

COVID-19 Risk Management Plan: Full Re-Opening of Schools in September 2021

Site / school name:	The Globe Primary Academy		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> ▪ Staff ▪ Cleaners ▪ Pupils ▪ Parents 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> ▪ General childcare / wrap-around care & education provision during COVID-19 including social-distancing and minimising contacts. ▪ Cleaning and sanitisation ▪ Food and catering services provision ▪ Property maintenance and statutory compliance ▪ General site occupancy and site movement ▪ Personal hygiene 		
Equipment and materials used:	<ul style="list-style-type: none"> ▪ General class and teaching materials ▪ Cleaning materials and equipment ▪ Catering equipment 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> ▪ All school premises 		
Name of person completing this risk assessment:	EHT, HoS, SLT, PO, SBM	Date of completion:	July 2021
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:		Risk assessment no:	

Risk Consideration Priority Matrix

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

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
Social-Distancing & Minimising Contacts	<i>Description of the prioritised areas of risk and issues identified by the Trust as requiring consideration as part of this Risk Management Process - example below:</i>	<i>Please identify and describe how each risk consideration factor has been reviewed, rationalised and applied (or achieved differently / improved upon) at school level and what management arrangements have been put in place.</i>	<i>Identify and describe any additional actions or management arrangements that will need putting in place, over and above those already implemented, in order to ensure that risks are mitigated and managed effectively.</i>	<i>Identify any residual risks and issues that require further action and / or support and apply a RAG rating colour as per the matrix at the end of this document.</i>
	Schools should review the allocation of space available for education activities in order to minimise the number of contacts that a pupil has during the school day and to maximise social-distancing between those in school as much as is reasonably possible. Please confirm general arrangements for grouping children together (“bubbles” - e.g. by class or year group); avoiding contact between separate bubbles and maximising social-distancing within bubbles. Some mixing into wider groups for specialist teaching, wraparound care and transport may be considered appropriate.	<ul style="list-style-type: none"> ▪ That any pupil may not have symptoms and pass the virus on. ▪ That the phonics teaching systems in place in Y1 - Y2 mean that pupils do not have direct contact with pupils from other classes, and their bubbles stay intact. This means that we do not have to send home the phonics group if a child becomes ill (unless in the individual class where the child who tested positive is). 		

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		<ul style="list-style-type: none"> ▪ Therefore, we are able to have class bubbles rather than the year group bubbles. ▪ Break times, box of equipment for each class and it is wiped down after each use. ▪ PE equipment will not be shared across the bubbles - i.e. each year group will do one different sport. Cleaning of equipment will happen between each lesson. 		
	<p>Class layouts will need to be adapted (possibly pupils forward-facing / side by side) and placed in such a way to reduce pinch points, ensuring that free movement is possible and to maximise social-distancing. Ideally, adults should maintain a 2m distance from each other, and from children. Close face to face contact should be avoided and time spent within 1 metre of anyone should be minimised.</p>	<ul style="list-style-type: none"> ▪ Pupils will be sitting around tables but the pupils are 1m apart from across the table. ▪ Regular handwashing, good coughing 'manners' catch it bin it kill it'. ▪ Teachers will be kept at least 1m apart from children (in older classes). 	<ul style="list-style-type: none"> ▪ Children who have not been in school will need to be trained to follow the new systems and routines. 	
	<p>Lock off any rooms / facilities not required and / or not in use - clean and "mothball" any areas identified as not being needed for extended periods of time. This will reduce potential contamination.</p>	<ul style="list-style-type: none"> ▪ The Y3 classrooms were not used previously as they form a bottle neck in a dead-end corridor. It is very hard for children to socially distance themselves in this area. 	<ul style="list-style-type: none"> ▪ 	
	<p>Consider school parking arrangement to reduce congestion. Priority must be given to disabled users and those identified as having health related issues. Provide relevant guidance to parents on drop-off and pick-up arrangements.</p>	<ul style="list-style-type: none"> ▪ The main car park is not used by parents. ▪ The small car park is used for parents who have a Blue Badge. ▪ They already are aware they can use the space. 	<ul style="list-style-type: none"> ▪ 	

