

COVID-19: Operational Risk Assessment for School Reopening

SCHOOL NAME:

| Member of Staff and Job Title: | Date of Assessment: | Date of Review: | Covered by this assessment: |
|--|---------------------|-----------------|--|
| Alexander Banks, Headteacher Senior Leadership Team | 3 June 2020 | 18 June 2020 | 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: |
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| Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012 The Health Protection (Notification) Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' | 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:



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 | 3 | 9 | <ul style="list-style-type: none"> Audit staff availability from the start of the week when extra pupils will be attending. | Y | Staff have been audited and asked to raise any concerns they may have regarding attending |
| | | | | <ul style="list-style-type: none"> Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work) | Y | Time tabling has been completed in accordance with the staggered return of key year groups. This has been planned looking at 100% attendance of the children. |
| | | | | <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 | Y | Survey sent to parents 3 weeks prior to the reopening of school and then again 1 week before specific year groups are meant to start. Teachers to call and confirm attendance of non-respondents; following this, staffing to be finalised |
| | | | | <ul style="list-style-type: none"> Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher) | Y | Available teaching assistants to be used to either support small groups or lead groups of students under the direction of the teacher. This will be dependent on numbers of teaching staff available. |

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| | | | | <ul style="list-style-type: none"> For pupils who need a high level of adult support, including those with special educational needs, ensure that there are at least two TAs available to support the pupil. Some pupils, for example those with Autism will need to be supported by the same adults, where possible | | TAs redeployed as 1:1 support. |
| | | | | <ul style="list-style-type: none"> Full use is made of testing to inform staff deployment | Y | Staff to book and attend a test centre: https://www.gov.uk/apply-coronavirus-test-essential-workers |
| | | | | <ul style="list-style-type: none"> 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) | | Online learning arrangements reviewed with phase leaders, children and parents and adapted to allow both home and school learning to be supported. |
| 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 | 3 | 9 | <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 | The school has a spreadsheet with the health status of staff and overview of their medical background |
| | | | | <ul style="list-style-type: none"> Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. | Y | Staff who are shielding consulted with and designated jobs to support home learning and contact with families who have not yet returned to school. |
| | | | | <ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. | Y | Available teaching assistants and learning mentors to be used to either support small groups or lead groups of students under the direction of the teacher. This will be dependent on numbers of teaching staff available. SLT work together to ensure effective deployment of staff. |
| | | | | <ul style="list-style-type: none"> Full use is made of testing to inform staff deployment. | Y | Staff to book and attend a test centre: https://www.gov.uk/apply-coronavirus-test-essential-workers |
| | | | | <ul style="list-style-type: none"> A blended model of home learning and attendance at school is utilised until staffing levels improve. | Y | Home learning provision continues to run alongside school to allow for fluctuations of staff and pupils. |

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| | | | | <ul style="list-style-type: none"> For pupils with SEN, consider the use of an individual Re-integration Plan. | Y | Staff and parents consulted to see if reintegration plan is needed. Add to risk assessment of individual pupil. |
| 3. Risk of infection of extremely clinically vulnerable members of the household of a member of staff. | 4 | 4 | 16 | <ul style="list-style-type: none"> Staff member only attends work if stringent social distancing can be adhered to; otherwise they should be encouraged to work at home | Y | One staff member has an extremely vulnerable member of their household, notified by NHS. Three staff members have notified the school of clinically vulnerable members of their household who have been notified by the GP that they are in the clinically vulnerable shielding group |
| 4. Risk of not covering essential functions (first-aid, DSL, SENCo). | 3 | 3 | 9 | <ul style="list-style-type: none"> Provide cover for the role from within available staffing | Y | Available DSL: HR, AB,GH,RC failing this school will consult local authority. Assistant SENCo to act as cover for SENCO. |
| | | | | <ul style="list-style-type: none"> Or remote support via another school, Academy Trust or the LA | Y | Remote support to be utilised failing the availability of the above |
| | | | | <ul style="list-style-type: none"> First Aid certificates extended for 3 months | Y | The school has an up to date list of first aiders. Expired certificates to be renewed when restrictions are lifted. |
| | | | | <ul style="list-style-type: none"> Programme of training for additional staff in place (e.g. Safeguarding) | Y | Learning mentors to support with safeguarding should the need arise |
| | | | | <ul style="list-style-type: none"> Follow Covid19-First responders guidance when administering emergency first aid as social distancing may not be possible to maintain while attending to individuals | Y | Welfare staff briefed in administering first aid. PPE available. |
| 5. Risks to health and safety because staff are not trained in new procedures. | 3 | 3 | 9 | <ul style="list-style-type: none"> Clear guidance for staff issued to all staff prior to reopening | Y | Guidance shared during the induction to be shared as a document |
| | | | | <ul style="list-style-type: none"> Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding | Y | Induction and CPD programmes for staff in place prior to opening. |

