



COVID-19: Risk Assessment Checklist - full opening 1 Sept 2020

0. Delivering a Broad and Balanced Curriculum to all Pupils	6
0.1 Bubble Group Organisation (Minimise Contacts; Social Distancing).....	6
0.2 Curriculum Organisation	6
0.3 Curriculum Expectations by Key Stage	8
0.4 Subject-Specific Considerations.....	10
0.5 Remote Education Contingency.....	11
1. Establishing a systematic process of full opening, including social distancing, where possible	11
1.1 Net capacity.....	11
1.2 Organisation of teaching spaces	12
1.3 Availability of staff	13
1.4 Prioritising provision.....	13
1.5 The school day	14
1.6 Planning movement around the school	14
1.7 Curriculum organisation [EXPANDED – See Section 0]	15
1.8 Staff workspaces.....	15
1.9 Managing the school lifecycle	15
1.10 Governance and policy	15
1.11 Policy review	16
1.12 Communication strategy	16
1.13 Staff induction and CPD.....	16
1.14 Free school meals.....	17
1.15 Risk assessments.....	17
1.16 School transport.....	18
1.17 Attendance.....	18
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19	19
2.1 Cleaning	19
2.2 Respiratory hygiene and handwashing.....	19
2.3 Clothing/fabric.....	21
2.4 Testing, tracing and managing symptoms	21
2.5 First Aid/Designated Safeguarding Leads	23
2.6 Medical rooms	23
2.7 Communication with parents	24
2.8 Personal Protective Equipment (PPE).....	24
3. Maximising social distancing measures and bubble group integrity	25
3.1 Pupil behaviour.....	25
3.2 Classrooms and teaching spaces.....	25
3.3 Movement in corridors.....	26
3.4 Break times.....	26
3.5 Lunch times	27
3.6 Toilets.....	27
3.7 Medical Rooms	28
3.8 Reception area	28
3.9 Arrival and departure from school	28
3.10 Transport	28
3.11 Staff areas	29
3.12 Large gatherings	29
4. Continuing enhanced protection for children and staff with underlying health conditions	30
4.1 Pupils with underlying health issues.....	30
4.2 Staff with underlying health issues	30
5. Enhancing mental health support for pupils and staff	30
5.1 Mental health concerns – pupils.....	30
5.2 Mental health concerns – staff	31
5.3 Bereavement support.....	32
6. Maintaining educational provision for children of key workers and vulnerable children	32
6.1 Maintaining provision	32
7. Operational issues	33
7.1 Review of fire procedures	33
7.2 Managing premises on reopening after lengthy closure.....	33
7.3 Visitors attending site.....	33
7.4 Recruitment	35
7.5 Catering.....	35
7.6 Extended Services / Clubs	35
7.7 Lettings.....	36
8. Finance	36
8.1 Costs of the school's response to COVID-19	36
9. Governance	36
9.1 Oversight of the governing body.....	36
10. Additional site-specific issues and risks	37



Assessment conducted by:		Job title:		Location	
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Date of assessment:		Review interval:	Half-termly (minimum) See Audit Trail overleaf	Date of next review:	
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Template Version

This template risk assessment checklist has been issued by GEP Academies, the multi-academy trust.

The first version of this template was issued in May (version 1.0), for 1st June 2020 reopening, following COVID-19 Lockdown.

This second template was issued 16th July 2020 (July 20, version 2.0). Changes from the first template are referenced by [REVISED], [NEW], and [REMOVED] in tracked changes version issued to schools. This second version would ideally be used as a whole new risk assessment; or as an addendum to the existing risk assessment.

Related documents

Please note: this risk assessment checklist should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education. At the time of writing it was known that government guidance for September 2020 was still to be issued. Such references are made in blue text to enable school leaders to review this guidance prior to final risk assessment submission/publication before September 2020.

Trust/Local Authority documents:

[GEP Shared Documents/Emergency Planning/C-19 Response](#)

Government guidance:

[Coronavirus \(COVID-19\): guidance-for-full-opening-schools](#)
[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](#)

Risk matrix

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



Audit Trail of SLT Reviews

Review Date	September 2020	November 2020				
Updated By	CMc	CMc				
Key Changes [Reference Number; Key Change]		<p>0.4 (A) STRINGS WILL CONTINUE VIA ZOOM TO LIMIT ADULTS ON SITE – WILL BE DELIVERED USING THIS FORMAT FROM WEEK BEGINNING 2ND NOVEMBER UP UNTIL 2ND DECEMBER</p> <p>ALL INIDIVIDUAL MUSIC LESSONS CANCELLED FROM WEEK BEGINNING 2ND NOVEMBER UP UNTIL 2ND DECEMBER</p>				
		<p>0.4 (B) ALL AFTER SCHOOLL CLUBS CANCELLED FROM THE 2ND NOVEMBER UP UNTIL 2ND DECEMBER IN LINE WITH CURRENT GUIDANCE</p>				
		<p>1.1 / 2.2 FACE COVERINGS TO BE WORN BY ALL STAFF ON THE SCHOOL GATE AND AT COLLECTION AT THE END OF THE DAY</p> <p>FACE COVERINGS TO BE WORN BY EVERYONE, UNLESS EXEMPT, WHEN WORKING 1:1 WITH A CHILD, DURING INDIVIDUAL READING, SMALL GROUP WORK OR WHEN 2M DISTANCE CANNOT BE MAINTAINED</p>				
		<p>1.2 WITH CHILDREN ABLE TO WEAR THEIR PE JUMPER AS AND WHEN</p>				

