

**Expanded Opening of School in September 2020 and Coronavirus control**  
**St Christopher's, Cowley Date: 09 July 2020 (V1.1)**

Ref	Potential Risk	School to calculate			Detail of Risk	ODST suggested steps to mitigate risk	What you could do / Additional School-specific steps to mitigate risk	School to recalculate			School to add details		
		X Severity of impact	Y Likelihood of occurrence	Impact score				Residual Risk X (Impact)	Residual Risk Y (Likelihood)	Impact score	Risk owner	PROGRESS UPDATE - [DATE]	Direction of travel: Has the level of risk increased or decreased since v.1?
		1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)				1 (least serious) to 5 (most serious)	1 (remote) to 5 (almost certain)	(x times y)			
<b>A - Social Distancing- Start and end of school day</b>					<b>(Risk Owner: School)</b>								
A.01	Lack of effective infection protection and control when children arrive or depart the school setting- <b>PRIOR to opening</b>	5	5	25	Significant risk of virus transmission with increased numbers of pupils and parents arriving and leaving the site at the beginning and end of the school day.	School to fully consider the best way to maintain social distancing for parents and children when accessing/egressing the school site- this could include any physical features around the school perimeter which can be utilised to support social distancing, the viability of staggered drop off/pick up times, additional controls at the front of the school such as signage and/or distance and directional markings. <ul style="list-style-type: none"> <li>•Parking matters which may compromise social distancing. Once a scheme is established, the school should fully communicate with parents how the scheme needs to operate and clear messages that anyone showing symptoms should not attend the school at all.</li> <li>•Encourage parents to communicate with the school electronically or by phone if there are day to day issues.</li> <li>•School to organise hygiene arrangements for all persons coming to the premises to use before entering.</li> </ul>	1. Assumption is that all classes will be deemed to be a bubble. Most classes will be a maximum of 30 children. Exception will be Nursery - maximum of 33 children. 2. Operate flexi-time start of 8.30am to 9am and pick-up 2.45pm to 3pm for Reception and KS1, 3pm to 3.15pm for Years 3-6. Encourage Years 5 and 6 to walk to and from school independently. Children wash/gel their hands when they enter the class. 3. Parents to communicate with the school electronically or by phone if there are day to day issues. Staff and parents do not meet unless a meeting has been previously agreed. This meeting will ideally be held outside where social distancing to take place. 4. Only 1 adult to drop off and pick up (parents asked to keep this to the same adult where possible). 5. Adults, other than school staff, do not come onto the school site (unless previously agreed). 6. Nursery staff will take the whole class up the nursery path to the car park. Parents should wait under bike sheds. This should alleviate crowding at <del>supper doors</del>	5	2	10			
A.02	Lack of effective infection protection and control when children arrive or depart the school setting- <b>WHEN open</b> and following A.01 actions	5	3	15	Risk of virus transmission with increased numbers of pupils and parents arriving and leaving the site at the beginning and end of the school day	<ul style="list-style-type: none"> <li>•School to monitor the effectiveness of their arrangements and perfect or change if necessary.</li> <li>•Communicate with parents who may be compromising the arrangements and seek their support in upholding the school's actions.</li> <li>•Maintain social distancing when greeting and releasing pupils or engaging with parents.</li> <li>•Close management and maintenance of hygiene arrangements for persons visiting the site.</li> </ul>	HT / DHT / SBM to monitor. Communicate to parents through parentmail. Clear guidance given to all Teachers / Support Staff / Admin staff. All staff to be reminded to 2m distancing. Speak directly to parents where procedures are not followed, to reiterate, provide further support. This may lead to further action, banning from site	5	1	5			
<b>B - Social Distancing - Classroom/Educational spaces</b>					<b>(Risk Owner: School)</b>								

