COVID-19: Operational Risk Assessment for School Reopening

SCHOOL NAME: Wolfson Hillel

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Alex Kingston- Head Teacher Laura Russell- Deputy Headteacher Tamar Cohen- Deputy Headteacher	22/05/2020	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 phased 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/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-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'	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/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe

Suggested Steps of Re-opening Preparation:

Determine Capacity of School Building → Determine Staff Available to Work On-site → Liaise with Parents Regarding Intention to Return to → Undertake Risk Assessment and Action Plan → Share Re-opening Plans with Governing Body and → Make Necessary Adaptations to Site → Complete Identified Actions → Determine Remote Learning Offer → Inform Parents of Re-opening Plans and Expectations

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)	Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed
				A. Staffing Resources		
1. Risk that there are Insufficient staff to support all the pupils to be in school in all the year groups proposed by the DfE	3	4	12	● Audit staff availability from the start of the week when extra pupils will be attending.	Y	
				● Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work)	Y	
				● 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	Y	
				● Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher)	Y	
				● Full use is made of testing to inform staff deployment	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.**
				● Ensure there is the capacity within the staff to deliver on site learning (for those attending school) and home learning (for those who are still at home)	Y	
2. Risk that the number of staff who are available is lower than that required to teach classes in school	3	3	9	● 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** **Initially staff not allocated to a**

and operate effective home learning					Y	**bubble can cover.** **Parents have been informed that short notice closures may take place due to staffing.**
				● Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.	Y	
				● Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	Y	
				● Full use is made of testing to inform staff deployment.	Y	**as above**
				● A blended model of home learning and attendance at school is utilised until staffing levels improve.	Y	**Reintegration plan for 2-5 to be completed. If current year groups can't be in school due to staff shortage, home learning will continue**
				● For pupils with SEN, consider the use of an individual Re-integration Plan.	Y	**All SEN parents spoken to in advance to go through reintegration planes and Parents and pupils notified in advance about staff working with them.**
3. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff.	4	1	4	● Staff member only attends work if stringent social distancing can be adhered to; otherwise they should be encouraged to work at home	Y	
4. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	2	6	● Provide cover for the role from within available staffing	Y	**First aider available. Senco working remotely, DSL always on site**
				● Or remote support via another school, Academy Trust or the LA	Y	**n/a**
				● First Aid certificates extended for 3 months	Y	**first aiders' certificates are in date**
				● Programme of training for additional staff in place (e.g. Safeguarding)	Y	**n/a**
5. Risks to health and safety because staff are not trained in new procedures.	3	3	9	● Risk assessment shared and training on inset day.	Y	
				● Induction and CPD programmes are in operation for all staff prior to reopening, and include: o Infection control	Y	

				o Fire safety and evacuation procedures		
				o Constructive behaviour management		
				o Safeguarding		
				o Risk management		
6. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them.	4	2	8	● All members of staff with underlying health issues and those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated	Y	
				● Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice	Y	
				● 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	
				● All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.	Y	
				● Current government guidance is being applied.	Y	
B. Teaching Spaces, the Learning and School Environment						
7. Risk that there is insufficient accommodation to support pupils attending with a maximum class size of 15	3	3	9	● Audit accommodation in order to establish how many class groups of up to 15 pupils can be accommodated at any one time (size of group is dependent on space available)	Y	
				● Take account of the needs of individual pupils, including those with SEN.	Y	
				● Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing	Y	
				● Spare chairs and other furniture removed so cannot be used	Y	
				● Protocols around 'social distancing' shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing. Where a pupil does	Y	**on first day back and reminders each morning**

