

Final St Catherine's Primary School Operational Risk Assessment for full School Reopening in Sept 2020

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
M. Kelly Headteacher N. Whatley Interim Deputy Head H. Evans Interim Deputy Head L. Pavlou Interim Deputy Head Kim McKenzie Business Manager	03/09/20		Staff, pupils, parents, visitors, volunteers, contractors

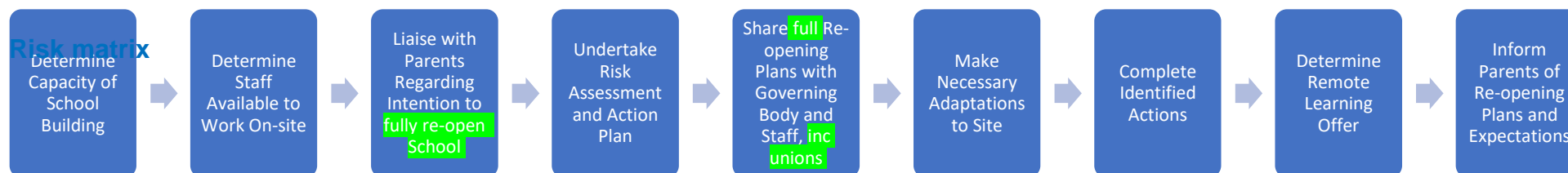
Purpose of this document:

This **COVID19: Risk Assessment and Action Plan** document sets out the decisions taken and measures put in place to prepare for the full re-opening of the school and ensure the school continues to operate in a safe way. This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012 The Health Protection (Notification) Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' Existing Risk Assessment for school phased re-opening	Covid19 Education and Skills Service Strategy (April 2020) Education and Skills Service Recovery Planning support for schools (May 2020)	https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)

Suggested Steps of Re-opening Preparation:



Impact risk rating:	Probability risk rating:	Overall risk rating:
5. Catastrophic	5. Almost certain to happen	16 or more - red
4. Major – e.g. likely to result in school closure	4. Likely	12 to 15 - amber
3. Moderate – e.g. likely to result in one or more classes having to close	3. Possible	9 to 11 – amber
2. Minor	2. Unlikely	Below 9 – green
1. Negligible	1. Negligible	Below 9 – green

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
A. Staffing Resources							
1. Risk that there are insufficient staff to support all the pupils to be in school	3	4	12	<ul style="list-style-type: none"> Audit staff availability 	Y	Those who are shielding have confirmed they will return.	9
				<ul style="list-style-type: none"> Establish how many and which staff will be available, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate (see guidance distributed previously) 	Y	All staff who are expected to return have confirmed they will be returning. Risk of staff getting Covid in next 7 weeks. All staff are aware of the importance of keeping the HT of any change in their circumstances re COVID 19	
				<ul style="list-style-type: none"> Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises. 	Y	We anticipate the return of all classes. We can cover up to 3 classes if 3 teachers have to isolate due to COVID 19	
				<ul style="list-style-type: none"> Ensure flexible and responsive use of teaching assistants 	Y	We have one HLTA and 3 Level 3 TAs.	
				<ul style="list-style-type: none"> Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible 		TA timetable is in place. TAs will be asked to wash hands thoroughly before entering different classes during the day. This has been kept to a minimum	

				<ul style="list-style-type: none"> Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self isolating due to test and trace 		Staff have been provided with the information from the DFE on test and trace and have been asked to follow the advice	
				<ul style="list-style-type: none"> Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school) and home learning (for those who are learning at home) 		Non class based teachers have been allocated home learning for those who are quarantined.	
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning.	3	4	12	<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. 		Staff have been informed in staff comms and the staff handbook addendum version 2 of importance of informing HT.	9
				<ul style="list-style-type: none"> Full use is made of all qualified teachers. 	Y	Teachers allocated to home learning provision and planning for classes	
				<ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. 	Y	Learning Mentor timetabled to support classes in wellbeing.	
				<ul style="list-style-type: none"> Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self isolating due to test and trace 	Y	Staff have been provided with the information from the DFE on test and trace and have been asked to follow the advice.	
				<ul style="list-style-type: none"> A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve. 	Y	If more than 3 teachers are at home classes will resume home learning via Purplemash	
				<ul style="list-style-type: none"> Where possible, ensure pupils with SEND are prioritised to be in school, - 	Y	SEND pupils are invited to come in on Inset days to be shown classroom and new one way system. Break out space in the dining hall will be provided for	