B.01	Lack of effective infection protection and control within the classroom and educational spaces will significantly increase the potential for virus transmission - <b>PRIOR to opening</b>	5	5	25	Significant risk of virus transmission with increased numbers of pupils occupying the site in a manner that does not support social distancing guidance	<p>•School to review all the internal and external spaces for their viability to support Pupil bubbles of 30 or full classes. The bubbles cannot come into contact with each other, although staff may move between bubbles so long as social distancing can be maintained. This will need to include a number of areas; the number of staff and pupils each space can accommodate with social distancing applied, the need for desks to be forward facing, the limitations on numbers imposed by access and egress into these spaces, with particular attention to pinch points and any other features which may require management to achieve proper social distancing and the potential for measures such as one way systems around the school to assist. In considering the maximisation of space on the site- the viability of room separators and outdoor spaces , for example. Additionally, consideration could be given to temporary structures on the school grounds such as marquees, yurts/tenting, temporary buildings and even portacabin style structures.</p> <ul style="list-style-type: none"> <li>•Schools will need to determine if any of their available areas cannot be used if applying social distancing.</li> <li>•Additionally, the contents of the rooms must be reviewed and consideration given to the enhanced cleaning requirements for all the 'bubble' shared educational items.</li> <li>•Classrooms need to be rearranged so that all desks are forward facing</li> <li>•School to consider the value of changing the structure of the school day to mitigate against the limitations posed by social distancing.</li> <li>•Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they</li> </ul>	<p>Rooms - Assumption as in A.01 - all classes will be in their normal rooms however all desks will be forward facing. Desks will not be in groups. As much learning as possible for all groups outside. Movement around school - With staggered start/end of day each bubble class can be kept separate at all times. Staggered break times and use of different outside areas ensure classes do not come into contact with other classes, adults create a rota to release each other for breaks. This rota will be in place during the groups break, and therefore adults from other groups will not be having a break at the same time. Adults will only come into contact with other adults in their groups. Children and staff will eat lunch in class. A suitable method for this is to be agreed. Children will go to the toilets no more than two at a time. Additional cleaning of toilets will take place during the day as this will be the only crossover point. Altering environment - Soft</p>	5	2	10			
B.02	Lack of effective infection protection and control within the classroom and educational spaces will significantly increase the potential for virus transmission- <b>WHEN open and following B.01 actions</b>	5	3	15	Risk of virus transmission with number of pupils occupying the site in a manner that does not support social distancing guidance.	<ul style="list-style-type: none"> <li>•School to carefully monitor and manage all occupied spaces, adhering closely to the scheme devised by the school as a result of conclusions taken in B.01.</li> <li>•Number of pupils will also be affected by staff pupil ratios, the school's ability to carry out cleaning to standard and the school's ability to provide personal hygiene arrangements at an acceptable level (see separate sections below).</li> </ul>	HT/ DHT / SBM to monitor as per details in B.01. This will have to take place daily.	5	1	5			
<b>C - Virus control- Cleaning (premises)</b>					<b>(Risk Owner: School)</b>								
C.01	School is unable to maintain correct enhanced cleaning standards - <b>PRIOR to opening</b>	5	5	25	Increased demands on school cleaning standards and frequency, with the introduction of larger pupil numbers, and increased spaces in use in the school setting may not be sustainable to the correct level with current resources.	<ul style="list-style-type: none"> <li>•School to consult with cleaners to confirm capability to meet new cleaning expectations. School to review and confirm sufficient cleaning products and stocks are available to support increased usage. Consideration will need to be given to the significant increase in demand for regular cleaning throughout the school day as a result of the increased numbers of pupils- potentially cleaners may have to be on site permanently to address the increased cleaning demand and the associated financial impact.</li> <li>•Confirm cleaning company contract supports added responsibility and seek alternative if not.</li> <li>•Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.</li> <li>•School to determine whether any shortfall of cleaning provision will need to affect the areas of the school in use and the number of pupils the school can accommodate as identified by B.01 above.</li> </ul>	<p>Cleaning team back to normal size. Full deep clean off the school taking place in July and August to ensure that all areas and furnishings are clean. 2 cleaners will maintain cleaning coverage of toilets and handles/surfaces throughout each day. Staff that are in each class will have cleaning materials to keep on top of high frequency touch points during the day. Cleaning spray purchased for each classroom space, to enable on the spot cleaning and ongoing cleaning throughout the day as necessary. Large sprayers to disinfect at the end of each day in EYFS and Y1. Supplies will be purchased by SBM / Site Supervisor. Staff to report when new supplies needed with at least 10 days notice.</p>	5	3	15			