				not understand 'social distancing', accommodation needs to take account of this, and space identified where the pupil and those supporting them can go.		
				● Clear signage displayed in classrooms promoting social distancing	Y	
				● Children stay with their own teacher/teaching assistant and do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN unable to adhere to 'social distancing'.	Y	
				● Windows and doors kept open where possible to aid ventilation	Y	**Air conditioning/heating not to be used. Internal rooms to use sky light as alternative.** **All corridor windows to be opened each morning.**
8. Risk of transmission in large spaces used as classrooms/ teaching spaces	3	3	9	● Limits are set for large spaces e.g. dining hall, school hall, sports hall	Y	**Caterlink have been involved in discussions about how meals will be served.**
				● Large gatherings are not permitted	Y	
				● Design and layout and arrangements in place to allow for social distancing	Y	
9. Risks of transmission during use of the outdoor learning environment for young children	3	3	9	● Leadership are realistic about social distancing and young children in outside spaces	Y	
				● Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside	Y	**admin and caretaker staff to do this on inset day**
				● Close down drinking fountains and make arrangements for individual water bottles for children	Y	**as above**
				● Large climbing equipment will be difficult to clean and will be shut down in the current circumstances	Y	
				● Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam	Y	**Staff to audit areas on inset day and toys to be allocated by bubble**
				● Outside spaces are divided and demarcated for smaller groups of children to use to facilitate children staying in their smaller groups		**Dividers are used to separate the EYFS and main playground into quadrants** **1.muga and succa** **2. Left side football pitch** **3. right side football pitch**

						4. EYFS playground into 3 areas by each door
				● Where outside space must be shared arrangements for cleaning between groups are in place	Y	**No shared equipment to be used.**
				● Resources are limited to facilitate effective cleaning daily	Y	
				● 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		**Eyfs equipment allocated per bubble on Inset day.**
				● Consider the removal or covering or 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	**These areas will be closed off**
<mark>10. Risks of transmission due to movement around the school.</mark>	**4**	**2**	**8**	● Arrange for corridors to be one-way where possible	Y	
				● Clear signage and markers for the youngest children	Y	**Admin to print posters on Inset day**
				● Corridors are divided where feasible	N	**One way system in place**
				● Pinch points and bottle necks are identified and managed	Y	**Staircases allocated as up or down only**
				● Movement of pupils and staff around the school is minimised	Y	
				● Pupils are reminded regularly of social distancing protocols	Y	
				● Appropriate duty rota and levels of supervision in place	Y	
<mark>11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.</mark>	**4**	**3**	**12**	● Start and departure times are staggered	Y	
				● Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department	Y	
				● 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	
				● Do not allow parent/carers to enter the buildings to	Y	

				drop off or collect children nor any gathering at the school gates to talk to other parents.		
				● Identify drop off and pick up waiting areas that can retain social distancing	Y	
				● Extend gate/entrance opening times to prevent queueing	Y	
				● Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes	Y	
				● A plan is in place for managing the movement of people on arrival to avoid groups of people congregating	Y	
				● Floor markings visible to all to avoid queuing	N	**signs put up**
				● Parents given advice on walking/cycling to school, avoiding public transport and minimising driving	Y	
12. 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	2	6	● Advice to pupils and families on maintaining road safety procedures despite changes.	Y	**put in letter to parents**
				● For those that have to drive, advice on places they should and should not pick up, drop off and park	Y	
				● Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.	N/A	
				● Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.	N/A	
				● Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.	N/A	
				● Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.	N/A	
13. Risk of transmission because pupils do not observe agreed protocols of social distancing at	3	4	12	● Playtimes are staggered	Y	**timetable to circulated**
				● External areas are designated for different groups	Y	
				● Pupils are reminded about the protocols of social	Y	