						SEND children who become extremely distressed.	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	4	12	<ul style="list-style-type: none"> Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies. 	Y	No staff are from agencies. Enough non class based staff to cover 3 classes. Won't be using daily supply	9
				<ul style="list-style-type: none"> Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught. 		Peripatetic teachers to teach 1:1. Wearing face mask. Provide instruction from a distance and to wash hands before and after each pupil. Woodwind teaching to be suspended. Currently don't have ITT trainees	
			<ul style="list-style-type: none"> Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor. 	Y	Music leader to prepare risk assessment		
			<ul style="list-style-type: none"> Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to. 	Y	Currently no ITT trainees.		
4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	4	4	12	<ul style="list-style-type: none"> Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible 	Y	Staff comms and staff handbook to provide information on making HT aware of members of household who are extremely clinically vulnerable	9
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	3	9	<ul style="list-style-type: none"> Provide cover for the role from within available staffing 	Y	1 DSL 4 DDSL Two senior First Aiders All Office Staff and TAs are First Aid trained	8
				<ul style="list-style-type: none"> Or remote support via another school, Academy Trust or the LA 	Y		
				<ul style="list-style-type: none"> Ensure First Aid certificates are up to date (previously extended for 3 months) 	Y	First Aid Manager oversees schedule training. 3 staff due for	

						renewal in September courses have been booked	
				<ul style="list-style-type: none"> Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals. 		Business Manager to continue to monitor supplies of face masks, shields aprons and gloves for First Aiders	
				<ul style="list-style-type: none"> Programme of training for additional staff in place (e.g. Safeguarding) 	Y	5 on Safeguarding Team 1 lead due for renewal. Training has been booked.	
6. Risks to health and safety because staff are not trained in new procedures.	3	3	9	<ul style="list-style-type: none"> A revised staff handbook is issued to all staff prior to reopening. Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: <ul style="list-style-type: none"> Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 	Y	Staff Book Addendum 2	8
					Y	Staff INSET to go through risk assessment and safety procedures. New Fire alarm drill scheduled for staff and children wk beg 07/09/20	
7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	4	3	12	<ul style="list-style-type: none"> An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care. All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice 	Y	Staff to declare whether they are in the extremely critically vulnerable group. Only one has been declared and has confirmed their return in September. RA will be carried out.	9
					Y	Staff have been asked to inform HT in staff comms and in Staff handbook addendums	
					Y	HT has met with staff who have declared their health issues. Risk	

				of their GP/consultant/midwife or current government advice		Assessment will be put in place.	
				<ul style="list-style-type: none"> Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable 	Y	Staff have been directed to the information from the DFE	
				<ul style="list-style-type: none"> Current government guidance is being applied. 	Y	SLT and governors have been provided with the DFE document on reopening of schools	

B. Teaching Spaces, the Learning and School Environment

8. Risk of transmission within the school building (this includes breakfast club and after school activities)	3	4	12	<ul style="list-style-type: none"> Audit accommodation and the full range of curriculum needs in order to establish if class groups (30 children) are a feasible bubble size or if year group sized bubbles will need to be implemented. <p>For Secondary:</p> <ul style="list-style-type: none"> Audit accommodation in order to establish how many class groups and or year groups (no size restrictions) can be accommodated. 	Y	Year group bubbles will be created however as far as possible class bubbles will be maintained	9
				<ul style="list-style-type: none"> Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school. Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal. 	Y	Inclusion leader will meet virtually with parents of children with EHCPs to discuss the provision. Pre opening visits will be offered for EHCP children. If parents are extremely anxious Inclusion will meet outside front of school – both people wearing a mask keeping 2 metres distance apart.	
				<ul style="list-style-type: none"> Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children. <p>For Secondary</p> <ul style="list-style-type: none"> Classes/spaces remodelled to allow for adults to maintain a distance (ideally 2 metres) from pupils and other adults. 	Y	Classrooms will be arranged where children will face the front as far as possible. 2 metre distances will be created where possible between teacher and children	

			<ul style="list-style-type: none"> Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate. 	Y	Furniture will face the front as far as possible
			<ul style="list-style-type: none"> Protocols around reduction of contacts and maximising distance shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood reduction of contacts and maximising distance. Where a pupil does not understand maximising distance or for those who need close contact care, education and care support should be provided as normal. 	Y	All teachers will continue to show powerpoint explaining need of social distancing and washing hands
			<ul style="list-style-type: none"> Clear signage displayed in classrooms promoting reduction of contacts and maximising distance 	Y	Posters to be printed and displayed
			<ul style="list-style-type: none"> Children stay with their own teacher/teaching assistant and where possible do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN and younger children who are unable to adhere to reduction of contacts and maximising distance <p>For Secondary</p> <ul style="list-style-type: none"> Pupils remain, subject allowing, in their designated learning space. 	Y	Nursery and Reception will be kept as 2 individual bubbles. EHCP children will be part of their year group bubble
			<ul style="list-style-type: none"> Where younger children are unable to reduce contact and maximise distance adults should avoid close face to face contact and minimise time spent within 1 metre of anyone. <p>For Secondary</p> <ul style="list-style-type: none"> All staff should avoid face to face contact with pupils where possible. Clearly this may not be possible in certain situations e.g. supporting a child with SEN so implementing the appropriate System of Controls is extremely important. 		EYFS staff are aware of keeping a distance as far as possible. If closer contact is required adult should wear a mask.
			<ul style="list-style-type: none"> For breakfast and after school clubs schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain the bubbles 	Y	Breakfast Club and After school Clubs to have Year groups at designated tables and in play areas. Designated staff assigned to year groups.

