



COVID-19: Operational risk assessment for school re-opening

September 2021

Completed: 29/8/21

Review: Bi-Weekly

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Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education in August 2021, building on the measures previously published in the academic year 2020-21

Assessment conducted by:	M Klinck	Job title:	Headteacher	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
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Date of assessment:	August 2021	Review interval:	Monthly	Date of next review:	Oct 2021
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https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance#summary https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://drive.google.com/drive/folders/1jYv0MjFyIlbzgPn_1S10OuRqfrj_b5_P https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/annex-a-health-and-safety-risk-assessment https://www.naht.org.uk/Advice-Support/Topics/Management/ArtMID/755/ArticleID/2/Schools-in-England-and-covid-19-your-questions-answered#Refusal%20following%20PCR%20test https://www.unison.org.uk/content/uploads/2021/02/Joint-union-safety-checklist-for-March-2021.pdf

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Y/N)	Further additional actions where necessary	Residual risk rating (H/M/L)
1. Establishing a systematic process of re-opening, including social distancing and other control measures as appropriate					
1.1 Organisation of teaching spaces					
Classrooms are not appropriate to seat students facing forward	M	<ul style="list-style-type: none"> • Classroom size and numbers reviewed. • Classrooms re-modelled, with chairs and desks in place to allow for distancing. Exam desks used in some classrooms if necessary. • Clear signage displayed in classrooms promoting social distancing. • Specialist spaces are reviewed to ensure appropriate space is available. • Student rooms for specialist rooms e.g. IT – screens are installed. • Risk assessments have been generated by specialist staff 	Y	<ul style="list-style-type: none"> • Majority of non-essential items and unused furniture and desks removed for storage. 	L
1.2 Availability of staff and class sizes					
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning	M	<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • Class sizes are regularly reviewed to ensure students are facing forward and the 2m distance is maintained with staff as far as possible. • Full use is made of testing to inform staff deployment as directed by Local Public Health advisers. • Staff deployed offsite have clear expectations, working practices and guidance. • Staff who are in medical categories have their own risk assessment to support their needs in school. • Any 'absence' due to illness or other reasons is communicated to school through the normal procedures. • Track and trace information is provided and followed as directed by the local PH team. • The Headteacher or other designated leader will liaise with specific individuals and local agencies that may require information. Reporting of staff cases are forwarded to GMPH. • In school data is held centrally to assess and links or patterns of absence • CSe submits school absence data to DfE and LA daily • CSe complete daily COVID Tracker to SLT and CEO for information. 	Y	<ul style="list-style-type: none"> • Data held by MKI, JEd and HRo (Trust) • Pregnant staff in the third trimester are working from home, liaising with HT and JPe • All calls must be received by 7.50 am. • Staff carrying out home testing will follow the same protocol to inform senior leaders and JEd to ensure all absences are recorded. 	L

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1.3 Prioritising provision					
The school is not prepared to provide the correct provision for students with specific needs	M	<ul style="list-style-type: none"> • Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school. • Pastoral and SEND support is deployed wherever possible to support prioritised pupils online through home contact, differentiation of materials or phone support • Inclusion team monitoring students not in school and liaising with other agencies were necessary. • Summer short sessions in school for specific SEND students as appropriate in August 2021 to ensure students are prepared to attend. • Efforts will continue to support the attendance of vulnerable pupils and those from disadvantaged backgrounds through regular phone calls and liaison with other children's services. • Additional risk assessments written for practical subjects with additional specific risks especially in practical subjects. • Staff training of all colleagues on MSTeams to ensure the delivery of lessons remotely as required in September 2021 • Live lesson streaming in place for self-isolating students in all year groups from Sept. 2021 – only when this is not practically possible will work be set online • Online delivery timetable established for those students with anxiety/medical shielding that require access to online curriculum • SchoolCloud purchased to support virtual parental meetings with parents as necessary. This will continue to be utilised as required 	Y	<ul style="list-style-type: none"> • All students returning to school have update EHIC plan and RA as appropriate. • Plans are share with staff via shared area. • Any adaptations to spaces for individuals identified and actioned before return e.g. toileting arrangements. • Reintegration strategy for specific students • RA done for individual students as required. 	L
1.4 Planning movement around the school					
Movement around the school risks increased transmission	H	<ul style="list-style-type: none"> • Circulation plans have been reviewed and revised. • Students and staff who wish to wear a • When appropriate one way movement will be implemented and staggered exit from specific blocks e.g. A,C and D • Appropriate signage is in place to clarify circulation routes. • Barriers have been implemented to divide school zones for students when appropriate. • Pinch points and bottle necks are identified and managed accordingly. In particular, entrances and exits. • Queuing systems are implemented for year groups in the canteens as appropriate. • Re-entry and exit and break are controlled to avoid overcrowding in corridors. • Students using hand sanitiser stations as students re-enter blocks and classrooms. • Pupils are regularly briefed regarding observing control measures • Appropriate duty rota and levels of supervision are in place at all times including on the approach to and from school. • New government PH code linked to not complying with safety guidance used as appropriate. 	Y	<ul style="list-style-type: none"> • 'Orientation' session led by SLT and delivered through Microsoft Teams. They will also be recorded and made available to parents. The focus will be social distancing, hygiene and movement around school. 	L

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	<ul style="list-style-type: none"> Student movement monitored by SLT at changeover. Teachers to monitor corridors outside their rooms 			
1.6 Curriculum organisation				
<p>Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened</p> <p style="text-align: center; font-weight: bold;">M</p>	<ul style="list-style-type: none"> The curriculum in from Sept 2021 is organised to maintain breadth at KS3 and fulfil student needs. Specialist teachers are deployed to teach specialism in all subjects. Students grouped in terms of ability to assist differentiation Timetable for all students maintains option subjects and will be taught in specialist rooms. Gaps in learning are formally and informally assessed and addressed in teachers' planning. This is a LT strategy over the academic year. Planning takes into account any new directives regarding syllabus content or examinations. Home and remote learning is continuing and is calibrated to complement in-school learning and address key gaps in learning, as appropriate. Exam syllabi are covered and supported by revision materials and GCSEPod Students are grouped based on ability to ensure any materials are appropriate to their need. Additional laptops from government scheme disseminated to families as appropriate. 170 machines have been disseminated If families require further IT support this will be made available either through practical advice or through hardware being provided (capacity dependent) Extra-curricular provision is mapped and circulated to families of Y11 students by Sept 2021 Additional engagement perio sessions (25 mins) x 3 every week for Y11 Eg, Maths, Science Continued updates to staff at school and curriculum level to support planning and QA of provision Faculty monitoring to occur through SLT and LMM meetings 'Catch Up' funding plan generated and presented to governors in Nov 2020 to support specific learners. Impact reviewed Feb 2021 and included in SDP Additional early evening sessions in English, Maths and Science ongoing from Sept 2021 Intervention online and subject strategies shared through meeting cycle. COVID and PP Spending Plan published and shared with governors and staff. Tutoring in place for targeted students using RLT tutor and Science external tutors. CAT tests completed with Y7 and results disseminated to staff (Oct 2021) to support identification and strategies to close gaps Further purchases of support materials to support literacy including 'The Day', Sumdog (Y7) and Reading Plus (KS3) Faculty plans for intervention to support target groups reviewed through data analysis and ongoing quality first teaching. 	Y	<ul style="list-style-type: none"> Regular review at subject level to identify key GCSE content modifications in light of COVID-19. Literacy and numeracy strategies embedded through SLT 	L
1.7 Staff workspaces				