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| | | | | ○ 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 | 3 | 12 | <ul style="list-style-type: none"> Members of staff that are clinically extremely vulnerable must continue to self-isolate and remain at home. Staff who are clinically vulnerable should continue to work from home. Where a clinically vulnerable member of staff cannot work from home and are essential to the running of the service, a risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to social distance and they must not be employed in any role where high-risk activities may be carried out, for example personal care. In those circumstance the workplace would not be suitable for their return | Y | Staff have been audited and advised to work from home if possible. No staff in this category will be coming on site. |
| | | | | <ul style="list-style-type: none"> 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 | The school has an up-to-date spreadsheet with details of staff members' underlying health issues. Weekly reviews. |
| | | | | <ul style="list-style-type: none"> 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 | In place. Weekly reviews. |
| | | | | <ul style="list-style-type: none"> Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable | Y | Staff have been made aware and DfE definitions have been made available to all staff. Staff who feel they fall into a category to alert the school |
| | | | | <ul style="list-style-type: none"> 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 | In place |
| | | | | <ul style="list-style-type: none"> Current government guidance is being applied. | Y | All staff, senior leaders and governors aware of government terminology and guidance around people with underlying health issues |

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| 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 | <ul style="list-style-type: none"> 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 | Accommodation audited. For older children, classrooms can accommodate 10-12 pupils. For younger children, up to 10 per classroom. |
| | | | | <ul style="list-style-type: none"> Take account of the needs of individual pupils, including those with SEN. | Y | Careful planning and staff auditing has been carried out to ensure SEN children are supported |
| | | | | <ul style="list-style-type: none"> Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing | Y | Floor tape used to demark areas where necessary. Classes remodelled to allow for social distancing. Outdoor rota for secret garden/ outdoor learning made available. For older children, individual desks act as work stations. All children's individual personal property (coats/Lunch box etc.) to be kept at the work station. |
| | | | | <ul style="list-style-type: none"> Spare chairs and other furniture removed so cannot be used | Y | Spare furniture has been removed from UKS2 classrooms. |
| | | | | <ul style="list-style-type: none"> 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 not understand 'social distancing', accommodation needs to take account of this, and space identified where the pupil and those supporting them can go. | Y | Careful return- to- school package prepared, covering the importance of social distancing. Visual cues around the site showing 2 metre distance. All staff briefed and will model for and practice with children. |
| | | | | <ul style="list-style-type: none"> Clear signage displayed in classrooms promoting social distancing | Y | Signs displayed in classrooms, corridors and near toilets. |
| | | | | <ul style="list-style-type: none"> Children stay with their own teacher/teaching assistant and do not mix with other children ('bubble') | Y | All staff to support the concept of 'bubbles' and model appropriate behaviour with regards to social distancing themselves. Careful |

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| | | | | model). This is particularly the case for pupils with SEN unable to adhere to 'social distancing'. | | timetabling will ensure that that bubbles (each defined as a class) do not mix throughout the day. |
| 8. Risk of transmission in large spaces used as classrooms/ teaching spaces | 3 | 3 | 9 | <ul style="list-style-type: none"> Limits are set for large spaces e.g. dining hall, school hall, sports hall | Y | Limits set for dining hall, small, hall staff room, office; For Y6 Only packed lunches to be brought to school and eaten within bubbles. For children on universal school meals their dining time will be timetabled in so the bubbles can socially distance from one another |
| | | | | <ul style="list-style-type: none"> Large gatherings are not permitted | Y | No in-school assemblies in the hall. Weather permitting year group assemblies may take place on the playground with everyone observing social distancing. Staff informed through induction. SLT to monitor. |
| | | | | <ul style="list-style-type: none"> Design and layout and arrangements in place to allow for social distancing | Y | KS2 classrooms are cleared and arranged for social distancing. EYFS classrooms will not enforce SD within groups, but the bubble approach will be strictly adhered to. Reception classrooms and nursery will provide the space for the reception bubbles. |
| 9. Risks of transmission during use of the outdoor learning environment for young children | 3 | 3 | 9 | <ul style="list-style-type: none"> Leadership are realistic about social distancing and young children in outside spaces | Y | Thorough induction of the importance of social distancing for the older children. Younger children will be told the importance of only keeping to the group of children they are with. |
| | | | | <ul style="list-style-type: none"> Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside | Y | The school has a good supply of antibacterial soap and hand sanitisers that will be replenished as and when required. |

