

COVID-19 Risk Management Plan: January 2021 as per National lockdown

Site / school name:	Bushbury Lane Academy		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> ▪ Staff ▪ Catering staff ▪ Cleaners ▪ Pupils 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> ▪ 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:	<ul style="list-style-type: none"> ▪ General class and teaching materials ▪ Cleaning materials and equipment ▪ Catering equipment 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> ▪ All school premises 		
Name of person completing this risk assessment:	Bushbury Lane	Date of completion:	4 th January 2021
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:		Risk assessment no:	2

Record of Risk Assessment Reviews

Date of review:	04/02/2021	Reviewed by:	Lisa Smith	Comments / date of next review:	<ul style="list-style-type: none"> ▪ COVID 19 Risk assessments will be reviewed and amended in advance of next review date, if there are material changes as per Government guidelines and the Health and Safety Executive (HSE).
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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: <ul style="list-style-type: none"> ➤ 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.
Social-Distancing & Minimising Contacts	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 bubbles. Some mixing into wider groups for specialist teaching, wraparound care and transport may be considered appropriate.	<ul style="list-style-type: none"> ▪ Children grouped into bubbles in the following ways: <ul style="list-style-type: none"> ○ EYFS and Year 1 ○ 2/3 ○ 4/5/6 ▪ No mixing between bubbles will occur. ▪ Lunchtimes are staggered with one bubble in the hall at a time. ▪ Break times will be staggered by bubble groups only in allocated outdoor space at a time. ▪ A one-way system is in place at the school which allows for only one bubble to be in the corridor at any given time. ▪ No assemblies with mixed bubbles. 	<ul style="list-style-type: none"> ▪ New rota to allow some staff to work from home has being reintroduced where possible to reduce the number of staff on site and also to ensure that the quality of Remote Learning is of a high standard. ▪ The school is only open for children of Keyworkers and vulnerable pupils.

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<p>Class layouts will need to be adapted (possibly pupil's 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.</p>	<ul style="list-style-type: none"> ▪ Staff meetings are conducted by zoom with adherence to social distancing guidance. ▪ Remote Learning is in place to support educational requirements for all children that are not from Keyworkers and vulnerable children. ▪ Children in school have allocated seating at tables facing the front, where possible. ▪ Clear access route from the front of the classroom to the door is evident for movements of adults and children to maximise social distancing measures. 		
<p>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.</p>	<ul style="list-style-type: none"> ▪ Reading bus not to be used. 	<ul style="list-style-type: none"> ▪ 	
<p>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.</p>	<ul style="list-style-type: none"> ▪ Signage installed for parents to remind them to social distance during drop off: ▪ Rippon Road traffic congestion is low due to only fewer children accessing school facilities. ▪ Staggered start time to take into consideration issue of parents dropping off in cars to a small space. ▪ Staff parking according to staff working on site timetable. ▪ Staggered start and end times – 1 bubble at a time. <i>(With so few children attending and one way system in place for drop and go, and collection, staggered start and finish time is not currently necessary. If school numbers rise, we will return to staggered starts and end of day procedures)</i> 	<ul style="list-style-type: none"> ▪ 	
<p>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.</p>	<ul style="list-style-type: none"> ▪ Lunchtimes will be staggered with one bubble in the hall at a time. ▪ Break times will be staggered with one bubble in an allocated outdoor space at a time. ▪ A one-way system has being implemented in school and only one bubble will be in the corridor at a time. ▪ Parent visits to the office will be discouraged and only essential visits allowed. ▪ Parents advised to call, dojo or email the office (current sign in place). ▪ Chartwells responsible for kitchen. Clear measures in place. ▪ No members of school staff to enter kitchen. ▪ Wolverhampton SLA in place for cleaning – site office used for cleaning resources with authorised personal access only (3 members of staff). ▪ Staff with health and safety management responsibilities, check the Health & Safety Executive website for updates and follow the Academy Trust guidance and recommendations for compliance to Government regulations on combating COVID 19. 	<ul style="list-style-type: none"> ▪ 	
<p>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.</p>	<ul style="list-style-type: none"> ▪ Site and cleaners in at different times to encourage distance, where possible. ▪ Continued cleaning of surfaces, door handles and light switches are conducted during the day by cleaning staff. ▪ Maximum of two people in PE room at any one time. 	<ul style="list-style-type: none"> ▪ 	
<p>Communicate all new working / school arrangements to parents and any updates to those arrangements as soon as possible.</p>	<ul style="list-style-type: none"> ▪ Plan to be shared on Class Dojo and Arbor emails. 	<ul style="list-style-type: none"> ▪ 	

