



CPD SCHOOLS FEDERATION

CPD Schools Re-Opening Guidance and Risk Assessment from September 2020 (updated Aug 2020)

This document has been written in conjunction with the DfE [Opening schools for more children and young people: initial planning framework for schools in England](#). The document has been updated further following DfE guidance received for the full opening of schools to all children from September 2020 as per this link [Guidance for full opening from September 2020](#)

Other useful links can be found at the bottom of this document.

Rationale: To prepare the site for reopening to all pupils and consider actions to be taken to minimise the risk of spread of infection.

- The risk assessment and mitigations has been produced to protect all users of the school including children, staff, visitors and contractors.
- Schools should use this document as a risk assessment before opening.
- This assessment directly addresses risks associated with coronavirus (COVID-19) so that sensible measures can be put in place to control those risks for children and staff.
- Schools should include their own risk rating and add to the mitigation column as appropriate. They are also welcome to add any additional things to consider that have not been included or are specific to the school.
- The Executive Headteacher and Governors will be reviewing the risk assessment in late August prior to schools opening.

Guide to assessing risk

Impact:

This is the potential impact of the risk on the organisation should it materialise. You can use a scale between 1 and 4 to rate the impact.

Likelihood:

This is the probability of the risk occurring. You can rate the likelihood of the risk using a scale of between 1 and 4.

Risk Rating:

The current risk rating is worked out by multiplying the impact and likelihood ratings of the risk. You should then use this rating to prioritise the risk.

	Remote	Unlikely	Likely	Very Likely
Major	4	8	12	16
Serious	3	6	9	12
Significant	2	4	6	8
Minor	1	2	3	4

High Level Risks are risks rated 9-16 are coded **RED**. You should prioritise and manage these risks first.

Medium Level Risks are risks rated 6 – 8 are coded **AMBER**. These risks need to be managed and continually reviewed to ensure they are not posing any significant threats. Close monitoring is essential to avoid them developing into red/ high risks where possible.

Low Level Risks are the risks with the risk rating of 1 – 4 are coded **GREEN**. These risks require limited action but they need to be reviewed regularly to ensure they are not posing any threats.

Risk Assessment

Every school should carry out a risk assessment before opening. The assessment should directly address risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff. All employers have a duty to consult employees on health and safety, and they are best placed to understand the risks in individual settings.

The arrangements that have been put in place already in June 2020 already addresses all risks and this document will not alter what we are already doing. The initial risk rating is based upon those control measures already put in place.

Newham Context:
 The higher mortality rate in Newham, and among the B.A.M.E population in the UK (seen in April and May 2020), appears to be related to several issues including higher levels of underlying health conditions and underlying risk conditions and increased or earlier exposure to the virus as a result of job role, or other exposures. When considering ethnicity as part of individual staff risk assessment this should be through the lens of health conditions and risk factors rather than ethnicity itself.

Local Public Health, June 2020

TfL advice:
 If you must use public transport, avoid the busiest times between 05:45-08:15 and 16:00-17:30, and these stations and lines:
 Central line between South Woodford/Redbridge and Stratford
 Jubilee line between Stratford and Westminster
 District line between Dagenham Heathway and Aldgate East
 London Overground between Stratford and Willesden Junction
 DLR between Woolwich Arsenal and Canning Town
 Avoid using these stops and interchanges at the busiest times: East Ham; Canning Town; Stratford; West Ham.