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| | | | | | | Hand towels to be placed in toilets relocated from classrooms. |
| | | | | <ul style="list-style-type: none"> Close down drinking fountains and make arrangements for individual water bottles for children | Y | Outside water fountains have been shut off. Water coolers only to be used by adults. |
| | | | | <ul style="list-style-type: none"> Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances | Y | Climbing frames out of use |
| | | | | <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 | Hard to clean equipment (sponge balls etc) have been removed. A system has been implemented to allow cleaning of equipment between bubble. |
| | | | | <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 | The PE team have organised activities that maximise health benefits yet avoid overuse of equipment |
| | | | | <ul style="list-style-type: none"> Outside spaces are divided and demarked for smaller groups of children to use to facilitate children staying in their smaller groups | Y | The playgrounds have been zoned and staggering of sessions will ensure children remain in their bubbles |
| | | | | <ul style="list-style-type: none"> Where outside space must be shared arrangements for cleaning between groups are in place | Y | Rota in place for cleaning between groups. |
| | | | | <ul style="list-style-type: none"> Resources are limited to facilitate effective cleaning daily | Y | All unnecessary resources have been removed from classrooms. |
| | | | | <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 | Cleaning arrangements in place to wipe bikes down after use- see EYFS risk assessment. |
| | | | | <ul style="list-style-type: none"> Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them | Y | See EYFS risk assessment. Difficult to clean resources have been put away. Individual zip-lock wallets will be issued containing writing resources. |

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| 10. Risks of transmission due to movement around the school. | 4 | 3 | 12 | <ul style="list-style-type: none"> Arrange for corridors to be one-way where possible | N | This is not possible at Wessex Gardens |
| | | | | <ul style="list-style-type: none"> Clear signage and markers for the youngest children | Y | Carpet markers and clear signs that show the procedure for washing of hands are in place. Nose wiping station. |
| | | | | <ul style="list-style-type: none"> Corridors are divided where feasible | N | Not feasible. Corridors to be used for passing through only: no interventions, stopping to talk etc |
| | | | | <ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed | Y | Corridors - no waiting in corridors. Toilets – only one child to use each toilet. Adult toilet - only to be used by one adult at a time. Signage displayed. Staff room – remodelled, spaces opened up. Staff arrival naturally staggered. Y6 arrival – gate, toilet and classroom. Social distancing outside school. Waiting times kept to a minimum |
| | | | | <ul style="list-style-type: none"> Movement of pupils and staff around the school is minimised | Y | Pupils will only be in their classroom bubble and outside - IT suite and library will not be in operation. The hall will be in operation for the younger children who will be receiving universal FSM again strictly timetabled |
| | | | | <ul style="list-style-type: none"> Pupils are reminded regularly of social distancing protocols | Y | Signage in place in classrooms and corridors. Daily expectation of running through the agreed charter/ rules |
| | | | | <ul style="list-style-type: none"> Appropriate duty rota and levels of supervision in place | Y | SLT deploy staff effectively to ensure appropriate levels of supervision at all times. |