playtimes					distancing before every playtime		
				●	Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.	Y	
				●	Parents to sign a code of conduct agreement		
14. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes	3	4	12	●	Pupils are reminded about the protocols of social distancing before every lunchtime	Y	
				●	Pupils wash their hands before and after eating	Y	**Washing points to be shared**
				●	Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat	Y	
				●	Floor markings are clear to avoid queues	N/A	
				●	Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces	Y	**Lunch timings to ensure social distancing**
				●	If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food	N/A	
				●	Eating areas are thoroughly cleaned after lunchtime	Y	**PPE available for cleaning staff**
15. Staff rooms and offices do not allow for observation of social distancing guidelines	4	2	8	●	Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing		**Office: Only 3 admin staff/ SLT allowed in office and should maintain distance. No parents in school. All other staff members can contact office via phone or email. Window to office to be kept close.** **Staff in rooms which don't have phones should use their mobile phone or a walkie talkie to contact the office.**
				●	Staff have been briefed on the use of these rooms		**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 **Photocopy rota: 1 support staff member nominated per yr group for photocopying. Each staff member to be given a time slot when they can use photocopier. To wipe down before/ after use -**
16. The configuration of medical rooms may compromise social distancing measures	3	3	9	●	Social distancing provisions are in place for medical rooms	Y	**staff to collect a medical pack on inset day per bubble**
				●	Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged	Y-	**Janine's office to be used**
				●	PPE available if staff dealing with pupil with symptoms	Y	
				●	Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas		**Create document with instructions**
17. Groups of people gather in reception areas which may contravene social distancing guidelines	3	2	6	●	Parents are made aware of new school procedures prior to their children starting back at school	Y	**Parents not allowed in to school**
				●	Social distancing floor markings are clearly in place	Y	**Only where needed due to queuing Signs to be put outside school 2m tape outside office**
				●	Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty	Y	**Office to put up signs**
				●	Non-essential visitors to school and deliveries are minimised	Y	**All external providers who aren't essential to be cancelled**
				●	Arrangements are in place for visitors to stay apart	T	**Admin to create handout for visitors with health and safety rules on**
C. Hygiene and protective controls							
18. Risk that social distancing between pupils and between staff and pupils is difficult or impossible to maintain, leading to a risk of transmission.	3	3	9	●	Ensure frequent hand cleaning and good respiratory hygiene practices	Y	**Staff to remind pupils frequently to wash hands and to do some themselves. Hand sanitiser available in areas without running water.**
				●	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**

					Y	**needed regularly (see guidance)**
				● Minimise contact and mixing (see above)	Y	
				● See sections above re start and end of day arrangements, playtimes and break times	Y	
19. Risk of staff or children with the virus coming into school when symptoms are not clear.	4	4		● Testing of staff or pupils	Y	**Any person displaying symptoms needs to be sent home with whole pod for 14 days or until a negative test is confirmed.**
				● Parents to agree to keep off any child with symptoms and to collect child if their bubble is sent home.	Y	
				● Make arrangements to isolate anyone with symptoms and have clear guidance and protocols	Y	**Anyone with symptoms to wait in Janine's office. PPE to be worn by staff supervising while waiting for parents.**
				● PPE on hand.	Y	**PPE to be stored in the main office. Djem to audit stock of PPE and ensure more is ordered well before it runs out.**
20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3		● Establish arrangements for all frequently touched surfaces and equipment e.g. 　○ door handles 　○ handrails 　○ table tops 　○ play equipment 　○ toys 　○ electronic devices (such as phones) 　○ specialist equipment, including equipment used by pupils with SEN	Y	**site manager to clean communal areas throughout day** **cleaners to clean all surfaces** **Staff and children to clean equipment.** **Soft toys to be removed from classrooms** **EYFS leader has been briefed on which resources should be removed and how to reallocate these.**
				● 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	
				● Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.	Y	**No resources are taken home. No school bags. Children can bring a piece of fruit in a disposable bag. At start of week, children to bring in bottles of water, stationery equipment.**

				● Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books	Y	
				● 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.	Y	**Children and staff need to wash their clothes at the end of every day.**
				● Each bubble to be provided disinfectant spray and gloves in case of need to sanitise.	Y	**Operations to supply in advance of opening.**
21. Risk of virus spreading because the school has insufficient materials and equipment	4	2		● Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms	Y	**site manager to check daily**
				● Use of hand sanitisers at appropriate locations	Y	**admin staff to check daily-** **Hand sanitiser outside and in all classrooms- priority given to classes without sinks.**
				● Bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,	Y	**All bins to be lined with bin liner and emptied daily**
				● Bins to be double bagged and emptied		**Any PPE equipment to be put in a bag and office. Lidded bins ordered for key locations**
				● Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom		**All children to be asked to bring to bring in personal box of tissues to keep in their tray. Catch it, bin it, kill it to have visual reminders in key locations.**
22. Provision and use of PPE for staff where required is not in line with government guidelines	3	2		● Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.	Y	**Staff are told to stay 2m away from children. Where staff need to intervene physically e.g. separation from parents, restraint and first aid. PPE will be available.** **This will be limited to leadership team and admin wherever possible.**
				● 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	Y	**on inset day, staff to be shown video of how to take on and off PPE safely**