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	Implement people-management at key times of the day to maintain social-distancing and to minimise contacts such as at pupil drop-off, break times, lunchtime and pupil pick-up.	<ul style="list-style-type: none"> ▪ Drop off and pick up times to be staggered, only dropped off or picked up by one person. ▪ Break times and lunch times are timetabled to be staggered. ▪ 	<ul style="list-style-type: none"> ▪ 	
	Ensure that the responsibility for and management of any facilities shared with third-parties is clearly agreed and defined as is the interface with any third-parties in the shared use of those facilities in order to maintain effective social-distancing and minimise contacts.	<ul style="list-style-type: none"> ▪ The Nursery attached to the school. ▪ Chartwells Meal providers ▪ Equipment and resources that are used by the Nursery are put away at the end of their sessions and not touched by The Globe pupils. ▪ Likewise, the Club keep their own resources boxed up. ▪ Nursery have provided their new RA. ▪ Chartwells have also provided their new risk assessment. ▪ The community room is deep cleaned daily between the Nursery and After School use. 	<ul style="list-style-type: none"> ▪ 	
	Communicate all new working / school arrangements to parents and any updates to those arrangements as soon as possible.	<ul style="list-style-type: none"> ▪ 		
	Display signage prominently within school and on the outside of buildings to encourage social-distancing and minimising contacts (employ multiple-language signage where necessary).	<ul style="list-style-type: none"> ▪ Signs already located at the entrance to the school as well as outside and inside the school building. Also, in the main office. ▪ Signs showing what two metres looks like. ▪ No entry signs - unused room 	<ul style="list-style-type: none"> ▪ 	

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<ul style="list-style-type: none"> ▪ Entrance signs gates ▪ No entry signs gates ▪ Arrows showing the routes to take. 		
	<p>It is expected that all staff will be at work (i.e. in school) w.e.f. the start of the new academic year (or 1st August 2020 as applicable) including those that are deemed clinically vulnerable, extremely clinically vulnerable, those with underlying health conditions and / or those who may otherwise be at increased risk from COVID-19. Please contact HR with regard to any specific questions concerning staff in these categories.</p>	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> ▪
	<p>Display signage prominently at site entrances to encourage social-distancing and minimising contacts (multiple-language signage where necessary).</p>	<ul style="list-style-type: none"> ▪ Signs are located at the entrance to the school as well as outside and inside the school building. Also, in the main office. ▪ Signs showing what two metres looks like. ▪ Entrance signs gates ▪ No entry signs gates ▪ Arrows showing the routes to take. ▪ New signs were put up in September. 	<ul style="list-style-type: none"> ▪ 	
	<p>Limit parent vehicular access to car parks to essential car-users only - this will require active management at drop-off and pick-up times and potential pre-arrangements to be made - implications for the impact on local residents resultant from increased on-street parking should be considered on an individual school basis.</p>	<ul style="list-style-type: none"> ▪ The main car park is not used by parents. ▪ The small car park is used for parents who have a Blue Badge. ▪ They already are aware they can use the space. ▪ Reminder email sent out on 03.09.20 ▪ 		

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	<p>Staff engaged in managing pupil access and egress from main site entrance and exit gates could, if deemed necessary and appropriate, verbally engage with adults to support social-distancing requirements and prevent unnecessary access.</p>	<ul style="list-style-type: none"> ▪ SLT members will be on the entrance gates to ensure social distancing is adhered to and to limit the number of parents on the site at any given time. ▪ Another member of SLT to be on the exit gate and in touch with the SLT member on the entrance gate to carefully account for the number of people on the school grounds at one time. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	<p>Where possible, designate communal facilities such as toilets, cloakrooms and cycle racks to nearby discrete groups to reduce unnecessary pupil movement within school and assist social-distancing and minimise contacts - portable coat racks and cycle racks could be relocated.</p>	<ul style="list-style-type: none"> ▪ Each class has its cloakroom pegs outside the classroom. ▪ Each set of toilets (except in EYFS classrooms) will be used by three classrooms.. If a pupil has to leave the classroom they will always be accompanied by an adult. ▪ The toilets will be cleaned thoroughly several times each part of the day by a cleaner. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	<p>Where possible designate one primary entrance to the school site and one, separate, primary exit - where this is not possible; entrance to and exit from sites at drop-off and pick-up times should be managed and supervised to maintain social-distancing and minimise contacts.</p>	<ul style="list-style-type: none"> ▪ See above. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	<p>Implement one-way systems for people-movement around the outside of and between buildings - support with signage, barriers, floor markings and staff supervision.</p>	<ul style="list-style-type: none"> ▪ From the field, past the swimming pool and into the building through the usual Y5/Y6 door. ▪ One way round the KS2 area – past the Y5 classrooms, then Y4 classrooms, past the library, ICT Suite and then Y6. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

