

# St Catherine's Primary School Operational Risk Assessment for full School Reopening on 8<sup>th</sup> March 2021

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	23/02/21		Staff, pupils, parents, visitors, volunteers, contractors

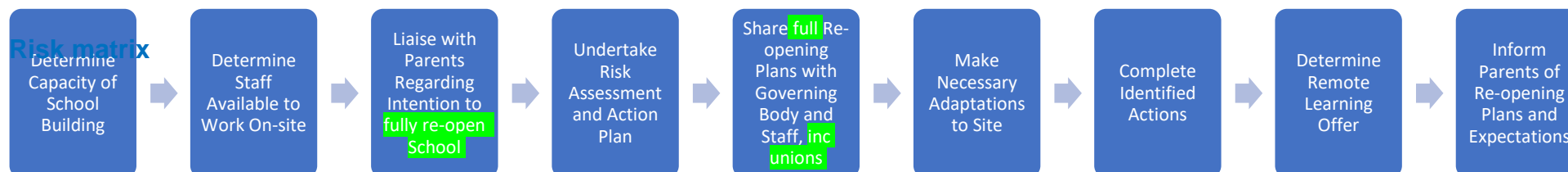
## Purpose of this document:

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://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/964351/Schools\\_coronavirus\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf)

## 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	Weekly emails from Director of School Improvement & Traded Services.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/943707/Symptomatic_children_action_list_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/943707/Symptomatic_children_action_list_schools.pdf</a> <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools">https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</a> <a href="https://www.gov.uk/government/publications/review-your-remote-education-provision?utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_source=53522a25-c275-4777-996d-ade6d8f11bd5&amp;utm_content=immediately">https://www.gov.uk/government/publications/review-your-remote-education-provision?utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_source=53522a25-c275-4777-996d-ade6d8f11bd5&amp;utm_content=immediately</a> <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision">https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision</a> <a href="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">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</a> <a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf</a> <a href="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">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</a>

## Suggested Steps of Re-opening Preparation:



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

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)
<b>A. Staffing Resources</b>							
1. Risk that there are insufficient staff to support all the pupils to be in school	3	3	9	<ul style="list-style-type: none"> <li>Audit staff availability</li> </ul>	Y	The impact of those who are isolating will reduce the amount of supervision children will have at lunchtimes and in lessons.	9
				<ul style="list-style-type: none"> <li>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)</li> </ul>	Y	Risk assessments will be made. All staff are aware of the importance of keeping the HT informed of any change in their circumstances re COVID.	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	We anticipate the return of all classes. We can cover 2 classes if 2 teachers have to isolate due to COVID. After that we need to employ agency staff.	
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	We have on HLTA and 2 Level 3 TAs.	
				<ul style="list-style-type: none"> <li>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</li> </ul>		TA timetable is in place. Absence will have an impact on support available and cover for lunchtime bubbles. TAs will be asked to wash hands thoroughly before entering different classes	

						during the day and where possible wear a mask. Entering bubbles will be kept to a minimum	
				<ul style="list-style-type: none"> <li>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 will carry out Lateral Flow Tests twice a week.</li> </ul>		Staff have been provided with the information from the DFE on test and trace and are encouraged to follow the advice. They have also been asked to use the LFT twice a week.	
				<ul style="list-style-type: none"> <li>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)</li> </ul>		One non class based teacher is allocated to long term home learning half a day a week. Class teachers are responsible for short term home learning. Office staff will support with communication.	
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"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> </ul>		Staff have been informed in staff comms and the staff handbook addendum version 3 of importance of informing HT immediately.	9
				<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>	Y	All class teachers and non class based teachers are responsible for both home learning provision and planning/teaching children in school.	
				<ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> </ul>	Y	Learning Mentor timetabled to support classes in wellbeing and can be flexible to cover classes along with Level 3 TAs and Level 2 TAS where appropriate.	
				<ul style="list-style-type: none"> <li>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 are asked to carry out Lateral</li> </ul>	Y	Staff have been provided with the information from the DFE on test and trace and have been asked to	