				safely		
				● Staff are reminded that the wearing of gloves is not a substitute for good handwashing	Y	
23. Pupils forget to wash their hands regularly and frequently	4	2	8	● Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.	Y	**Pupils to be reminded to wash their hands before and after every break for at least 20 seconds with soap.**
				● Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently	Y	
				● School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.	Y	
24. Pupils' behaviour on return to school does not comply with social distancing guidance	3	2	6	● Clear messaging to pupils on the importance and reasons for social distancing 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	
				● Staff model social distancing consistently.	Y	
				● The movement of pupils around the school is minimised.	Y	**Lifts out of use**
				● Large gatherings are avoided.	Y	
				● Break times and lunch times are structured to support social distancing and are closely supervised	Y	
				● The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.	Y	**Appendix to behaviour policy will be a home school agreement for covid procedures.**
				● Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.	Y	
				● Messages to parents reinforce the importance of social distancing.	Y	**to go in letter to parents at start of schooling**
				● Arrangements for social distancing of 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.**

				● Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations.		Y	stated on specific reintegration plans
D. Premises and Buildings							
25. Risk that cleaning capacity is at a reduced level so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	4	3	12	● A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.		Y	operations have actioned this
				● An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.		Y	operations and site manager
				● Working hours for cleaning staff are increased			waiting for confirmation of cleaning hours
26. The use of fabric chairs may increase the risk of the virus spreading	3	1	3	● Take fabric chairs out of use where possible.		Y	Plastic chairs to be put in staffroom. Fabric chairs out of use.
				● Where that is not possible then ensure chairs are limited to single person use.		Y	fabric teacher chairs in classrooms limited to one person
27. Queues for toilets and handwashing risk non-compliance with social distancing measures	4	2	8	● Queuing zones for toilets and hand washing have been established and are monitored.		y	In class, children to go to sink one at a time. In toilets, toilet timetable allocating slot to each bubble. If anyone needs to go to the toilet outside the slot, adult must be present to ensure distancing is maintained. 2 children in toilets at one time. Staff to take children to Nursery/ Reception toilets to ensure distancing where possible.
				● Floor markings are in place to enable social distancing.		Y	Markers on floor to show where to stand if queuing.
				● Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.		Y	encourage children to use toilets in allocated slots
				● The toilets are cleaned frequently.		Y	site manager to check toilets throughout day
				● Monitoring ensures a constant supply of soap and paper towels		Y	As above as well as hand dryers being disconnected in advance of pupil return.
				● Bins are emptied regularly.		Y	as above

				● Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.	Y	teachers to remind at start of every day

28. Fire procedures are not appropriate to cover new arrangements	4	2		● Fire procedures have been reviewed and revised where required, due to:
				  ○ Reduced numbers of pupils/staff
				  ○ Possible absence of fire marshals
				  ○ The need to apply social distancing rules during evacuation and at muster points
				  ○ A possible need for additional muster point(s) to enable social distancing where possible
					Y	Staff to distance children as much as possible once out of the building. Limit close proximity to under 15 minutes where possible.

				● Staff and pupils have been briefed on any new evacuation procedures	Y	fire lines in playground Bubbles RA and RB in main playground. N and RC in EYFS playground. Years 1-6 on pitches in bubble groups.
				● Incident controller and fire marshals have been trained and briefed appropriately.	Y	Tamar and Angela to lead in main playground. Linda/ Laura (Sophie on a Friday afternoon) and Djem/ Bett to EYFS playground. PL in playground.
29. Fire evacuation drills - unable to apply social distancing effectively	4	3	12	● Plans for fire evacuation drills are in place which are in line with social distancing measures.	Y	see above
30. Fire marshals absent due to self-isolation	4	1	4	● 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
31. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	1	4	● All statutory compliance is up to date.	Y	
				● Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.	Y	n/a
32. Visitors to the site (including parents) add to the risk	4	2	8	● Signage giving routes, procedures and entrances to be followed.	Y	visitor agreement to be signed DBS for new visitors to be sent ahead of time. masks to be worn where possible ensure work is carried out when rooms are empty