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		<ul style="list-style-type: none"> ▪ If moving from KS2 to KS1/EYFS – exit the KS2 area by walking past the ICT Suite and then turning left into the corridor where AH’s office is. The whole length of this corridor is one way only due to the narrow corridor when going past the staff room towards KS1. ▪ When the weather is dry KS1 and EYFS will need to walk one way around the outside of the building to the Y5/Y6 door to access the KS2 area. ▪ If the weather is inclement a member of SLT will need to be available to ensure that the one way corridor can be used safely both ways by directing pupils and adults as appropriate. A give way system would not work due to the length of the lines with social distancing and that there is no point where pupils could give way. ▪ Children will not be allowed to wander around the school without an adult. 		
	Designate one primary entrance to each building (and one, separate, primary exit).	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	Implement one-way systems for people-movement inside buildings - support with signage, barriers, floor markings and staff supervision.	<ul style="list-style-type: none"> ▪ See below 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	All pupil movement (individual or groups) within the school site and buildings to be supervised and managed. While passing briefly in the corridor or playground is low risk, schools	<ul style="list-style-type: none"> ▪ Same as it is now - staggered starts and finishes will ensure 	<ul style="list-style-type: none"> ▪ 	

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	should avoid creating busy corridors, entrances and exits.	<p>that bubbles are kept separate, easing pressure on the doors etc.</p> <ul style="list-style-type: none"> ▪ All children will be escorted by adults, including going to the toilet. ▪ Adults moving around the building - one way system is common sense and is still in place. Teachers have been really good in adhering to these arrangements. ▪ Break and lunch times are staggered also to minimise contact between bubbles. ▪ Reception have a separate outdoor space for playtimes 		
	Limit unnecessary pupil movement around the school to minimise contact with surfaces and assist social-distancing and minimise contacts with others - all ad-hoc movement to be managed / supervised / escorted (e.g. toilet breaks).	<ul style="list-style-type: none"> ▪ Staff to all take responsibility for making sure children are where they should be and are not sent out alone in any circumstance. This includes children who are by themselves from another class. Assist them to return to their class and key adults as a matter of urgency, and ask a member of SLT to investigate how this happened. 		
	Ensure that doors in areas that need control measures and / or are part of amended routes have adequate and working locks - key holders for such doors, particularly primary entrances and exits, must be appointed with at least two key holders always on-site at any one time.	<ul style="list-style-type: none"> ▪ 4 members of staff are key holders. ▪ Broken door now works. ▪ All doors are in working order. 		
	Limit use of passenger lifts to essential users and only one at a time.	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