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| 11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day. | 4 | 3 | 12 | <ul style="list-style-type: none"> Start and departure times are staggered | Y | Both start and finish times will be staggered to minimise the risk of transmission. |
| | | | | <ul style="list-style-type: none"> Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces | Y | Year groups to arrive at half hourly intervals. Collection from big playground for R-Y6. |
| | | | | <ul style="list-style-type: none"> Stagger time for SEN Transport drop offs and pick ups | Y | Timetable of arrival and departure times in place; inform parents and all staff. |
| | | | | <ul style="list-style-type: none"> Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department | Y | All entrances will be used |
| | | | | <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 | <p>Y6 Children met at main school gate. Social distancing is facilitated by markers along the school fence Children are let in – no parents Children sent straight to their class where they will be met by their teacher and instructed to wash their hands.</p> <p>Reception children brought to Middle entrance to Reception. Met by staff member and sent to toilet to wash hands – supervised by another staff member then sent to bubble</p> <p>Y1 children sent to top corridor and met by a member of staff. Sent to classroom to be met by their teacher and instructed to wash their hands.</p> |
| | | | | <ul style="list-style-type: none"> Do not allow parent/carers to enter the buildings to drop off or collect children nor any gathering at the school gates to talk to other parents. | Y | <p>Parents will not enter the building unless by prior arrangement All collection and drop off to be done on the playground</p> |

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| | | | | <ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can retain social distancing | Y | Parents to pick up children from the junior playground following social distancing |
| | | | | <ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing | Y | Gate opening time manned and extended to prevent queueing |
| | | | | <ul style="list-style-type: none"> Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes | Y | Parents briefed via letter, staff and children briefed during induction. |
| | | | | <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 | Y6 children to be met at the gate and sent through to classrooms. Markers of 2m have been set up outside the school to facilitate social distancing. This will be monitored carefully so that queues are kept to a minimum |
| | | | | <ul style="list-style-type: none"> Floor markings visible to all to avoid queuing | Y | Tape in corridor Railings outside marked |
| | | | | <ul style="list-style-type: none"> Parents given advice on walking/cycling to school, avoiding public transport and minimising driving | Y | Via letter, prior to year group starting. |
| | | | | <ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage | Y | Via letter, prior to year group starting. |
| | | | | <ul style="list-style-type: none"> Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space | | N/A |
| 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 | N/A | N/A | <ul style="list-style-type: none"> Advice to pupils and families on maintaining road safety procedures despite changes. | | N/A |
| | | | | <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 | | N/A |
| | | | | <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 | | N/A |

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| | | | | deemed suitable, temporary measures/procedures implemented. | | |
| | | | | • 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 playtimes | 3 | 3 | 9 | • Playtimes are staggered | Y | Rota for staggered playtimes in operation. |
| | | | | • External areas are designated for different groups | Y | Areas of the playground planned for and designated to different groups of pupils. |
| | | | | • Pupils are reminded about the protocols of social distancing before every playtime | Y | All staff briefed, to remind pupils before exiting classroom as a group. |
| | | | | • Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. | Y | Additional adults on the playground to supervise, including senior members of staff. |
| 14. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes | 3 | 3 | 9 | • Pupils are reminded about the protocols of social distancing before every lunchtime | Y | All staff briefed, to remind pupils before exiting classroom as a group. |
| | | | | • Pupils wash their hands before and after eating | Y | Staff and pupils briefed about the importance of this during induction, and expectation is reinforced daily. |
| | | | | • Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat | Y | Excess furniture removed from classrooms to allow for social distancing; Children to eat their packed lunches in class. If hall space is utilized for meals, less tables will be out to ensure social distancing. |
| | | | | • Floor markings are clear to avoid queues | Y | Tape in place |
| | | | | • Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils | Y | Packed lunches in classrooms. Universal school meals in the hall. Weather permitting-pupils eat outside. |