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<p>Staff rooms and offices do not allow for appropriate use</p>	<p>M</p>	<ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to avoid overcrowding. • Signage on offices to identify maximum occupancy • Staff can use different rooms. They should socially distanced when possible • Two offices identified for parental meetings. Only one parent allowed to attend (appointment only) • Staff computers are spaced to allow for social distancing. • All work stations / offices have hand sanitisers/wipes 	<p>Y</p>	<ul style="list-style-type: none"> • Limited number of staff in main office (3 including Finance lead). • Other staff not permitted in the main office without permission. • Only one parent allowed at any one time. • Staff to ask queries through the glass opening. Only 1 member of staff (with query) allowed in the office at the discretion of office staff. 	<p>L</p>
<p>1.8 Managing the school lifecycle</p>					
<p>Limited progress with the school's school development priorities during guidance phase</p>	<p>M</p>	<ul style="list-style-type: none"> • Senior Leadership Team (SLT) and staff action plan to include short- and medium-term planning. • Staff recruitment for September 2021 completed. • School development plan and vision shared with governors and staff in September • Performance management priorities set by all staff and monitored through LM. Set and all submitted by Oct 1st 2021 • School vision shared with parents and students Sept 2021 • Trust level scrutiny of all key school planning and regular meetings mapped with CEO and School Improvement Lead • Use of Ofsted link to support key priorities to be confirmed during the Autumn term. • 2 year development plan reviewed Sept 2021 • 2 year faculty plan reviewed Sept 2021 • PP and COVID Spending Plan published Sept 2021 • HHHS new QA procedures published Sept 2021 – Core activities and Faculty activities monitored through LM meetings every week and SLT meeting with HT every month. • Meeting cycle reviewed to ensure immediate priorities e.g. online learning support and core faculty priorities are addressed. • Deep Dive to support Faculty/ Dept review calendared and adopted . To be further developed with MLs during Term 2. 	<p>Y</p>	<ul style="list-style-type: none"> • Updated SDP and SEF submitted Sept 2020 	<p>L</p>
<p>Pupils moving on to the next phase in their education do not feel prepared for the transition.</p>	<p>M</p>	<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • School Counsellor to support reintegration of students into full time education. • Zoom/ Teams briefings with Y11 and Y10 students and parents (Sept 2021) • There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities and apprenticeship providers) to assist with pupils' transition. 	<p>Y</p>	<ul style="list-style-type: none"> • Online briefings for parents and form group briefings week beginning Sept 7th 2020 	<p>L</p>

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		<ul style="list-style-type: none"> Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. Virtual tours of the school are available for parents and pupils. Face to face tours are allowed with appointments Online induction sessions for parents as required in September. Transition section on the website with resources and communications to parents. Summer transition support for vulnerable and SEND students Transition evening – Online September 2020 Careers Evening to support application process for 2022 in Dec 2021 Parents Evenings and Options Evenings to occur online through School Cloud Oct 2021 – July 2022 Options appointments led by SLT – Feb/March 2022 – completed Easter 2022 College links to support students communicated through the website and assemblies and engagement period activities 			
1.9 Governance and policy					
Governors are not fully informed or involved in making key decisions due to impact of restrictions	M	<ul style="list-style-type: none"> Online meetings are held regularly with governors. Face to face meetings are adopted if possible Governors are briefed regularly on the latest government guidance and its implications for the school. Governors receive all parent updates, letters and planning documentation from SLT. T and L updates provided weekly Relevant governor briefings and training to occur online and face to face as possible Chair/Vice-Chair visits to school Sept/October 2021. New Chair of Governors commences role by October 2021 	Y	<ul style="list-style-type: none"> Communication frequency agreed with the Trust and SLT members responsible for different facet identified. Regular Trust Headteacher meetings at least monthly. 	L
1.10 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	H	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Modifications to Safeguarding, behaviour, SEN and Medical policies to reflect the re-opening challenges. Protocols to be modified. Staff, pupils, parents and governors have been briefed accordingly. Website used to share protocols Practise for groups and staff during Week 1 of reopening. Procedures shared in session 1 New fire procedures shared with staff Sept 15th Fire practice (self-isolation allowing) completed by October 5th 2020 Year groups for fire evacuation spread across 3 areas – netball courts Y7, 9,10,11 MUGA 1 and Y8 MUGA 2. This will be practised x 2 during Autumn term. New behaviour policy and detention protocol shared Sept training day 2021 Updated policy for Safeguarding, SEND and Behaviour all published by Nov 2020 Emergency 	Completed & under review on bi-weekly basis Y	<ul style="list-style-type: none"> New fire evacuation procedures required using the MUGA 1 (Y10), MUGA 2 (V+KW) and Staff (playground next to Maths) Addendum for medical, behaviour and safeguarding policies. All changes to the above published on website Key behaviour policies explained to students and staff through training day Sept 2021. These 	L

