COVID-19 Risk Management Plan: Full Re-Opening of Schools in September 2020		
Site / school name:	Springhill Academy	
Name(s) of person(s) covered by this assessment:	▪ Staff ▪ Catering staff ▪ Cleaners ▪ Pupils ▪ Peripatetic teachers (PE &Music) ▪ Additional IT support when necessary	
Tasks and activities covered by this risk assessment:	▪ 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:	▪ General class and teaching materials ▪ Cleaning materials and equipment ▪ Catering equipment	
Location(s) covered by this risk assessment:	▪ All school premises	
Name of person completing this risk assessment:		Date of completion:
Risk assessment approved by:		Date of approval:
Date risk assessment to be reviewed by:		Risk assessment no:

Record of Risk Assessment Reviews				
Date of review:		Reviewed by:		Comments / date of next review:	▪

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
	Instructions for Using This Updated Template: This document is essentially an update to the original Risk Management Plan (RMP) Template issued in May 2020 and follows the issuing of Government Guidance on Full Re-Opening of Schools from September 2020. Please click **here** to view the full guidance. This new template essentially contains all of the sections found in the original version, however, and to take account of the new Government guidance: ➢ Sections highlighted in yellow will need to be reviewed / updated as necessary by the schools in light of the new Government guidance - please note that there will be some resultant changes to wording / content of the Risk Consideration descriptor in relation to these yellow sections. ➢ Sections that are "greyed-out" are, in principle, unaffected by the new Government guidance and the management arrangements / actions / methodology identified in your previous RMP will remain generally appropriate, however, you must still consider their adequacy going forward for the purposes of this updated RMP in the event that those arrangements need revising or upscaling to account for the increased school population on full re-opening. Some updating may also be required to take account based on experience and "lessons learned" since partial re-opening in June ➢ An Appendix (red section) has been incorporated at the end of this document in order to capture brand new issues presented by the new Government Guidance that schools must consider and address with satisfactory management arrangements, further actions and a RAG-Rating. – remember that the requirement is for sensible and proportionate control measures which follow the health & safety hierarchy of control to reduce the risk to the <u>lowest reasonably practicable level given a schools particular and individual circumstances.</u> ➢ Please read through the whole of this template including the new Appendix section prior to completing your updated RMP - any questions, please contact Estates.			
Social-Distancing & Minimising Contacts	*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:*	*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.*	*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.*	*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.*
	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			

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	bubbles. Some mixing into wider groups for specialist teaching, wraparound care and transport may be considered appropriate.			
	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.			
	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.			
	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.			
	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.			
	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.			
	Communicate all new working / school arrangements to parents and any updates to those arrangements as soon as possible.			
	Display signage prominently within school and on the outside of buildings to encourage social-			

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	distancing and minimising contacts (employ multiple-language signage where necessary).			
	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.			
	Display signage prominently at site entrances to encourage social-distancing and minimising contacts (multiple-language signage where necessary).			
	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 resulting from increased on-street parking should be considered on an individual school basis.			
	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.			
	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.			

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	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.			
	Implement one-way systems for people-movement around the outside of and between buildings - support with signage, barriers, floor markings and staff supervision.			
	Designate one primary entrance to each building (and one, separate, primary exit).			
	Implement one-way systems for people-movement inside buildings - support with signage, barriers, floor markings and staff supervision.			
	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 should avoid creating busy corridors, entrances and exits.			
	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).			
	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.			
	Limit use of passenger lifts to essential users and only one at a time.			

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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.			
	Use barrier tape, floor markings and signage to clearly identify routes, corridors, access stairs and doors temporarily taken out of use.			
	Only one adult to accompany children to and from school - place notification signage outside the school entrances.			
	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.			
	Phasing / timings of pupil drop-off and pick up to be communicated to parents to avoid unnecessary gatherings of people.			
	Pupils to go straight to classrooms upon arrival at school - adult waiting to be discouraged.			
	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.			
	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			

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	contacts in-line with guidance issued separately by Estates.			
Fire Safety	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.			
	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.			
	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.			
	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. **NOTE:** *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.*			

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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.			
	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.			
Security	Consideration has been given to the security of high value items and personal belongings, ensuring that the school remains secure whilst in operation.			
	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.			
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.			
	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.			

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	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.			
	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.			
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.			
	All serious property concerns have been raised with the Estates Team and appropriate steps in place to ensure the safety of all building occupants.			
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.			
	Food serving areas have been reviewed and queuing and seating arranged to support good social-distancing principals and where needed			

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	phasing of lunch and breaks to disperse peak demands on food service.			
	Suitable arrangements can be maintained to ensure allergy information is shared and communicated to all persons involved in food service.			
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.			
	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.			
	Arrangements are in place to ensure good levels of ventilation throughout during the school day whilst not compromising security or safeguarding.			
	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.			
	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.			
	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			

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	allocated by the school to specific individuals should be considered.			
	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.			
	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 or beyond in the case of a potential wider outbreak.			
	Arrangements are in place for issuing / administering home-testing kits in the event that issuing such kits is deemed appropriate at the time.			
	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.			
	Any dedicated transport services align with the principles underpinning the management controls set out elsewhere in this Risk Management Plan, e.g: • Transport groups reflect school groupings. • Organised queuing. • Hand sanitiser on boarding / disembarking.			

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	• Cleaning of vehicles. • Social-distancing within vehicles.			
	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.			
	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.			

Other Risks / Issues for School Leaders to Address:			
Marking & feedback in classrooms			
Home learning/ Remote learning failsafe			
PE Kits/ home/school transference			

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

06-7-2020