				Flow Testing twice a week.		follow the advice. They have also been asked to carry out LFTs twice a week.	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<p>All classes are expected to be in school. We are able to cover 2 classes if the class teacher is isolating due to COVID. Remote learning is provided for children who are isolating at home through our Purplemash platform..</p>	
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>	Y	<p>SEND pupils can meet with the Inclusion Leader and Learning Mentor to discuss concerns or have a safe place if feeling anxious. Break out space in the dining hall will be provided for SEND children who become extremely distressed.</p>	
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"> <li>Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</li> </ul>	Y	<p>Agency staff are being given a full induction and are provided with a mask. There is handwash and anitbac gel in all classrooms for staff and children to use. The agency staff movement between bubbles is limited as far as possible..</p>	9
				<ul style="list-style-type: none"> <li>Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught.</li> </ul>		<p>Peripatetic teachers to teach 1:1. Wearing face mask. Provide instruction from a distance and to wash hands before and after each pupil.</p>	

						Woodwind teaching to be resume after Easter with lessons taking place outside. Currently we have 2 ITT trainees who have been allocated to one bubble only. They have taken 2 LFTs before starting.	
				<ul style="list-style-type: none"> <li>Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.</li> </ul>	Y	Music leader to review music risk assessment	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	The ITT trainees have had a full induction and have been made aware of our policies and procedures. They have been allocated to a bubble.	
4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	Staff are aware that they need to declare if they are extremely clinically vulnerable or clinically vulnerable. (This includes pregnant staff) Risk assessments will be put in place for individuals who are CV using systems of control approach..	
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	3	9	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	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"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>	Y	First Aid Manager oversees schedule training.	
				<ul style="list-style-type: none"> <li>Follow Covid19 first responders guidance and Public Health guidance on use of PPE when</li> </ul>		Business Manager to continue to monitor	

				administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals.		supplies of face masks, shields aprons and gloves for all staff including First Aiders.	
				<ul style="list-style-type: none"> <li>• Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	5 on Safeguarding Team. Training is up to date. All staff received their annual safeguarding training on 2/11/20.	
6. Risks to health and safety because staff are not trained in new procedures.	3	3	9	<ul style="list-style-type: none"> <li>• A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	Y	Staff Book Addendum 3 (containing use of masks) Additional masks are stored in medical room for any masks that become wet or damp or lost.	8
				<ul style="list-style-type: none"> <li>• 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"> <li>○ Infection control</li> <li>○ Fire safety and evacuation procedures</li> <li>○ Constructive behaviour management</li> <li>○ Safeguarding</li> <li>○ Risk management</li> </ul> </li> </ul>	Y	Staff INSETs & Briefings to go through risk assessment and safety procedures. Fire alarm drill scheduled for Spring Term	
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"> <li>• 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.</li> </ul>	Y	Staff to declare whether they are in the extremely critically vulnerable group or clinically vulnerable group. Government Guidelines will be followed. For CV systems of control approach will be deployed through a risk assessment.	9
				<ul style="list-style-type: none"> <li>• 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</li> </ul>	Y	In staff comms and in Staff handbook addendums Staff have been asked to inform HT	

			<ul style="list-style-type: none"> <li>Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice</li> </ul>	Y	HT will meet with staff who have declared their health issues. Risk Assessment will be put in place for individuals.	
			<ul style="list-style-type: none"> <li>Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable</li> </ul>	Y	Staff have been directed to the information from the DFE	
			<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>	Y	SLT and governors have been provided with the latest DFE information.	

### 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"> <li>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.</li> </ul> <p>For Secondary:</p> <ul style="list-style-type: none"> <li>Audit accommodation in order to establish how many class groups and or year groups (no size restrictions) can be accommodated.</li> </ul>	Y	Year group bubbles will continue to be maintained. Class bubbles will be maintained as far as possible.	9
				<ul style="list-style-type: none"> <li>Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school.</li> <li>Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal.</li> </ul>	Y	Inclusion leader will keep in touch with parents by phone calls, emails and zoom meetings.	
				<ul style="list-style-type: none"> <li>Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Classes/spaces remodelled to allow for adults to maintain a distance (ideally 2 metres) from pupils and other adults.</li> </ul>	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"> <li>Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate.</li> </ul>	Y	Furniture will face the front as far as possible	
				<ul style="list-style-type: none"> <li>Protocols around reduction of contacts and maximising distance shared with pupils. These</li> </ul>	Y	All teachers will continue to show their class the	

