – where possible Give information on social distancing shared with children via Makaton symbols (08.06.20) Adults and children are to wash their hands on the following occasions: <ul style="list-style-type: none"> Entry to school Before/after break times Before lunch When they change rooms 	Y	<ul style="list-style-type: none"> Parents are encouraged to wear face masks at drop off and pick up (from 14.09.2020) – in the newsletter dates 11.09.2020 Due to cold weather, heaters can be on but windows must remain open to allow for ventilation. 	M

		<ul style="list-style-type: none"> • Anytime that they visit the toilet or cough/sneeze in to their hands. • Additional hand sanitisers pumps have been purchased and are stationed in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the reception area for visitors, pupils and staff upon arrival, the KS2 entrance and the photocopying areas for increased hygiene as a 'pinch point' in the school. • Hand hygiene protocols are to be re-visited at the start of the year during when the children will receive reminders about the expectations of practices and protocols in school. • They will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the bins in each classroom and their hands must be cleaned afterwards. • Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education. • Good hygiene will be established as part of our culture and behaviour expectations. • Staff asked to wear face coverings when covering door duty. • Leadership meetings to be held on TEAMS (SH / AM in the Sanctuary and LS/LH in office) 			
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<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>	<p>H</p>	<ul style="list-style-type: none"> As part of the overall communications strategy, 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/information leaflets have been created and issued Information for Welcome meeting to be sent to parents, via Arbor, on 18.09.2020 	<p>Y</p>	<ul style="list-style-type: none"> Parents Evening will be held through telephone conversations w/b 28.09.2020. Slots to be booked via Arbor. "You said we did" response to parents questionnaire to be sent to parents. 	<p>M</p>
<p>Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19</p>	<p>M</p>	<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. A Home School Agreement was sent home via ParentMail on 5.6.20 – this will be resent to all parents in September The updated Behaviour rewards and sanctions to be sent home in September - sent 	<p>Y</p>		<p>M</p>

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
4. Planning Movement around the school					
Movement around the school risks breaching social distancing guidelines	M	<ul style="list-style-type: none"> • Circulation plans have been reviewed and revised. • One-way systems are in place where possible. • Corridors are divided where feasible. • Appropriate signage is in place to clarify circulation routes. • Pinch points and bottle necks are identified and managed accordingly. • 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 • Pupils are regularly briefed regarding observing social distancing guidance. • Appropriate levels of supervision and guidance are in place • A staff member to wait in the KS2 corridor to encourage children not to gather in the cloakrooms upon arrival • Review of potential pinch points in week one of the pupils' return – considered after day 1, day 2, day 4 and day 5 – no additional concern • Break times will be staggered with clear zones for the children play in. • Children will line up when coming into class from break times, in the order of back row to front row (or vice versa) to ease movement into classrooms and avoid children having to pass each other once seated. • Children will move around the school in single file. • Year 3 and Year 5 to enter via the main KS2 door – Year 4 and 6 to enter via their fire doors. 	Y		L
4.1 Management of social distancing in reception areas					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines	M	<ul style="list-style-type: none"> • No visitors are allowed on the premises without a pre-arranged appointment. If a visit can be arranged out of school hours, it should • A record of all visitors and their contact numbers are obtained and retained for the purposes of Test and Trace procedures. This will be collected via Inventory • Circulation plans have been reviewed and revised. • One-way systems are in place where possible. • Corridors are divided where feasible. • Appropriate signage is in place to clarify circulation routes. • Pinch points and bottle necks are identified and managed accordingly. • 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 • Pupils are regularly briefed regarding observing social distancing guidance. • Appropriate levels of supervision and guidance are in place • A staff member to wait in the KS2 corridor to encourage children not to gather in the cloakrooms upon arrival 	Y	•	L