				<p>being used during the school day then schools should use small, consistent groups</p> <ul style="list-style-type: none"> Schools should consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place. 		<p>No summer holiday childcare will be provided.</p> <p>Parents will be sent a questionnaire confirming any other wrap around providers they use before being permitted into After school club.</p> <p>External exercise will be in groups with no shared equipment, social distancing where possible. Timetable use of external areas.</p>	
9. Risk of transmission in large spaces used as classrooms/teaching spaces	3	3	9	<ul style="list-style-type: none"> Limits are set for large spaces e.g. dining hall, school hall, sports hall to facilitate the reduction of contacts and maximise distance, minimising face to face contact <p>For Secondary</p> <ul style="list-style-type: none"> Class/year group 'bubbles' must not have contact with each other, this includes breaks, lunchtime. Pupils should be encouraged to practice reduction of contacts and maximising distance at all times. 	Y	<p>Gatherings in the dining hall and the main hall will be minimised to Class Bubbles and Year group bubbles only</p> <p>Main hall and dining hall will be timetabled for each bubble</p>	8
				<ul style="list-style-type: none"> Large gatherings of more than one bubble should be avoided 	Y		
				<ul style="list-style-type: none"> Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart. 	Y		
10. Risks of transmission during	3	4	12	<ul style="list-style-type: none"> Leadership are realistic about the difficulties of reducing contacts and maximising distance for 	Y	<p>Nursery playground and to be timetabled for</p>	9

use of the outdoor learning environment for young children			young children in outside spaces		Nursery or Reception children to play in.
			<ul style="list-style-type: none"> • Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside 	Y	Pedal bin for outside use Hand sanitiser available Children to wash hands before they go outside and when they come back using the soap rub while queuing and then rinse system.
			<ul style="list-style-type: none"> • Close down drinking fountains and make arrangements for individual water bottles for children 	Y	Parents informed of importance of providing water bottles for their children each day
			<ul style="list-style-type: none"> • Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles. 	Y	Climbing frame to be closed in the field. Only Nursery children to use the Nursery climbing frame. Reception children to use the A frames.
			<ul style="list-style-type: none"> • Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam 	Y	Shared resources restricted. Where possible children to be given their own equipment to keep and label. KS2 to keep equipment in their bumbags
			<ul style="list-style-type: none"> • Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available 	Y	All classes to complete the daily mile. Playground to be timetabled for this.
			<ul style="list-style-type: none"> • Outside spaces are divided and demarked for class groups of children to use to facilitate children staying in their groups. Where this is not possible year groups may form a larger bubble. <p>For Secondary</p> <ul style="list-style-type: none"> • Outside spaces are used by one bubble at a 	Y	Playground timetabled at lunch time for play. Areas allocated to year group bubbles using the barriers

				time or space is divided with clear demarcations. Limit interaction, sharing of rooms and social spaces between groups as much as possible.			
				<ul style="list-style-type: none"> Where outside space must be shared arrangements for cleaning between bubbles are in place 	Y	Each bubble to use their own play equipment on the playground for example skipping ropes and hoops.	
				<ul style="list-style-type: none"> Resources are limited to facilitate effective cleaning daily 	Y		
				<ul style="list-style-type: none"> Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children <p>For Secondary</p> <ul style="list-style-type: none"> Only equipment that can be washed easily can be used. 	Y	Bikes to be reduced in number so that they can be wiped in between use	
				<ul style="list-style-type: none"> Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them 	Y		
11. Risk of staff having to move between groups	3	3	9	<ul style="list-style-type: none"> Where staff have to move between bubbles to deliver the school timetable they should try to reduce contacts and maximise distance, keeping an ideal distance of 2 metres from pupils and staff where possible. <p>For Secondary</p> <ul style="list-style-type: none"> Where staff have to move between bubbles to deliver the school timetable they should maintain a 2-metre distance from pupils and colleagues. 	Y	TAs and Learning Mentor to maintain distance and wash hands between classroom visits	8
12. Risks of transmission due to movement around the school.	4	3	12	<ul style="list-style-type: none"> Arrange for corridors to be one-way where possible 	Y	Children and staff will use outside paths to maintain a one way system as far as possible	9
				<ul style="list-style-type: none"> Clear signage and markers for the youngest 	Y	Child friendly posters	