C.02	School is unable to maintain correct enhanced cleaning standards - <b>WHEN open and following C.01 actions</b>	5	3	15	Increased demands on school cleaning standards and frequency, with the introduction of larger pupil numbers, and increased spaces in use in the school setting may not be sustainable to the correct level with current resources.	<ul style="list-style-type: none"> <li>Regularly review and monitor cleaning standards, cleaning products, volume of cleaning products available, the schedule of cleaning and their impacts on the school day.</li> <li>Any new or unfamiliar products being need to be risk assessed under COSHH regulations.</li> <li>School to ensure measures are in place to properly manage cleaning products in the vicinity of children with special consideration around allergies and potential misuse.</li> </ul>	COSHH Risk Assessments carried out on new chemicals by Site Supervisor and approved by SBM. Site Supervisor and SBM to liaise daily regarding supply of all cleaning materials, hand soap and hand gel. SBM and Cleaning Contractor to speak regularly.	5	1	5			
<b>D - Virus control - Personal Hygiene</b>					<b>(Risk Owner: School)</b>								
D.01	Schools are unable to support effective personal hygiene requirements due to limitations of resources or materials - <b>PRIOR to opening</b>	5	5	25	Schools may not be able to support personal hygiene standards due to the availability of sufficient quantities of soap and/ or sanitisers, the impact of social distancing on the access to, and time spent in, the washing facilities for the frequency of cleaning required.	<ul style="list-style-type: none"> <li>Schools must determine whether existing facilities are suitable to support personal hygiene requirements of both staff and pupils. Schools to promote and encourage the 'catch it, bin it, kill it' approach to respiratory hygiene.</li> <li>Consideration given to additional temporary washing facilities and/ or hand sanitisers will be necessary. Cost effectiveness would lean towards increased hand sanitisers.</li> <li>Schools must utilise findings and further reduce pupil attendance if personal hygiene standards cannot be consistently met. Particular attention to the number of toilets available, with associated cleaning demands, will need to be considered.</li> <li>Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</li> </ul>	Children and staff will be allocated toilet around the school. These will be the points that bubbles will be using the same facilities in some cases. As high risk areas - see point C.01 above - additional cleaning carried out during the day. All other hand hygiene measures employed - gelling as entering a classroom. Hand Gel will be available in all classes and individual hand washing facilities where possible. Rowan and Willow classes will need to share a sink facility, but adults will check that only one child accesses at a time. Children will be taught explicitly about hand hygiene and respiratory hygiene. Every building has a wall mounted sanitiser at the building entrance. PPE for intimate care and for dealing with sick children will be available.	5	3	15			
D.02	Schools are unable to support effective personal hygiene requirements due to limitations of resources or materials - <b>WHEN open</b>	5	3	15	School's ability to consistently apply arrangements identified under D.01	<ul style="list-style-type: none"> <li>Schools thoroughly understand the NHS Test and Trace arrangements and how to contact PHE. Schools regularly monitor and review the adequacy of personal hygiene arrangements in relation to pupil numbers and staffing levels each day.</li> <li>School to consider the use of hand PPE for staff if cleaning product supply could become compromised.</li> <li>Schools need to determine if personal hygiene arrangements further impact upon the number of pupils they can accommodate as identified by B.01, C.01 and D.01.</li> </ul>	SBM / Site Supervisor to monitor daily. SBM to become lead contact with PHE.	5	1	5			
<b>E - Virus control- Staffing</b>					<b>(Risk Owner: School)</b>								