Issue / Risk Area	Identified Risks / Hazards – who? what? how?	Initial Risk Ratings (LxI=R)	School Mitigation Actions and Control Measures	Revised Risk Ratings (LxI=R)	Who?
Newham - the local context	The Newham context – risk perception, demographics, social aspects, transport – could bring additional risks of infection to those working in Newham.	L2 x I3=6	<p>Nationally the pandemic is Level 3 – the virus in general circulation. Surveillance reports July 10th 2020 place Newham at 3.7 / 100,000 compared with Leicester in local lockdown at 116 / 100,000</p> <p>Local Public Health Covid-Toolkit provides clear guidance for B.A.M.E risks and assessments to carry out.</p> <p>The Disparities Report (June 2020) outlines the position with regards B.A.M.E groups and whilst no recommendations, a clear indication of assessment required.</p> <p>Covid-Champions have been recruited to provide advice, guidance and share information on the virus – set up the links and promote the arrangement.</p> <p>Local test sites (including walk-up test sites) are located within the LA – provide locations.</p>	L2 x I2=6	Exec HT / HT

			Attending local public health zoom sessions to keep up to date. Circulate the pull-out guide for managing COVID-19.		
School – the context	The size of school, layout, entrance and exit arrangement could bring staff, parents and pupils into close proximity aiding transmission of the virus.	L2 x I3=6	Arrangements are to continue with staggered pick-up and drop-off points. Year groups enter and leave through allocated gates Continued and careful alterations to timing of playtimes and lunchtimes to minimise contact. Time given over at the start of the term for Health and Safety training and preparation. Class sized bubbles will be introduced and maintained as far as possible throughout the day with this expanding to whole year group bubbles at play and lunchtimes. Planned phased approach to week 1 to settle in phases at a time. Breakfast club and afterschool provision requires the grouping of pupils by year group ‘bubbles’.	L2 x I2=4	HT / SLT
Union position	The Union stance on aspects of risk could undermine relations and result in non-engagement and prevent the school opening.	L3 x I3=9	Continued sharing of information and the risk assessment with all staff and union reps in school. Actively seek staff views through consultation throughout. Adhere to NAHT stance as leaders and pay attention to the advice, and address where necessary, from other unions.	L1 x I2=2	Exec HT / HT
Preparing the building – maintenance	The building is not ready to admit more pupils safely into the school as maintenance checks not completed.	L2 x I3=6	In essence there will be a continuation of the measures already in place with some amendments: <ul style="list-style-type: none"> • Social distancing signage and markings in place. • Nominated entrances and exits for year group ‘bubbles’. • Hygiene signage promoting best practice. • Directional signage and one way systems. • Building maintenance plan revisited and any additional maintenance checks carried out. • Enhanced cleaning regime remains in place. • Increase ventilation and airflow through the building. • Weekly intensive cleaning programme. • Daily sanitising of fixed equipment and outdoor areas. • Frequent cleaning of the toilets. • Frequent cleaning of classroom equipment and resources. • Air-conditioning units and hand-dryers decommissioned. 	L2 x I2=4	HT / HoF&O/ Facilities Manager

			<ul style="list-style-type: none"> • Drinking fountains out of action. Children will need to use water bottles. • Janitorial supplies and stock regularly checked. <p>New measures ready for September:</p> <ul style="list-style-type: none"> • Comply with dining hall requirements to reinstate servery delivery by installing barriers. • Arrangements for cleaning between year group sittings in the dining hall. • Intensive cleaning over the summer holiday period. 		
Preparing the building – health and safety	The building does not have the control measures in place to minimise the risk of virus transmission to staff, children and parents.	L2 x I4=8	<p>In essence there will be a continuation of the measures already in place with some amendments:</p> <ul style="list-style-type: none"> • Fire-safety checks with identified assembly points and evacuation routes clearly identified. • Practice drill at the start of term. • Any necessary refresher training held e.g. fire warden, staff training on emergency evacuation. • Isolation room identified for children with Covid symptoms. Equipped with PPE, appropriate information displayed and a medical waste bin provided. • First aid training organised and staff availability checked for coverage – a first aider within each ‘bubble’ if possible. • Regular checks on 1st aid stock availability and PPE stock levels maintained. • First-aid administer at point of accident and therefore portable first-aid packs. • Reconfiguration and amendments made to the communal areas to reduce capacity and minimise cross-over. • Introduce localised refreshment and facilities points to help reduce transmission and cross-over of staff. • Staggered school starts and finishes to minimise contact. • Use of allocated gates for year groups. • Appropriate signage around school – Covid symptoms, hygiene, PPE usage, etc. • Cleaning equipment and supplies available to each class. • Lidded bins and bagging facilities for tissue disposal. • Toilets identified for ‘bubbles’ of staff. 	L2 x I2=4	HT / SLT / HoF&O/ Facilities Manager