			<p>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.</p>		powerpoint explaining need of social distancing and washing hands
			<ul style="list-style-type: none"> <li>• Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>	Y	Posters are printed and displayed
			<ul style="list-style-type: none"> <li>• 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</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• Pupils remain, subject allowing, in their designated learning space.</li> </ul>	Y	<p>Nursery and Reception will be kept as 2 individual bubbles. EHCP children will be part of their year group bubble</p>
			<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		<p>EYFS staff are aware of keeping a distance as far as possible. If closer contact is required adults will wear a mask.</p>
			<ul style="list-style-type: none"> <li>• 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.</li> <li>• If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups</li> <li>• Schools should consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school</a></li> </ul>	Y	<p>Breakfast Club and After school Clubs to have Year groups at designated tables and in play areas as far as possible..</p> <p>Designated staff assigned to year groups / bubbles..</p> <p>Parents have been asked to inform school confirming any other wrap</p>



				<p><a href="#">settings during the coronavirus (COVID-19) outbreak</a> 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.</p> <ul style="list-style-type: none"> <li>As with physical activity during the school day, contact sports should not take place.</li> </ul>		<p>around providers they use before being permitted into After school club.</p> <p>External exercise will be in groups. Any equipment used must be designated to their own bubble and not used elsewhere. 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"> <li>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</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	Y	<p>Gatherings in the dining hall and the main hall will be minimised to Class Bubbles and Year group bubbles only.</p> <p>Children will walk to hall for indoor PE using the outside pathways. Indoor PE Risk Assessment in place. Adults will wear masks as they move to and from hall and if they are less than 2 metres from another adult.</p>	8
				<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>	Y	<p>Biggest bubble is 60 children and 4 adults which is 1 year group and assigned staff.</p>	
				<ul style="list-style-type: none"> <li>Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart.</li> </ul>	Y	<p>Main hall and dining hall will be timetabled for Reception and Year 1. Lunch in classrooms for Year 2 to year 6. We will start Nursery in the dining on 8<sup>th</sup> March hall and then review.</p>	

10. Risks of transmission during use of the outdoor learning environment for young children	3	4	12	<ul style="list-style-type: none"> <li>Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces</li> </ul>	Y	Nursery playground to be timetabled for Nursery or Reception children to play in.	9
				<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	Pedal bin outside to be used for disposal of tissues. 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"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y	Parents informed of importance of providing water bottles for their children each day	
				<ul style="list-style-type: none"> <li>Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles.</li> </ul>	Y	The field climbing frame is to be used by Reception children only. Only Nursery children to use the Nursery climbing frame. Reception children encouraged to use the A frames.	
				<ul style="list-style-type: none"> <li>Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam</li> </ul>	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"> <li>Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available</li> </ul>	Y	All classes to complete the daily mile. Playground to be timetabled for this. All classes to have 2 hours of PE a week.	
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	Playground timetabled at lunch time for play. Areas allocated to year group	

				<p>bubble.</p> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• Outside spaces are used by one bubble at a time or space is divided with clear demarcations. Limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> </ul>		bubbles using the barriers	
				<ul style="list-style-type: none"> <li>• Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>	Y	Each bubble to use their own play equipment on the playground for example skipping ropes and hoops.	
				<ul style="list-style-type: none"> <li>• Resources are limited to facilitate effective cleaning daily</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• 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</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• Only equipment that can be washed easily can be used.</li> </ul>	Y	Bikes to be reduced in number so that they can be wiped in between use	
				<ul style="list-style-type: none"> <li>• 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</li> </ul>	Y		
11. Risk of staff having to move between groups	3	3	9	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• Where staff have to move between bubbles to deliver the school timetable they should maintain a 2-metre distance from pupils and colleagues.</li> </ul>	Y	TAs and Learning Mentor to maintain distance and wash hands between classroom visits. Reduced movement between bubbles as far as possible. Masks to be worn as adults move between bubbles. Extra masks in medical room for any staff with damp or wet masks.	8
12. Risks of	4	3	12	<ul style="list-style-type: none"> <li>• Arrange for corridors to be one-way where</li> </ul>	Y	Children and staff will use	9

