

COVID-19: Operational Risk Assessment for **full** School Reopening in March 2021

SCHOOL NAME:

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Laura Russell- Acting Headteacher Tamar Cohen- Acting Headteacher	01/03/2021	Ongoing	Staff, pupils, parents, visitors, volunteers, contractors

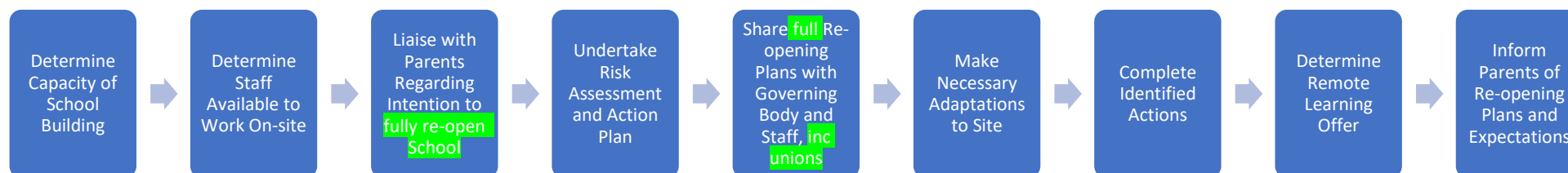
Purpose of this document:

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) 20012 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:



Risk matrix

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	2	6	<ul style="list-style-type: none"> Audit staff availability 	Y	All shielding staff have been e mailed to get update re March 8 th opening	
				<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	To be completed based on the above. Individual risk assessments completed for vulnerable, pregnant, new mothers and BAME members of staff	
				<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	Clear expectations to be communicated to staff regarding provision for individual pupils isolating at home. In the event of a full closure teachers to revert to 'lock down' home learning provision.	
				<ul style="list-style-type: none"> Ensure flexible and responsive use of teaching assistants 	Y		
				<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 	Y	All support staff will be working from March 8 th	

				need to be supported by the same adults, where possible			
				<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 know if they need to self isolate due to test and trace 	Y	Staff given guidelines re what to do if they have symptoms and where to get tested. Procedures in place for what to do if staff test positive or if contacted by test and trace.	
				<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) 	Y	Staff are clear on how home learning will be set if needed.	
				<ul style="list-style-type: none"> Full use is made of twice weekly LF testing to inform staff deployment i.e. ensure staff are able to attend work and know if they need to self isolate due to positive test result 		All staff are encouraged to test on a Sunday/Wednesday and log results.	
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	2	6	<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. 	Y	Staff to inform Angela and SLT as soon as possible of any additional absence Parents have been informed that short notice closures may take place due to staffing shortages	
				<ul style="list-style-type: none"> Full use is made of all qualified teachers. 	Y		
				<ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. 	Y		
				<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 know if they need to self isolate due to test and trace 	Y	Staff to notify SLT/Angela immediately if they are contacted by test and trace. Cover to be arranged.	
				<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		
				<ul style="list-style-type: none"> Where possible, ensure pupils with SEND are 	Y		

				prioritised to be in school, -.			
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees and enrichment staff.	3	3	9	<ul style="list-style-type: none"> Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies. 	Y		
				<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. 		Create info poster for visitors to the school	
				<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. 		Share above poster with visitors, trainees, Elms and Showstoppers in advance of term.	
				<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. 	N/A	Trainees will be assigned to one bubble only.	
4. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	4	2	8	<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 to inform SLT if they are current work arrangements pose a risk for someone in their household. If this is the case, further RA will be carried out to ensure they are able to minimise risks.	
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	1	3	<ul style="list-style-type: none"> Provide cover for the role from within available staffing 	Y		
				<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		
				<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. 	Y	Office staff are aware of how to administer first aid with the use of PPE	
				<ul style="list-style-type: none"> Programme of training for additional staff in place (e.g. Safeguarding) 	Y	Staff to review KCSIE at inset and safeguarding briefing to be given .	