Preparing the workforce	Staff are not aware of the safer working practices and how to reduce the risk of transmitting the virus.	L2 x I3=6	<p>A review of many of the actions that have taken place and update as necessary:</p> <ul style="list-style-type: none"> • Share latest shielding advice and identification of vulnerable categories along with HR advice. • HR Staff Covid Pack outlining actions related to each category. • Refresher training for being at work and creating a Covid-safe environment. • Re-issue Staff Protocols and Procedures document. • Individual risk assessments revisited and any staff care-plans updated. • Confirm staff availability for work. • Continued frequent communication updating latest information. • Review staff travel plans and discuss options for travel to work if necessary. • Re-issue TFL guidance on use of public transport. • Promotion of walking to work and cycling schemes. • Awareness of where PPE stock is kept, usage and identifying Covid symptoms. <p>New measures or reminders in place for September:</p> <ul style="list-style-type: none"> • INSET Sessions and identified H&S sessions at the start of term. • Identify staff training arrangements to minimise large gatherings e.g. staff meetings being virtual, staggering sessions. • Induction for new staff to cover aspects of managing Covid. • Targeting support for ITT, NQTs and NQT+1 more specifically in light of missed experiences during their training or teaching. • Referrals to Medigold (OH) for staff concerned about returning to work and promotion of services provided via SAS (our staff absence insurance) to support staff well-being. • Review work spaces and working arrangements for staff making adjustments if required to make a safer environment. • Staff absence procedures and action if displaying Covid symptoms. • Advertise immunisation and vaccination opportunities along with Covid-testing sites and access arrangements. Ensure all staff are aware of procedures for getting a test for themselves 	L2 x I2=4	SLT/HT
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			<p>and members of their household. Staff will be given a leaflet containing guidance at the start of term.</p> <ul style="list-style-type: none"> • MHWB information and advice frequently shared with services and contacts promoted. • Staff made aware of any changes in circumstance that have happened over the past few months, and anything picked up through the safeguarding checks that could affect the child's return to school. 		
Protective measures and hygiene	The virus could be transmitted through the building; from home to school and vice versa affecting staff and children if measures to reduce virus transmission were not implemented.	L3 x I4=12	<p>In essence there will be a continuation of the measures already in place with some amendments:</p> <ul style="list-style-type: none"> • Reducing contact through social distancing as much as possible. • Availability of PPE for staff use. • Hand sanitisers, soap, paper towels, detergent wipes, etc. throughout the school. • Cleaning contractor Juniper procedures being followed. • Staff deployed and identified for cleaning between dining settings. <p>Creating a Covid-safe environment by strict adherence to the public health guidance in the Guidance for full opening from September 2020 on system controls:</p> <p>System of controls</p> <p>This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.</p> <p>Prevention:</p> <ol style="list-style-type: none"> 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school. 2) clean hands thoroughly more often than usual. Follow guidance on when to wash hands. 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach. 	L2 x I3=6	HT / HoF&O/ Facilities Manager