transmission due to movement around the school.				possible		outside paths to maintain a one way system as far as possible	
				<ul style="list-style-type: none"> <li>• Clear signage and markers for the youngest children</li> </ul>	Y	Child friendly posters for youngest children	
				<ul style="list-style-type: none"> <li>• Corridors are divided where feasible</li> </ul>	Y	Each KS to have minimum movement in school. KS2 move from their classroom to the main hall, using outside pathways.	
				<ul style="list-style-type: none"> <li>• Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible</li> </ul>	Y	KS2 stair case used by Years 5. Year 6 to use outside staircase. Second staircase is used by Year 4 bubble only	
				<ul style="list-style-type: none"> <li>• Movement of pupils and staff around the school is minimised</li> </ul>	Y	Each class to utilise their outside areas for break for brain gym activities. Playground to be used for daily mile and lunch time slot.	
				<ul style="list-style-type: none"> <li>• Pupils are reminded regularly of protocols for reduction of contacts and maximising distance</li> </ul>	Y	Children to start the day with the social distancing and handwashing powerpoint	
				<ul style="list-style-type: none"> <li>• Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>	Y	Lunch time rota in place to supervise children.. 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"> <li>• Start dates and start and departure times are staggered.</li> </ul>	Y	Nursery to Year 6 to start school on 8 <sup>th</sup> March 2021. Nursery start 8:30am finish at 3:30pm Reception & Yr 1 start 8:45am to 3pm Yr 2 & 4 start 9am to 3:15pm Yr 3 & Yr 6 start 8:45 to 3pm	9

				<ul style="list-style-type: none"> <li>Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces</li> </ul>	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"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	N/A	
				<ul style="list-style-type: none"> <li>Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department</li> </ul>	Y	4 different gates to be used around the school for specific year groups entrance and exit.
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	SLT to supervise gates wearing a mask. Children to wash hands on entry to classrooms.
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Parents are not permitted on the premises. Queries and questions must be emailed or call the school  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"> <li>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</li> </ul>	Y	
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>	Y	4 different gates are being used across the site to minimise groups gathering Gate A is Field Gate, Gate B is Nursery Gate, Gate C is the Front Pedestrian Gate by the office Gate D is the Old Playground gate by High Barnet Station.
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	Y	Each year group are given a 5 minute slot to

						enter the school site	
				<ul style="list-style-type: none"> <li>Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes</li> </ul>	Y	Posters put on each gate. Parents informed in Parent comms which is also put on school website	
				<ul style="list-style-type: none"> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating</li> </ul>	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"> <li>Floor markings visible to all to avoid queuing</li> </ul>	Y	LA have painted signs on ground at school gates	
				<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	Y	In Parent comms	
				<ul style="list-style-type: none"> <li>Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>	Y	Storage bike area can be accessed during the 5 minute entry and 5 minute exit slot	
				<ul style="list-style-type: none"> <li>Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	Y	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 unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3	4	12	<ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	Y	Sign on school gate informing parents of parking and keeping safe on road and pavement. Signs labelling year group gates.	9
				<ul style="list-style-type: none"> <li>For those that have to drive, advice on places they should and should not pick up, drop off and park.</li> </ul> For Secondary <ul style="list-style-type: none"> <li>Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols.</li> </ul>	Y	Parent comms explaining importance of park and stride	
				<ul style="list-style-type: none"> <li>Arrangements for kiss and drop, if deemed</li> </ul>	Y	Parent comms to inform	

				appropriate, in consultation with Highways, promoted to staff, children and families.		of handover at the gate	
				<ul style="list-style-type: none"> <li>Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.</li> </ul>	Y	Road closure in place. Mays Lane to Elton Ave	
				<ul style="list-style-type: none"> <li>Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.</li> </ul>	Y	Pavement marking in place. Road closure in place Mays Lane to Elton Ave	
				<ul style="list-style-type: none"> <li>Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.</li> </ul>	Y	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	3	9	<ul style="list-style-type: none"> <li>Break and lunch times are staggered</li> </ul>	Y	Break time in area outside classroom for fresh air and on the spot exercise. Lunchtime playground on a staggered rota. This will minimise any transmission.	9
				<ul style="list-style-type: none"> <li>External areas are designated for different groups For Secondary</li> <li>Outside spaces are used by one bubble at a time or space is divided with clear demarcations</li> </ul>	Y	Barriers to be used in playground to separate bubbles	
				<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time</li> </ul>	Y	Staff to refer to powerpoint and posters	
				<ul style="list-style-type: none"> <li>Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.</li> </ul>	Y	Supervision has been assigned (cannot be enhanced) to bubbles where there is a particular need if possible.	
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts	3	4	12	<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime</li> </ul>	Y	Staff to refer to powerpoint and posters	9
				<ul style="list-style-type: none"> <li>Pupils wash their hands before and after eating and on leaving and returning to the classrooms</li> </ul>	Y	Reminders about handwashing and social	