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| | | | | eating own packed lunches in classroom, pupils eating in outdoor spaces | | |
| | | | | <ul style="list-style-type: none"> If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food | Y | Parents, children and staff informed not to share food. Staff on duty to monitor. |
| | | | | <ul style="list-style-type: none"> Eating areas are thoroughly cleaned after lunchtime | Y | Tables sprayed in classes after lunch and wiped with paper towels. |
| 15. Staff rooms and offices do not allow for observation of social distancing 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 social distancing | Y | All spaces have been reviewed; some will be out of use for the time being, and other have been adapted accordingly, to allow for social distancing. |
| | | | | <ul style="list-style-type: none"> Staff have been briefed on the use of these rooms | Y | Briefed during induction. |
| 16. The configuration of medical rooms may compromise social distancing measures | 3 | 3 | 12 | <ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms | Y | Media room used as medical room for suspected Covid -19 cases. |
| | | | | <ul style="list-style-type: none"> Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged | Y | Media and music room allocated. |
| | | | | <ul style="list-style-type: none"> PPE available if staff dealing with pupil with symptoms | Y | Good supply in school. Weekly stock check by first aiders. Reorder as and when required. |
| | | | | <ul style="list-style-type: none"> Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas | Y | Areas cleaned thoroughly. |
| 17. Groups of people gather in reception areas which may contravene social distancing 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 | Y | Via letter and visual images. |
| | | | | <ul style="list-style-type: none"> Social distancing floor markings are clearly in place | Y | Yes |
| | | | | <ul style="list-style-type: none"> Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty | Y | Signs in place. No adults entering the premises unless they have a pre-arranged appointment. |
| | | | | <ul style="list-style-type: none"> Non-essential visitors to school and deliveries are minimised | Y | Site manager, office staff and SLT work together to minimise non-essential visitors. |
| | | | | <ul style="list-style-type: none"> Arrangements are in place for visitors to stay apart | Y | Floor tape indicates 2m distances. |

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| 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 | <ul style="list-style-type: none"> Ensure frequent hand cleaning and good respiratory hygiene practices | Y | All staff to wash hands on arrival and throughout the day. Staff to ensure the same for children. Child monitors allocated; |
| | | | | <ul style="list-style-type: none"> Regular cleaning | Y | All classrooms equipped with paper towels, and antibacterial spray for out-of-cleaning-routine scenarios (e.g. sneezing/ coughing/ tissue placed on desk and not in bin etc). Otherwise regular and frequent cleaning routines and bin emptying in place. |
| | | | | <ul style="list-style-type: none"> Minimise contact and mixing (see above) | Y | Children grouped in 'bubbles' up to 15. Bubbles stay and play together. Packed lunches in classrooms |
| | | | | <ul style="list-style-type: none"> See sections above re start and end of day arrangements, playtimes and break times | Y | As described in sections above. |
| 19. Risk of staff or children with the virus coming into school when symptoms are not clear. | 4 | 3 | 12 | <ul style="list-style-type: none"> Testing of staff or pupils | Y | All staff and parents/ carers made aware about how to access testing. |
| | | | | <ul style="list-style-type: none"> Make arrangements to isolate anyone with symptoms and have clear guidance and protocols | Y | Room allocated. Staff and children briefed during induction. |
| | | | | <ul style="list-style-type: none"> PPE on hand. | Y | PPE available to first aiders and those providing 1:1 support that could be at a higher risk. |
| 20. 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 | Equipment had been audited and many items have been removed from classrooms – soft toys, foam balls etc. |
| | | | | <ul style="list-style-type: none"> Establish arrangements for all frequently touched surfaces and equipment e.g. <ul style="list-style-type: none"> door handles handrails | Y | Daily cleaning routines increased. Routines in place for playground equipment. |

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| | | | | <ul style="list-style-type: none"> ○ tabletops ○ play equipment ○ toys ○ electronic devices (such as phones) ○ specialist equipment, including equipment used by pupils with SEN | | 1:1 TAs to clean SEN equipment with Dettol spray at the end of each session. |
| | | | | <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 | Good stock of effective cleaning products in place. |
| | | | | <ul style="list-style-type: none"> • Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. | Y | Staff briefed during induction. Furniture and resources removed from classrooms as much as possible. Pupils issued one exercise book for all subjects; Pupils issued with own zip-lock bag containing equipment (pencils/ sharpeners/ rubbers etc). Staff provide feedback via visualiser. |
| | | | | <ul style="list-style-type: none"> • Teachers should make sure they wash their hands and surfaces before and after handling pupils' books. | Y | All staff briefed during induction. Reminder posters in classrooms. |
| | | | | <ul style="list-style-type: none"> • Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screens computer etc.) Alternatively, provide hand sanitisers at appropriate locations | Y | All staff briefed during induction. Reminder posters in classrooms. |
| 21. Risk of virus spreading because the school has insufficient materials and equipment | 4 | 2 | 8 | <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. | Y | Parents/carers briefed via letter. |
| | | | | <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 | No hot water in classrooms. Antibacterial hand sanitisers in each class. Good supply of antibacterial soap in school. All staff to request replacements as and when needed. |