			<p>5) minimise contact between individuals and maintain social distancing wherever possible.</p> <p>6) where necessary, wear appropriate personal protective equipment (PPE).</p> <p>Numbers 1 to 4 must be in place in all schools, all the time.</p> <p>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 6 applies in specific circumstances.</p> <p>Response to any infection:</p> <p>7) engage with the NHS Test and Trace process.</p> <p>8) Follow guidance from PHE and DfE (step by step guide)</p> <p>9) manage confirmed cases of coronavirus (COVID-19) amongst the school community.</p> <p>10) contain any outbreak by following local health protection team advice.</p> <p>Numbers 7 to 10 must be followed in every case where they are relevant.</p>		
Preparing the classroom for returning pupils	Protective measures are not in place to minimise the risk of virus transmission amongst pupils and staff aiding the transmission of the virus.	L2 x I3=6	<p>Continued measures include:</p> <ul style="list-style-type: none"> • Ventilate the classrooms as much as possible. Natural ventilation is always preferable and safer. • Reduce movement around the classroom. • Remove unnecessary items and furniture from the room. • Seating plans and arrangements to include not sitting face to face. Preference for sitting side to side or back to back • Minimising gathering of children together e.g. on the carpet area. • When possible, get children to keep as much distance between themselves as possible. • Minimise visitors to the classroom. • Hygiene – soaps, sanitisers, wipes, tissue bins and small bags etc, available in class. • Promotion of good hand hygiene posters. • ‘Catch it, Bin it, Kill it’ approach promoted. <p>New measures to be in place:</p> <ul style="list-style-type: none"> • Keep to classroom ‘bubbles’ as much as possible, expanded to year group ‘bubbles’ during break and lunchtimes. • Clear cleaning routine for shared equipment, resources and books. 	L2 x I2=4	HT / SLT/ Facilities Team

			<ul style="list-style-type: none"> EYFS free-flow to be carefully timetabled and organised to minimise virus transmission. This will minimise bubbles crossing Frequent cleaning of ETFS resources and fixed equipment. Class room risk assessments must demonstrate all Covid 19 considerations. 		
Preparing the pupils	Pupils are not aware of the measures required to reduce transmission of the virus and do not follow them.	L2 x I3=6	<p>The measures already in place will be maintained:</p> <ul style="list-style-type: none"> Increased hygiene measures in place. Training and teaching of the new measures including play. Continual reminders of social distancing when able and maintaining as much distance as possible at all times. Setting the behaviour expectations, especially around deliberate transmission of Covid e.g. deliberate coughing. Clear routines outlines for behaviour expectations in line with rewarding good behaviour as children return to routine, structure and compliance to rules. Toileting arrangements to minimise cross-over. Integrate MWHB sessions into the curriculum and children knowing how and when to be able to share their concerns and anxieties. <p>Specific new measures to work on:</p> <ul style="list-style-type: none"> When breakfast club and / or extended services introduced children knowing the expectation of 'bubbles'. Know the position with regards opportunity for remote learning at home. Identifying the role of the pastoral team in the recovery curriculum. 	L2 x I2=4	HT / SLT/ Facilities Team
Preparing the pupils with SEND or medical needs	Pupils are not aware of the measures required to reduce transmission of the virus and do not follow them.	L3 x I3=9	<p>In essence there will be a continuation of the measures already in place with some amendments:</p> <ul style="list-style-type: none"> Review individual risk assessment for SEND pupils. Update care plans / medical records as required. Risk assess the ability to social distance and measures to support adults. 'In case of emergency' numbers up to date. Availability of PPE, stock maintained. Weekly checks of stock 	L2 x I3=6	HT / SENDCo

			<ul style="list-style-type: none"> • Staff reminders and training in working with SEND during Covid. <p>Specific new measures will include:</p> <ul style="list-style-type: none"> • Risk assessments for agencies and therapists visiting the school (produced by them and implemented by the school and vice-versa). • Introduce therapy sessions to help non-verbal pupils communicate worries. • Serious consideration for 'inclusion' bubble on integration to school to minimise contact and mixing of 'bubbles' / bringing in agencies. • Ensure staff working with the most complex children have had an individual risk assessment regarding personal risk to Covid. • Identify any child whose return to school maybe still challenging and ensure the LA is aware and home learning arrangements is in place. 		
Preparing the parents	Parents are not aware of the safety measures being introduced to reduce the risk of transmitting the virus and do not follow them	L2 x I3=6	<p>Many of the current measures will be continued:</p> <ul style="list-style-type: none"> • Frequent communication with updates for parents through newsletters, texts, emails and school apps. • Staggered drop off and pick up arrangements for children coming to and leaving school. • Zoned areas and identified entrances and exits for year group 'bubbles'. • Limiting access to the building and playground where possible. • Promotion of good hygiene practice at home before coming to school. • Reduce the items being brought in from home. • Encouragement to walk to school. <p>Parents will need specific communication around a number of arrangements to the start of term and Covid:</p> <ul style="list-style-type: none"> • Ensure that the parents are advised to inform the school if the family have direct experience of Covid that may affect the child's ability to settle back into school. • Analyse the safeguarding checks carried out over the past few months to identify any potential issues with eh child returning to school and/or support needed. 	L2 x I2=4	Exec HT / HT / SLT