and maximising distance at lunchtimes				after outdoor play, break and lunch times or any activity away from their designated learning area.		distance are shared in the daily powerpoint. Sandpit in nursery must only be used by Nursery children. They must wash their hands before and after use. Same applies to Reception sand tray.	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Reception and Year 1 have lunch in dining hall at separate times. Years 2 to 6 to have lunch in their classrooms. Nursery to have lunch in hall 8 <sup>th</sup> March and then confirm.	
				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>	Y	Children will not be queuing as they will be eating their packed lunch in the classrooms. Adults in reception and Year 1 will deliver the lunch trays to the children in the dining hall.	
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	Designated staff to deliver school packed lunches to classroom doors. Wearing masks.	
				<ul style="list-style-type: none"> <li>If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food</li> </ul>	Y	In parent comms	
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	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 and maximising	4	3	12	<ul style="list-style-type: none"> <li>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</li> </ul>	Y	Staff must wait by the office door wearing a mask, if they need assistance. Staff must not enter the	9



distance guidelines				distance		Business manager's office but can communicate at the door wearing a mask. Personal information can be discussed via email or phone.	
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	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. Masks must be worn for making tea, accessing fridge and using microwave.	
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	3	9	<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	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"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	Y	First Aid room	
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	All TAs to be provided with a supply of masks and gloves	
				<ul style="list-style-type: none"> <li>Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</li> </ul>	Y	First Aid managers to carry out the cleaning of First Aid room after suspected case of COVID	
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance	3	4	12	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Parent comms will be issued via email on 5 <sup>th</sup> March 2021. Staff are encouraged not to congregate in small areas such as outside the school office.	8

guidelines						Conversations should be taken to the school hall for social distancing.	
				<ul style="list-style-type: none"> <li>The maximising distance floor markings are clearly in place</li> </ul>	Y	Necessary 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"> <li>Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty</li> </ul>	Y	Posters displayed in the lobby and front door of school	
				<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>	Y	Deliveries to be dropped off at the front door of the school	
			<ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>	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"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	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"> <li>Regular cleaning</li> </ul>	Y	General cleaning to take place twice a day in addition to Caretaker midday antibac spray.	
				<ul style="list-style-type: none"> <li>Minimise contact and mixing (see above)</li> </ul>	Y	Staff and children allocated to certain areas of the school and must refrain from walking into other areas. Outside paths must be used when travelling to the school	

						hall.	
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	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"> <li>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.</li> </ul>	Y	First Aid Manager to store and monitor Lateral Flow Tests and PCR Tests. Business manager will support staff in obtaining a test.	9
				<ul style="list-style-type: none"> <li>Ensure that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home</li> </ul>	Y	All staff made aware of this condition and are to be vigilant of others. PCR tests available to staff if they have to leave school due to having symptoms.	
				<ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	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"> <li>PPE on hand.</li> </ul>			
				<ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace and Lateral Flow Testing</li> </ul>	Y	Staff have been communicated this in staff comms and staff addendum. Staff have collected their LFT boxes. PCR tests are stored in school. Business Manager to order more.	
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"> <li>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.</li> </ul>	Y	Staff in each bubble to put away resources that cannot be cleaned.	9
				<ul style="list-style-type: none"> <li>Establish arrangements for all frequently touched surfaces and equipment e.g. <ul style="list-style-type: none"> <li>door handles</li> </ul> </li> </ul>	Y	Caretaker to carry out a daily schedule of wiping door handles door plates	