		<ul style="list-style-type: none"> • Review of potential pinch points in week one of the pupils' return – considered after day 1, day 2, day 4 and day 5 – no additional concerns • Visitors will be asked to arrive no more than 5 minutes before the meeting start time and wait outside the main entrance until the meeting lead comes out to greet them, observing social distancing always. 			
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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)
4.2 Management of Aggress and Egress – arrival and departure					
<p>The start and end of the school day create risks of breaching social distancing guidelines</p>	M	<ul style="list-style-type: none"> Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place 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 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 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 Segregation of groups is considered wherever practicable Floor markings are visible where it is necessary to manage any queuing. Staff made aware that they must use the top carpark and not the path to park. If they do park on the path, they will be asked to move. Access into school for all groups will be via the main entrance. Times will be staggered. Parents will follow a one-way system e.g. down the path and up the driveway. Whilst waiting in the hall for collection, markers to be placed to allow for social distancing Additional arrows painted onto the paving to aid parents in following the one-way system in place 8.6.20 Fallons Ground Maintenance now parking on the field to ensure parents have easy access to the school Most children will enter via the main entrance on a staggered start and end to the day. Once dropped-off, parents will continue to use the one-way system in place. Children will sanitise their hands and make their way to their classroom, where they will be registered. Doors will remain open to allow ventilation – the entrance will always be manned and doors closed once all children have entered. Some children will enter through the bottom gate – this will be open from 8.45 – 9.00. At the end of the day children will be collected at staggered times from the main entrance. Review daily Staff asked to wear face coverings when covering door duty. 	Y	<ul style="list-style-type: none"> Parents are encouraged to wear face masks at drop off and pick up (from 14.09.2020) – in the newsletter dates 11.09.2020 	L
<p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</p>	M	<ul style="list-style-type: none"> Start and finish times are staggered. The use of available entrances and exits is maximised. Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. Weekly messages to parents stress the need for social distancing at arrival and departure times. Additional arrows painted onto the paving to aid parents in following the one-way system in place 8.6.20. This will be updated for 3.9.20 Daily feedback to parents via Arbor for the first week – identifying positives or changes that need to be made to pick up and drop offs. 	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)
Pupils use public transport and thereby increase risk of infection and transmission	H	<ul style="list-style-type: none"> 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. 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. 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 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. 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 Bikes – children to leave bikes in designated bike stands outside the school. 			M
Pupils use school minibus and thereby increase risk of infection and transmission	M	<ul style="list-style-type: none"> Pupils are grouped together on transport, where possible reflecting the bubbles that are adopted within school Where pupils are travelling to and from a site, the seat will be assigned to a pupil for both journeys. Staff will ensure the use of hand sanitiser upon boarding and/or disembarking There will be additional cleaning of vehicles after usage Staff will ensure there is an organised queue when boarding wherever possible Distancing within vehicles wherever possible, e.g. seats left unused as spacing between pupils 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 Ventilation of the minibus, will be actioned before the journey begins. 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. 	Y		L
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					
Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum	M	<ul style="list-style-type: none"> 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 Maintain as far as possible the consistency of group members. Avoid contact between groups as far as possible Staff to maintain distance from pupils and other staff as much as possible 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. limit interaction, sharing of rooms and social spaces between groups as much as possible. 		<ul style="list-style-type: none"> Ensure Provision Map is in place for each year group to support SEND pupils and for those with additional needs. The KS1 / KS2 divide to be introduced to reduce staff mixing. Staff will either be based in KS1 or KS2 – no overlap except for the 	L

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"> • younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. • 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, • All teachers and other staff can operate across different classes and year groups if that is needed to enable a full educational offer. • 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. • Face to face contact will be avoided if possible and the time spent in close contact (within 1 metre of anyone) will be minimised • The provision for a child with complex needs who require close contact care can be delivered as normal • Share recovery package with all staff – September 1st • Phone calls with parents who are concerned or who have questions. • Where staff need to work with individual children or small groups of children from more than one bubble, care will be taken to maintain distancing e.g. RWInc, the ability range of the children is such that effective teaching of phonics will require the use of ‘bubbles within bubbles’, creating small ability-based phonics groups / speech and language support • Children will have two phonics sessions a day to support catch-up. Initially, only one of these will be with their phonics ability bubble with the other being class-based, to reduce the number of times pupils need to be in sub-groups outside their class bubble. • Mission Assembly and Gifts from God assemblies will continue through TEAMS • School trips will not be held in the Autumn term – this will be revised in October <p>Support staff providing interventions to a small group of pupils across more than one class:</p> <ul style="list-style-type: none"> • The school will review groups so that each small group receiving support is drawn from one class only where possible. • Interventions will take place in an identified area, where the member of support staff will maintain a distance from the pupils. • Pupils will bring all equipment they require with them to the intervention area. • The area will be cleaned over lunch, before pupils from another bubble use the area. • Staff will wash their hands between each group. • Staff members working in this way will provide interventions across two adjacent year groups only. 		Thrive partitioner / learning mentor and PE apprentice	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	H	<ul style="list-style-type: none"> • Net capacity assessment is completed, with each classroom and teaching space compliant with social distancing measures and in line with local and government guidance • Where possible all pupil desks are forward facing and the teacher maintains a 2 metre distance at the front of the class. • All furniture not in use has been removed from classrooms and teaching spaces into safe storage 	Y	All staff to wear a mask when supporting a small group or working 1:1 with pupils.	L