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		<ul style="list-style-type: none"> Online Learning Policy updated and published September 2021 and CP and Safeguarding Policy Addendums updated to reflect changing context. 		<ul style="list-style-type: none"> expectations are re-visited through assemblies and engagement periods during Term 1 	
1.11 Communication strategy					
<p>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</p>	M	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff – weekly T and L bulletin, emails, Staff briefings reintroduced every day (2 x staff, 1 x leadership, 1 x Yr group, 1 x faculty) Pupils – SMHW, awards, certificates and Teams (Y10) Parents – letters and Parentmail, policy and other key documents shared through the website Governors/Trustees – forwarded information, policy review, online meetings and updates Local authority – regular updates, Zoom meetings, updates of intentions. The authority also receive all risk assessments. Regional Schools Commissioner updated by Trust CEO <ul style="list-style-type: none"> Professional associations – Updates of policy and completion of union checklists. Draft letters for different eventualities including positive cases etc prepared. Parentmail messages and letters pre-prepared for different eventualities Continued regular parental updates both for year groups and general updates T and L Bulletin to support staff on a regular basis Remote learning parent/student and staff surveys completed Feb 2021 	Review ed bi-weekly	<ul style="list-style-type: none"> Fortnightly Head update sent to parents. Regular governor and trust updates through bi-weekly meetings and conference calls Website updates with all correspondence and guidance Staff receive weekly updates throughout via email and daily bulletin to all staff by 8.30am every day to support information sharing Training Days used to review policy 	L
1.12 Staff induction and CPD					
<p>Staff are not trained in new procedures, leading to risks to health</p>	H	<ul style="list-style-type: none"> All policy adaptations and RA forwarded to staff prior to wider re-opening. Safeguarding training for all new staff completed during Sept Faculty leaders map support for new staff in light of 'bubbles' to ensure online meetings are used effectively to support colleagues. Teaching and learning leads to publish key programme of INSET for Term 1 by Sept 10th to be shared with all new stakeholders. Ensure a 'peer buddy' system is in place within year group bubbles to help familiarise new starters with procedures. T and L, Inclusion and Attendance E-Bulletins to continue for all staff Staff completing subject risk assessments to meet and review with SLT, ongoing, RAs shared with teams and LMs Briefings are in operation for all staff prior to reopening on Sept 1st led by SLT. These will include: <ul style="list-style-type: none"> Infection control Constructive behaviour management- social distancing Safeguarding and medical issues Social distancing 	Ongoing	<ul style="list-style-type: none"> The re-opening plan and guidance for staff will be provided for review at least 2 weeks prior to opening for review. Training Day – update of all key areas. 	L

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		<ul style="list-style-type: none"> • First Aid and emergency response • Testing, Track and Trace protocols • All staff involved in the testing programme within school have completed the appropriate training modules and have been verified as competent to fulfil the roles. Any external staff have been appropriately training and provided with the appropriate orientation of the school site. • The provision has been quality assured internally. 			
New staff are not aware of policies and procedures prior to starting at the school when it reopens	L	<ul style="list-style-type: none"> • Induction programmes are in place for all new staff – either online or in-school – prior to them starting. • Staff Handbook and Adapted Handbook provided before the beginning of term • Those who have not intended school during the summer term will receive personal support from SLT/LM before commencing in school. • Risk assessments completed for all staff that are require one. • Flow charts and key protocols shared with new staff, HOD/F monitoring on a regular basis. • JEd to support supply teachers all supplied with key information and timetables on arrival. • Any external staff have been appropriately training and provided with the appropriate orientation of the school site. • The provision has been quality assured internally. • Staff briefings of expectations and control measures provided on Sept 3rd training day. 	Y	<ul style="list-style-type: none"> • Conduct a staff questionnaire with new staff by end of September 2020 to plug gaps in understanding of school procedures. 	L
1.13 Risk assessments					
Risks are not comprehensively assessed in every area of the school in light of COVID-19,	M	<ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> • Different areas of the school • When pupils enter and leave school • During movement around school • During break and lunch times (if later phase involves lunch provision) • SEN students have their own risk assessments • Cleaning risk assessment including routines • Fire procedures • Business continuity plan reviewed to support application if necessary during COVID, reviewed Summer 2021 and again in Autumn 2021 • Testing Risk Assessment generated Jan 2021, reviewed Aug 2021 (see additional document*) • Staff RAs reviewed Term 2 and then reviewed for CEV staff on return to school. 	Y	<ul style="list-style-type: none"> • Staff, students and parents will be briefed online or through the website before school year 2021-22 begins. • They will also receive a visual guide identifying modifications to the school site and adapted behaviour policy. • RA provided through the website from 1st of Sept • Update to staff provided regularly. 	L
1.14 School transport					
The school transport 'offer' does not support compliance with	M	<ul style="list-style-type: none"> • Students all encouraged to walk or cycle to school. • Entrance A and B are maintained to reduce overcrowding. All cyclists in Year 8,9,10 and 11 use Entrance B. Y7 cyclists use Entrance A. All pedestrian students use Entrance A. Bike area 	Y	<ul style="list-style-type: none"> • Communications to parents ensure that they are aware of transport limitations and expectations regarding 	L

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government guidelines		<p>adapted to ensure as much space as possible. Additional bike areas are generated to increase capacity.</p> <ul style="list-style-type: none"> • It is recommended face masks must be worn on all buses • Parent pick-up away from school entrance. Parents should not leave their vehicles and maintain social distancing. • Parents should arrive no more than 5 minutes before the student 'leave' time • Liaison with taxis currently in place for vulnerable students to ensure safe practices are being followed. Taxis must park in identified bays in the Staff Car Park (adjacent to Entrance B). Contact made by Inclusion with transport services. • Hand sanitiser stations at bus stops for students using buses. • Family calls identify transport issues and school maps and understands what they are. • Bus cleaning between different bubbles • Bus sharing by year groups authorised by the LA and tGFM, each year group requires a floor each (Y8,9,10 and 11) • Bus service reviewed every two weeks – route published via website. • All students sanitise hands before departure. • Students using the bus recorded for T and T purposes. 		<p>student conduct, especially around face masks on public transport.</p> <ul style="list-style-type: none"> • Staff presence at Co-Op and on Carr Lane for arrival and departure. • The Co-Op will be informed of the staggered start to the day. • Students in taxis to wear face coverings. 	
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19					
2.1 Cleaning					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	H	<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with prior to opening. All spaces are deep cleaned prior to the week beginning 31st of Aug. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. • Site leader shared all cleaning operation plans and wider school protocols with all site staff • ISh shares operational plan with all staff, including PPE procedures and risk assessments. • Cleaning rota allows for deep cleaning of toilets, shared spaces eating areas and shared classroom spaces as appropriate • Equipment that is used by specialist areas will be cleaned between bubbles. • Working hours for cleaning staff are increased as required. • Clear protocols are in place to ensure all cleaning procedures are adhered to. • Cleaners electronically 'sign' for cleaned areas to allow accurate mapping of cleaning completed. • Containers used to store unnecessary/inappropriate seating and furniture. • All 'clutter' boxed and removed from learning spaces to assist cleaning. • ISS provide cleaning support in canteen areas during lunchtime service. • Signage throughout the site to remind students of cleanliness, remembering to take belongings and to avoid littering • iPads provided to cleaning staff to provide an online daily cleaning record to ensure regular monitoring of performance and analysis of completion • Protocols in place for the deep cleaning of areas used by confirmed cases 	Y	<ul style="list-style-type: none"> • All site plans are shared with Site and Cleaning team to ensure a coherent approach and clarity. • All surfaces cleared, especially in offices and classrooms, all handles, switches, keyboards and furniture cleaned. • Cleaning reviewed every week • Additional shift patterns required to ensure appropriate cleaning coverage throughout the day. 	L