			<ul style="list-style-type: none"> <li>• handrails</li> <li>• tabletops</li> <li>• play equipment</li> <li>• toys</li> <li>• electronic devices (such as phones)</li> <li>• specialist equipment, including equipment used by pupils with SEN</li> </ul>		(frequently touched surfaces) wearing a mask. Each class and office to be provided with detergent/anti bac spray
			<ul style="list-style-type: none"> <li>• When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.</li> </ul>	Y	Caretaker to ensure there is a supply of spray bottles containing effective cleaning fluid
			<ul style="list-style-type: none"> <li>• Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</li> </ul>	Y	Staff to not share resources outside of 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"> <li>• Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.</li> </ul>	Y	Children to be provided with their own resources as far as possible. KS2 have bum bags. Each class provided with a basin and antibacterial washing liquid to wash shared resources each day. Alternatively Items can be left untouched for 48 hrs or 72 hrs if plastic.
			<ul style="list-style-type: none"> <li>• Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books</li> </ul>	Y	Teachers to be reminded of this advice in staff comms
			<ul style="list-style-type: none"> <li>• 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.</li> </ul>		Teachers must wear a mask and 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"> <li>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</li> </ul>	Y	Staff to wear professional attire. Children to wear school uniform.	
23. Risk of virus spreading because the school has insufficient materials and equipment	4	3	12	<ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>	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"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	Antibac bottles at various points in school and sanitiser in entrance to school	
				<ul style="list-style-type: none"> <li>Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,</li> </ul>	Y	Pedal bins with lids purchased for every classroom and office for tissues only.	
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	Y	Pedal bins double bagged	
				<ul style="list-style-type: none"> <li>Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>	Y	Tissues boxes available in each classroom. Information of disposal of tissues included in powerpoint and on pedal bin labels. "Catch it bin it kill it"	
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"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y	EYFS and TA staff are provided with PPE. Trusted supplier will be used	8
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	First Aid managers and EYFS staff have watched the NHS videos on disposing of PPE	
				<ul style="list-style-type: none"> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing</li> </ul>	Y	Masks are to be worn by staff moving outside of the class bubble.	
25. Pupils forget to	4	3	12	<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils</li> </ul>	Y	Expectations in Staff	9

wash their hands regularly and frequently				of the need to wash their hands regularly and frequently.		handbook addendum for reminding children & times of days handwashing should be done.	
				<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.</li> </ul>	Y	Staff refer children to posters and powerpoint	
				<ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	Y	Paper towels and soap dispensers are an indicator of this	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	3	9	<ul style="list-style-type: none"> <li>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 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.</li> </ul>	Y	Staff to ensure the powerpoint is shown to the children every day to remind them of the safety procedures of handwashing for at least 20seconds and social distancing	8
				<ul style="list-style-type: none"> <li>Staff model reducing contacts and maximising distance consistently.</li> </ul>	Y	Laminated signs are displayed throughout school reminding everyone about 2 metre distance. Staff to take personal responsibility and move if they feel a child or adult is too close. Staff to wear a mask when moving in the school. Staff to use outside paths.	
				<ul style="list-style-type: none"> <li>The movement of pupils around the school is minimised.</li> </ul>	Y	Staff and children are allocated to certain areas of the school building.	
				<ul style="list-style-type: none"> <li>Large gatherings are avoided inc assemblies</li> </ul>	Y	Only year group bubbles can gather in the main hall. Using outside paths to get there.	

				<ul style="list-style-type: none"> <li>Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised</li> </ul>	Y	Rota system and barriers to be put in place so that bubbles can remain separated	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Behaviour Policy to be followed – see behaviour addendum 2	
				<ul style="list-style-type: none"> <li>Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed.</li> </ul>	Y	Leaders to monitor the RA in action	
				<ul style="list-style-type: none"> <li>Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> </ul>	Y	Parent comms	
				<ul style="list-style-type: none"> <li>Arrangements for younger primary school children have been agreed and staff are clear on expectations.</li> </ul>	Y	EYFS staff to discuss appropriate resources and a cleaning schedule	
				<ul style="list-style-type: none"> <li>Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	Y	TAs to meet with Inclusion leader to discuss safety procedures according to risk assessment	
<b>D. Premises and Buildings</b>							
27. Risk that regular enhanced cleaning capacity is at a	4	3	12	<ul style="list-style-type: none"> <li>A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.</li> </ul>	Y	School areas in use are cleaned daily.	9