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"> • Arrangements are reviewed regularly. • Reset week will allow for movement of equipment where required • Additional Bubble for KWV created in Year 4 – additional tables / chairs stored in Year 5 • All classrooms have sufficient ventilation- windows are kept open throughout the day • Request for final places in Reception, Y1 and Y6 in newsletter dated 12.06.20. Parents to contact school by 17.06.20 if place is required. Limited places available. 3 places were taken up 1 x Y1 and 2 x Y6. • On PE days, PE kits can be worn to school – timetables need to be issued to parents in September <p>Classroom Layout</p> <ul style="list-style-type: none"> • Tables and chairs will be set up in rows so that no pupils are facing each other. Class teachers will review where pupils sit based on levels of engagement during lockdown and identified needs raised during transition meetings. Where a pupil requires additional support, they will be seated nearer to the front. • Each pupil will have their own set of resources including their own pencil cases and individual tray on their desk space, to limit movement around the class. Between pairings, they will have a set of maths resources (list of resources to be distributed by Angie) 		<ul style="list-style-type: none"> • All staff to wear masks when helping in the dining room / hall at lunchtime. • Each member of staff to be purchased 3 washable masks for use in school. 	

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
4.4 Management of movement in corridors					
Social distancing guidance is breached when pupils circulate in corridors	M	<ul style="list-style-type: none"> • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • The movement of pupils around school is minimised as much as possible. • Where possible, pupils and staff stay in classrooms or in designated external areas • Pupils are reminded regularly to observe social distancing guidance whilst circulating, supported by signage • Appropriate supervision levels are in place. • Sofa in main entrance area to be turned around to ensure it is not sat upon • Children are to walk in single file around the school 	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"> • Break times are staggered if possible • 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, especially with younger pupils, to support social distancing. • Markings on the field to separate key worker children and Y6 pupils • Circular mats placed onto KS1 / KS2 playgrounds to separate key worker bubbles and Reception / Y1 children • See below Autumn Arrangement plan for times and locations of breaktimes / lunchtimes – this will be adapted if required. 	Y	•	M

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
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"> Pupils are reminded about social distancing as lunch times begin. Pupils wash their hands using the 20 second routine, before and after eating. Dining area layouts have been configured to ensure social distancing (secondary) where practicable. Floor markings are used to manage queues and enable social distancing Additional arrangements are in place, such as staggering lunch times, pupils eating or other spaces. See Autumn Arrangement Plan Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. See Autumn Arrangement Plan 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 in-between group usage and after lunch has ended. Staggered lunchtimes are considered to reduce congestion providing this does not impact on the delivery of teaching time Some pupils will receive packed lunches in their classrooms to ease congestion in the dining halls See below Autumn Arrangement Plan for times and locations of breaktimes / lunchtimes – this will be adapted if required The salad bar will not be operational. This will be revised 	Y	<ul style="list-style-type: none"> Floor markings to be placed in front of the serving hatch to allow for social distancing when waiting to be served - once hot food is being served. 	M
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"> 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 Pupils are reminded about social distancing as lunch times begin. Pupils wash their hands using the 20 second routine, 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. Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces. 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 lunch. Markings on the field to separate key worker children and Y6 pupils 	Y	<ul style="list-style-type: none"> Paper towels to be removed from KS2 toilets. Hand dryers will be switched on – windows will remain open. 	L

		<ul style="list-style-type: none"> Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly. 			
4.8 Safety Arrangements for the use of Medical Rooms					
The configuration of medical rooms may compromise social distancing measures	M	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms behind a closed door if possible 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. It is advised that household bleach is used after the room is vacated. Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff PPE available for use in line with guidance A no touch thermometers to aid any early identification of infection has been purchased 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 COVID Room to be moved to the VP office to allow for the Thrive Room to be used to support pupils when they return 	Y	<ul style="list-style-type: none"> 	L