6. Risks to health and safety because staff are not trained in new procedures.	3	1	3	<ul style="list-style-type: none"> A revised staff guidance is issued to all staff prior to reopening. 	Y	Staff to be given written guidance regarding procedures for September.
				<ul style="list-style-type: none"> 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	Induction and CPD for safety procedures will be carried out in September as usual
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	1	4	<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. 	Y	All staff audited to check who is extremely critically vulnerable and RA written accordingly.
				<ul style="list-style-type: none"> 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 	Y	
				<ul style="list-style-type: none"> 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 	Y	Control measures have been put in place to safeguard members of staff who are considered CVE including those from 28 weeks pregnant.
				<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	
				<ul style="list-style-type: none"> Current government guidance is being applied. 	Y	

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	3	9	<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. 	Y	Year group bubbles used except where this is not practical- eg playground and assembly hall use where phase bubbles will be used instead.
				<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	
				<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. 	Y	Reasonable adjustments being made in all classrooms.
				<ul style="list-style-type: none"> Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate. 	Y	Ks2 seating to be forward facing.
				<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	Pupils to be briefed at start of term
				<ul style="list-style-type: none"> Pupils regularly reminded to reduce contact with others and maximise distance 	Y	Class teachers and senior staff to remind pupils regularly – eg in registration and assemblies.
				<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 	Y	

				reduction of contacts and maximising distance			
				<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. 	Y		
				<ul style="list-style-type: none"> 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 being used during the school day then schools should use small, consistent groups As with physical activity during the school day, contact sports should not take place. 	Y	Enrichment clubs to remain within school day bubbles Where prolonged contact is needed, clubs have been postponed- eg Israeli dancing	
9. Risk of transmission in large spaces used as classrooms/teaching spaces	3	2	6	<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 	Y	Phase bubbles to eat in dining room and phase assemblies in assembly hall	
				<ul style="list-style-type: none"> Large gatherings of more than one bubble should be avoided 	Y	Assembly timetable adjusted.	
				<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 use of the outdoor learning environment for young children	3	1	4	<ul style="list-style-type: none"> Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces 	Y		
				<ul style="list-style-type: none"> Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside 		Children to wash their hands before and after playing outside	
				<ul style="list-style-type: none"> Close down drinking fountains and make arrangements for individual water bottles for children 	Y		
				<ul style="list-style-type: none"> Large climbing equipment will be difficult to clean and might need to be shut down in the 	Y	Allocate one bubble climbing frame with a 48	

				current circumstances if shared between bubbles.		hour gap before next phase bubble uses	
				<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		
				<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		
				<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. 	Y	Playground Zones to be used when more than one bubble is outside.	
				<ul style="list-style-type: none"> Where outside space must be shared arrangements for cleaning between bubbles are in place 	Y	Gul to organise phase baskets of equipment	
				<ul style="list-style-type: none"> Resources are limited to facilitate effective cleaning daily 	Y	Table tops to be left clear by the end of the day.	
				<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 	Y	Play equipment to be limited to one bubble.	
				<ul style="list-style-type: none"> Consider the removal or covering of areas which are difficult to clean such as malleable 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. 	Y	Staff reallocated to work as much as possible within one phase bubble. Where this isn't possible, the importance of the 2m distance has been explained. Where a 2m distance isn't possible	