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	Schools that cannot implement a one-way system, particularly inside buildings should implement what amounts to a “give-way system” with provision of safe areas to wait in order to maintain social-distancing and minimise contacts.	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	Use barrier tape, floor markings and signage to clearly identify routes, corridors, access stairs and doors temporarily taken out of use.	<ul style="list-style-type: none"> ▪ Signage used. ▪ Dining hall has 2 metre strips. 		
	Only one adult to accompany children to and from school - place notification signage outside the school entrances.	<ul style="list-style-type: none"> ▪ To be put in the formal letter and the reminder email. ▪ Parents are not to bring a child from another family to school. ▪ Some pupils walk to school by themselves. ▪ Where possible the siblings of pupils attending schools should remain at home with another member of the household. 		
	Extend and phase / stagger start / end times and the time windows for pupil drop-off and pick-up; stagger breaks times / lunchtimes all to facilitate ease of management of pupil movement, social-distancing and minimising of contacts. This is likely to mean significant restructuring to the school day and / or time extensions to both ends of the school day and not the implementation of rotas.	See above		
	Phasing / timings of pupil drop-off and pick up to be communicated to parents to avoid unnecessary gatherings of people.	<ul style="list-style-type: none"> ▪ To be put in the letter to parents. 	<ul style="list-style-type: none"> ▪ 	
	Pupils to go straight to classrooms upon arrival at school - adult waiting to encourage this.	<ul style="list-style-type: none"> ▪ Adults on the doors to ensure pupils go straight to class. ▪ Parent communications to include that if a parent needs to speak 		

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		<p>to a teacher, adult, member of SLT before or after school please can they phone the school office rather than visit the school office in person.</p>		
	<p>Pupil movement from site entrance to buildings, entrance into buildings and internal movement to classrooms should be adequately staffed / managed to facilitate efficiency and social-distancing and minimise contacts.</p>	<ul style="list-style-type: none"> ▪ SLT and non-teaching staff available to monitor and intervene if required. ▪ Additional cover required to facilitate lunch times, first aid etc. 	<ul style="list-style-type: none"> ▪ 	
	<p>Consideration has been given to the timing and management of visitors, contractors and deliveries to main reception and / or in the wider school environment in terms of maintaining hygiene, social-distancing and minimise contacts in-line with guidance issued separately by Estates.</p>	<ul style="list-style-type: none"> ▪ Safeguarding information given out to visitors. ▪ Signing in and out - wipe the screen after each use. ▪ A letter for essential visitors in regard to safeguarding and the new H&S systems and procedures in place. ▪ Hand sanitiser is provided for people as they enter and leave the building - wall mounted automatic gel dispenser purchased for the lobby for visitors. 	<ul style="list-style-type: none"> ▪ 	
	<p>With the use of new areas for teaching and activities, there may be parts of the school occupied that would otherwise be empty or little used. Please review the impact this may have on escape routes, access to emergency equipment and fire equipment (such as extinguishers). Where any amendment to an escape route is proposed, please agree with Estates.</p>	<ul style="list-style-type: none"> ▪ All parts of the school being used have been used regularly prior to the pandemic and are in a good condition. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