				children		for youngest children	
				<ul style="list-style-type: none"> Corridors are divided where feasible 	Y	KS2 to be limited to moving from their classroom to as far as the main hall whilst in the school building.	
				<ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible 	Y	KS 2 stair case used by Years 5 and 6 is narrow. Classes will be timetabled to use stair case. Second staircase is used by Year 4 bubble only	
				<ul style="list-style-type: none"> Movement of pupils and staff around the school is minimised 	Y	Each class to utilise their outside areas for break. Playground to be used for daily mile and lunch time slot.	
				<ul style="list-style-type: none"> Pupils are reminded regularly of protocols for reduction of contacts and maximising distance 	Y	Children to start the day with the social distancing and handwashing powerpoint	
				<ul style="list-style-type: none"> Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance 	Y	Lunch time rota in place to supervise children. No playground duty for breaks. Adults in bubble to supervise children in class outside area	
13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	3	12	<ul style="list-style-type: none"> Start dates and start and departure times are staggered. 	Y	Nursery & Reception start dates are staggered from 14th to 30th September Year 1, Year 3 and Year 5 to start on 7th September. Year 2, Year 4, Year 6 to start on 9th September. 4 gates to be used for entrance and exit. A,B,C & D	9

					Nursery to start 8:30am Reception to start 8:45am & finish 3pm Years 1, 3 and 5 to start 8:45am & finish 3pm. Years 2, 4 and 6 to start 9am & finish 3:15pm
			<ul style="list-style-type: none"> Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces 	Y	If parents miss entrance and exit times they must wait until all bubbles have entered and exited the premises
			<ul style="list-style-type: none"> Stagger time for SEN Transport drop offs and pick ups 	N/A	
			<ul style="list-style-type: none"> Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department 	Y	
			<ul style="list-style-type: none"> Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom 	Y	SLT to supervise gates. Children to wash hands on entry to classrooms.
			<ul style="list-style-type: none"> Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents. 	Y	Parents are not permitted on the premises. Queries and questions must be emailed or call the school
			<ul style="list-style-type: none"> Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible 	Y	Door step or garden visits to take place instead of home visits. Children to be handed over at the school gate at a designated time.
			<ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can reduce contacts and maximise distance 	Y	4 different gates are being used across the site to minimise groups gathering Gate A is Field Gate, Gate B is Nursery Gate,

						<p>Gate C is the Front Pedestrian Gate by the office</p> <p>Gate D is the Old Playground gate by High Barnet Station.</p>	
				<ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing 	Y	Each year group are given a 15 minute slot to enter the school site	
				<ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes 	Y	Posters put on each gate. Parents informed in Parent comms which is also put on school website	
				<ul style="list-style-type: none"> A plan is in place for managing the movement of people on arrival to avoid groups of people congregating 	Y	Signs have been placed outside asking parents to keep a distance. A system of collecting from one side of the gate and leaving from the other side will be created at all gates.	
				<ul style="list-style-type: none"> Floor markings visible to all to avoid queuing 	Y	LA have painted signs on ground at school gates	
				<ul style="list-style-type: none"> Parents given advice on walking/cycling to school, avoiding public transport and minimising driving 	Y	In Parent comms	
				<ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage 	Y	Storage bike area can be accessed during the 15 minute entry and 10 minute exit slot	
				<ul style="list-style-type: none"> Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space 	Y	Office manager to call Council highways Road closure in place for two hours each day	
14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to	3	4	12	<ul style="list-style-type: none"> Advice to pupils and families on maintaining road safety procedures despite changes. 	Y	Sign on school gate informing parents of parking and keeping safe on road and pavement. Signs	9

unfamiliarity with changes to layout measures and procedures and the need for social distancing.						labelling year group gates.	
				<ul style="list-style-type: none"> For those that have to drive, advice on places they should and should not pick up, drop off and park. For Secondary <ul style="list-style-type: none"> Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols. 	Y	Parent comms explaining importance of park and stride	
				<ul style="list-style-type: none"> Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families. 	Y	Parent comms to inform of handover at the gate	
				<ul style="list-style-type: none"> Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented. 	Y	Office Manager to contact Council Road closure in place. Mays Lane to Elton Ave	
				<ul style="list-style-type: none"> Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc. 	Y	Office Manager to contact council re markings on the pavement showing distance and possible one way route Road closure in place Mays Lane to Elton Ave	
				<ul style="list-style-type: none"> Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. 	Y	Office manager to call council Road closure – Mays Lane to Elton Ave	
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	4	12	<ul style="list-style-type: none"> Break and lunch times are staggered 	Y	Break time in area outside classroom for fresh air and exercise. Lunchtime playground on a staggered rota	9
				<ul style="list-style-type: none"> External areas are designated for different groups For Secondary <ul style="list-style-type: none"> Outside spaces are used by one bubble at a time or space is divided with clear demarcations 	Y	Barriers to be used in playground to separate bubbles	
				<ul style="list-style-type: none"> Pupils are reminded about the protocols of 	Y	Staff to refer to	