						to maintain, full use can be made of PPE which is available in the office.	
12. Risks of transmission due to movement around the school.	4	2	8	• Arrange for Staircase to be one-way where possible	Y	Each phase to be allocated a staircase to avoid pinch points	
				• Clear signage and markers for the youngest children	Y		
				• Corridors are divided where feasible	Y	Walk on the left. Arrows on floor to show direction.	
				• Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible	Y	Staggered entry and departure times as well as allocated staircases.	
				• Movement of pupils and staff around the school is minimised	Y		
				• Pupils are reminded regularly of protocols for reduction of contacts and maximising distance	Y	As above	
				• Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance	Y	Phase bubbles at breaktimes together.	
				• Staff to wear a facemask in communal areas and while walking around the school. A face shield should not be worn as an alternative	Y	Staff notified to ensure masks are worn at key times.	
13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	2	8	• Start and departure times are staggered where possible	Y	Staggered start and end times by extending gate opening time	
				• Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces	Y		
				• Stagger time for SEN Transport drop offs and pick ups	N/A		
				• Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department	Y	Use of playground gate for one way system.	

				<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	Drop off arrangements shared with staff	
				<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		
				<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	Updated eyfs transition process in place.	
				<ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can reduce contacts and maximise distance 	Y	Drop off and pick up all outdoors. Posters reminding parents to keep their distance	
				<ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing 	Y	Staggered entry and exit times	
				<ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes 	Y	All stakeholders to be sent detailed procedures prior to September.	
				<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	Years 1-6 to go straight to classrooms	
				<ul style="list-style-type: none"> Parents given advice on walking/cycling to school, avoiding public transport and minimising driving 	Y	Issue adapted return guidance.	
				<ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage 	Y	Tell parents bike storage is available	
				<ul style="list-style-type: none"> Staff should wear a facemask while welcoming or dismissing children to parents. 	Y		
14. Increased risk of slips, trips and falls	3	1	3	<ul style="list-style-type: none"> Advice to pupils and families on maintaining road safety procedures despite changes. 	Y	Issue adapted return guidance	

and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.				<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. 	Y	As above	
				<ul style="list-style-type: none"> Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families. 	N/A		
				<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. 	N/A		
				<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. 	N/A		
				<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. 	N/A		
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	1	3	<ul style="list-style-type: none"> Break and lunch times are staggered 	Y	Phase break and lunch times	
				<ul style="list-style-type: none"> External areas are designated for different groups 	Y	Playground zones in use	
				<ul style="list-style-type: none"> Pupils are reminded about the protocols of reduction of contacts and maximising distance regularly 	Y		
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	2	6	<ul style="list-style-type: none"> Pupils are reminded about the protocols of the reduction of contacts and maximising distance regularly 	Y		
				<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	Added time to timetable given to accommodate hand washing before/after break and lunch	
				<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	Lunch timings to ensure reduced mixing of phases in the dining room	

				<ul style="list-style-type: none"> Floor markings are clear to avoid queues 	Y	Phases allocated area of dining room and clearing bins	
				<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 	N/A		
				<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 	N/A		
				<ul style="list-style-type: none"> Eating areas are thoroughly cleaned after lunchtime 	Y	PPE available for cleaning staff and thorough cleaning to take place between sittings	
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	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 distance 	Y	max number of staff per room Phase leader room- 5 ppl Staff room-8 ppl JS room-4 ppl Staff to maintain 2m distance from each other resources for staff to sanitise their space before leaving the room	
				<ul style="list-style-type: none"> Staff have been briefed on the use of these rooms 	Y		
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	2	6	<ul style="list-style-type: none"> Reduction of contacts and maximising distance provisions are in place for medical rooms 	Y	Children to queue at markings on floor	
				<ul style="list-style-type: none"> Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged 	Y	Janine's office to be used	
				<ul style="list-style-type: none"> PPE available if staff dealing with pupil with symptoms 	Y		
				<ul style="list-style-type: none"> Procedures are in place for medical rooms to 	Y		