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Fire Safety	All new starters must be aware of fire safety arrangements, and in the event of any alterations to fire safety arrangements this change must be relayed to all staff. Pupils returning must be inducted and told of any alteration that may impact on their safety.	<ul style="list-style-type: none"> The current fire safety plan will not work due to overcrowding in one area. Pupils will go to different parts of the school grounds in order to continue to socially distance. If Lockdown should occur pupils will hide within their classroom. Fire Drill procedures discussed on INSET Day in Sept. Fire Drill took place, logged on Parago and was very successful. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	For staff that are to be appointed as a fire marshal must be provide suitable training (Flick and supported by site familiarisation). Schools and staff are to be aware that no compromises are to be made with fire safety and that the life safety of staff and pupils is a priority.	<ul style="list-style-type: none"> Was included in the formal letter to parents for September 2020. SLT have all completed Fire Marshall Training – Flick Learning Staff training took place on the Sept INSET Day 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	<p>For staff or pupils that require any assistance in the event of a fire, a PEEP must be completed. Where assistance is needed in the event of a fire, it must be acknowledged that social-distancing requirements may not be met, but life safety must be prioritised in the event of a fire.</p> <p>NOTE: <i>It is recommended that those staff for pupils needing physical assistance are consulted and agree. In the failure of agreement, they are to follow the governments self-isolation or shielding guidance. In the event of direct physical assistance, it must be understood that social-distancing is secondary to the life safety of occupants.</i></p>	<ul style="list-style-type: none"> We do have a few children who need adult assistance. <p>Children have been identified and their needs are able to be met with use of PPE.</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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Health & Medical Needs	The requirement to provide suitable, appropriately qualified first aid cover to all staff and pupils has been assessed with suitable first aid and / or paediatric first aid provided. Access to first aid facilities is maintained and the school suitable stocked with first aid sundries.	<ul style="list-style-type: none"> ▪ We have five members of staff who have up to date paediatric first aid. ▪ Member of staff responsible for ordering medical supplies has ordered stock. ▪ Member of staff responsible for first aid training to provide an up to date list of staff with first aid qualifications. ▪ Staff are booked on their refresher courses. The courses have started to run again. 		
	Staff or pupils with medical / intimate care needs have been assessed and relevant consents in place. Staff have been trained in the use of medications and increased level of control applied, to include the use of PPE when required (e.g. where 2m social-distancing cannot be maintained). Guidance from LA has been provided to manage pupils with intimate care needs.	<ul style="list-style-type: none"> ▪ RAs for staff have all been updated. ▪ Care Plans are in place for pupils with medical needs. 	<ul style="list-style-type: none"> • 	
Security	Consideration has been given to the security of high value items and personal belongings, ensuring that the school remains secure whilst in operation.	<ul style="list-style-type: none"> ▪ Security at the school is well planned and reviewed. High value personal belongings are not encouraged, 	<ul style="list-style-type: none"> ▪ 	
	For areas of the school which are not fully staffed; consideration is given to the main entry and exit points to the school, with suitable arrangements in place to ensure the security of the school from unauthorised visitors.	<ul style="list-style-type: none"> ▪ The front entry and exit gates will be locked by the member of SLT after their morning duty. ▪ They are seen from the staff room and from the main office. ▪ The only entrance in the school day is through the main reception. Visitors are required to phone from outside the office to avoid 	<ul style="list-style-type: none"> ▪ 	

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		queues and people entering the school.		
Cleaning & Personal Hygiene	The school has in place suitable cleaning program to take into account the increased cleaning of commonly used items such as handles, counters, IT equipment etc.	<ul style="list-style-type: none"> The school have adhered to good cleaning and hygiene practice since the start of the pandemic. 	<ul style="list-style-type: none"> The extra member of cleaning staff during the day has been extended for an extra term. 	
	Staff or contractors engaged in cleaning are provided with suitable PPE and are competent to undertake their cleaning duties. Risk assessments are in place for cleaning activities and chemicals not accessible to staff or pupils. Please refer to the Estates guidance on cleaning - NOTE that this guidance will be updated further when new information is released by the Government in late July 2020.	<ul style="list-style-type: none"> We have plenty of PPE available. It is used by the Premises Team and cleaners as specified in the information sent to us from R2. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Cleaning is undertaken at a time where minimal disturbance is likely, reducing the risk to building occupants. Staggering of lunchtimes should take account of the need to clean dining hall surfaces between groups / bubbles.	<ul style="list-style-type: none"> Great standard of cleaning within the school. Cleaning is during the day and after school. Staff seem confident that the school is being cleaned to a good standard. Toilets will be on the rotas to be cleaned - heavy usage. All the risk consideration is already in place and working well. The whole school is being thoroughly cleaned every evening, and in a continuous cycle by cleaning staff throughout the day. The classrooms of any Bubble sent home has a deep clean and is not used until the class returns. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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	The school has maintained good supply of soap and access to warm water for washing hands. Appropriate controls are in place to ensure the suitable and frequent sanitisation of pupil's hands on arrival / before going into classrooms, before changing rooms, following breaks, before / after meals, following the use of toilets etc.	<ul style="list-style-type: none"> • Handwashing routine won't change from the previous risk assessment. • Good supply of soap, hand gel, • Washing hands on arrival at school and before departing, before and after breaks, lunch, between sessions, after doing PE etc. • 6 x wall mounted automatic hand sanitisers purchased and set up - in use. 	<ul style="list-style-type: none"> • Extra emphasis on this and children will be reminded of the importance and taught how to do it correctly again. 	
Property	The school has ensured that relevant property statutory compliance checks have been completed and records updated on Parago. Daily, weekly and monthly checks have been reinstated and pre-opening checklist has been re-visited / completed prior to September re-opening.	<ul style="list-style-type: none"> ▪ These are up to date and we are 100% compliant in all areas. 		
	All serious property concerns have been raised with the Estates Team and appropriate steps in place to ensure the safety of all building occupants.	<ul style="list-style-type: none"> ▪ The Premises Officer is very dedicated and conscientious. All known risks have been up-lined previously and are managed well. 	<ul style="list-style-type: none"> • The dining room roof has been completed. Waiting for work on the interior to commence. 	
Food Service	The school has reviewed its arrangement for food preparation, handling and serving and had implemented a safe system to ensure that adequate hygiene standards are maintained that that pupils are served food in a way that maintained good principals of social-distancing. Arrangements must be in place to ensure that school kitchens comply with Guidance for Food Businesses on Coronavirus.	<ul style="list-style-type: none"> ▪ Chartwell's risk assessment is about their staff behaviour - they wear PPE. This will stay the same. ▪ The set up at lunch has returned to that in the Autumn Term. 		