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
5. Securing and sustaining robust hygiene systems and procedures					
5.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	M	<ul style="list-style-type: none"> An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day 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 Cleaners have designated areas (linked to lunchtime classes) New cleaning policy in place (08.06.2020) Bins throughout school are bagged and are cleaned regularly Hand sanitiser to be placed by both photocopiers At various intervals, adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment. It will be stored appropriately within the classrooms. 	Y	<ul style="list-style-type: none"> Disinfectant to be placed in the new library. 	L
5.2 Hygiene and Handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	M	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are ordered Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Tissues will be provided in every classroom and room in school that are being used. 	Y		L
Pupils forget to wash their hands regularly and frequently	M	<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 extent to which handwashing is taking place on a regular and frequent basis. 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 Hand hygiene protocols are to be re-visited at the start of the year during when the children will receive reminders about the expectations of practices and protocols in school. They will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the bins in each classroom and their hands must be cleaned afterwards. Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. Good hygiene will be established as part of our culture and behaviour expectations. 	Y		L

Equipment and resources	H	<ul style="list-style-type: none"> Individual and very frequently used equipment such as pencils and pens should not be shared Classroom based resources including books and games can be shared within the designated group but must be cleaned regularly 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) Outdoor play equipment will be cleaned more frequently Pupils will be limited to what they can bring into school to: bags, lunch boxes, hats, coats, books, stationary and mobile 'phones when permitted Each child to have their own pencil case and personal equipment. Maths trays to be shared 1 between 2 – regularly cleaned KS2 homework to be sent home via email Children can bring their lunches in, in their lunchboxes 	Y	<ul style="list-style-type: none"> Reading books will be sent home – they will be changed on set days. Once returned, books will be quarantined for 48 hours before being put back on the shelf. Cakes and treats for birthdays will no longer be encouraged to be brought in. Due to cold weather, heaters can be on but windows must remain open to allow for ventilation. Y6 Mobile phones are to be placed in the basket by the office. At the end of the day, this is the point where they will be collected from. 	L
5.3 Personal Protection Equipment (PPE)					
Pupils and teachers can take books and other shared resources homes, but unnecessary sharing should be avoided					
Provision of PPE for staff where required is not in line with government guidelines	M	<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 of gloves is not a substitute for good handwashing. Use of PPE to be tracked and recorded 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 To continue to follow updated advice on the use of face masks 	Y	<ul style="list-style-type: none"> Masks and Shields provided for staff when on door duty. 	L

Activity	Risk rating prior to action (H,M,L)	Control measures	In place? (Yes/No)	Additional Controls	Residual Risk Rating (H/M/L)
6. Curriculum Organisation Please also refer to: <ul style="list-style-type: none"> • TRCA Closure Plan (includes Remote Education plan) • TRCA Operational Plan 2020 / 2021 (including TRCA Romero Reconnects Action plan) 					
Children may need to re-socialise and familiarise with new routines	M	<ul style="list-style-type: none"> • Consideration should be given on planning what to teach and how • The priorities for young children currently is resocialisation into new style school routines; speaking and listening and regaining momentum in particular with early reading. • Recovery curriculum to be in place • RSHE to be given high priority – use of Jigsaw and Life to the full to be implemented from September • Time set aside for Transition activities to help children become familiar with their new setting 	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"> • Gaps in learning are assessed and addressed in teachers' planning. • Home and remote learning is continuing and is calibrated to complement in-school learning and address any gaps identified to minimise inequality • Plans for intervention are in place for those pupils who have fallen behind in their learning. • Field markings for non-contact sports e.g. rounders / running track put in • Children to wear trainers to school so additional footwear is not brought in for PE • Angie Masterson to develop a recovery maths curriculum based on Mastery Maths • Use of "Bubbles" (literacy Shed) to be used as a means of formulating a piece of writing to be assessed Y1 – 6 • PiXL recovery package to identify gaps in reading and gaps • All pupils heard read to identify new book band • Additional RWInc sessions to be carried out daily 	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"> • 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. • Induction TEAMS meeting arranged for June 18th – 2 to 3 or 5 to 6 – this has since been amended and a pre-recorded presentation was sent out to all new parents on 18.06.2020 • Meet the Staff sheets to be sent out with reports • Virtual Tour to be sent to new reception pupils • Buddy cards to be sent to new Reception pupils • Time set aside for Transition activities to help children become familiar with their new setting 	Y		L
Resuming full support for pupils with SEND (SEND Support and EHC Plans)	M	<ul style="list-style-type: none"> • All children with SEND will return full-time to school in September 2020 and receive their full entitlement to support • Small children and children with complex needs will continue to be helped to wash their hands properly 		<ul style="list-style-type: none"> • LS to meet with new SENCO w/b 07.09.2020 	L