				be cleaned after suspected cases, along with other affected areas			
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	2	6	<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	Welcome back letter to outline changes	
				<ul style="list-style-type: none"> The maximising distance floor markings are clearly in place 		Parents not allowed on site without prior consent. Floor markings are in place in front of the office for pupils and any visitor.	
				<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	Parents not on site	
				<ul style="list-style-type: none"> Non-essential visitors to school and deliveries are minimised 	Y		
				<ul style="list-style-type: none"> Arrangements are in place for visitors to stay apart 	Y		
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	2	6	<ul style="list-style-type: none"> Ensure frequent hand cleaning and good respiratory hygiene practices 	Y	Sanitising available in each room. All children to bring box of tissues.	
				<ul style="list-style-type: none"> Regular cleaning 	Y	Site manager to wipe down door handles, toilets, bannisters, regularly throughout school day. Lunchtime supervisor to wipe down lunch tables in between each sitting. Staff in each bubble to clean where needed regularly (see guidance) Enhanced after school cleaning	
				<ul style="list-style-type: none"> Minimise contact and mixing (see above) 	Y		
				<ul style="list-style-type: none"> See sections above re start and end of day 	Y		

				arrangements, playtimes and break times			
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	Staff and parents made aware of where to access rapid testing	
				<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	Clear guidance regarding when to stay home sent to staff and pupils	
				<ul style="list-style-type: none"> Make arrangements to isolate anyone with symptoms and have clear guidance and protocols 	Y		
				<ul style="list-style-type: none"> PPE on hand. 	Y		
				<ul style="list-style-type: none"> Active engagement with NHS Test and Trace 	Y		
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	Outdoor play equipment allocated by bubble.	
				<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	Site manager to wipe down door handles, toilets, bannisters, regularly throughout school day. Lunchtime supervisor to wipe down lunch tables in between each sitting. Staff in each bubble to clean where needed regularly (see guidance)	
				<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		
				<ul style="list-style-type: none"> Limit the number of shared resources that are taken home by staff and pupils and limit the 	Y	EYFS and KS1 reading books/Parasha still to	

				exchange of such resources.		be sent home. KS2 resources sent digitally where possible.	
				<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	All children above eyfs to bring in their own stationery.	
				<ul style="list-style-type: none"> Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books 	Y	Guidance to be given to staff on how to protect themselves. Teachers to be offered gloves for use when handling/marking pupil books	
				<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. 	Y	As above	
				<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	To be included in welcome letter	
23. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	<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	Martin to stock take on weekly basis	
				<ul style="list-style-type: none"> Use of hand sanitisers at appropriate locations 	Y	Hand gel available and sinks in most rooms	
				<ul style="list-style-type: none"> Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, 	Y	Lidded bins to be in all classrooms	
				<ul style="list-style-type: none"> Bins to be double bagged and emptied 	Y		
				<ul style="list-style-type: none"> Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom 	Y		
24. Provision and use of PPE for staff where required is not in line with government	3	2	6	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 	Y		
				<ul style="list-style-type: none"> Those staff required to wear PPE (e.g. SEND 	Y	PPE provided and	

guidelines				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		audited weekly by office staff. Reissue PPE guidance.	
25. Pupils forget to wash their hands regularly and frequently	4	3	12	<ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing 	Y		
				<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	Reminders to be given regularly as above	
				<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		
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	2	6	<ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	Regular checks by PL and SLT	
				<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 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. 	Y	Phase leaders to ensure these messages are being reinforced weekly in each class.	
				<ul style="list-style-type: none"> Staff model reducing contacts and maximising distance consistently. 	Y		
				<ul style="list-style-type: none"> The movement of pupils around the school is minimised. 	Y		
				<ul style="list-style-type: none"> Large gatherings are avoided inc assemblies 	Y		
				<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		
				<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 		New covid home school agreement for covid procedures to be sent if	

				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.		different from one already signed. New pupils to sign.	
				<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		
				<ul style="list-style-type: none"> Messages to parents reinforce the importance of reduction of contacts and maximising distance 	Y		
				<ul style="list-style-type: none"> Arrangements for younger primary school children have been agreed and staff are clear on expectations. 	Y	Where possible, social distancing should be encouraged between pupils in a bubble. Social distancing between staff should be maintained.	
				<ul style="list-style-type: none"> Arrangements for pupils with SEN have been agreed and staff are clear on expectations. 	Y	To be stated on specific IEPs and provision maps	
D. Premises and Buildings							
27. Risk that regular enhanced cleaning capacity is at a reduced level so that	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. 		operations have actioned this and SLT to monitor on an ongoing basis	