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| | | | | <ul style="list-style-type: none"> Use of hand sanitisers at appropriate locations | Y | Good stock of hand sanitisers in classrooms, offices, staff room. Automatic dispenser main entrance |
| | | | | <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 | New lidded bins in classrooms, offices, staff room |
| | | | | <ul style="list-style-type: none"> Bins to be double bagged and emptied | Y | Arrangements in place for collecting and double bagging of bin bags. |
| | | | | <ul style="list-style-type: none"> Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom | Y | Good stock of tissues available. Tissue levels in classes checked daily. |
| 22. Provision and use of PPE for staff where required is not in line with government guidelines | 3 | 3 | 9 | <ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. | Y | PPE available and stationed in key areas, as well as issued to those 1:1 staff who are in in close contact with key pupils. |
| | | | | <ul style="list-style-type: none"> Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely | Y | Staff instructed on how to use PPE during induction. Induction repeated for staff re-joining at a later time. |
| | | | | <ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing | Y | Staff briefed during induction. |
| 23. Pupils forget to wash their hands regularly and frequently | 4 | 3 | 12 | <ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. | Y | Staff briefed during induction. Signage in classrooms. |
| | | | | <ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently | Y | Posters put up around school and electronic messaging boards updated |
| | | | | <ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | Y | School leaders monitor designated areas and class groups throughout the day. |
| 24. Pupils' behaviour on return to school does not | 3 | 3 | 9 | <ul style="list-style-type: none"> 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 | Y | Staff briefed on key messages during induction; Pupils will build age – appropriate understanding through |

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| comply with social distancing guidance | | | | young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling | | assemblies, class sessions, videos and signage. |
| | | | | <ul style="list-style-type: none"> Staff model social distancing consistently. | Y | All staff to model social distancing. Senior and Phase leaders to monitor. |
| | | | | <ul style="list-style-type: none"> The movement of pupils around the school is minimised. | Y | All staff briefed not to send pupils to do errands, fill water bottles etc. Pupils keep to groups at all times. |
| | | | | <ul style="list-style-type: none"> Large gatherings are avoided. | Y | Staff briefed during induction. SLT to monitor. |
| | | | | <ul style="list-style-type: none"> Break times and lunch times are structured to support social distancing and are closely supervised | Y | Break/ lunchtime rotas in place. Pupils closely supervised and senior leaders on rota to monitor and support. |
| | | | | <ul style="list-style-type: none"> 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 | Policy revised to include compliance with social distancing. Amendments shared with staff, parents and pupils through appropriate channels (see communication section below). |
| | | | | <ul style="list-style-type: none"> Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. | Y | Any breaches identified promptly and reported to HT. SLT promptly review arrangements and communicate to staff/ pupils/ parents via appropriate channels. |
| | | | | <ul style="list-style-type: none"> Messages to parents reinforce the importance of social distancing. | Y | Communicated through letters and signs. |
| | | | | <ul style="list-style-type: none"> Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. | Y | Arrangements for social distancing of younger children agreed with staff, who are clear on expectations and can communicate them to other colleagues, children and parents. |
| | | | | <ul style="list-style-type: none"> Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations. | Y | Individual risk assessments in place. PPE to be available for TAs working with pupils who cannot socially distance |

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| 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 | This has been agreed with Norse cleaning company |
| | | | | • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. | Y | Norse has agreed an enhanced cleaning plan which has been implemented |
| | | | | • Working hours for cleaning staff are increased | Y | Cleaning hours have been increased – one cleaner to attend from 12:00 to assist with cleaning over the lunch period |
| 26. The use of fabric chairs may increase the risk of the virus spreading | 3 | 2 | 6 | • Take fabric chairs out of use where possible. | Y | Fabric chairs removed from book corners. |
| | | | | • Where that is not possible then ensure chairs are limited to single person use. | Y | Chairs in staffroom rearranged so as to allow for social distancing- signage up to remind staff. |
| 27. Queues for toilets and handwashing risk non-compliance with social distancing measures | 4 | 3 | 12 | • Queuing zones for toilets and hand washing have been established and are monitored. | Y | Floor tape will signify queuing zones. |
| | | | | • Floor markings are in place to enable social distancing. | Y | Floor tape in place. |
| | | | | • Pupils know that they can only use the toilet one at a time. | Y | Pupils briefed during induction, as well as daily by CTs. |
| | | | | • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. | Y | Staff to encourage children to use the toilet during lesson time, so as to avoid queuing/ congestion. |
| | | | | • The toilets are cleaned frequently. | Y | Frequent cleaning arrangement in place. |
| | | | | • Monitoring ensures a constant supply of soap and paper towels | Y | Monitoring systems in place. |
| | | | | • Bins are emptied regularly. | Y | Plans for systematic emptying of bins in place. |
| | | | | • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. | Y | All staff to play a part in reminding children to wash their hands at key |