E.01	Schools are unable to fully sustain phased opening due to staffing matters- <b>PRIOR to opening</b>	5	5	25	Availability of staff is compromised by self-isolation requirements, domestic responsibilities, access to school premises and mental health impacts	<ul style="list-style-type: none"> <li>School to consult with all staff about their availability. Where necessary a rota system should be considered or maintained if in place. Governed by pupil numbers (established under B.01 and qualified by C.01 and D.01), staffing ratios to pupil numbers need to be identified and arrangements organised to support this. <b>It is possible that staffing numbers will significantly increase, and an early identification of shortfalls needs to be carried out and ODST informed.</b> Where staff to pupil ratio is compromised at this stage, the school must adjust the number of pupils it can accommodate from the figures identified from B.01 through to D.01.</li> <li>Clear understanding of underlying health issues, which may affect availability, will need to be established.</li> </ul>	All staff will be required to be in unless Government guidance is in place for specific groups. If shielding or in a high risk group a full RA must be in place and agreed with the employee. The aim will be to have two staff members in each class bubble as a minimum. EYFS and Nursery will be staffed to ensure correct ratios are maintained. One to one staff will remain within their bubble. Floating staff will be used if available to cover any absence - one member of staff can be used if unavoidable. Non-teaching staff will form small bubbles and should not mix with class bubbles. Establish protocols for use of staffroom.	5	3	15		
E.02	Schools are unable to fully sustain phased opening due to staffing matters- <b>WHEN open</b>	5	3	15	Day to day variance in staff availability due to numerous factors including: suspected contact with virus carriers, transportation issues, domestic impositions, and concerns about personal safety	<ul style="list-style-type: none"> <li>School to monitor staff ratios daily, making adjustments where necessary.</li> <li>Maintain good communication lines with staff and ensure issues around attendance can be anticipated - as far as possible.</li> <li>Welfare arrangements need to be communicated frequently.</li> </ul>	HT /DHT / SBM to monitor daily.	5	1	5		
<b>22:23 F - Virus control- Catering matters</b>					<b>(Risk Owner: School)</b>							
F.01	Schools are unable to provide suitable meals for attending pupils - <b>PRIOR to opening</b>	5	5	25	Dietary and allergy requirements are not capable of being met. Social distancing requirements impact negatively on food provision and consumption. <b>Government guidance requires catering provision to be fully functioning from September.</b>	<ul style="list-style-type: none"> <li>School to consider the provision of meals for pupils and the implications of providing hot food where the kitchen will need to be deep cleaned before meals can be provided.</li> <li>Work with your catering supplier to ensure meals are available for all children in school <b>and that food delivery/distribution arrangements are clearly understood.</b></li> <li>Consult with parents about the proposed catering arrangements.</li> <li><b>Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms.</b></li> </ul>	No hot food initially, as children eating in classrooms. Caterers will provide cold lunches. Detailed plan for distribution to class to be finalised. No issue with allergies as kitchen team aware of each child's individual needs. Breakfast and afterschool club provision will be limited in size and guidance will be followed. This provision will be in the hall, which will be disinfected after breakfast	5	3	15		
F.02	Schools are unable to provide suitable meals for attending pupils - <b>WHEN open</b>	5	3	15	School is unable to satisfy requirements identified by F.01	<ul style="list-style-type: none"> <li>School to consider food provision implications and the number of pupils at the site.</li> <li>School to liaise with parents and caterers to identify alternatives.</li> </ul>	HT / DHT / SBM to monitor.	5	1	5		
<b>G - Virus control- Premises matters</b>					<b>(Risk Owner: School)</b>							
G.01	Greater areas of the school are to be used without necessary servicing and maintenance in place- <b>WHEN open</b>	5	5	25	Safe place of work systems are not maintained and staff and pupils are put at greater risk with particular potential for unsafe school conditions to prevail.	<ul style="list-style-type: none"> <li>Review all fire arrangements to ensure they are appropriate.</li> <li>Adherence to measures in G.01.</li> <li>Regular monitoring of the school environment and servicing/maintenance issues are routinely carried out.</li> <li>Refresh/review risk assessments to ensure full compliance with legal standards.</li> </ul>	Safety checks will be routinely carried out by Site Manager /	5	2	10		
G.02	Greater areas of the school are to be used without necessary servicing and maintenance in place- <b>WHEN open</b>	5	3	15			SBM / Site Supervisor to monitor.	5	1	1		
<b>H - Curriculum matters</b>					<b>(Risk Owner: School)</b>							