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	Food serving areas have been reviewed and queuing and seating arranged to support good social-distancing principals and where needed phasing of lunch and breaks to disperse peak demands on food service.	<ul style="list-style-type: none"> 6 x children per table - 2 at each end of one bench and 2 children on each bench . One class = 3 or 4 tables. Staggered rota MMS collect and return dishes, cutlery and beakers to avoid children wandering around the hall. One way system in the dining hall. 	<ul style="list-style-type: none"> The rota and timetabling are working smoothly and just needed a couple of small timing adjustments. 	
	Suitable arrangements can be maintained to ensure allergy information is shared and communicated to all persons involved in food service.	<ul style="list-style-type: none"> Already in place 		
APPENDIX: NEW RISK CONSIDERATIONS	Consideration has been given to the resumption (be it fully or built-up over time) of any breakfast and / or after-school provision (excluding non-contact sport) from the start of the Autumn term such consideration must take account how schools can make such provision work alongside their wider protective measures, e.g. keeping children within their bubbles or year groups where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.	<ul style="list-style-type: none"> Yes we are restarting these - met with the lead member of staff - September 2020 and again in March 2021. The room that is used will have a deep clean between the outside Nursery and the Club. The children make the food themselves. They will be from different bubbles in the school. We have a limit of 30 children in the Clubs (10 children per adult). There will be social distancing observed. Where possible KS1 will be together as in school and minimum number of bubbles containing mixes of children. 	<ul style="list-style-type: none"> Advice parents that before and after school wrap around care will be in operation again. Review wrap around care RA with the leader. 	

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		<ul style="list-style-type: none"> ▪ Social distancing, and lots of outdoor time. ▪ Starting with 10 and building up to 30 so we can review and each time. 		
	<p>Plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised whilst still allowing for a break of a reasonable length during the day.</p>	<ul style="list-style-type: none"> ▪ All have done their health and safety training and COVID training on Flick. ▪ There will be a reminder of core principals - all staff have already been back in school and understand what to do. 		
	<p>Arrangements are in place to ensure good levels of ventilation throughout during the school day whilst not compromising security or safeguarding.</p>	<ul style="list-style-type: none"> ▪ All rooms are well ventilated 		
	<p>Consider how to clearly communicate and implement a process for removal and disposal of face coverings when pupils / staff who use them arrive at school.</p>	<ul style="list-style-type: none"> ▪ No pupils take public transport to school. ▪ No staff take public transport to work. ▪ Therefore we do not anticipate children wearing masks upon arrival ▪ Parents to take mask home with them if they have worn it while travelling to school. ▪ If not, it will be double bagged and stored for three weeks before being disposed of. 		
	<p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with enough tissues and bins available in the school to support pupils and staff to follow this routine.</p>	<ul style="list-style-type: none"> ▪ Signs up around the school 		