				reduction of contacts and maximising distance before every break time		powerpoint and posters	
				<ul style="list-style-type: none"> Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. 	Y	Supervision has been assigned to bubbles where there is a particular need	
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	4	12	<ul style="list-style-type: none"> Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime 	Y	Staff to refer to powerpoint and posters	9
				<ul style="list-style-type: none"> Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area. 	Y	As outlined in the powerpoint	
				<ul style="list-style-type: none"> Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat. Where possible children will be front facing and facing the same direction i.e. not face to face. 	Y	Lunches to take place in the classroom. Furniture to face the front as far as possible.	
				<ul style="list-style-type: none"> Floor markings are clear to avoid queues 	Y	Children will not be queuing as they will be eating their packed lunch in the classrooms	
				<ul style="list-style-type: none"> Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces 	Y	Designated staff to deliver school packed lunches to classroom doors	
				<ul style="list-style-type: none"> If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food 	Y	In parent comms	
				<ul style="list-style-type: none"> Eating areas are thoroughly cleaned after lunchtime 	Y	Lunchtime staff allocated to each bubble to be given basins hot water cloths and detergent to wash down tables after lunch.	
17. Staff rooms and offices do not allow for observation of reduction of contacts	4	3	12	<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 allow for the reduction of contacts and maximising 	Y	Staff must wait by the office door if they need assistance. Staff must not enter the	9

and maximising distance guidelines				distance		Business manager's office but can communicate at the door. Personal information can be discussed via email or phone.	
				<ul style="list-style-type: none"> Staff have been briefed on the use of these rooms 	Y	2 year old provision to be used by the EYFS and KS1 staff for staffroom purposes. Office staff and KS2 staff to use current staffroom. No more than 8 adults in the staffroom at one time	
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	3	9	<ul style="list-style-type: none"> Reduction of contacts and maximising distance provisions are in place for medical rooms 	Y	First aid to be carried out in classrooms by TAs who are first aid trained. For bumped head, sickness and suspected COVID 19 First aid manager to enter bubble wearing PPE to take child to medical room.	8
				<ul style="list-style-type: none"> Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged 	Y	First Aid room	
				<ul style="list-style-type: none"> PPE available if staff dealing with pupil with symptoms 	Y	All TAs to be provided with a supply of masks and gloves	
				<ul style="list-style-type: none"> Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas 	Y	First Aid managers to carry out the cleaning of First Aid room	
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	4	12	<ul style="list-style-type: none"> Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school. 	Y	Parent comms will be issued week beginning 31st August 2020	8
				<ul style="list-style-type: none"> The maximising distance floor markings are clearly in place 	Y	Visitors will be asked to follow the signs and floor markings. Finance Officer and Accountant	

						to use HT Office and clean before and after use. Parents are not permitted in the school building unless there is an emergency.	
				<ul style="list-style-type: none"> Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty 	Y	Posters displayed in the lobby and front door of school	
				<ul style="list-style-type: none"> Non-essential visitors to school and deliveries are minimised 	Y	Deliveries to be dropped off at the front door of the school	
				<ul style="list-style-type: none"> Arrangements are in place for visitors to stay apart 	Y	Visitors to wait outside the school to determine necessity of entering school building	
C. Hygiene and protective controls							
20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	4	12	<ul style="list-style-type: none"> Ensure frequent hand cleaning and good respiratory hygiene practices 	Y	Staff and children to follow advice in the powerpoint and to follow the instructions on the signs and posters	9
				<ul style="list-style-type: none"> Regular cleaning 	Y	General cleaning to take place twice a day	
				<ul style="list-style-type: none"> Minimise contact and mixing (see above) 	Y	Staff and children allocated to certain areas of the school.	
				<ul style="list-style-type: none"> See sections above re start and end of day arrangements, playtimes and break times 	Y	Year group bubbles are provided with allocated time slots to enter and exit the school	
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	3	12	<ul style="list-style-type: none"> Testing of staff or pupils – if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested. 	Y	Business manager to look into obtaining home testing kits. Alternatively Business manager will support staff in obtaining a test using the school access	9