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<p>Display signage prominently within school and on the outside of buildings to encourage social-distancing and minimising contacts (employ multiple-language signage where necessary).</p>	<ul style="list-style-type: none"> ▪ All weatherproof signage have being acquired by the school. ▪ Signage have being displayed on all perimeter fencing around the school site. ▪ Website information is available in multiple languages for all parents/visitors. ▪ Information is available in all languages on request. ▪ More signage are displayed in the school playground for parents at collection and drop off, promoting social distancing and safety awareness. 	<ul style="list-style-type: none"> ▪ 	
<p>It is expected that all staff will be at work (i.e. in school) during National lockdown on a rota basis. If staff are classified as clinically vulnerable, extremely clinically vulnerable, those with underlying health conditions and / or those who may otherwise be at increased risk from COVID-19 advice from their General Practitioner/Specialist Consultant is to be followed. Please contact HR with regard to any specific questions concerning staff in these categories.</p>	<p>Staff are encouraged to do all that is possible to remain safe and to take advice from Public Health England. Online information is available for all staff on the internal website REAchIN. A helpdesk is also available for staff HR concerns.</p>	<ul style="list-style-type: none"> ▪ 	
<p>Display signage prominently at site entrances to encourage social-distancing and minimising contacts (multiple-language signage where necessary).</p>	<ul style="list-style-type: none"> ▪ New sign at the entrance door (by the office and start of the parent access, one-way system). 	<ul style="list-style-type: none"> ▪ 	
<p>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 resultant from increased on-street parking should be considered on an individual school basis.</p>	<ul style="list-style-type: none"> ▪ Class dojo and text message sent to parents to advise only to drive if necessary. ▪ Plan circulated to parents will have a specific section on travelling to school that covers this. ▪ Parking on main road next to Rippon is not currently as issue due to the small number of children currently accessing school. This drop off gate is monitored by SLT daily anyway. 	<ul style="list-style-type: none"> ▪ 	
<p>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.</p>	<ul style="list-style-type: none"> ▪ Staff to remind parents to social distance when concerns arise. ▪ Each bubble to leave from a separate door at collection time. Parents know where to wait no their children to be collected. ▪ Teacher standing on the door to release children to parents. ▪ TA to be inside with children (in corridor). 	<ul style="list-style-type: none"> ▪ 	
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ Coats and bags to be taken into classrooms with children. ▪ Toilets allocated to a specific year group/ bubble. ▪ One-way system to minimise risk in corridor. ▪ Sanitizer on each classroom door. ▪ Children wash and sanitise their hands at several key points throughout the day. On arrival, before and after play and lunch and before the end of the day. ▪ Entrance on Rippon road. ▪ One-way system across playground. ▪ Exit at the end of the one-way system onto the alleyway and parents can go left or right. ▪ SLT or site manager member on entrance and exit gates at start and end of day. 	<ul style="list-style-type: none"> ▪ 	
<p>Implement one-way systems for people-movement around the outside of and between buildings - support with signage, barriers, floor markings and staff supervision.</p> <p>Designate one primary entrance to each building (and one, separate, primary exit).</p>	<ul style="list-style-type: none"> ▪ One-way system across playground in place – arrows show where to go and video of one-way system shared with parents via class dojo. ▪ Reception – entrance and exit marked on doors. ▪ Only one door available for nurse due to building layout. Classroom doors open early to avoid parents standing around. 	<ul style="list-style-type: none"> ▪ 	

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<p>Implement one-way systems for people-movement inside buildings - support with signage, barriers, floor markings and staff supervision.</p> <p>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.</p>	<ul style="list-style-type: none"> Only one entrance/exit into school available for staff at present. Staff sanitise on the way in. Children enter and exit through an allocated bubble door – this spreads them out well and also reduces gathering on the playground as parents are in different zones. One-way system marked out in school corridor. Children supervised in corridors by both adults from the bubble. Year 1, Reception and Nursery bubble self-contained. 	<ul style="list-style-type: none"> 	
<p>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).</p>	<ul style="list-style-type: none"> Lunchtimes are staggered with one bubble in the hall at a time. All bubbles have allocated outdoor spaces to play in. A one-way system will be in place in school and only one bubble will be in the corridor at a time, where possible. No assemblies in mixed bubbles. PE outside where possible but in the hall when necessary. This will be the only use of the hall and timetabling will allow for only one class/bubble to use the space in the morning/afternoon. 	<ul style="list-style-type: none"> 	
<p>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.</p>	<ul style="list-style-type: none"> Key to gates in office and in PE office. SLT have access, as do office staff and PE. 	<ul style="list-style-type: none"> 	
<p>Limit use of passenger lifts to essential users and only one at a time.</p>	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> 	
<p>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.</p>	<ul style="list-style-type: none"> Only one bubble in the corridor at a time. 	<ul style="list-style-type: none"> 	
<p>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.</p>	<ul style="list-style-type: none"> Barrier tape and signage in place. Notification signs are displayed. Information sent in parent communication. 	<ul style="list-style-type: none"> 	
<p>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.</p>	<ul style="list-style-type: none"> Start/end times will be staggered so only one bubble is collected at a time. Lunchtimes will be staggered with one bubble in the hall at a time. 	<ul style="list-style-type: none"> 	
<p>Phasing / timings of pupil drop-off and pick up to be communicated to parents to avoid unnecessary gatherings of people.</p>	<ul style="list-style-type: none"> Parent information in circulated via text, email, letters and class dojo. Bubble start and end times will be displayed on the entrance and exit gates as well as the office door. These have also been emailed to parents now numerous times. 	<ul style="list-style-type: none"> 	
<p>Pupils to go straight to classrooms upon arrival at school - adult waiting to be discouraged.</p>	<ul style="list-style-type: none"> Will continue to be stated in parent communication moving forward. 	<ul style="list-style-type: none"> 	