		<ul style="list-style-type: none"> • 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 • 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 <p>Specialist intervention</p> <p>We have made plans for specialist staff providing 1:1 support (e.g. as part of an EHCP) as follows:</p> <ul style="list-style-type: none"> • Staff wash hands before and after working with a pupil • A space is identified for the intervention to take place, and set up with two separate desks placed a suitable distance apart • All equipment needed for the child is set up in the space before the start of the session • Staff go to the child’s classroom, standing at the entrance to collect the pupil (not entering the classroom) • The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way • The intervention is provided at a distance <ul style="list-style-type: none"> • After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil <p>Support from the Key:</p> <ul style="list-style-type: none"> • To sanitise hands upon entry • Sign in on inventory – logging contact details (track and Trace) • Sit next to child (social distance) • All equipment needed for the child is in their place already • If observing, stand near classroom door 		<ul style="list-style-type: none"> • Support from the Key: Until October half term, pupils will remain at the Key, 5 days a week. 	
<p>Risk of infection from singing, chanting, playing wind or brass instruments and shouting</p>	<p>H</p>	<ul style="list-style-type: none"> • 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 • Delay music groups/choirs for the first half term/full term to be reviewed at Christmas 			<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)
7. Enhancing Mental Health Support for Pupils and Staff					
7.1 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	M	<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/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. Wellbeing assemblies to restart w/b/14.06.2020 – first read by Pat Garner, the second by Holly Higgins Jigsaw has been purchased as a tool to support pupils mental health and wellbeing. Thrive Room will be re-established to support pupils Our Guardian Angel will be displayed in the hall as an area for quiet reflection 	Y		L
7.2 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	M	<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 resources. 	Y	<ul style="list-style-type: none"> LS / LH to attend supervision training on 23rd and 29th September LPH to attend wellbeing training for staff – Autumn Term 	L
7.3 Bereavement Support					
Pupils and staff are grieving because of loss of friends or family	M	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council's critical incident team Support is requested from other organisations when necessary. Staff have been signposted to online bereavement training – ongoing 	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)
8. Governance and Policy					
8.1 The role of Governors					
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"> 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. 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. Regular dialogue with the Chair of the Academy Committee and the Board of Directors with designated responsibilities is in place. 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. LS to meet with PG on 27.08.2020 	Y	<ul style="list-style-type: none"> LS to meet regularly with PG on 27.08.2020 	L
Governors are not fully informed or involved in making key decisions	L	<ul style="list-style-type: none"> Online meetings are held regularly with governors. Board of Directors in consultation with Local Academy Committees are involved in key decisions on reopening. Board of Directors and Academy Committees are briefed regularly on the latest government guidance and its implications for the school. 	Y		L
8.2 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	L	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. 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 Staff, pupils, parents and governors have been briefed accordingly. Board of Directors and Academy Committees have approved revisions Our behaviour rule, rewards and consequences will be shared with parents in September 	Y		L
Covid 19 outbreak in group, whole school or area lockdown will further disrupt learning	M	<ul style="list-style-type: none"> A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups Remote education is integrated into the school's curriculum planning Printed resources are available for those that cannot access the internet physically or cognitively 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 	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)
9. Other operational issues					
9.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements	M	<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. We will review plan so there are sufficient muster points to ensure groups do not come into avoidable contact ○ 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. • Fire marshals are identified on the overview – they are present Mon/Tues and Thurs / Fri • Staff and children to be reminded about the need to social distance during a fire alarm • Fire Drill for Bubble 1 took place on 09.06.2020 – no issues, 1 minute and 1 second to vacate the building. • Doors are wedged open throughout the day but if there is a fire evacuation or the room is no longer occupied, all doors must be closed. • Spots to identify where children are to line up – social distancing adhered to 	Y	<ul style="list-style-type: none"> • Fire Drill to take place in September 	L
Fire evacuation drills - unable to apply social distancing effectively	L	<ul style="list-style-type: none"> • Plans for fire evacuation drills are in place which are in line with social distancing measures. Spots on the playground used to support younger pupils in social distancing during a fire evacuation • Bubble 1 Drill – 1 min, 1 second. Social distancing adhered to (9.6.20). 	Y		L
Fire marshals absent due to self-isolation	L	<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. 	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)
9. 3 Contractors working on school site					
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	M	<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. These will be organised outside of school hours wherever reasonably practicable • 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. • 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). • EYFS area is being developed. The area has been cordoned off – children cannot gain access to the area. Contractor aware of risk assessment. • Fallons Ground Maintenance parking on the field as to not block the path into school 	Y		

