

OPERATIONAL RISK ASSESSMENT FOR LLEDR HALL OEC OPENING – September 2021

**CHECKS AND BALANCES:
RESPONDING TO COVID-19**

**LLEDR HALL OUTDOOR EDUCATION CENTRE
Sept 2021**

Staying COVID Secure – Our Commitment

- ✓ We recognise the risk posed by Coronavirus (COVID-19) to our staff, pupils and their families. Control measures to minimise the risk of infection and the transmission of the virus are provided in this Risk Assessment.
- ✓ We will put in place appropriate protective measures to ensure, as far as is reasonably practicable, the Health, Safety and Wellbeing of our staff and pupils.
- ✓ We will share this Risk Assessment and its findings with employees and consult on its contents.
- ✓ We will review this risk assessment regularly
- ✓ We will continue to comply with all relevant Health and Safety Legislation.
- ✓ We will have regard to statutory guidance in particular the guidance issued by the Department of Education regarding Centre reopening and implementing protective measures in education and childcare settings against COVID-19.
- ✓ We have regard to advice and guidance issued by Public Health England and Public Health Wales and Salford Public Health.

COVID-19: Operational risk assessment for Centre reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance for Centres Step 4 issued by the Department for Education (July 2021) as follows: [Centres guidance Step 4 update FINAL.pdf](#)

Assessment conducted by:	GRAHAM BURNS	Job title:	HEAD OF CENTRE (HoC)	Covered by this assessment	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	1 Sept 2021	Review interval:	WEEKLY when the Centre is re-opened.	Date of next review:	On change of government guidance

Related documents

<p>Centre/Trust/Local Authority documents/ : LA Authorisation to re-open the Centre.</p> <p>Centres and trusts should work closely with parents and carers (future references to parents should be read as including carers), staff and unions when agreeing the best approaches for their circumstances</p>	<p>Government guidance:</p> <p>Centres guidance Step 4 update FINAL.pdf</p> <p>Contingency framework: education and childcare settings - GOV.UK (www.gov.uk)</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>Special Centres and other specialist settings: coronavirus (COVID-19) - GOV.UK (www.gov.uk)</p> <p>COVID-19: cleaning in non-healthcare settings</p>
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Record of Review

Review Date 1 Sept 2021	Overview of review
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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	M
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
1. Stepping measures up and down					
1.1 Risk assessment					
Risks are not comprehensively assessed in the Centre to minimise and manage the risk from COVID-19,		<ul style="list-style-type: none"> Comply with health and safety law and put in place proportionate control measures. Regularly review and update the risk assessments - treating them as 'living documents', as the circumstances in Centre and the public health advice changes. Monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls. Share the results of their risk assessment with workforce. Risk assessment to be published on website (unless staff group is less than 50) to provide transparency of approach to parents, carers and pupils. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
Outbreak in Centre / area becomes an area of enhanced concern		<ul style="list-style-type: none"> Put in place an outbreak management plans outlining how Centre would operate if there were an outbreak in Centre or local area. The outbreak management plan is communicated with and understood by stakeholders. 	<p>NA</p> <p>NA</p>		

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		<ul style="list-style-type: none"> When required, work with Salford Public Health to implement the outbreak management plan. In an outbreak (not yet defined - awaiting guidance on this) Centre should contact 0800 952 1000 to gain Salford Public health advice on any additional action that is required, such as implementing elements of your contingency plan., NB A DfE helpline is also available 0800 046 8687 and selecting option 1 Refer to the contingency framework. 	<p>NA</p> <p>Y</p> <p>Y/N/NA</p>		
Infection transmissions within Centre rise		<p>The outbreak management plans should include:</p> <ul style="list-style-type: none"> The reintroduction of 'bubbles' for a temporary period, to reduce mixing between groups. Face coverings should temporarily be worn in communal areas or classrooms (by secondary pupils, staff and visitors – unless exempt). 	<p>NA</p> <p>NA</p>		
2. Control measures					
2.1 Ensure good hygiene for everyone					
Pupils and staff forget to wash their hands regularly and frequently		<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently to include start of Centre day, after using the toilet, after breaks and after using any shared equipment. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. - building these routines into Centre culture. Centre leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. Pupils should be encouraged where possible not to touch their faces or to put objects in their mouths. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
Pupils may not observe respiratory hygiene		<ul style="list-style-type: none"> Continue to promote the 'catch it, bin it, kill it' approach with all staff, pupils and parents. Continue to promote the e-Bug COVID-19 website. It contains free resources, including materials to encourage good hand and respiratory hygiene. 	<p>Y</p> <p>NA</p>		