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		<ul style="list-style-type: none"> Staff drinks and food areas re-established. Staff to clean before and after use, monitored by cleaning staff, cleaned every day by site staff. 			
2.2 Hygiene and handwashing					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	M	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens to all students and additional supplies are purchased if necessary. Hand sanitisers are available at the school entrance, next to photocopiers and where appropriate at entrances. All toilets and handwashing areas are designated to specific year groups. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Sanitisers are available in all teaching rooms and in public spaces including offices and reception areas. Posters in all key areas including toilets to reinforce the importance of handwashing Registration used to regularly remind students of cleaning protocols and expectations Additional posters related to hand washing in all stairwells 	Y	<ul style="list-style-type: none"> Additional outdoor sinks (5 sink points) have been installed to provide additional capacity for students both before school and during lunchtime. 	L
Pupils forget to wash their hands regularly and frequently and those using face coverings do so responsibly.	H	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Students will routinely wash hands prior to entry in designated sink areas. Posters and guidance to reinforce the need to wash hands regularly and frequently are displayed around the site. All students use sanitisers before entering any learning space. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. SLT and teaching staff reinforce message in teaching rooms and when monitoring toilet usage Use of E-Bug materials through PSHE morning sessions to reinforce importance of personal hygiene. 	Y	<ul style="list-style-type: none"> See above Handwashing and PHE posters on display in C Block, A Block, corridors and in the Staff Room Student and parents receive communications pre-opening to reinforce this key hygiene message. Orientation session focuses on hygiene and social distancing 	L
2.3 Clothing/fabric					
Not wearing clean clothes each day may increase the risk of the virus spreading	M	<ul style="list-style-type: none"> Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. Expectations and guidance are communicated to parents. Families should be asked to wash uniforms as frequently as possible. Staff should also rotate and wash clothing. School uniform expectations are clearly communicated. Students are allowed to bring a bag and equipment to school but should not loan or provide equipment for other students. Changing rooms are used as normal. Additional cleaning is adopted if necessary. 	Y	<ul style="list-style-type: none"> No uniform should be loaned out to students. 	L

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<p>The use of fabric chairs may increase the risk of the virus spreading</p>	<p style="text-align: center;">M</p>	<ul style="list-style-type: none"> • Take fabric chairs out of use where possible. • Where that is not possible then ensure chairs are limited to single person use. For example, in offices. 	<p>Y</p>	<ul style="list-style-type: none"> • Fabric Chairs removed from the staff room, classrooms and removed from learning places as required. 	<p style="text-align: center;">L</p>
<p>2.4 Testing and managing symptoms</p>					
<p>Testing is not used effectively to help manage staffing levels and support staff wellbeing</p>	<p style="text-align: center;">H</p>	<ul style="list-style-type: none"> • Guidance on getting tested has been published. Staff are clear of their professional obligation to keep themselves and others safe. • The guidance will have been explained to staff as part of the induction process on training day. • All students and staff with symptoms must be tested and government procedures for self-isolation must be followed • Post-testing support is available for staff through the school's health provider. 	<p>Y</p>	<ul style="list-style-type: none"> • Continue to monitor changing guidance from the govt • Staff who are a suspect case must seek testing. The school may assist in this • All staff, parents and students are aware of the guidance regarding testing • All stakeholders are aware of the protocols for self-isolation 	<p style="text-align: center;">L</p>
<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>	<p style="text-align: center;">H</p>	<ul style="list-style-type: none"> • Robust collection and monitoring of absence data, including tracking return to school dates, is in place. • Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. • Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. • Posters and information is shared through registration to identify what students should do if they feel unwell in school. • Full guidance including a flow chart is provided to parents and students. This includes an understanding of the definitions and mitigating actions to take in. • A record of any COVID-19 symptoms in staff or pupils is reported to the trust, LA and DFE as required. This is mapped and held by the Headteacher and HR lead for the Trust. • School leaders (MKI, CSe, AO'B) lead the internal track and trace support for GMPH/ Wigan PH. SHo and JFi to lead liaison with staff as necessary • KS3 bubbles support the identification process and minimise impact. • All self-isolation and case information is held on SIMS and attendance return • FAQ sheet shared with all staff and parents. • Any school positive tests as a result of asymptomatic testing will be communicated to the appropriate authority and families of effected students swiftly. • Headteacher briefings and letters to all families and staff highlighting importance of monitoring symptoms and seeking a PCR test to avoid transmission in school 	<p>Y</p>	<ul style="list-style-type: none"> • Protocol for recording and reporting a confirmed case in school. • Cleaning protocols in place for dealing with a suspected/confirmed case • PPE provision in place to support cleaning of potentially infected area. 	<p style="text-align: center;">L</p>

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<p>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19</p>	<p style="text-align: center;">M</p>	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • A clear explanation for what action needs to be taken are shared with all stakeholders. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • All key resources and guides are available on the school website. • Additional resources produced by GM tracing shared with staff and parents to inform • Template letters generated for self-isolation, direct and close contacts and self-isolation of bubbles/year groups. • Messaging of families protocol agreed for term time and holiday cases. • Arrangements for school testing of students and information for staff home testing has been provided. 	<p>Y</p>	<ul style="list-style-type: none"> • Monitor the changing guidance to ensure staff and families are clear about how to access testing as soon as possible. • Provide summary to families provided by Wigan LA 	<p style="text-align: center;">L</p>
<p>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p>	<p style="text-align: center;">H</p>	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. • Local PHE representatives are contacted after a confirmed case. If more than two cases in 14 days school will liaise with LPHE and seek additional guidance and follow actions. The DfE are also informed • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • The school website has all appropriate guidance readily available. • Letters are sent regularly to families that reference expectations and government and local procedures. • All letters linked to testing protocols include a section that references how to contact the school in the event of a confirmed case. 	<p>Y</p>	<ul style="list-style-type: none"> • Ensure that all parents have a flow chart of how the school would respond. • School Parentmail and letter templates generated if required. 	<p style="text-align: center;">M</p>