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	Control measures	Activity	Risk rating prior to action	Residual risk
Children do not have inhalers in school as they brought them home at the start of lock down	L	<ul style="list-style-type: none"> Parents reminded to send inhalers in Staff to check inhalers are in and are in date 	Y		L
Bikes brought in but no control measures are in place	L	<ul style="list-style-type: none"> Children are guided as to which racks to use 	Y		L
Access to water	L	<ul style="list-style-type: none"> Children to refill water bottles from the classroom tap however hands must be washed/sanitised before and after using the tap. Water fountains not in use 	Y		L
Staff feel overwhelmed	M	<ul style="list-style-type: none"> LS and LH undertake supervision training LPH undertakes wellbeing training 	Y		L
Children who routinely attend more than one setting (e.g. dual registered, KEYS intervention programme or alternative provision)	H	<ul style="list-style-type: none"> The school, working with the setting will ensure that all risks are addressed collaboratively to jointly deliver a broad and balanced full-time curriculum 	Y		L
Fun for Kids are not following government guidelines	M	<ul style="list-style-type: none"> FFK have their own risk assessment in place – this is available upon request An additional area is provided to allow for 2 bubbles (EYFS / KS1 and KS2) 	Y		L
Face coverings to prevent spread of virus 14 th Sept 2020	M	<ul style="list-style-type: none"> 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. Parents are advised to wear face coverings when dropping off and picking up children and school staff monitoring school drop off / pick up are also wear face coverings where possible from Monday 14th September 	Y		L
Social Distancing and Self-isolation	H	<ul style="list-style-type: none"> School staff keeping social distance from other school staff (and from pupils, as appropriate) is important. 	Y		L

Autumn Arrangements Plan

Times and Locations: September reopening

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Arrival	9.00	8.55	8.50	8.45	8.40	8.35	8.30
Pick Up	2.45	3.25	3.20	3.15	3.10	3.05	3.00
Arrival location	Main entrance	Main entrance		Main entrance		Main entrance	
Lower Gate	This is to be manned by TA (rota required) – parents will drop off at the gate. This option will only be available in the morning.						
Break start and finish times	Continuous Provision	10.45 – 11.00	10.25 – 10.40	10.45 – 11.00	10.45 – 11.00	10.25 – 10.40	10.25 – 10.40
Location	Indoor / outdoor provision	KS1 Playground	KS1 Playground	KS2 Playground – Zone A (alternate weeks)	KS2 Playground – Zone B (alternate weeks)	KS2 Playground – Zone A (alternate weeks)	KS2 Playground – Zone B (alternate weeks)
Times for Lunches	11.40 – 12.40	12:00 – 12.20	12.00 – 12.20	12.00 – 12.20		12.00 – 12.20	
Lunch location - eating	Dining Room	Dining Hall	Hall	Classroom		Classroom	
Lunch location - play	KS1 Playground – Zone A	KS1 Playground – Zone A	KS1 Playground – Zone B	Prayer Garden – Zone A	Prayer Garden – Zone B	KS2 Playground – Zone A	KS2 Playground – Zone B
LTS – indoors							
LTS - outdoors							
Toilets	Reception	KS1		Y3 / 4 toilets		Y5 / 6 toilets	
Staffrooms	Staffroom	Staffroom		Sanctuary		Sanctuary	Sanctuary
COVID-19 Room	This has been moved to the VP Office until January 2020						
Additional spaces	Thrive Room, Old Library, Old library intervention room, Area outside Y2 classroom and New Library						
Additional Information	*Paediatric First Aid Trained ** Fire Marshalls All TAs are first aid trained						





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

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	
Lorraine Stanton	Principal Ss Peter and Paul	
Pat Garner	Chair Ss Peter and Paul	
James Blackford	SSO Ss Peter and Paul	James Blackford