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		<ul style="list-style-type: none"> ▪ Class teachers talk about this with the children as many have not been in school since March. ▪ Class teachers will ensure good hygiene - extra vigilant 		
	<p>Arrangements are in place for staff and pupils to bring in their own frequently-used equipment (e.g. pens, pencils etc.) to avoid sharing. Alternatively, a consistent set of equipment allocated by the school to specific individuals should be considered.</p>	<ul style="list-style-type: none"> ▪ Every child has a 'slippery fish' (plastic wallet) with their own equipment, told not to use anyone elses. ▪ All social distancing is in place in the staff room. Signs on the door stating the maximum occupancy. ▪ The nature of the timetable means people will not be in the same place and the same time. Gathering is reduced. ▪ Everyone goes outside with their bubbles for break times. ▪ Staff do have a staggered lunch break 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	<p>Confirmation that the school has a sound understanding of Trust COVID-19 reporting protocols and the NHS Test & Trace process and, in respect of the latter, that relevant information has been passed on to staff and parents / carers.</p>	<p>https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus/</p> <ul style="list-style-type: none"> ▪ https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works <p>All staff know what to do if they start exhibiting symptoms - google form has asked this.</p>	<ul style="list-style-type: none"> ▪ 	
	<p>Appropriate arrangements are in place for engaging with the Local Health Protection Team in the event of a confirmed case of COVID-19 as identified by NHS Test and Trace</p>	<ul style="list-style-type: none"> ▪ PHE Surrey and Sussex Health Protection Team (South East), ▪ County Hall, Chart Way, 	<ul style="list-style-type: none"> ▪ The new information to be used is: DfE's existing helpline on 0800 046 8687 and selecting the option 	<ul style="list-style-type: none"> ▪

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	or beyond in the case of a potential wider outbreak.	<ul style="list-style-type: none"> ▪ Horsham, ▪ RH12 1XA ▪ Phone: 0344 225 3861 option 1 to 4 depending on area then option 1 	for reporting a positive case. The line will be open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays.	
	Arrangements are in place for issuing / administering home testing kits in the event that issuing such kits is deemed appropriate at the time.	<ul style="list-style-type: none"> ▪ Received on 04.09.20 ▪ Locked in HoS Office 		
	In the case of a COVID-19-symptomatic child awaiting collection; provide, if possible, a suitable room where they can be isolated behind a closed door, depending on the age / needs of the child with, if required, appropriate adult supervision (wearing appropriate PPE). Ideally, a window should be opened for ventilation. If this is not possible then establish an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate facility if possible. The facility used must be thoroughly cleaned and disinfected before use by anyone else.	<ul style="list-style-type: none"> ▪ First Aid Room will not be used as this is for all usual First Aid and needs to remain uncontaminated. ▪ Inclusion Room, Dinosaur Room and the Conference Room to be used if needed for anyone showing signs or symptoms of COVID19. ▪ PPE to be stored in the three areas so readily available should staff need to wear them 	<ul style="list-style-type: none"> ▪ 	
	Any dedicated transport services align with the principles underpinning the management controls set out elsewhere in this Risk Management Plan, e.g: <ul style="list-style-type: none"> • Transport groups reflect school groupings. • Organised queuing. • Hand sanitiser on boarding / disembarking. • Cleaning of vehicles. • Social-distancing within vehicles. 	<ul style="list-style-type: none"> ▪ N.A 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	Consider the relevance of and necessity to support local initiatives to depress the demand on public transport and increase systemic capacity by encouraging walking to school, implementation of "Walking Buses" etc.	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	Consider advice in regard to shouting/singing activities in the school.	<ul style="list-style-type: none"> Following a very thorough RA it was deemed safe to sing if adhering to the RA in December. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	In EYFS settings, suitably qualified staff to child ratios are in place that meet regulatory requirements and ensure that the quality of care, safety and security of children is maintained - this provision must also include, where necessary, a suitable separate "baby room" or suitable partitioned-off area.	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Government and REAch2 guidance state that face coverings should be worn in communal areas around the school.	<ul style="list-style-type: none"> Staff who can, will now wear face coverings in the following areas. staffroom toilets photocopier area corridors dining hall the office 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Other Risks / Issues for School Leaders to Address:

List identified issues e.g. local community, organisational issues etc.

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Overall Risk / RAG Rating Matrix

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