2.5 First Aid/Designated Safeguarding Leads

<p>The lack of availability of designated First Aiders and Designated Safeguarding Leads puts</p>	<p style="text-align: center;">H</p>	<ul style="list-style-type: none"> • First Aid certificates extended for three months. • A programme for training additional staff is in place and training identified in September 2020 • Staff rotas clearly identify and SSo rooms and other first aiders around the site are clearly identified. • Medical Policy including COVID-19 procedures are shared with all stakeholders. • PPE equipment purchased for staff and cleaning staff for use in close proximity to students with symptoms if 2m social distancing cannot be maintained. 	<p>Y</p>	<ul style="list-style-type: none"> • Full list of First Aiders collated in school. Designated First Aiders always include in staff handbook 	<p style="text-align: center;">L</p>
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children's safety at risk		<ul style="list-style-type: none"> • If a student becomes unwell with symptoms of coronavirus while in the school and needs direct personal care until they can return home. If possible, isolate the student/person in a separate room if possible and supervised by a member of staff using the 2m rule. If a distance of 2 metres cannot be maintained. A fluid-resistant surgical face mask should be worn by the supervising adult, • If contact with the student/person is necessary, then gloves, an apron and a fluid-resistant surgical face mask should be worn by the supervising adult. • If the situation determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. • The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing on any infection • Safeguarding procedures should be followed in line with current policy • Students that are identified as vulnerable should continue to be supported using the different mechanisms in school and the referral process to outside agencies if necessary. • All staff Safeguarding updated by the end of Term 1 2021-22 • New staff are also asked to complete the relevant training as soon as possible on arrival. 			
The reporting of non COVID-19 injuries and illness is not carried out	M	<ul style="list-style-type: none"> • Injuries to staff and visitors must be recorded as usual in compliance with H and S. • All illness is recorded carefully through SIMS and analysed on a weekly basis to review nature of illnesses. • Reports to governors of H and S issues reported to Governors through Committees on a termly basis 	Y	<ul style="list-style-type: none"> • HSE guidance used to support the recording of incidents 	L
2.6 Medical rooms					
Medical rooms are not adequately equipped or configured to maintain infection control	H	<ul style="list-style-type: none"> • Social distancing provisions are in place for medical rooms x 3 • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged adjacent to the SSo offices • All first aiders are provided with equipment to safely support students. • Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. • Staff will be provided with appropriate PPE boxes and mechanisms for disposal (suspect case waste to be stored separately by site team until case has been confirmed.) 	Y	<ul style="list-style-type: none"> • Identify key space for parental collection of young people and ensure that flow chart is generated to support understanding of procedures. • Scenario planning discussed and preparations made with all key first aid providers and SLT 	L
2.7 Communication with parents					

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Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	<p style="text-align: center;">M</p>	<ul style="list-style-type: none"> • As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A COVID-19 section on the school website is created and updated. • Parent and pupil handbooks created. • Behaviour policy updated to highlight importance of following procedures. • Remote learning policy and contingency published on the website 	<p>Y</p>	<ul style="list-style-type: none"> • Parents receive key health and safety information including public health guidance and school procedure should clear if student/staff show symptoms 	<p style="text-align: center;">L</p>
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	<p style="text-align: center;">H</p>	<ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. • Key messages provided through correspondence and links to guidance. • Revised behaviour policy sent to parents, governors and staff. • Students also given guidance of key actions if they feel ill. • Flow charts released to parents • Revised guidance sent to all parents as well as locally generated information. • Updated guidance regarding the offer of asymptomatic testing and procedures as well as a full overview of the re-start have been communicated to parents by Sept 1st 	<p>Y</p>	<ul style="list-style-type: none"> • All documentation available on the website. 	<p style="text-align: center;">L</p>
2.8 Personal Protective Equipment (PPE)					
Provision of PPE for staff where required is not in line with government guidelines	<p style="text-align: center;">H</p>	<ul style="list-style-type: none"> • Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. • PPE stations are set up in Medical rooms, cleaning cupboards, Inclusion including disabled toilets and the canteen. • PPE provision and storage is monitored by Site lead and Head Cleaner and audited weekly to ensure full provision is easily accessed by appropriate staff. • All staff included in the testing process are 	<p>Y</p>	<ul style="list-style-type: none"> • Ensure that training is provided for those who may require to wear PPE before the broader opening takes place. • Staff who are going to work in close contact with students e.g. assisting with toileting, have access to appropriate PPE 	<p style="text-align: center;">M</p>
3. Maximising control measures					
3.1 Classrooms management and teaching spaces					
The size, configuration and ventilation of classrooms and teaching spaces does not support	<p style="text-align: center;">M</p>	<p>General:</p> <ul style="list-style-type: none"> • All furniture not in use has been removed from classrooms and teaching spaces. • All non- essential items are stored and removed from key learning spaces. • Arrangements are reviewed regularly by SLT and MLs 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Continual review of learning spaces to ensure they are fit for purpose. • Risk Assessment to be conducted by all practical 	<p style="text-align: center;">L</p>