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"> 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	operations and site manager	
				<ul style="list-style-type: none"> Working hours for cleaning staff are increased 	Y	Operations to organise	
28. The use of fabric chairs may increase the risk of the virus spreading	3	1	3	<ul style="list-style-type: none"> Take fabric chairs out of use where possible. 	Y	Use of Fabric chairs to be reduced.	
				<ul style="list-style-type: none"> Where that is not possible then ensure chairs are limited to single person use. 	Y	fabric teacher chairs in classrooms limited to one person	
				<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. 	Y	Markers on floor to show where to stand if queueing.	
				<ul style="list-style-type: none"> Floor markings are in place to enable reduction of contacts and maximising distance. 	Y		
				<ul style="list-style-type: none"> Pupils know that they can only use the toilet one at a time. 	Y	Staff to monitor and remind pupils.	
				<ul style="list-style-type: none"> Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. 	Y		
				<ul style="list-style-type: none"> The toilets are cleaned frequently as laid out in the enhanced cleaning schedule 	Y		
				<ul style="list-style-type: none"> Monitoring ensures a constant supply of soap and paper towels 	Y	site manager to check toilets throughout day	
				<ul style="list-style-type: none"> Bins are emptied regularly. 	Y		
				<ul style="list-style-type: none"> Pupils are reminded regularly on how to wash hands and young children are supervised in 	Y		

				doing so.			
30. Fire procedures are not appropriate to cover new arrangements	4	1	4	<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	Updated fire procedures Review this with staff at inset and run fire drill in first few weeks back. In the event of a fire, everyone to leave the building by the quickest/ safest route.	
				<ul style="list-style-type: none"> Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities) 		To be done during inset	
				<ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. 		Tamar and Laura in playground. Linda/ Hannah (and Djem/ Bett to EYFS playground. PL in playground.	
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	1	4	<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 	Y	Children to line up in class bubbles separated from other bubbles.	
				<ul style="list-style-type: none"> Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. 	n/a		
				<ul style="list-style-type: none"> 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	As per risk assessment	
32. Fire marshals absent due to self-isolation	4	1	4	<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	we are well staffed for this eventuality- PL to step in if needed	
33. All systems may not be operational	3	1	3	<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 	Y		

				<ul style="list-style-type: none"> 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	Site managed and Operations to ensure we are compliant	
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	2	8	<ul style="list-style-type: none"> All statutory compliance is up to date. 	Y	Site manager and Operations to ensure we are compliant	
				<ul style="list-style-type: none"> Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm 	Y	Site manager and Operations to ensure we are compliant	
35. Lack of good ventilation means that there is risk of transmission	4	2	8	<ul style="list-style-type: none"> Ensure good ventilation in classrooms and common areas e.g. through opening a window 	Y	Relevant guidance to be shared with staff Staff should ensure their windows are all open and that classroom doors are propped open where ever possible. mechanical ventilation systems be run continuously in assembly and kitchen, with any air recirculation switched off or set to as low a level as	
				<ul style="list-style-type: none"> Follow guidance in the following link: air conditioning and ventilation during the coronavirus outbreak. 	Y		

						possible Operations has confirmed our air con is safe to use. Ensure all staff are aware.	
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	Letter to be sent to parents before start of term outlining procedures. Signs for one way system	
				<ul style="list-style-type: none"> Limit the external visitors to the school during school hours 	Y	Limited to essential visitors to maintain running of the school e.g. IT support, cleaning and support for children.	
				<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	Office to sign in for visitors rather than them signing themselves	
				<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	Parents to be told that access to the site will be limited to appointments and emergencies only in welcome letter	
				<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	2	8	<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	Operations and site manager to provide SLT for a schedule of essential works	
				<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	Site manager and operations to confirm	

				<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	Site manager and operations to confirm	
				<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	Operations to organise.	