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Use of personal protective equipment PPE is unclear		<ul style="list-style-type: none"> Staff are clear that most Centres and Centres will not require PPE beyond what they would normally need for their work. Adhere to the guidance on the use of PPE in education, childcare and children's social care settings which provides more information on the use of PPE for COVID-19. Ensure the guidance is understood and communicated to relevant staff. 	<p>Y</p> <p>Y</p> <p>Y</p>		
Provision of PPE for staff where required is not in line with government guidelines		<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 have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. Staff are reminded that wearing gloves is not a substitute for good handwashing. Ensure that 3rd party employers (e.g., catering and cleaning companies) have shared risk assessments with the Centre. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>NA</p>		
2.2 Maintain appropriate cleaning regimes, using standard products as detergents					
Cleaning capacity is reduced		<ul style="list-style-type: none"> An appropriate cleaning schedule is in place and maintained. Includes regular cleaning of areas and equipment (for example, twice per day using detergent and hot water followed by a chlorine based disinfectant solution), with a particular focus on frequently touched surfaces, e.g: <ul style="list-style-type: none"> Toilets Door Handles/ Access Buttons Kitchen areas and associated equipment Printers/ Photocopiers White Boards Play Equipment Shared resources PHE guidance on the cleaning of non-healthcare settings. COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk) is understood and communicated. A work plan for cleaning staff (including any environmental cleans) is agreed with contracting agencies prior to opening. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		

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		<ul style="list-style-type: none"> An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all frequently touched surfaces and welfare areas. More frequent cleaning of rooms that are used by different groups. Regular cleaning of toilets. Working hours for cleaning staff are amended/increased if required. Continue a culture of shared responsibility for keeping areas clean. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
The use of water fountains increases the risk of transmission		<ul style="list-style-type: none"> Water fountains to be sanitised/flushed regularly. Signage to be put in place to prohibit face-to-tap drinking. Water fountains are to be used ONLY to refill personal water bottles or containers. 	<p>Y</p> <p>Y</p> <p>Y</p>		
Toilet areas are not kept clean and well stocked		<ul style="list-style-type: none"> Pupils are reminded regularly on how the toilet facilities should be used and young children are supervised in doing so - building these routines into Centre culture. The toilets and sinks are cleaned frequently. Monitoring ensures a constant supply of soap, paper towels and toilet tissue. Bins are emptied regularly. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
Resources and equipment may not be cleaned frequently enough		<ul style="list-style-type: none"> Students and staff to have their own pens and pencils etc. Classroom resources to be shared only within the class, as far as possible, and cleaned regularly. Outdoor equipment to be regularly cleaned. Limit unnecessary sharing of resources as much as possible. 	<p>N</p> <p>Y</p> <p>Y</p> <p>Y</p>		
Staff and reception areas cannot be cleaned thoroughly		<ul style="list-style-type: none"> Remove soft furnishings and items that cannot be regularly cleaned. 	<p>N</p>	Removal of soft furnishings is not practical in Centre setting.	L
New and existing staff are not trained in new procedures, leading to risks to health		<ul style="list-style-type: none"> An updated staff handbook is issued to all staff. Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control including hand hygiene, respiratory hygiene and enhanced cleaning regimes. Changes to fire safety and evacuation procedures. Constructive behaviour management. Safeguarding. Risk management. 	<p>NA</p> <p>Y</p>		