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<p>compliance with the reduction of transmission and hygiene measures.</p>		<ul style="list-style-type: none"> • All rooms have seating arranged to ensure students are facing forward. • 2 metre 'zones' are applied around the teacher desks in each learning space. • All rooms should be well ventilated at all times. When government monitors are provided they should be used in all classrooms and learning spaces to monitor the air quality. • Doors to classrooms can be wedged open but must be shut when the room is not in use. • Staff should maintain 2 m distance from students and other adults wherever possible. • Staff should use own personal equipment and clean down workspace on departure including computer, mouse and boards. • Students should always sit in the same place as far as possible and seating plans should always be updated if modified. • In IT suites perspex dividers are provided to divide students to lessen the risk of transmission • Spaces selected are well ventilated and have appropriate entrance and exit points. • Student entry and exit of learning spaces controlled by classroom teacher. • Students with complex needs or close care will continue to be provided. <p>Subject specific:</p> <ul style="list-style-type: none"> • Equipment in practical subjects including DT, Science, Art, Textiles and FT that are being used should be cleaned frequently. • Specific support should be given to students with sensory or physical disabilities to ensure they can take part. • All departmental risk assessments completed and reviewed by headteacher as a part of a regular review. • Additional safety measures have been added by specific subjects in their own RA including the following; <p>Exp Arts</p> <ul style="list-style-type: none"> • Students to line-up outside E block before entering music classrooms. • All students to use hand sanitizer on entry and exit of music classrooms. • Keyboard and computer / mouse to be sanitized before and after use by each individual student. • Seating plans must be adhered to, and no student should be allowed to wander / be out of their seat. • All seating plans / practical groups to be sent to Cathy Serjeant. • All students to sanitize their own chair and work space before and after use when possible. • If microphones are used for recording audio, they should be sanitized and quarantined for 72 hours. <p>Computing:</p> <ul style="list-style-type: none"> • On exit from their allocated base, students to sanitise hands • On entrance to F block students to sanitise hands • On entrance to the ICT classroom, students to take an antibacterial wipe and wipe down their work area (keyboard, mouse, desk, chair) • At the end of their lesson, students to wipe their work area ready to leave • Students will be escorted to their base by classroom teacher 		<p>subjects to identify control measures – supported by SLT LM completed before any practical lessons can commence.</p>	
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		<ul style="list-style-type: none"> • On exit from the classroom students hand sanitise • On entrance to their designated block, students sanitise <p>DT</p> <ul style="list-style-type: none"> • Classes in the workshops, students sharing benches and working directly next to each other. • No movement around the room once students are in, to avoid any clashing or accidents. • No double planning and students will always have the specialist teacher. • Individual projects working in card/foam/other materials etc that do not require the use of hand tools usage. Bridge building, engineering tasks, card modelling and problem-solving activities. Strong link to Engineering and Construction topics for options. • Staff wear PPE equipment as is done for KS4 classes and movement will be minimal as students will not be using hand tools/ power equipment, so health and safety is down to a minimum. • Wiping down of anything that has been touched by KS3 students as is done already at KS4. • Hand cleaning routines in place. 			
3.2 Movement in corridors					
<p>Pupils do not circulate appropriately within the school building and on corridors</p>	M	<ul style="list-style-type: none"> • Circulation plans have been reviewed and amended. • Circulation routes are clearly marked with appropriate signage. • When appropriate one way systems will be used. • Teaching staff and SLT to monitor and support. • Any pinch points/bottle necks are identified and managed accordingly by supporting staff, SLT • SLT staff support lesson changeover. • Appropriate supervision levels are in place. • Indoor spaces are provided for students that prefer to be inside during year group break and lunch. • The behaviour policy has been adapted to include key expectations around indoor and conduct • Recommended that students and staff must wear face masks when in corridors. 	Y	<ul style="list-style-type: none"> • Signage is provided at entrances to all blocks to identify key entrance points for all year groups. • Staff duties to support student movement. 	L

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3.3 Break times					
Pupils may not observe key control measures at break times - breaking 'bubbles'	M	<ul style="list-style-type: none"> Staggered lunch to allow for single bubbles to have break and lunch separately. In KS3 three food outlets provided, one for each bubble. Staffing of each area appropriate including exits, toilets and outside areas. No canteen access at break or before school. Students are not allowed to play ball games on the MUGAs, they are closed for PE. Pupils are reminded about social distancing and appropriate conduct at break times. Social distancing and instructional signage is in place around the school and in key areas. Supervision levels have been enhanced. Barriers are erected to ensure students do not enter other zones for other year groups. 	Y	<ul style="list-style-type: none"> Break time areas visually marked out and signage to direct students to specific areas. Slides on PPTs in class to remind students of permissible areas. 	L
3.4 Break Lunch times					
Pupils may not observe key control measures at lunch time and break	H	<ul style="list-style-type: none"> Pupils wash/sanitise their hands before and after eating. Hand sanitising stations outside canteens and hand washing sinks also available next to grab and go points and in packed lunch areas. Barriers are used to manage queues Protective shields are used to separate students and dinner staff at till points. All dinner staff observe social distancing in kitchens and service area as much as possible. Queues are supervised. Money loading machines or touch pads are allowed. Touch points are regularly cleaned. Additional arrangements are in place, such as staggering lunch times Guidance has been issued to parents and pupils on packed lunches and the menu available. Key eating areas are cleaned during and at the end of a sitting (3 sittings across two zones) Additional flip top bins are available at eating points. 	Y	<ul style="list-style-type: none"> Additional cleaning support for eating areas at key points during the day to be reviewed weekly. 	M

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3.5 Toilets					
Queues for toilets and handwashing risk non-compliance with social distancing measures and risk mixed 'bubbles'	H	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. Pupils know that they can only use the toilet one at a time. The toilets are cleaned frequently. Monitoring ensures a constant supply of soap and paper towels. Pedal bins are emptied regularly. Pupils are reminded regularly on how to wash hands and posters are provided in all toilet areas. Hand sanitisers and outdoor sinks will alleviate some queuing for toilet areas. Staff / SLT+ on duty monitor toilet areas during break time and lunch, supported by prefects. 	Y	<ul style="list-style-type: none"> Signage is clearly displayed at all sinks Toilet usage is recorded Orientation day provides resources to students to explain importance of hand hygiene 	L
3.6 Medical Rooms					
The configuration of medical rooms may compromise social distancing measures.	M	<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned daily after suspected COVID-19 cases, along with other affected areas, including toilets. Cleaners are informed in order to support the immediate cleaning of spaces when occupied by a suspected case. Non-essential furniture is removed from spaces for the duration of the guidance. 	Y	<ul style="list-style-type: none"> Medical spaces identified in each pastoral area 	L
3.7 Reception area					
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines for adults.	H	<ul style="list-style-type: none"> Social distancing points are clearly set out around the reception entrance All furniture removed from reception Signage for parents will be on the front entrance to the school to prevent any entry without permission. Signage for deliveries at site entrance. Small deliveries will be deposited into a blue box and larger orders left against the wall in reception and will be removed as soon as possible by the site team. Hand sanitisers are available around the reception area. Non-essential deliveries and visitors to school are minimised. Any deliveries should be cleared with the site staff to ensure that they can enter the premises All visitors to the site must ring beforehand Waiting area outside for visitors prior to entry. Parental meetings can only occur in schools in designated spaces in A Block and must only be attended by one parent per child wherever possible. 	Y	<ul style="list-style-type: none"> All possible contacts such as meetings with external people to be held online wherever possible. 	L
3.8 Arrival and departure from school					