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				<ul style="list-style-type: none"> <li>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"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach</li> <li>the regular cleaning of toilets</li> </ul> </li> </ul>	Y	New cleaning schedule in place with cleaning manager. Caretaker cleans frequently touched surfaces mid day.	
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	Y		
28. The use of fabric chairs may increase the risk of the virus spreading	4	3	12	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>	Y	Fabric stools and sofas will be allocated to children within the classroom bubble.	9
				<ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	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"> <li>Follow DfE guidelines for number of pupils per toilet</li> </ul>	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 3 girls in the girls toilets and 2 boys in the boys toilets at one time.	9
				<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>	Y	Band system used - 3 girls or 2 boys at a time	
				<ul style="list-style-type: none"> <li>Floor markings are in place to enable reduction of contacts and maximising distance.</li> </ul>	Y	Tape marks the distance required on the floor of the toilets	
				<ul style="list-style-type: none"> <li>Pupils know that they can only use the toilet one at a time.</li> </ul>	Y	2 boys or 3 girls can use the larger KS2 room toilets following the signs and markings	
				<ul style="list-style-type: none"> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> </ul>	Y	Band system used throughout the day	



				<ul style="list-style-type: none"> <li>The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y	Caretaker to wipe toilets and sinks twice a day in addition to cleaners.	
				<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	Caretaker to monitor	
				<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>	Y	Caretaker to carry out twice a day	
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>		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"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals</li> <li>The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points</li> <li>A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible</li> </ul> </li> </ul>	Y	3 Fire Marshalls in place Fire drill to take place in each half term. Use exit staircase to maximise social distancing	9
				<ul style="list-style-type: none"> <li>Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)</li> </ul>	Y	Weekly briefings, emails and staff comms. Breakfast Club and After School club staff have been informed via Staff Addendum.	
				<ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	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"> <li>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</li> </ul>	Y	Year group bubbles to line up 2 metre distance apart at muster points.	9
				<ul style="list-style-type: none"> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> </ul>			
				<ul style="list-style-type: none"> <li>Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be</li> </ul>			

				possible during an emergency			
32. Fire marshals absent due to self-isolation	4	3	12	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y	We have 3 Fire Marshalls	9
33. All systems may not be operational	3	3	9	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate, see following link: <a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></li> </ul>	Y		8
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	All systems have been maintained and monitored as normal	
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	3	12	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y		8
				<ul style="list-style-type: none"> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>The following guidance has been followed where appropriate: <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></li> </ul>	Y	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"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> </ul>	Y	Staff Handbook addendum advises windows to be open. They can be closed if it gets cold for the children. When leaving the classroom all windows and doors must be open so that the room is ventilated thoroughly. They can be closed once children return to	9
				<ul style="list-style-type: none"> <li>Follow guidance in the following link:</li> <li><a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul>			

						classroom.	
36. Visitors to the site (including parents) add to the risk	4	3	12	<ul style="list-style-type: none"> <li>• Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>	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"> <li>• Limit the external visitors to the school during school hours</li> </ul>	Y	Visitors not permitted on site unless completely necessary. If so they must wear a mask and sanitise hands.	
				<ul style="list-style-type: none"> <li>• Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>	Y	Computer screen in entrance wiped after each use	
				<ul style="list-style-type: none"> <li>• 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)</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>• Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually'</li> </ul>	Y	Inclusion Leader meets parents on Zoom.	
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"> <li>• 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.</li> </ul>	Y		9
				<ul style="list-style-type: none"> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe</li> </ul>	Y	Contractors to work in areas where there are no staff or children. 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"> <li>• Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that</li> </ul>	Y	Contractors asked to complete a short questionnaire regarding	

				contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times.		COVID and to wear a face mask.	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>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).</li> </ul>	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"> <li>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.</li> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	Policies have been amended where needed.	8
39. Curriculum/ Learning Environment	3	4	12	<ul style="list-style-type: none"> <li>Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place.</li> <li>Each activity should be risk assessed and 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.: <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul>	Y	We will also ask music teachers to wear a mask. Singing lessons and woodwind lessons can be held outside after Easter.	9

