**COVID19: Re-opening Risk Assessment and Action Plan**

**SCHOOL NAME: Focus 1st Academy**

**OWNER: Marina Savva**

**Review DATE: 07/09/2020**

**Purpose of this document:**

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

* + Health and Safety Policy
	+ First Aid Policy
	+ Child Protection Policy
	+ CYP Response Plan
	+ DFE Guidance relating to COVID19
	+ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
	+ The Health Protection (Notification) Regulations 2010
	+ Public Health England (PHE) (2017) ‘Health protection in schools and other childcare facilities’
	+ DfE Covid-19 Helpline – 0800 046 8687

**Steps of Re-opening Preparation:**

**Risk Assessment/ Action Plan Sections:**

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[**Emergency Evacuations** 4](#_Toc40448313)

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| **Theme** | **Control Measures** | **Risk to Implementation** | **Risk LevelPre-Action** | **Action Required / Decision Made** | **Action Completed Date** | **Risk Level Post-Action** |
| **Preparing Buildings and Facilities** | Premises and utilities have been health and safety checked and building is compliant.* Water treatments
* Fire alarm testing
* Repairs
* PAT testing
* Fridges and freezers
* Boiler/ heating servicing
* Internet services
* Any other statutory inspections
* Insurance covers reopening arrangements
 | *Head Teacher is unavailable**over the summer break**Site has been closed for summer period* | *H**M**M* | *Source alternative suitably trained person**Carry out a formal / recorded full pre-opening premises inspection.**PAT testing appointment made and visited.* | *13/07/20**01/09/20**01/09/20* | *L**L**L* |
| Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place. | *Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained.* | *M* | *No crossing in the hallway* | *26/05/20* | *L* |
| **Emergency Evacuations** | Evacuation routes are confirmed, and signage accurately reflects these.*NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.*  | *Current evacuation routes would cause multiple groups of people to come into contact. More appropriate alternatives are possible.*  | *M* | *Revised evacuation procedure and share with all staff and children.**Fire drill.* | *26/03/2020* | *L* |
| **Cleaning and waste disposal** | Enhanced cleaning regime is in place in line with [COVID19: Cleaning in non healthcare settings guidance.](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings)  |  |  | *Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, work surfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.**Hand towels and hand wash are to be checked and replaced as needed by Sarah Barker and cleaning staff**Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush.* | *26/03/2020* | *L* |
| Capacity of cleaning staff is adequate to enable enhanced cleaning regime. |  |  |  |  |  |
| Adequate cleaning supplies and facilities around the school are in place. Arrangements for longer-term continual supplies are also in place. | *No hand sanitiser for visitors to reception.**Classrooms do not have tissues.**Low supply of soap.* | *M* | *Hand sanitiser available at the school entrance**Lidded bins in classrooms**Disposable tissues in each classroom to implement the ‘catch it, bin it, kill it’ approach**Stock check and ordering schedule reviewed and order made.* | *27/03/2020* | *L* |
| Sufficient time is available for the enhanced cleaning regime to take place. |  | *M* | *All staff advised to leave the site by 5pm time in order for cleaning to be undertaken.* | *27/03/2020* | *L* |
| Waste disposal process in place for potentially contaminated waste. |  |  | *Waste bags and containers - kept closed and stored separately from communal waste for 72 hours**Waste collections made when the minimum number of persons are on site (i.e. after normal opening hours).* |  |  |
| **Classrooms** | The number of staff and CYP that can use each room at any one time has been determined according to the physical capacity of the school site. |  |  | *Measure classrooms and other available rooms to assess capacity for staff and pupils:**Classroom 1: 8**Classroom 2: 8**Classroom 3: 6* | 07/09/2020 | *L* |
| Classrooms have been re/arranged to allow as much space between individuals as practical. |  |  |  |  |  |
| Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets. | *No COVID19 information posters currently in place. Limited reminders/ awareness for children.* | *L* |  *posters displayed:** [*Social*](https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&ss=2&t=Super%20Sneezes) *Distancing*
* [*Hand hygiene*](https://e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Hand%20Hygiene)
 | 26/03/2020 | *L* |
| **Staffing** | Staffing numbers required for entire eligible cohort have been determined.Including at least one of the following:* Designated Safeguarding Lead (DSL)
* SENCO
* Office staff member
 | *.* |  |  |  |  |
| Approach to staff absence reporting and recording in place. All staff aware. |  |  |  |  |  |
| Arrangements for staff who are working from home are in place (including those shielded, clinically vulnerable and/or living with someone in these groups). Communication arrangements are in place with those staff and their role in continuing to support the working of the school is clear. |  |  |  |  |  |
| Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts. |  |  |  |  |  |
| Approaches for meetings and staff training in place. |  |  |  |  |  |
| Approach to support wellbeing, mental health and resilience in place, including bereavement support How staff are supported to follow this within their own situations and that of pupils and colleagues is clear. |  |  | *Staff are aware of available support and advice for schools and pupils available*  | *03/04/2020* | *L* |
| Arrangements for accessing testing, if and when necessary, are in place. Staff are clear on returning to work guidance. |  |  | *Testing kits available to all staff and pupils.* | *07/09/2020* | *L* |
| The approach for inducting new starters has been reviewed and updated in line with current situation. |  |  |  |  |  |
| Return to school procedures are clear for all staff. |  |  |  |  |  |
| Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor. |  |  | *Check with the contractor any requirements their employer has specified before visit. Share school protocols.**(PAT testing)* | *13/07/2020* | *L* |
| **Group Sizes** | Class groups have been determined on the basis of small, consistent groups of CYP, that can remain separate from other people and groups. NB: Up to 8 pupils in any one group. |  |  |  |  |  |
| Vulnerable and critical worker group sizes determined. |  |  |  |  |  |
| Staffing allocations to groups determined, including consistency and any solutions to insufficient staffing numbers. |  |  |  |  |  |
| **Social Distancing** | Arrangements for social distancing in place to consider:* Staggered or limited amounts of moving around the school/ corridors
* Classroom design
* Toilet arrangements
 |  |  |  |  |  |
| Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible. |  |  |  |  |  |
| Approach to avoiding children and young people entering school congregating and breaching social distancing is in place. |  |  | *On arrival, students move straight to their classrooms , sit at desk/ table and wait for rest of class to arrive/class to begin.* |  |  |
| Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches. |  |  | *Handwashing and cleaning (if needed)**Conversations with parents**Risks assessments and individualised approach in place for students who might struggle to follow expectations* |  |  |
| Social distancing plans communicated with parents, including approach to breaches. |  |  |  |  |  |
| **Catering** | Arrangements for the continued provision of FSMs for children not attending school are in place. |  |  | *.* |  |  |
| **PPE** | PPE requirements understood and appropriate supplies in place.Long term approach to obtaining adequate PPE supplies in place. |  |  |  |  |  |
| **Response to suspected/ confirmed case of COVID19 in school** | Approach to confirmed COVID19 cases in place: during school day * Which staff member/s should be informed/ take action
* Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated
* Cleaning procedure in place
* Arrangements for informing parent community in place
 |  |  |  |  |  |
| Approach to confirmed COVID19 cases in place: outside of school hours * Approach to relocating CYP away from certain parts of the school to clean, if possible
* Cleaning procedure in place
* Arrangements for informing parent community in place
 |  |  |  |  |  |
| **Pupil Re-orientation*****back into school after a period of closure/ being at home*** | List of all critical worker parents up to date, including those who haven’t yet taken up the offer of provision. |  |  |  |  |  |
| Approach and expectations around school uniform determined and communicated with parents. |  |  |  |  |  |
| Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff. |  |  |  |  |  |
| Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place. |  |  |  |  |  |
| Re-orientation support for school leavers is developed. |  |  |  |  |  |
| Consideration of the impact of COVID19 on families and whether any additional support may be required:* Referrals to social care and other support
* PPG/ vulnerable groups
 |  |  |  |  |  |
| **Transition *into new year group******What will need to be different this year because of COVID19?*** | Online/ website support for families and young people around transition. |  |  |  |  |  |
| Plan for transitions between school years taking into account what needs to be different due to partial opening, remote and face to face:* Vulnerable children
* Children with SEND
* Post 16
* School Leavers
 |  |  |  |  |  |
| **Safeguarding** | Individual CYP’s risk assessments are in place and welfare checks being undertaken. | *Re-opening arrangements not reflected in risk assessment.* | *M* | *Review risk assessments for students to ensure they reflect any changes due to reopening arrangements* | 28/08/2020 | *L* |
| Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.  |  |  | *Staff refresher training session on processes and procedures and the revised wellbeing material.* |  |  |
| Updated Child Protection Policy in place. |  |  | *Adopted Temporary COVID19 Child Protection Policy* |  |  |
| Work with other agencies has been undertaken to support vulnerable CYP and families. |  |  |  |  |  |
| Consideration given to the safe use of physical contact in context of managing behaviour.  |  |  | *Review individual consistent management plans to ensure they include protective measures.* |  |  |
| **Curriculum / learning environment** | Current learning plans, revised expectations and required adjustments have been considered. |  |  |  |  |  |
| Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?Each activity should be risk assessed and should not be run unless the risks can be mitigated* PE
* Music
 |  |  |  |  |  |
| Whole school approach to adapting curriculum (S/M/L term), including:* Wellbeing curriculum
* recognising ‘non-curriculum’ learning that has been done
* capturing pupil achievements/ outcomes
 |  |  | *staff are trained and supported in front of classroom delivery style and aware of how best to provide students with additional support.* |  |  |
| Student behaviour policy reviewed and amended where necessary in line with the current circumstances. |  |  |  |  |  |
|  |  |  |  |  | *`* |
| **CYP with SEND** | Approach to provision of the elements of the EHCP including health/therapies. |  |  |  |  |  |
| Annual reviews. |  |  |  |  |  |
| Requests for assessment. |  |  |  |  |  |
|  |  |  |  |  |  |
| **Attendance** | Approach to supporting attendance  |  |  |  |  |  |
| Approach to support for parents where rates of persistent absence were high before closure. |  |  |  |  |  |
|  |  |  |  |  |  |
| **Communication** | Information shared with staff around the re-opening plan, returning to site, amendments to usual working patterns/practices and groups. |  |  |  |  |  |
| Communications with parents:* Social distancing plan
* Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning
 |  |  |  |  |  |
| Pupil communications around:* Social distancing arrangements
* Expectations when in school and at home
* Travelling to and from school safely
 |  |  |  |  |  |
| On-going regular communication plans determined to ensure parents are kept well-informed |  |  | *Letters, website updates, social media* |  |  |
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