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<p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply</p>	H	<ul style="list-style-type: none"> • The use of available entrances and exits is maximised. • Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. • Weekly messages to parents stress the need for social distancing at arrival and departure times. • Only 1 family member is allowed in reception at any one time (signage is provided) • Masks are recommended in areas of close proximity 	Y	<ul style="list-style-type: none"> • Staffing of the entrance and exit area are clearly identified. • Exclusion zone for collections except for Taxis. 	M
<p>3.9 Transport</p>					
<p>The use of public and school transport by pupils poses risks in terms of social distancing and mixed bubbles.</p>	M	<ul style="list-style-type: none"> • Guidance is in place for pupils and parents on how social distancing can be observed on public transport. This includes advice on the use of face coverings. They are mandatory on public services. and on our school service. • Face coverings must be disposed of responsibly in a pedal bin. If they are re-usable they must be kept in a plastic bag. • Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied. • Timetable for public buses provided. • Students encouraged to walk/cycle to school. • Letters from TFGM shared with students. • School bus timetable shared. Reduced stops are in place. • Hand sanitiser is available on the bus and before departure from school. • Students will queue responsibly and will be supervised before departure from school. • Sanctions will be in place for inappropriate behaviour • School cleaners will clean touch points and seat tops between bubble use of bus 1. • Finches will deep clean buses daily. • Year groups on the same bus will be split by decks. This will be monitored by SLT 	Y	<ul style="list-style-type: none"> • New departure times published by September 2021 	M
<p>3.10 Staff areas</p>					
<p>The configuration of staff rooms and offices makes compliance with social distancing measures problematic</p>	M	<ul style="list-style-type: none"> • Staff room capacity reduced and soft furnishing kept to a minimum • Staff refreshment area in Staffroom and A Block kitchen cleaned at regular points during the day. • Kettles, microwaves and fridges provided to support the key areas. 	Y	<ul style="list-style-type: none"> • Staff seating arranged to ensure social distancing. • Additional machines provided for areas • Phones for parental contact to be installed in areas. 	L

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3.11 Alternative Provision					
Students attending alternative provision are not appropriately supported and measures are not in place	M	<ul style="list-style-type: none"> Risk assessments for all AP providers are reviewed and school RA shared to map expectations. Regular visits occur to sites to monitor measures being applied and student welfare. Monitoring of activities taking place to ensure they are following guidelines e.g. regular cleaning of equipment. Any incidents or suspect cases are reported to HHHS to support any necessary isolation. Student travel arrangements to AP centres are known and arrangements ensure students are following guidelines Student mixing is known and minimised with other schools where possible Regular cold calling and review visits by LSi. And CKn to review provision 	Y	<ul style="list-style-type: none"> Regular review of student progress shared through TAC meeting and regular parental updates are provided. 	L
4. Continuing enhanced protection for vulnerable children and staff					
4.1 Pupils with underlying health issues					
Pupils with underlying health issues or those who are shielding or vulnerable and are not identified and so measures have not been put in place to protect them	M	<ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. The school, and parents are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. Schools have a regularly updated register of pupils with underlying health conditions. Individual support is provided for specific students including online provision as appropriate. Regular communication with families and relevant agencies to ensure students are accessing the curriculum if offsite. Team around the child meeting and Hawkey Pastoral leaders meet to identify actions as necessary to support individuals. 	Ongoing	<ul style="list-style-type: none"> Sharing of guidance and robust records of student medical conditions, shielding or in self-isolation. List held by Headteacher, SLT, Inclusion and Attendance lead 	L
4.2 Staff with underlying health issues					
Staff with underlying health issues have appropriate measures	M	<ul style="list-style-type: none"> All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. 	Ongoing	<ul style="list-style-type: none"> Sharing of guidance and robust records of staff medical conditions, shielding, medical conditions, shielding or in self-isolation. List held by Headteacher, JEd and HRo 	L

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		<ul style="list-style-type: none">• All staff with underlying health conditions that put them at increased risk from COVID-19 have an individual risk assessment prior to returning conducted by their LM to support the application of safety measures.• 1:1 informal dialogue with SLT LM to identify any concerns or additional needs• Conduct a risk assessment of individual needs if appropriate• Ensure that current government guidance is being applied.			
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5. Enhancing mental health support for pupils and staff					
5.1 Mental health concerns – pupils					
<p>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>	H	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. Engagement periods are used to monitor student well-being and the form tutor is the first point of contact. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. Students can access a 'trusted adult' through the online request platform. Targeted support of groups of students identified for nurture and well being purposes led by school mentors and councillor. Wellbeing/mental health is discussed regularly in PSHE/virtual s/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites to support the mental health of pupils are provided. Regular mental health support inputs through pastoral periods and PSHE led by the mental health lead. PSHE collapsed days x 3 during year 	Y	<ul style="list-style-type: none"> Online provision via the student section of the website to support students School Counsellor appointments continue as part of pastoral support as part of provision on student return 	L
5.2 Mental health concerns – staff					
<p>The mental health of staff has been adversely affected during the period of the pandemic</p>	M	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. Staff encouraged to seek support from LM, SLT, School Councillor or outside agencies as appropriate. Return to work meetings and welfare meetings for longer term absence are planned 	Y	<ul style="list-style-type: none"> Regular meetings online School Counsellor weekly briefings via email Resources for staff and other adults shared via the school website (parent area) Support portal available for all staff. 	L