							One way system to be explained in written form as well in in advance by teachers. Staff to escort pupils in the corridors where at all possible.
					● 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.
					● 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 not to pass school gates unless for an emergency.
					● Consider holding SEN meetings such as Annual Reviews 'virtually'	Y	already ongoing
33. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	4	2	8		● 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	see measures above
					● An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe	Y	as above
					● Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.	Y	see visitor agreement
					● Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.	Y	as above
					● Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.	Y	
					● In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including	Y	

				contractor risk assessments and method statements, and contractor induction).		
E. General						
34. 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	1	3	● All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.	N	**guidance to accompany each policy to be shared with staff**
				● The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.	Y	
				● Staff, pupils, parents and governors have been briefed accordingly.	Y	
35. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	2	8	● Communications strategies for the following groups are in place: ○ Staff ○ Pupils ○ Parents ○ Governors/Trustees ○ JCAT ○ Cleaning company ○ IT ○ Catering ○ EY settings ○ security	Y	
				● Parents are communicated with to make sure they know: ○ whether their child will be able to attend from the week commencing 1 June ○ what protective steps you're taking to make the school a low-risk place for their child ○ what you need them to do (such as on drop off and collection) ● For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan	Y	**Letters to be shared before children return to school once government have confirmed final plans.**
36. Pupils with underlying health issues or those who are shielding are not	4	1	4	● Parents have been provided with clear guidance.	Y	
				● Parents have been asked to make the school aware of pupils' underlying health conditions and the	Y	

identified and so measures have not been put in place to protect them				school has sought to ensure that the appropriate guidance has been acted upon.		
				● The school and parents are clear about the definitions and associated mitigating strategies relating to people who are classed as clinically vulnerable and clinically extremely vulnerable.	Y	
				● Schools have a regularly updated register of pupils with underlying health conditions.	Y	
37. 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	2	4	● There are sufficient numbers of trained staff available to support pupils with mental health issues.	Y	**Teachers to use bank of resources to support pupils with this. SLT trained. Heads up resources to be used.**
				● There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.	Y	**SLT/ PL**
				● 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	**Heads up program to be sued. Staff to go through this on Inset days.**
				● Resources/websites to support the mental health of pupils are provided.	Y	
38. 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	2	6	● Staff are encouraged to focus on their wellbeing.	Y	**Staff invited to raise any concerns about structures with SLT**
				● Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Y	**Staff working from home to be allocated home learning planning and staff in school to focus on classroom teaching. Where this is not possible, additional PPA has been allocated.**
				● Staff briefings and training have included content on wellbeing	Y	
				● Staff briefings/training on wellbeing are provided.	Y	
				● Staff have been signposted to useful websites and resources.	Y	**Support line link shared with all staff**
39. Lack of governor oversight during the	2	1	2	● The governing body continues to meet regularly via online platforms.	Y	

COVID-19 crisis leads to the school failing to meet statutory requirements.				● The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.	Y	
				● The head teacher'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	
				● Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.	Y	
				● Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.	Y	
40. Testing is not used effectively to help manage staffing levels and support staff wellbeing	3	1	3	● Guidance on getting tested has been published.	Y	
				● The guidance has been explained to staff	Y	**Testing discussed at inset day.**
				● Post-testing support is available for staff.	Y	**as above**
41. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	3	12	● Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	Y	**office to keep records**
				● Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.	Y	**Pod to go home for 14 days or until negative test is confirmed.**
				● Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display 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	**inform office immediately procedures outlined in home school agreement**
				● A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority.	Y	**Office to collect data and pass on**
42. Staff, pupils and parents are not aware of the school's procedures	4	2	8	● Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should	Y	**before return of children**

(including on self-isolation and testing) should anyone display symptoms of COVID-19				anyone display symptoms of COVID-19 and how this will be implemented in the school.			
				● This guidance has been explained to staff and pupils as part of the induction process.		Y	**Risk assessment sent out and on inset day** **teachers to go through with children**
				● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.		Y	
43. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school	4	2	8	● Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.		Y	**school contact PHE who advise on next steps**
				● This guidance has been explained to staff as part of the induction process.		Y	
				● Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.		Y	
44. Staff, parents and carers are not aware of recommendations on transport to and from school	4	2	8	● 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). ● Parents are aware that rotas are not permitted		Y	**outlined in home school agreement**