			<ul style="list-style-type: none"> • Check with Social Care if there are any new families known to them over this period. • Explain the start of year timetable and reissue the calendar. • The required phased approach to week 1 if necessary to settle in larger groups of children. • The arrangements for a version of a 4.5 day week with remote learning the expectation in the 0.5 session. • Expectations on attendance with mandatory requirement and introduction of fines with the GB approval. • Expectations on behaviour in schools – parents to be informed of difficult behaviour and challenges related to C19. • Expectations with regards remote learning and home learning. • Promoting access to Covid Champions. • Expectations and arrangements for informing the school around illness and absence, • Advertise the local arrangements for testing and promoting local track and trace. • Sharing information from Public Health and surveillance reports for the Covid position in Newham. • Provide clarity to parents on system controls to prevent, manage and contain the virus. • The wearing of the school uniform brought back in but need to ensure good hygiene practice around this is maintained. 		
Preparing the learning for those pupils in school	Due to anxieties and personal experiences of COVID-19 pupils are not ready to access formal learning through the National Curriculum.	L2 x I2=4	<p>The expectation for learning in the classroom is predominately revised to fulfil the expectations of the DfE for a full return to school. The schools will need to ensure:</p> <ul style="list-style-type: none"> • There is a return to the full breadth and ambition of the curriculum as soon as possible. • A version of a ‘recovery’ curriculum is implemented with an appropriate timescale based upon need. Schools must ensure that the full curriculum is being implemented by Summer 2021 at the very latest. • Gap analysis is carried out upon return, particularly identifying missed learning and non-negotiable knowledge and skills not achieved. 	L1 xI2=2	HT / SLT

			<ul style="list-style-type: none"> • Behaviour systems are in place to deal with full pupil return to school. • Specific programmes for catch-up and intervention are implemented. • Particularly for EYFS, but all years groups need to consider the choice of resources and equipment to deliver the curriculum. • Handling and cleaning arrangements considered e.g. books, resources between bubbles. • Carefully planned practical sessions and ‘group’ work and the implications of this work. • Class teachers will complete their own classroom risk assessments. 		
Preparing for outside of the classroom	Procedures for moving around the building and outdoors do not support social distancing and aide the transmission of the virus.	L2 x I2=4	<p>Many of the arrangements in place need to be re-considered in light of larger ‘bubbles’:</p> <ul style="list-style-type: none"> • Social distancing PE and Sports. • Planning of activities to minimise cross-transfer of the virus. • Timetabling the use of the outdoors as much as possible. • Zoning playground areas if necessary. • The use of equipment and frequent cleaning of equipment. • Frequent sanitising of fixed play equipment and playground areas. <p>Areas to develop and implement for September:</p> <ul style="list-style-type: none"> • Re-introduction of servery arrangements for lunch and the necessary precautions to aide this. • Ensure Juniper staff are observing their own risk assessments and procedures. • LOOC training for staff – ideas and activities to maximise use of the outdoors. • Allowing children to wear their PE kits all day on PE days. • As appropriate, the re-introduction of local educational visits to support the curriculum. These are defined as those that do not require transport and can be held outdoors e.g. the local park. An enhanced risk assessment will be required to take account of contact with other people. • Overnight/residential visits will not take place for the foreseeable future. 	L1 xI2=2	HT / SLT