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2.3 Keep occupied spaces well-ventilated					
Occupied spaces are not sufficiently ventilated		<p>Any poorly ventilated spaces to be identified and steps taken to improve fresh air flow in poorly ventilated areas by:</p> <ul style="list-style-type: none"> • Opening external windows and internal doors where it is safe to do so and they are not fire doors. • The use of mechanical ventilation systems that uses a fan to draw fresh air, or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. • When holding events where visitors such as parents are on site, for example Centre plays use spaces that have adequate ventilation. <p>To balance the need for increased ventilation while maintaining a comfortable temperature consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing • Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. 	<p>Y</p> <p>Y</p> <p>NA</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
Use of shared spaces such as the hall, sports hall, dining hall		<ul style="list-style-type: none"> • Shared indoor and outdoor spaces can be used, but arrangements should be in place for enhanced cleaning and hygiene. • Maximise use of external areas for outdoor sports, ensuring sports equipment is thoroughly cleaned between each use by different groups. 	<p>Y</p> <p>Y</p>		
2.4. Follow public health advice on testing, self isolation and managing confirmed cases of COVID-19					

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Areas for concern	Risk rating prior to action (H/M/L)	Control measures	Please mark Y/N/NA for each bullet point	Further actions/comments needed only if N is put by a bullet point	Residual risk rating (H/M/L)
An individual develops COVID-19 symptoms or has a positive test		<ul style="list-style-type: none"> • Ensure pupils, staff and other adults follow public health advice on when to self-isolate and what to do When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk) • Ensure updated guidance is communicated to all stakeholders and understood. • Pupils and staff do not come into Centre if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19. • Promote testing for staff and pupils who have symptoms in line with guidance. • Procedures are in place to deal with any pupil or staff displaying symptoms at Centre. • Pupils and staff displaying symptoms should go home as soon as possible avoiding the use of public transport and, wherever possible, pupils will be collected by a member of their family or household. • If a pupil is awaiting collection, they are left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary, further information on this can be found Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) (applies until Step 4) - GOV.UK (www.gov.uk) . • Any rooms they use should be cleaned after they have left. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
Positive cases in class where staff are not double vaccinated pose a risk to health		<ul style="list-style-type: none"> • Centre to request that all staff share their vaccination status to enable staff to be advised to isolate as appropriate should they be contacts of a positive case. If staff do not feel able to disclose this information this should be recorded. 	<p>Y</p>		
Staff, pupils and parents are not aware of the Centre's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19		<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance and local authority process on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the Centre. • 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. 	<p>Y</p> <p>Y</p> <p>Y</p>		

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onsite testing (before the return to Centre in September)					
Asymptomatic testing for staff is not established.		<ul style="list-style-type: none"> The importance of asymptomatic testing is communicated and understood by all staff. Encourage staff to undertake twice weekly home tests until the end of September, when this will also be reviewed. Staff with a positive LFD test result should self-isolate in line with the stay at home guidance. They will also need to get a free PCR test to check if they have COVID -19. Close contacts will be identified via NHS Test and Trace. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
Infection transmission within Centre due to staff/pupils (or members of their household) displaying symptoms		<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to Centre dates, is in place, working with NHS track and trace as appropriate. Procedures are in place to deal with any pupil or staff displaying symptoms at Centre. 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 (no one with symptoms should attend a setting for any reason). 	<p>Y</p> <p>Y</p> <p>Y</p>		
Staff, pupils and parents are not aware of the Centre's procedures should there be a confirmed case of COVID-19 in the Centre		<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 Centre. 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 	<p>Y</p> <p>Y</p> <p>Y</p>		
3. Other considerations					
3.1 CEV children					