						portal. DFE have provided school with 10 testing kits	
				<ul style="list-style-type: none"> Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home 	Y	All staff made aware of this condition and are to be vigilant of others	
				<ul style="list-style-type: none"> Make arrangements to isolate anyone with symptoms and have clear guidance and protocols 	Y	Staff to be sent home immediately. Child to be kept in medical room with First aid managers wearing PPE	
				<ul style="list-style-type: none"> PPE on hand. 			
				<ul style="list-style-type: none"> Active engagement with NHS Test and Trace 	Y	Staff are aware of this in staff comms and staff addendum	
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3	12	<ul style="list-style-type: none"> Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment. 	Y	Staff in each bubble to put away resources that cannot be cleaned.	9
				<p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> door handles handrails tabletops play equipment toys electronic devices (such as phones) specialist equipment, including equipment used by pupils with SEN 	Y	Caretaker to carry out a daily schedule of wiping door handles door plates and devices. Each class and office to be provided with detergent/anti bac spray	
				<ul style="list-style-type: none"> When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces. 	Y	Caretaker to ensure there is a supply of spray bottles containing effective cleaning fluid	
				<ul style="list-style-type: none"> Limit the number of shared resources that are taken home by staff and pupils and limit the 	Y	Staff to not share resources outside of	

				exchange of such resources.		their year group bubble. Shared resources such as backing paper or borders for displays can be used if adults wash hands thoroughly before and after use	
				<ul style="list-style-type: none"> Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom. 	Y	Children to be provided with their own resources as far as possible. Each class provided with a basin and antibacterial washing liquid and veg bag to wash shared resources each day.	
				<ul style="list-style-type: none"> Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books 	Y	Teachers to be reminded of this advice in staff comms	
				<ul style="list-style-type: none"> Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations. 		Teachers to wash hands before and after using the photocopier. They must use a tissue to lift and close the lid or a pencil to press the button.	
				<ul style="list-style-type: none"> There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this 	Y	Staff to wear professional attire. Children to wear school uniform. Normal washing procedures.	
23. Risk of virus spreading because the school has insufficient materials and equipment	4	3	12	<ul style="list-style-type: none"> Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms 	Y	Caretaker to ensure there is always a backup supply of soap and paper towels so that it never runs out.	9
				<ul style="list-style-type: none"> Use of hand sanitisers at appropriate locations 	Y	Bottles at various points in school and santiser in entrance to school an	
				<ul style="list-style-type: none"> Lidded bins in classrooms and in other key locations around the site for the disposal of 	Y	Pedal bins with lids purchased for every	

				tissues and any other waste, <ul style="list-style-type: none"> Bins to be double bagged and emptied Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom 	Y Y	classroom and office Pedal bins double bagged Tissues boxes available in each classroom. Information of disposal of tissues included in powerpoint and on pedal bin labels	
24. Provision and use of PPE for staff where required is not in line with government guidelines	3	3	9	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 	Y	EYFS and TA staff are provided with PPE which has been effected during lockdown. Same supplier will be used	8
				<ul style="list-style-type: none"> Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) 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 	Y	First Aid managers and EYFS staff have watched the NHS videos on disposing of PPE	
				<ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing 	Y	Gloves are to be used by staff if carrying out work outside of the bubble such as moving furniture and specific resources	
25. Pupils forget to wash their hands regularly and frequently	4	3	12	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. 	Y	Expectations in Staff handbook addendum	9
				<ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class. 	Y	Staff refer children to posters and powerpoint	
				<ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y		
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising	3	3	9	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For 	Y	Staff to ensure the powerpoint is shown to the children every day to remind them of the safety procedures of	8

distance guidance			young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling.		handwashing and social distancing
			<ul style="list-style-type: none"> Staff model reducing contacts and maximising distance consistently. 	Y	Staff to take personal responsibility and move if they feel a child or adult is too close
			<ul style="list-style-type: none"> The movement of pupils around the school is minimised. 	Y	Staff and children are allocated to certain areas of the school building
			<ul style="list-style-type: none"> Large gatherings are avoided inc assemblies 	Y	Only year group bubbles can gather in the main hall
			<ul style="list-style-type: none"> Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised 	Y	Rota system and barriers to be put in place so that bubbles can remain separated
			<ul style="list-style-type: none"> The school's behaviour policy has been revised and sets out clearly the consequences for poor behaviour and deliberately breaking the rules and how the school will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. 	Y	Behaviour Policy to be followed – see behaviour addendum 2
			<ul style="list-style-type: none"> Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed. 	Y	Leaders to monitor the RA in action
			<ul style="list-style-type: none"> Messages to parents reinforce the importance of reduction of contacts and maximising distance 	Y	Parent comms
			<ul style="list-style-type: none"> Arrangements for younger primary school children have been agreed and staff are clear on expectations. 	Y	EYFS staff to discuss appropriate resources and a cleaning schedule
			<ul style="list-style-type: none"> Arrangements for pupils with SEN have been agreed and staff are clear on expectations. 	Y	TAs to meet with Inclusion leader to discuss safety