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	<p>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.</p> <p>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 contacts in-line with guidance issued separately by Estates.</p>	<ul style="list-style-type: none"> ▪ Child will come in, wash hands in designated area, and then go straight to their classroom. ▪ Teachers of bubbles on entrance doors at arrival/departure time. ▪ TA in classroom with children at the start of the day when they have washed their hands. ▪ All visitors to be pre-booked. Visitors are not encouraged on site currently and will only enter for essential reasons. ▪ All appointments must be put on the electronic calendar and shared with office. ▪ Kitchen deliveries straight to the kitchen. ▪ Cleaning deliveries stored in PE office as soon as delivered. ▪ School deliveries to be stored upon arrival and not kept in the entrance area. ▪ N/A 		
<p>302 430 24</p> <p>Fire Safety</p>	<p>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.</p> <p>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.</p> <p>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: <i>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 government's 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.</i></p>	<ul style="list-style-type: none"> ▪ 2 new starters have completed Fire Awareness online course and will be part of the next planned drill. ▪ Fire drill conducted and all staff aware of and SLT members are aware of procedures. ▪ Last fire drill was very effective and no new measures need to be in place. ▪ All new starters and current staff have being issued with Flick learning logins to complete CPD training. 		
<p>Health & Medical Needs</p>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ 52% of staff members are paediatric first aiders. ▪ First aids supplies checked regularly to ensure sufficient resources are available for use. ▪ First aid stored in staff room and in the First aid storage cabin situated on the playground. ▪ Class first aid boxes to reduce transmission between bubbles. ▪ Intimate care plan will be in place for all who require it. 		
<p>Security</p>	<p>Consideration has been given to the security of high value items and personal belongings, ensuring that the school remains secure whilst in operation.</p>	<ul style="list-style-type: none"> ▪ Laptops and iPads locked in Server rooms with secure locks. All classrooms and offices have being fitted with new security locks. 		

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Cleaning & Personal Hygiene	<p>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. 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.</p> <p>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.</p>	<ul style="list-style-type: none"> Front door only accessible by fob. SLT on entrance and exit gates during arrival/dismissal. Gates to be locked when start/end of day is finished. Cleaning schedule in place and checklists visible around school. IPads cleaned after each use. Laptops not used. Wolverhampton SLA provide PPE for cleaners. All Cleaning and Site staff are COSHH trained. COSHH information in place for all cleaning products. Cleaning staff wear PPE when cleaning premises and classrooms. Training has been given on correct use and disposal of PPE and cleaning equipment to adults employed directly through school. COVID 19 Cleaning and Hygiene Risk Assessment have being produced by City of Wolverhampton Council as part of our SLA with strict guidance on cleaning expectation. Chemicals are kept in a restricted area which is securely locked, accessible only to COSHH trained staff. Sanitisers are outside all entry points, classrooms and main hall. Sanitisers installed are above government recommendation of 70% alcohol content. BLA have purchased sanitisers with 80% alcohol content to maximise our efforts with the fight against COVID 19 and to increase infection control measures Visors have been issued to all staff to wear during the day with instructions on how to keep them sanitised, once it is removed from their face. 		
	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> Deep clean after school ends each day. Tables cleaned after each bubble in the hall. Cleaning before school also in place. Bubble adults responsible for cleaning areas they have used before they leave. 1 sink in each classroom except Y4 but water is cold. Allocated sink in toilets for each year group. 		
Food Service	<p>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.</p>	<ul style="list-style-type: none"> PE and MH responsible for updating Parago. SLT to check Parago is compliant. Currently 93.33%. 		
	<p>All serious property concerns have been raised with the Estates Team and appropriate steps in place to ensure the safety of all building occupants.</p>	<ul style="list-style-type: none"> Recommended Contractor sent to school to carry out essential repair and now all classrooms have windows that open for ventilation. Classroom doors to be left open where possible and corridor windows opened where necessary. 		
	<p>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</p>	<ul style="list-style-type: none"> Chartwells staff have zoned off the kitchen. Only one bubble to use the hall for lunch at a time. 		