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Pupils with underlying health issues are not identified and so measures have not been put in place to protect them		<ul style="list-style-type: none"> • CEV children and young people should attend their education setting unless they have been advised by their GP or clinician not to attend. • Parents have been provided with clear guidance and this is reinforced on a regular basis. • Parents have been asked to make the Centre aware of pupils' underlying health conditions and the Centre has sought to ensure that the appropriate guidance has been acted upon. • Centre has a regularly updated register of pupils with underlying health conditions. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
3.2 Admitting children into Centre					
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		<ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced and updated regularly via email, text and the Centre's website. 	Y		
A parent wants a symptomatic pupil to attend Centre		<ul style="list-style-type: none"> • Communicate to parents and carers, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. • Parents and carers are aware the decision would be carefully considered in light of all the circumstances and current public health advice. 	<p>Y</p> <p>Y</p>		
3.3 Attendance					
Staff do not use the correct codes to record pupil absence		<ul style="list-style-type: none"> • Centre attendance is mandatory for all pupils of compulsory Centre age and it is priority to ensure that as many children as possible regularly attend Centre. • This is communicated and understood by parents and carers. • Staff code absences appropriately. Further guidance about the use of codes is provided in the school attendance guidance. School attendance guidance (publishing.service.gov.uk) 	<p>NA</p> <p>NA</p> <p>NA</p>		
3.4 Travel and quarantine					

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Parents do not consider the possibility of quarantine when planning a holiday		<p>Travel legislation is communicated in a timely and effective way to parents and carers to help them understand that:</p> <ul style="list-style-type: none"> All pupils travelling to England must adhere to travel legislation, details of which are set out in government travel advice. The Health Protection (Coronavirus, International Travel and Operator Liability) (England) Regulations 2021 (legislation.gov.uk) Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return. 	<p>Y</p> <p>Y</p>		
3.5 Remote education					
Staff and pupils cannot attend Centre as they have tested positive but are able to learn and work		<ul style="list-style-type: none"> Support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. School understand their responsibilities set out in the remote education temporary continuity direction Remote Education Temporary Continuity Direction: explanatory note - GOV.UK (www.gov.uk) and provide remote education as necessary. Revisit and refresh remote learning policy as necessary. Schools should maintain their capacity to deliver high quality remote education for next academic year in case it is needed. 	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>		
3.6 Education recovery					
Pupils will have fallen behind in their learning during Centre closures and achievement gaps will have widened		<ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers' planning. Home and remote learning is continuing and is calibrated to complement in-school learning and address daps identified. Exam syllabi are covered. Plans for intervention are in place for those pupils who have fallen behind in their learning. Staff and pupils have their own pens and pencils and other such frequently used equipment. Classroom based resources such as books and games can be used and shared within the group. These should be cleaned regularly. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). 	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>		

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3.7 Pupil wellbeing and support					
Pupils' mental health has been adversely affected during the period that the Centre has been closed and by the COVID-19 crisis in general		<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites and other sources of support to improve the mental health of pupils are provided. 	<p>Y</p> <p>Y</p> <p>NA</p> <p>NA</p>	<ul style="list-style-type: none"> The mental and physical health benefits of outdoor education are recognised in a wide number of well-respected research papers. These benefits include, but are not limited to: <ul style="list-style-type: none"> Enhanced social and emotional intelligence Development of physical skills and a fit and healthy lifestyle Reducing stress 	
Pupils and staff are grieving because of loss of friends or family		<ul style="list-style-type: none"> The Centre has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. 	<p>N</p> <p>Y</p>	<ul style="list-style-type: none"> Although the benefits of outdoor learning are identified above (see 3.7) only pupils who choose to come on a school visit will be present. If, because of a recent bereavement, they choose not to come everyone involved in the visit will be supportive and understanding 	
3.8 Centre workforce					
Staff in Centres who are CEV should currently attend their place of work if they cannot work from home. DHSC will publish updated guidance before Step 4.					
<p>Employees with additional risk factors and measures have not been put in place to protect them.</p> <p>(Additional risk factors are BAME, smoking, high blood pressure, obesity, age, disability, pregnancy)</p>		<ul style="list-style-type: none"> Whilst clinically extremely vulnerable (CEV) people are no longer advised to shield, they are supported to take extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. All members of staff with underlying health issues, those within vulnerable groups or those with extreme vulnerabilities have been instructed to make their condition or circumstances known to the Centre. 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. 	<p>Y</p> <p>Y</p> <p>Y</p>		