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	2	6	<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. 		Covid guidance to be shared with staff where procedures differ from policy.	
				<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		
39. Curriculum/ Learning Environment	4	3	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 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.: 	Y	Choir has been cancelled for Summer term. All music lessons to take place in the assembly hall to increase social distancing.	

				<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 30, 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. 		<p>As weather improves, singing can take place outside.</p> <p>Ventilation system to be in use in the gym.</p> <p>Library out of use for the time being.</p> <p>Children to wash their hands before and after using any necessary shared equipment eg pe apparatus and musical instruments.</p>	
				<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	2	8	<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	All stakeholders to be briefed.	
				<ul style="list-style-type: none"> • Parents are communicated with to make sure 	Y	Clear welcome letter to	

				<p>they know:</p> <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) <ul style="list-style-type: none"> • For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan 		<p>outline return and change to procedure</p> <ul style="list-style-type: none"> • Pick up/drop off • Parents on site • Code of conduct • Procedure for illness • Transport to school • Washing of uniform • Home learning procedures 	
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	1	4	<ul style="list-style-type: none"> • School is aware of current guidelines for shielding 	Y	Newest government guidance to be consulted	
				<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	Newest government guidance to be consulted	
				<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		
				<ul style="list-style-type: none"> • Schools have a regularly updated register of pupils with underlying health conditions. 	Y	Welfare team to create this	
				<ul style="list-style-type: none"> • Staff are available to ensure pupils at home continue to be provided with remote education 	Y	Staff to understand expectations for home learning	
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	1	2	<ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support pupils with mental health issues. 	Y	<p>Staff to be given training on Inset day regarding how pupil's mental health may be affected.</p> <p>Teachers to use bank of resources to support pupils with this. SLT trained. Heads up resources to be used.</p>	

				<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	Staff to be made aware of point of contact.	
				<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		
				<ul style="list-style-type: none"> • Resources/websites to support the mental health of pupils are provided. 	Y	PSHE lead to provide resources when needed	
43. The mental health of staff has been adversely affected during the COVID-19 crisis in general	3	2	6	<ul style="list-style-type: none"> • Staff are encouraged to focus on their wellbeing. 	Y	Staff have been given details of teacher support services, which are available to them.	
				<ul style="list-style-type: none"> • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. 	Y	PL to ensure this is picked up in all team meetings	
				<ul style="list-style-type: none"> • Staff briefings and training have included content on wellbeing 	Y	Regular updates from well-being lead to be shared	
				<ul style="list-style-type: none"> • Staff have been signposted to useful websites and resources. 	Y	JCAT well being lead to offer support if needed	
				<ul style="list-style-type: none"> • The governing body continues to meet regularly via online platforms. 	Y	Zoom LGB meeting taking place	
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	1	2	<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	COVID section added to minutes	
				<ul style="list-style-type: none"> • Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 	Y	Weekly meeting takes place	
				<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 	Y		

				account for areas of statutory responsibility.			
				<ul style="list-style-type: none"> Guidance on test and trace has been published. 	Y		
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	2	6	<ul style="list-style-type: none"> The guidance has been explained to staff 	Y	To be shared during inset	
				<ul style="list-style-type: none"> Post-testing and tracing support is available for staff. 	Y		
				<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. 	Y	Office team to follow up on all absences.	
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"> 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		
				<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	Office team to keep a record and report as needed	
				<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		
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	4	1	4	<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		
				<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current 	Y	school contact PHE who advise on next steps	

display symptoms of COVID-19				government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.			
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	1	4	<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y		outlined in home school agreement
				<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		
				<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		
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	1	4	<ul style="list-style-type: none"> 			