				<p>where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>			
				<ul style="list-style-type: none"> <li>• 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.</li> </ul>			
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"> <li>• Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>○ Staff (inc staff at breakfast club and after school activities)</li> <li>○ Pupils</li> <li>○ Parents</li> <li>○ Governors/Trustees</li> <li>○ Local authority</li> <li>○ Health services</li> <li>○ Regional Schools Commissioner</li> <li>○ Professional associations</li> <li>○ Other partners</li> <li>○ Neighbouring schools/EY settings</li> <li>○ Highways department</li> </ul> </li> <li>• Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>○ whether their child will be able to attend</li> <li>○ what protective steps you're taking to make the school a low-risk place for their child</li> <li>○ what you need them to do (such as on drop off and collection)</li> </ul> </li> <li>• For pupils with SEN, consideration should be</li> </ul>	Y	HT has met with governors to discuss risk assessment and plan RA has been shared with staff and parents and is on the school website. RA has been sent to unions RA has been sent to LA RA is continually reviewed and placed on school website.	9
				<ul style="list-style-type: none"> <li>• Parents will be informed of school safety procedures on 5<sup>th</sup> March 2021.</li> <li>Parents are updated each week via newsletters and texts.</li> <li>Parents of children with</li> </ul>	Y		

				given to the use of the individual Re-Integration Plan		an EHCP have received communication from the Inclusion Leader.	
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"> <li>School is aware of current guidelines for shielding</li> </ul>	Y	Children who are shielding long term have been identified as vulnerable and have been provided with remote learning and a contact teache in the school.	
				<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.</li> </ul>	Y	In parent comms wk beg 5 <sup>th</sup> March 2021.	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Surveys will be distributed again to update information.	
				<ul style="list-style-type: none"> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	Business Manager and First Aid Manager keep an updated record	
				<ul style="list-style-type: none"> <li>Staff are available to ensure pupils at home continue to be provided with remote education</li> </ul>	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 general	2	4	8	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>	Y	All SLT have Psychological First Aid training.	8
				<ul style="list-style-type: none"> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> </ul>	Y	Previous "children's voice" tells us children know they can talk to any adult. Staff have been made aware of who the designated wellbeing / mental health staff are. Children have been provided with weekly Wellbeing Questionnaires.	
				<ul style="list-style-type: none"> <li>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings</li> </ul>	Y	Staff are aware of the need for children to talk	

				(stories/toy characters are used for younger pupils to help talk about feelings).		about their experiences. We have been carrying out the principals of the resilience schools programme. A wellbeing audit has been carried out and pupil progress meetings have taken place. Anna Freud activities and suggestions are being used	
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	By HT in weekly parent comms and staff comms.	
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"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	In the weekly staff emails from the HT staff have been provided with websites and organisations to support their wellbeing. These will continue to be sent. Weekly briefings have taken place where wellbeing has been discussed each time. Staff have been asked how they would like briefings to be carried out. Teachers and TAs have requested zoom.	12
				<ul style="list-style-type: none"> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> </ul>	Y	Wellbeing is discussed in INSETs, staff comms and governor committee meetings. An audit has been carried out and a Wellbeing Action Plan is in place.	
				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y		

				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	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"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y	Committees meet once a half term minimum. Resources committee meet at least twice a month.	3
				<ul style="list-style-type: none"> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> </ul>	Y	The clerk and Chair are experienced and are informed.	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	HT Spring Report 2021	
				<ul style="list-style-type: none"> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>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.</li> </ul>	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"> <li>Guidance on test and trace has been published.</li> </ul>	Y	Staff have been sent the guidance	8
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	Staff Insets continue to refer to guidelines and latest advice.	
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y		
46. Infection transmission within school due to staff/pupils (or members of their household) displaying	4	3	12	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>	Y	Parents and staff are aware and are reminded in the weekly emails to stay at home if a member of their household has symptoms.	9



symptoms				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y		
				<ul style="list-style-type: none"> <li>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 <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply</li> </ul>	Y	The DFE guidance has been sent to parents.	
				<ul style="list-style-type: none"> <li>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</li> </ul>	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 testing) should anyone display symptoms of COVID-19	4	3	12	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Staff in the breakfast clubs and afterschool clubs are included in the weekly staff email and are informed verbally by their line manager.	9
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	In staff handbook addendum 1 and 2 and 3	
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y	In weekly parent and staff comms	
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"> <li>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.</li> </ul>	Y	In weekly parents and staff comms they have been told to stay at home if they have any symptoms and get a test. If symptoms develop at school the child will be brought to medical room to be collected by parent. If a staff member has symptoms they must go home immediately.	9
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y		

				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	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"> <li>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).</li> <li>Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</li> </ul>	Y  Y	Parents have been told in comms from school to walk, scoot or cycle to school if they can. If they need to drive they are asked to park and stride.as advised by the DFE	8