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		<ul style="list-style-type: none"> • Employees have had discussions with their line managers and provided with clear guidance specific for their needs based on current government advice. • Those with heightened risk factors have had an individual risk assessment. Completed, records of these are kept and regularly updated. • Current government guidance is being applied. • Managers are clear about the definitions and associated mitigating strategies relation to people who have any additional risk factors. The following are classed as additional risk factors; BAME, smoking, high blood pressure, obesity, age, disability, pregnancy • Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as having an additional risk factor. • All staff with additional risk factors that put them at increased risk from COVID-19 are working in line with national guidance and the Centre's' risk assessment. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
Staff take up of the vaccine is low		<ul style="list-style-type: none"> • Managers are encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible, even during term time. 	<p>Y</p>		
The mental health of staff has been adversely affected during the period that the Centre has been closed and by the COVID-19 crisis in general		<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. (e.g. Salford Wellbeing Programme) 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
Working from home can adversely affect mental health		<ul style="list-style-type: none"> • Staff working from home due to self-isolation have regular catchups 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. 	<p>NA</p> <p>Y</p> <p>Y</p> <p>NA</p>		

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The number of staff who are available is lower than that required to teach classes in Centre and operate effective home learning if needed		<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. Full use is made of those staff who are self-isolating but who are well enough to plan/prepare/teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. Full use is made of testing to inform staff deployment. If any Centre has concerns about staffing capacity, then contact the LA or Trust Board 	<p>Y</p> <p>Y</p> <p>NA</p> <p>Y</p> <p>Y</p>		
Pupils and staff are grieving because of loss of friends or family		<ul style="list-style-type: none"> The Centre has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. 	<p>Y</p> <p>Y</p>		
4. Operational issues					
4.1 Managing the Centre lifecycle					
Making progress with the Centre's autumn term calendar and future work plan considering of COVID-19 measures		<ul style="list-style-type: none"> Centre calendar for the autumn term is rationalised and is informed by DFE expectations of a broad curriculum from the start of the Autumn term. Centre continue to build capacity to educate pupils remotely where this is needed. Centre recruitment continues as usual. 	<p>Y</p> <p>NA</p> <p>Y</p>		
Pupils joining the next phase in their education do not feel prepared for the transition		<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. There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts Induction days for pupils and parents are planned. 	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>		
4.2 Educational visits					

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Booked educational visits need to change or be cancelled with short notice		<ul style="list-style-type: none"> • Ensure that any new bookings have adequate financial protection in place. • Visits coordinators are aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. • Visit coordinators are aware the travel lists may change during a visit and you must comply with international travel legislation and should have contingency plans in place to account for these changes. • Visit coordinators communicate with the visit provider, commercial insurance company, or the Risk Protection Arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI) • Undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. • Follow the guidance Health and safety on educational visits - GOV.UK (www.gov.uk) • Follow specialist advice from the Outdoor Education Advisory Panel (OEAP). https://oeapng.info • Visit coordinators communicate regularly with parents and carers to keep them informed 	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
4.3 Wraparound provision and extra-curricular activity					
Providers do not adhere to guidance		<ul style="list-style-type: none"> • The information on planning extra-curricular provision for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, has been communicated and is followed Protective measures for holiday and after-school clubs, and other out-of-Centre settings during the coronavirus (COVID-19) outbreak (applies until Step 4) - GOV.UK (www.gov.uk) 	NA		
4.4 Governance and policy					
Steering Group are not fully informed or involved in making key decisions		<ul style="list-style-type: none"> • Meetings (online or face-to-face) held with governors following the usual timetable • Governing bodies are involved in key decisions 	<p>Y</p> <p>Y</p>		