		<p>THE WEATHER GETS COLDER AND STAFF TO WEAR HOODED JUMPERS IF THEY FEEL NEED TO DO SO TO BE COMFORTABLE</p>				
		<p>1.8/3.11 KS2 STAFF TO USE THE STAFFROOM FOR BREAK AND LUNCH, WIPING DOWN AREA THEY HAVE USED KS1 STAFF TO HAVE BREAK AND LUNCH IN LIBRARY AREA OR IN OWN CLASSROOM. FACILITIES SET UP IN KS1 OFFICE ROOM SUCH AS FRIDGE, KETTLE</p>				
		<p>1.5 KS2 AND KS1 STAFF TO SIGN IN AND OUT USING QR CODES IN RESPECTIVE BUILDING TO ENSURE BUBBLE PROTECTION</p>				
		<p>3.12 ALL STAFF MEETINGS REVERTING TO ZOOM AS OF 2ND NOVEMBER UNTIL 2ND DECEMBER# ALL STAFF ENCOURAGED TO LEAVE SCHOOL SITE BY 4.30PM</p> <p>WHERE MEETINGS TAKE PLACE BETWEEN PEOPLE FROM DIFFERENT BUBBLES, GOOD ROOM VENTILATION AND A 2M DISTANCE MUST BE MAINTAINED (OR 1-2M WITH FACE COVERING). ANYTHING LESS THAN</p>				

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	<input type="checkbox"/> Further action ♦ comments	Residual risk rating (H/M/L)
0. Delivering a Broad and Balanced Curriculum to all Pupils					
0.1 Bubble Group Organisation (Minimise Contacts; Social Distancing)					
(a) Impossible to meet full capacity, broad and balanced curriculum and approved budget with minimal group size chosen to reduce risk infection [NEW]	M	<ul style="list-style-type: none"> Where staffing, timetables and site logistics allow, pupils are kept in smallest group bubbles possible for lessons and movement around the site e.g. whole class; half the year group; whole year group; Nursery; KS4; KS5. In secondary schools, groups of pupils are timetabled to mix only in groups the size of the year group (or smaller where possible). By approval of the Chairman of the Board, upon evidence of alternative options chosen and scoring of options against risk criteria, bubble groups may exceed year group. Implications of increased risk infection and who would need to self-isolate should someone become ill, should be balanced with the ability to deliver a broad and balanced curriculum to all pupils onsite within balanced budgets approved 	Y	3 bubbles KS1 (90 pupils taught in 3 classes of 30) Year 3 + 4 (60 pupils taught in 2 classes of 30) Year 5 + 6 (60 pupils taught in 2 classes of 30) Staggered break and lunch times Staggered start of finish times (which will not reduce the amount of overall teaching time) Use of different gates – KS1 (side gate) 8:45am KS2 (main gate) – straight in 8:30am One-way systems in operation in KS1 + 2 Use of Seesaw/Tapestry for pupils that need to self-isolate	L
(b) Pupils not reminded of social distancing measures [NEW]	M	<ul style="list-style-type: none"> Staff remind pupils to keep within their group bubble and advise on movement around the site to retain bubble group integrity. Staff remind pupils to keep their distance within groups and not to touch staff – ideally keeping a 2m distance where possible (recognising younger children/ those with complex needs or close contact care will not be able to do so). 	Y	Staff meeting held to introduce new September guidance (14.07.20). key message delivered that it is the expectation that all staff keep a social distance from the children they are working with. Discussed the needs of EYFS + SEND pupils who will need will find this difficult and highlighted the need for enhanced hygiene routines.	L
0.2 Curriculum Organisation					
(a) Curriculum is broad and balanced, meeting national standards [NEW]	M	<ul style="list-style-type: none"> Curriculum meets national standards Agreed new timetable and arrangements confirmed for each year group, to minimise social contacts where possible 	Y	During staff meeting (14.07.20) expectation shared on the need for all phase groups to offer a full, broad and balanced curriculum. English and Maths led shared expectations of	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? Yes/No N/A Partial	<input type="checkbox"/> Further action ♦ comments	Residual risk rating (H/M/L)
		<ul style="list-style-type: none"> From Summer 2021 the full curriculum is taught; in Autumn 2020 and Spring 2021, consider revising the timetable to enable best opportunities for catch-up. 		what this will look like in the first half term back. Outline shared with all staff on the first 7 days - recovery curriculum + creating a learning buzz and then each phase group to be on time table for all subjects. Subjects leads will be given time in the autumn term to align and refresh their expectation for their subjects delivery in light of changes to ensure learning gaps our filled.	
(b) Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened [EXISTING]	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 gaps identified. Exam syllabi are covered. Plans for intervention are in place for those pupils who have fallen behind in their learning. 	Y	<ul style="list-style-type: none"> Classteachers know in advance the engagement of home learning during period not attending school. Pupils with lower engagement will be seated in the front of the class Summer term PIRA / PUMA testing to be the week before after half term – so gaps are identified. Use of data and classteacher observations to ensure that a plan is made for each child to ensure gaps in learning are covered Use of Seesaw to supplement learning in class in terms of consolidation or learning new skills. These tasks can be set as additional learning for these children. Pupil Progress meetings to be held after autumn half time with phase learner, classteacher and SENCO and plans put in place for specific children to support their wellbeing and academic success 	L
(c) Pupils regularly attending more than one setting do not receive a		<ul style="list-style-type: none"> The school collaborates with other providers to ensure pupils receive a broad and balanced curriculum (when attending on a part-time basis if dual registered), whilst considering the system of controls 	N/A	<ul style="list-style-type: none"> All pupils attending only Sandfield 	