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<p>school kitchens comply with Guidance for Food Businesses on Coronavirus.</p> <p>Food serving areas have been reviewed and queuing and seating arranged to support good social-distancing principals and where needed phasing have lunch and breaks to disperse peak demands on food service.</p> <p>Suitable arrangements can be maintained to ensure allergy information is shared and communicated to all persons involved in food service.</p>	<ul style="list-style-type: none"> ▪ Only one bubble to use the hall for lunch at a time. ▪ Areas cleaned/sanitised after each setting. ▪ Staffroom is still open for staff use during lunchtime with strict limits on numbers of staff eating according to room size and adhering to social distancing rules. ▪ Staff are reminded to be mindful when passing in the corridors and to maintain distance from another adult (1m plus). 	<ul style="list-style-type: none"> ▪ Allergy information has been shared with Chartwells team. ▪ Safety screen installed by kitchen serving area. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">APPENDIX: NEW RISK CONSIDERATIONS</p> <p>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.</p> <p>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.</p> <p>Arrangements are in place to ensure good levels of ventilation throughout during the school day whilst not compromising security or safeguarding.</p> <p>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.</p> <p>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 allocated by the school to specific individuals should be considered.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ Breakfast club can involve several risk factors which could be mitigated by the following: <ul style="list-style-type: none"> ○ Wipe down kitchen area after use; ○ Wipe down furniture used in the hall; ○ Children to walk through the corridor to get to their classrooms led by an adult from breakfast club. ○ Resources used during breakfast club are wiped down after use. ▪ Tables in the staff room have been moved apart to allow additional members to be in there at once. Staff know that they cannot sit near another member of staff from a different bubble. Staff were face shields/ face masks when together and not eating. ▪ Staggered lunch and break times will facilitate this. ▪ All windows can be open. ▪ Doors to playground to remain shut. ▪ Double bagging and binning of disposable face coverings. ▪ Visors have been issued to all staff to wear during the day with instructions on how to keep them sanitised, once it is removed from their face. ▪ Each class and offices have their own stock of PPE available for staff use. ▪ PPE stocks are monitored and replenished frequently to ensure safety procedures are continued. ▪ Staff to put reusable face coverings in a bag to ensure it is safe during the school day. ▪ Tissue and covered bins in each class. ▪ Set of equipment available for each child in their own labelled pencil case. ▪ Staff to also have their own equipment in own pencil case. ▪ Covid-19 reporting protocols on a poster in each office and each classroom. ▪ Staff have also had training on this. ▪ Staff and pupils have COVID 19 reporting online protocols in place. ▪ Wolverhampton LEA in regular contact 	<ul style="list-style-type: none"> ▪ Breakfast club to finish at 8:35 to allow TAs to be back in classrooms ready for children to come in. Children go straight to classrooms. 	

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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.	<ul style="list-style-type: none"> Staff engage with NHS Test and Tract. Local team: PHE West Midlands Health protection team, 2nd floor, Kidderminster Library, Market Street, Kidderminster, DY10 1AB 		<p>Low</p>
Arrangements are in place for issuing / administering home-testing kits in the event that issuing such kits is deemed appropriate at the time.	<ul style="list-style-type: none"> Kits will be kept in the office and distributed to parents if needed. Some kits will be kept in the isolation room if administration ends up being school responsibility. 		
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.	<ul style="list-style-type: none"> Isolation hut has being set up on the playground. Child to be isolated in there and parent to collect through exit gate at appropriately planned time. Windows must be open. Disabled toilet to be used (then placed out of use until cleaned thoroughly at the end of the day) if they need to go to the bathroom. PPE for accompanying adult is kept in their classroom. Accompanying adult to be from the child's bubble. 		
Any dedicated transport services align with the principles underpinning the management controls set out elsewhere in this Risk Management Plan, e.g.: <ul style="list-style-type: none"> Transport groups reflect school groupings. Organised queuing. Hand sanitiser on boarding / disembarking. Cleaning of vehicles. Social-distancing within vehicles. 	<ul style="list-style-type: none"> N/A 		
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.	<ul style="list-style-type: none"> Parent information issued to encourage walking to school. 		
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.	<ul style="list-style-type: none"> All ratios met. N/A 		

Other Risks / Issues for School Leaders to Address:

<i>List identified issues e.g. local community, organisational issues etc.</i>			
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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