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<p>Working from home can adversely affect mental health</p>	<p style="text-align: center;">M</p>	<ul style="list-style-type: none"> • Staff working from home due to self-isolation have regular catch-ups with line managers. • Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. • Appropriate work plans have been agreed with support provided where necessary. • Staff working from home may help provide remote learning for any pupils who need to stay at home. • Opportunities to engage with colleagues – charity events, T and L competitions, briefings 	<p>Y</p>	<ul style="list-style-type: none"> • Regular monitoring of workload and liaison with Union representatives. • SLT LMs to liaise with MLs to review workload at key points • Regular review of SLT decision making • Regular presenting of curriculum plans to Governors via Standards Committee 	<p style="text-align: center;">L</p>
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5.3 Bereavement support					
Pupils and staff are grieving because of loss of friends or family	M	<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support including Pastoral leaders Support is requested from other organisations when necessary. Pastoral/ SLT to maintain records of affected families and monitor students who may be a cause for concern to plan appropriate support. 	Y	<ul style="list-style-type: none"> School Counsellor has shared materials across different platforms 	L
6. Off site visits and extra-curricular activities					
6.1 Day visits including transport					
Educational visits do not fully comply with guidance and are not conducted safely	M	<ul style="list-style-type: none"> Staffing must comply with DofE and LA policy for out of school visits All day visits must be recorded using EVOLVE and be authorised by the Headteacher and EVC Vehicles are an enclosed space with higher risk of transmission. Mitigation should include; <ul style="list-style-type: none"> Using a vehicle with a bulkhead or partition that separates driver and passengers The driver and passengers should wear a face mask All extra-curricular activities that are not curriculum linked e.g. revision sessions must be mapped and risk assessed. All extra-curricular attendance must be recorded and reviewed. 	Y	<ul style="list-style-type: none"> Any proposed visits cannot be considered until a risk review and submission of planning using the appropriate pro-forma has taken place. 	L
7. Operational issues					
7.1 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements and do not comply with the RR(FS)O BB100	H	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to COVID -19 Student zones for fire assembly are adapted and student year bubbles more widely distanced. Social distancing rules during evacuation and at muster points as far as possible. Possible need for additional muster point(s) to enable social distancing where possible Staff and pupils have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 	Y	Testing done weekly All fire checks done weekly Ongoing checks for obstructions Amend FD so children queue socially distanced and practise first week back in Year groups – share on PPT within registration.	L

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		<ul style="list-style-type: none"> Physically test the fire alarm system and emergency lights are operational. Carry out weekly checks of alarms systems, call points and emergency lighting. Carry out regular hazard spotting to identify escape route obstructions. Check that all fire doors are operational. Fire drills should continue to be held as normal. Review, update and test individual named PEEP's 		RA to Review Y1 PEEPS prior to 08/05/20 and share with staff	
7.2 Managing premises on reopening after lengthy closure					
Legionella Management is not compliant with Compliance with HSG 274	M	<ul style="list-style-type: none"> Domestic hot water services This includes calorifiers/direct fired water heaters/sinks/ basins/ showers / thermostatic mixing valves. (blended hot water) Continue hot water generation servicing in line with your legionella maintenance schedule. Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. For reference, use the Approved Code of Practice and HSG 274. If the hot water system has been left operational, the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out. Weekly flushing, Monthly water temperature checks, etc. If the hot water system has been isolated or drained down, contact your water Hygiene Contractor to check and restart the system Maintain regular weekly flushing regimes of infrequently used outlets, for all hot water services. 	Y	<ul style="list-style-type: none"> Site staff maintain rota to ensure that legionella water checks occur as per the normal school routines. 	L
Statutory Requirement for Servicing of plant and Equipment. Pressure systems Passenger Lifts Lifting equipment are not fulfilled	L	<ul style="list-style-type: none"> Thorough Examination & Testing The statutory obligations to TE&T remain in place. All reasonable efforts made to arrange for TE&T to be carried out within the statutory time limits. 	Y	<ul style="list-style-type: none"> HSE Guidance Note to Duty holders and Inspectors. https://www.hse.gov.uk/news/work-equipment-coronavirus.htm 	L
Asbestos Management procedures are not followed.	L	<ul style="list-style-type: none"> Inspect the building before opening to increased number of students. If any damage to rooms containing or suspected asbestos material is identified we will contact our asbestos consultant for further advice. 	Y	<ul style="list-style-type: none"> ISh, MKI to complete site review before reopening 	L

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<p>The site is poorly ventilated and does not comply with HSWA 74 W(HSW)R92 DoE BB103. Building Regulations</p>	<p style="text-align: center;">M</p>	<ul style="list-style-type: none"> • Ventilation of the building and classrooms is important to reduce natural pollutants, provide fresh air to enable pupils to stay alert and potentially with other hygiene measures reduce the life cycle of the coronavirus. • All classroom doors are open where possible. • When a room is unoccupied the door should remain closed. • Open windows and doors in classrooms to promote through ventilation. 	<p>Y</p>	<ul style="list-style-type: none"> • All Site staff, SLT and teaching staff reminded of the importance of ventilation. 	<p style="text-align: center;">L</p>
<p>7.3 Contractors working on the school site</p>					
<p>Contractors on-site whilst school is in operation may pose a risk to infection control</p>	<p style="text-align: center;">L</p>	<ul style="list-style-type: none"> • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. • Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained where possible throughout any such works and where this is not possible arrangements are reviewed. • Entrance and departure are monitored by site staff. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	<p>Y</p>	<ul style="list-style-type: none"> • Any final summer building work that carries over is co-ordinated so that student learning spaces are not compromised. 	<p style="text-align: center;">L</p>

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8. Finance					
8.1 Costs of the school's response to COVID-19					
The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties	M	<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Appropriate support is sought from government funding when available. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and trust. Monthly Budget monitoring taking place with CEO, Head and Chair of Gobs LT financial planning including capital projects, ICT spending, School budget 2021-22 COVID 19 Spending reviewed at monthly financial management meeting and spending reviewed by Trust board 	Y	<ul style="list-style-type: none"> Ongoing monitoring of additional spending monitored regularly against savings on staffing, resources and utilities by MKI, JPe and PRi 	L
9. Governance					
9.1 Oversight of the governing body					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	M	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 	Y	<ul style="list-style-type: none"> Ongoing communications with Trust and Governors calendared and minutes shared. 	L

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10. Additional site-specific issues and risks

10.1 Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them

<p>The area around the site is crowded so students and parents are not social distancing appropriately The site entrance is at the end of a Cul de Sac</p>	M	<ul style="list-style-type: none"> Coned exclusion area supervised by staff. Cars discouraged to be near school. Parents remain in vehicles and space cars appropriately. Students enter and leave in a staggered fashion to avoid overcrowding. Separate entrances are used. Bikes largely use Entrance B and exit is delayed to avoid congestion. 		<ul style="list-style-type: none"> Designated areas explained to parents in correspondence. Staff present to reinforce and monitor student movements. Staff presence at Co-Op and at key street 'dispersal points' 	L
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REVIEW RECORD – School Year 2021-22

Date of Review	Issue	Detail of Amendment	Reviewed by