H.01	Schools are unable to provide suitable teaching provision for attending pupils and non-attending pupils	5	5	25	Children are not learning within the school or as part of home learning. Lack of assessment opportunities means teachers are not aware of gaps in children's knowledge and starting points for learning. Risk that online learning is either unavailable or ineffective for pupils and parents to access. Opportunities for consolidation of learning have been missed. Current curriculum planning does not take into account children's gaps and need to re-visiting of knowledge and skills. Progression and continuity has been lost within classrooms and within, across and beyond year groups.	<ul style="list-style-type: none"> <li>Decide what to reteach and what to let go. For all aspects of the curriculum that were missed decide whether to;</li> <li>Edit the content down so it can be recapped in a few weeks, or</li> <li>DO NOT recap the content (or only touch on it lightly)</li> <li>Use a variety of assessment methods to find out where pupils have gaps in knowledge, e.g. key concepts</li> <li>Consider how teachers will feedback these finding to subject leaders etc</li> <li>Consider teachers planning and using consolidation lessons</li> <li>Check communication to pupils and parents which set out learning clearly and establish work completion expectations and timeline.</li> <li>Check access and effectiveness of home learning in place. ready for any chn who need to remain at home or in the event of further lockdown situation.</li> <li>Decide and plan on minimum amount and quality of activities and home learning establish expectations for teachers to plan, deliver and feedback around learning.</li> <li>Check and consider training opportunities and CPD need for teachers and support staff.</li> </ul>	<p><b>Curriculum - the curriculum will remain broad and balanced and annual overviews will be followed. The emphasis within the foundation topics will however be on English and maths skills. Opportunities will be sought throughout the curriculum to ensure key skills are taught to enable children to catch up. English and maths will focus on gap analysis - this will be done in conjunction with the previous teachers (during transition meetings in T6 2020) alongside informal assessments within the first few weeks. Maths and English (inc. phonics, vocabulary and writing) core skills will be identified</b></p>	5	5	25		
<b>I - Virus control- Equality, legal and reputational matters</b>					<b>(Risk Owner: School)</b>							
I.01	Equality, legal and reputational issues are impacted by return to school arrangements - <b>PRIOR to opening</b>	5	5	25	Perception of discrimination around the kind of pupils being readmitted and the equality issues related to staggering attendance of pupils particularly if sections of the community are over or under represented. Parental attitudes to school become soured and grievances voiced	<ul style="list-style-type: none"> <li>School to carefully consider the implications of their new arrangements and how they will impact upon the various sections of their community.</li> <li>Strong communication with parent group and wider sections of the community, if necessary, clearly outlining the school's strategy towards pupils attending and those remaining at home.</li> <li>Identify any actions or strategies which will minimise the risk of discrimination.</li> </ul>	Parents will be kept fully informed of rationale behind decision making. Communication will remain frequent and open, in line with school principals, ODST and Government guidance.	5	2	10		
I.02	Equality, legal and reputational issues are impacted by return to school arrangements - <b>WHEN open</b>	5	3	15	Perception of discrimination around the kind of pupils being readmitted and the equality issues related to staggering attendance of pupils particularly if sections of the community are over or under represented. Parental attitudes to school become soured and grievances voiced	<ul style="list-style-type: none"> <li>Regular communication with parents about school actions.</li> <li>Close monitoring of parental expectations.</li> <li>Careful consideration of how a phased rota will impact the educational progress of the year groups not in school.</li> </ul>	Parents will be kept fully informed of rationale behind decision making. Communication will remain frequent and open, in line with school principals, ODST and Government guidance. HT/AHT/SBM will monitor.	5	1	5		

**Risk Ranking**

1 to 6 **Manageable Risk:** Overall rating is 6 or less. Content to carry these risks. Monitor and track any change.

**Key to Changes in Risk Level**

Up

Same

7 to 14

**Material Risk:** Overall rating is 7-14. Concerned about these risks. Need to be managed as a priority.

15 to 25

**Significant Risk:** Overall rating is 15 or above. Most concerned about these risks which are significant and should be referred to LGB for regular review.

Down

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<b>Updated:</b>	<b>date</b>	V1.2