Preparing the learning for those pupils remaining at home	Some children will continue to miss out on quality first teaching and the educational gap will increase.	L2 x I3=6	<p>Much of the work that has taken place over the past 4 months will need to be enhanced and formalised. A remote learning programme is going to be required should Newham enter a local lockdown but also in more likely circumstances where a ‘bubble’ will be collapsed due to a positive test for Covid and 14 days self-isolation. Remote learning will also be a feature of the initial 4.5 day week arrangement.</p> <p>Requirements:</p> <ul style="list-style-type: none"> • A remote learning plan published by the end of September. • Review the online safety policy to ensure it covers all aspects of home learning. • A remote learning programme prepared in advance to be enacted upon immediately. • A remote learning curriculum that is accessible to all, covers the full national curriculum and allows for monitoring and feedback by staff. • Staff training around the area of blended learning approaches, best practice in providing remote learning. • Review ‘commercially’ produced programmes e.g. OAK Academy and adopt as appropriate. • Prepare staff to understand the learning requirements for PPA sessions. <p>Two main actions need to happen:</p> <ol style="list-style-type: none"> 1. Identify any pupils or their families that have health conditions that are will prevent the immediate return of the child to school in September. 2. Survey parents to assess the digital divide and make arrangements to close that gap. 	L2 x I2=4	HT / SLT
Preparing contractors and visitors to the site.	Additional adults in the building do not know the procedures to minimise the spread of the virus and do not follow them.	L2 x I3=6	<p>The schools will continue to adopt an essential visitor only approach. Any visitors (or contractors) to the school will need to follow the guidance for being in the school, including indicating if have any Covid symptoms or any contact with Covid patients.</p> <p>Continued arrangements include:</p> <ul style="list-style-type: none"> • Reading documentation on requirements in school. • Obtaining a risk assessment from the company/individual if available. • Use of sanitiser for hand hygiene on entry to the school. 	L2 x I2=4	HT / SLT/ Facilities Team

			<ul style="list-style-type: none"> • Notices and information displayed for visitors to the school around Covid. <p>New actions:</p> <ul style="list-style-type: none"> • Posters to remind visitors to wear masks. Have a stock to provide for visitors who don't have any. • Display QR code for NHS Track and Trace and simple explanations. • Complete a simple health questionnaire. • Admin staff training in procedures for allowing visitors on site. • Clear expectations for planned and unplanned use of agency staff if required. The rationale shared with parents. • Revise PPA arrangements and sharing the rationale with parents. • Amend guidance for visitors to school. Ask for Covid 19 protocols from contractors before they attend the site. • Clarity of procedures for parents meetings. 		
Preparing Governors	Governors do not share the same rationale for full opening of the school and continue to parents' concerns could be exacerbated resulting in non-attendance.	L2 x I2=4	<p>Governors have already approved a number of measures to working practice on the basis that the rationale is clear and they are included in the risk assessment. Actions required:</p> <ul style="list-style-type: none"> • The use of extraordinary, non-pupil days at the start of term for health and safety training, ensuring the building is Covid-safe and training for new processes and procedures; alongside the usual INSET sessions for the start of term e.g. safeguarding and new school plan priorities. • The initial introduction of a 4.5 day week to allow for PPA that does not require additional visitors to the school. Online learning arrangements to be in place; coupled with support staff supervising pupils remaining in school. The arrangement will also support staff missing the Friday rush hour, especially when using public transport. • Governors to be reminded of the code of conduct which requires them to publicly support the decisions of GB. 	L1 x I2	Exec HT

Headteacher: 	Date: 15.07.2020
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	Reviewed 01.09.2020
Executive Headteacher: Darren Williams 	Date:

Useful Links –

DfE - [Opening schools for more children and young people: initial planning framework for schools in England](#)

DfE - [Safer travel guidance for passengers](#)

DfE – [Getting tested for Coronavirus](#)

DfE – [Implementing protective measures in education and childcare settings](#)

HSE – [Latest information and advice](#)

PHE – [Public Health England](#)