						procedures according to risk assessment	
D. Premises and Buildings							
27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	4	3	12	<ul style="list-style-type: none"> A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening. 	Y	School areas in use since lockdown have been cleaned daily. Thorough cleaning of entire school wk beg to take place Monday 31st August New cleaning schedule in place with new cleaning manager. Toilets to be provided with signs stating when they were last cleaned.	9
				<ul style="list-style-type: none"> An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach the regular cleaning of toilets 	Y		
				<ul style="list-style-type: none"> Working hours for cleaning staff are increased 	Y		
28. The use of fabric chairs may increase the risk of the virus spreading	4	3	12	<ul style="list-style-type: none"> Take fabric chairs out of use where possible. 	Y	Fabric stools and sofas will be allocated to children within the classroom bubble.	9
				<ul style="list-style-type: none"> Where that is not possible then ensure chairs are limited to single person use. 	Y		
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	3	12	<ul style="list-style-type: none"> Follow DfE guidelines for number of pupils per toilet 	Y	Each class to use a band system so that children can use the toilet one at a time from each class. No more than 2 people can use the toilets at one time. Some toilets and sinks taken out of use so that social distancing can be maintained when	9

						bubbles cross in actual toilet room.	
				<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. 	Y	Band system & two at a time system	
				<ul style="list-style-type: none"> • Floor markings are in place to enable reduction of contacts and maximising distance. 	Y	Tape marks the distance required on the floor of the toilets	
				<ul style="list-style-type: none"> • Pupils know that they can only use the toilet one at a time. 	Y	2 can use the larger KS2 room toilets following the signs and markings	
				<ul style="list-style-type: none"> • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. 	Y	Band system	
				<ul style="list-style-type: none"> • The toilets are cleaned frequently as laid out in the enhanced cleaning schedule 	Y	Caretaker to wipe toilets and sinks twice a day in addition to cleaners. Schedule signs to be displayed in toilets stating when they were last cleaned.	
				<ul style="list-style-type: none"> • Monitoring ensures a constant supply of soap and paper towels 	Y	Caretaker to monitor	
				<ul style="list-style-type: none"> • Bins are emptied regularly. 	Y	Caretaker to carry out twice a day	
				<ul style="list-style-type: none"> • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 		Signs and posters provided in toilets and toilet doors	
30. Fire procedures are not appropriate to cover new arrangements	4	3	12	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ○ Reduced numbers of pupils/staff ○ Possible absence of fire marshals ○ The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points ○ A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible 	Y	3 Fire Marshalls in place Fire drill to take place in first week using the fire exit staircase to maximise social distancing	9

				<ul style="list-style-type: none"> Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities) 	Y	INSET day and staff comms	
				<ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. 	Y		
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	3	12	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency 	Y	Year group bubbles to line up 2 metre distance apart at muster points.	9
32. Fire marshals absent due to self-isolation	4	3	12	<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. 	Y		9
33. All systems may not be operational	3	3	9	<ul style="list-style-type: none"> Government guidance is being implemented where appropriate, see following link: https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating Ventilation systems 	Y	All systems have been in use since lockdown as school has always remained open. Therefore all systems have been maintained and monitored as normal	8
34. Statutory compliance has not been completed due to the reduced availability of contractors during	4	3	12	<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 	Y		8
					Y	All systems have been in use since lockdown as school has always remained open.	

lockdown				<p>contractor has been arranged.</p> <ul style="list-style-type: none"> The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm 		Therefore all systems have been maintained and monitored as normal	
35. Lack of good ventilation means that there is risk of transmission	4	3	12	<ul style="list-style-type: none"> Ensure good ventilation in classrooms and common areas e.g. through opening a window 	Y	Staff Handbook addendum advises windows to be open	9
				<ul style="list-style-type: none"> Follow guidance in the following link: air conditioning and ventilation during the coronavirus outbreak. 			
36. Visitors to the site (including parents) add to the risk	4	3	12	<ul style="list-style-type: none"> Signage giving routes, procedures, entrances and exits to be followed. 	Y	Signs and posters at every gate and outside doors asking visitors to stop and wait for staff instructions	9
				<ul style="list-style-type: none"> Limit the external visitors to the school during school hours 	Y	Visitors not permitted on site unless completely necessary	
				<ul style="list-style-type: none"> Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. 	Y	Computer screen wiped after each use	
				<ul style="list-style-type: none"> Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable) 	Y		
				<ul style="list-style-type: none"> Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' 	Y		
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	3	12	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. 	Y		9
				<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 	Y	Contractors to work in areas where there are no staff or children. Any If required to access classroom children and	

						staff will vacate room and move to playground, returning when the contractor leaves	
				<ul style="list-style-type: none"> 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 reduction of contacts and maximising distance is maintained at all times. 	Y	Contractors asked to complete a short questionnaire regarding COVID 19 and to wear a face mask.	
				<ul style="list-style-type: none"> Alternative arrangements have been considered such as using a different entrance and exit for contractors and organising classes so that contractors and staff/pupils are kept apart. 	Y		
				<ul style="list-style-type: none"> Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed. 	Y		
				<ul style="list-style-type: none"> 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		