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		<ul style="list-style-type: none"> Governors are briefed regularly on the latest government guidance and its implications for the Centre. Governors are briefed on the Centre's use of additional funding and approaches to catch up and the impact of these Governors are briefed on the Centre's decision making about the planned curriculum. 	<p>Y</p> <p>NA</p> <p>Y</p>		
Lack of Steering Group oversight during the COVID-19 crisis leads to the Centre failing to meet statutory requirements.		<ul style="list-style-type: none"> The Steering Group continues to meet when key decisions need to be made via online platforms. The Steering Group agendas are structured to ensure all statutory requirements are discussed and Centre leaders are held to account for their implementation. The head of Centre report to governors includes content and updates on how the Centre is continuing to meet its statutory obligations in addition to covering the Centre's response to COVID-19. Regular dialogue with the Chair of Steering Group and those governors with designated responsibilities is in place. Minutes of Steering Group meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
4.5 Policy review					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance, visits visitors and other policies are no longer fit for purpose in the current circumstances		<p>All relevant policies:</p> <ul style="list-style-type: none"> Safeguarding Health and Safety Fire Evacuation Behaviour Attendance Visitors Visits <p>have been revised to take account of government guidance (Schools COVID operational Guidance July 2021) Staff, pupils, parents and governors have been briefed accordingly.</p> <ul style="list-style-type: none"> Safeguarding Leads (and deputies) are designated extra time during the first few weeks of term to support staff and pupils regarding new safeguarding and welfare concerns 	<p>Y</p> <p>Y</p> <p>Y</p> <p>NA</p> <p>NA</p> <p>Y</p> <p>NA</p> <p>Y</p>	12/9/21	
4.6 Communication strategy					

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Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health		Communications strategies for the following groups are in place: <ul style="list-style-type: none"> • Staff • Pupils • Parents • Governors/Trustees • Local authority • Professional associations • Other partners including visitors 	Y Y Y Y Y Y Y		
4.7 First Aid/Designated Safeguarding Leads					
The lack of capacity / availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk		<ul style="list-style-type: none"> • Ensure staff First Aid training is booked and accessed if First Aid Certificate has expired. • A programme for training additional staff is in place. • Collaborative arrangements for sharing staff with other Centres in the locality have been agreed. • All relevant staff are aware of all pupils in Centre with relevant health conditions • Ensure good communication with Centre nurses. 	Y Y NA Y NA		
4.8 Review of fire procedures					
Fire procedures are not appropriate to cover new arrangements		<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> • Possible absence of fire marshals • No further need to maintain bubbles and follow social distancing measures during evacuation and at muster points • Staff and pupils have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. • New arrangements are tested and amended if necessary 	Y NA Y Y N Y Y	<ul style="list-style-type: none"> • Fire drills take place on the first day of every course staying in the Centre 	
Fire evacuation drills - unable to stop applying social distancing		<ul style="list-style-type: none"> • Plans for fire evacuation drills are in place for early in the autumn which are in line with removing the need for maintaining bubbles and social distancing measures. 	Y		

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Fire marshals absent due to self-isolation		<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	NA		
4.9 Managing premises on reopening after closure during the Centre holidays					
All systems may not be operational		<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. All systems have been recommissioned. 	Y Y		
Statutory compliance has not been completed due to the availability of contractors during lockdown		<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Y NA		
4.10 Contractors working on the Centre site					
Contractors on-site whilst Centre is in operation may pose a risk to social distancing and infection control		<ul style="list-style-type: none"> Ongoing works and scheduled inspections for Centres (e.g. estates related) are set to continue. 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) 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). 	Y Y Y		
4.11 Free Centre meals					
Pupils eligible for free school meals do not continue to receive their entitlement if they are unable to attend (e.g. due to self-isolation or following clinical advice)		<ul style="list-style-type: none"> A member of the Centre's administrative team is tasked with ensuring that pupils eligible for free Centre meals receive free meals when in Centre and continue to receive vouchers/Centre meals when not in Centre. 	NA		
4.12 Centre transport					

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Changes to bus schedules and timings of the Centre day adversely affect pupils' attendance and punctuality		<ul style="list-style-type: none"> • The details of how pupils will travel to and from Centre are known prior to opening. • Effective liaison with bus companies. • Parents informed of changes to drop off and pick up routines, 	<p style="text-align: center;">Y Y NA</p>		

5. Additional site-specific issues and risks					
• Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them					
	•	•	•	•	
	•	•	•	•	
	•	•	•	•	

Centre Leadership Use Only

Approved by (Head Teacher/ Chair of Governors)	Graham Burns	Date of Approval	01/09/2021
Date Provided to Unions	n/a	Date of Review	30/09/2021