E. General

38. 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	3	3	9	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school. 	Y		8
				<ul style="list-style-type: none"> The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure. 	Y		
				<ul style="list-style-type: none"> Staff, pupils, parents and governors have been briefed accordingly. 	Y	Risk assessment for reopening on school website	
39. Curriculum/ Learning Environment	3	4	12	<ul style="list-style-type: none"> Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place. Each activity should be risk assessed and 	Y	We will also ask music teachers to wear a mask	9

				<p>should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.:</p> <ul style="list-style-type: none"> - in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. - In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. 			
				<ul style="list-style-type: none"> • Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support. 			
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	3	12	<ul style="list-style-type: none"> • Communications strategies for the following groups are in place: <ul style="list-style-type: none"> ○ Staff (inc staff at breakfast club and after school activities) ○ Pupils ○ Parents ○ Governors/Trustees ○ Local authority ○ Health services ○ Regional Schools Commissioner ○ Professional associations ○ Other partners ○ Neighbouring schools/EY settings ○ Highways department 	Y	<p>HT to meet with governors to discuss risk assessment and plan</p> <p>RA shared with staff and parents</p> <p>RA sent to unions</p> <p>RA sent to LA</p>	9

				<ul style="list-style-type: none"> Parents are communicated with to make sure they know: <ul style="list-style-type: none"> whether their child will be able to attend from 2nd Sept what protective steps you're taking to make the school a low-risk place for their child what you need them to do (such as on drop off and collection) For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan 	Y	<p>Parents have been informed of school opening to children on 7th September 2020.</p> <p>Parents will be informed of procedures week beginning 31st August 2020</p> <p>Parents of children with an EHCP have been informed of the opportunity to come in to school before 7th September to see their classroom and teacher</p>	
41. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education	4	3	12	<ul style="list-style-type: none"> School is aware of current guidelines for shielding 	Y		
				<ul style="list-style-type: none"> Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis. 	Y	In parent comms wk beg 31 st August 2020	
				<ul style="list-style-type: none"> Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. 	Y	Survey week beginning 13 th July and 31 st August 2020	
				<ul style="list-style-type: none"> Schools have a regularly updated register of pupils with underlying health conditions. 	Y	Business Manager and First Aid Manager keep an updated record	
				<ul style="list-style-type: none"> Staff are available to ensure pupils at home continue to be provided with remote education 	Y	Purplemash will continue for children who need to be at home whilst in quarantine.	
42. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in	2	4	8	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. 	Y	All SLT have Psychological First Aid training.	8
				<ul style="list-style-type: none"> There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. 	Y	Previous "children's voice" tells us children know they can talk to any adult. Staff have	

general						been made aware of who the designated wellbeing / mental health staff are.	
				<ul style="list-style-type: none"> 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). 	Y	Staff are aware of the need for children to talk about their experiences. We have been carrying out the principals of the resilience schools programme.	
				<ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided. 	Y	By staff comms and emails	
43. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	5	15	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. 	Y	Staff have been provided with website and organisations to support their wellbeing since March. These will be resent.	12
				<ul style="list-style-type: none"> Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. 	Y	Wellbeing is discussed in INSETs, staff comms and governor committee meetings	
				<ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing 	Y		
				<ul style="list-style-type: none"> Staff briefings/training on wellbeing are provided. 	Y		
				<ul style="list-style-type: none"> Staff have been signposted to useful websites and resources. 	Y		
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	2	4	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. 	Y		3
				<ul style="list-style-type: none"> The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. 	Y		
				<ul style="list-style-type: none"> The headteacher'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. 	Y		

				<ul style="list-style-type: none"> Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 	Y		
				<ul style="list-style-type: none"> 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		
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	3	9	<ul style="list-style-type: none"> Guidance on test and trace has been published. 	Y	Staff have been sent the guidance	8
				<ul style="list-style-type: none"> The guidance has been explained to staff 	Y	Staff Inset 2nd, 3rd, 4th September	
				<ul style="list-style-type: none"> Post-testing and tracing support is available for staff. 	Y		
46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	3	12	<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. 	Y		9
				<ul style="list-style-type: none"> Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. 	Y		
				<ul style="list-style-type: none"> Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply 	Y	The DFE guidance has been sent to parents and will be resent in first week in September	
				<ul style="list-style-type: none"> A record of any COVID-19 symptoms in staff or pupils is reported to the local authority and, in the case of academies, the trust 	Y		
47. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and	4	3	12	<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. 	Y		9
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y	In staff handbook addendum 1 and 2	

testing) should anyone display symptoms of COVID-19				<ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y		
48. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including test and trace	4	3	12	<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. 	Y	In weekly parents and staff comms	9
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y		
				<ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y		
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	3	12	<ul style="list-style-type: none"> Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12). Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures 	Y Y	Parents have been told in comms as advised by the DFE	8