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| | | | | | | intervals, as well as as-and- when necessary (sneezes etc). Younger pupils supervised and adults regularly model correct procedures for washing hands. |
| 28. Fire procedures are not appropriate to cover new arrangements | 4 | 2 | 8 | <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 social distancing rules during evacuation and at muster points A possible need for additional muster point(s) to enable social distancing where possible | Y | New fire procedures account for a fluctuation in numbers of staff and pupils |
| | | | | <ul style="list-style-type: none"> Staff and pupils have been briefed on any new evacuation procedures | Y | All briefed though induction. Teachers to take children out to show them new arrangements for fire assembly. |
| | | | | <ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. | Y | Yes |
| 29. Fire evacuation drills - unable to apply social distancing effectively | 4 | 3 | 12 | <ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. | Y | No PEEPS required. SEN pupils will exit building with 1:1 TA and remain with them. Social distancing is not possible with these pupils. |
| | | | | <ul style="list-style-type: none"> Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. | N/A | No PEEPS required |
| | | | | <ul style="list-style-type: none"> Consider access route for teachers and pupils with mobility issues, as social distancing measures may not be possible during an emergency | N/A | N/A |
| 30. Fire marshals absent due to self-isolation | 4 | 3 | 12 | <ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. | Y | Fire procedures reviewed and stand-by fire marshalls allocated. Staff informed via induction. |

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| 31. All systems may not be operational | 3 | 3 | 12 | • Government guidance is being implemented where appropriate. | Y | All systems are currently operational |
| | | | | • All systems have been recommissioned. | Y | Systems were not decommissioned |
| 32. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown | 4 | 3 | 12 | • All statutory compliance is up to date. | Y | Cyclical checks will take place when contractors can work in school or out of school hours |
| | | | | • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. | Y | Water chlorination and certification was carried out by IWS on 1 June 2020 |
| 33. Visitors to the site (including parents) add to the risk | 4 | 3 | 12 | • Signage giving routes, procedures and entrances to be followed. | Y | SLT members to monitor daily. |
| | | | | • Limit the external visitors to the school during school hours | Y | No visitors allowed on site unless by prior arrangement. |
| | | | | • Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. | Y | Touch screen to be disinfected after each use. Questionnaire for contractors/visitors: Have you or your household had any symptoms in the last 7 days? Are any of your household self-isolating? Have you, or any of your household, arrived to the UK in the last 14 days? Have you, or any of your household, been in contact with someone who arrived to the UK in the last 14 days? |
| | | | | • 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 | Office staff aware of procedures; Room/s for meeting/s designated in accordance to social-distancing capabilities. |
| | | | | • Consider holding SEN meetings such as Annual Reviews 'virtually' | Y | Timetable annual reviews and inform parents and professionals. |

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| 34. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control | 4 | 3 | 12 | <ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. | Y | These have been planned and will follow our plan for visiting contractors |
| | | | | <ul style="list-style-type: none"> An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe | Y | Contractors will be limited to emergency works during school opening hours |
| | | | | <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 social distancing is maintained at all times. | Y | Admin staff and site manager to check with contractor when they arrive on site. Emergency works only during school opening hours. |
| | | | | <ul style="list-style-type: none"> 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 | Site manager to escort contractors |
| | | | | <ul style="list-style-type: none"> Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. | Y | Site manager to ensure that contractors adhere to guidance. |
| | | | | <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 | Risk assessment, method statements, specific Covid-19 induction training to be requested prior to any works. |
| E. General | | | | | | |
| 35. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit | 3 | 3 | 9 | <ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. | Y | Policies revised. Amendments shared with staff. |
| | | | | <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. (LBB will issue guidance on this shortly) | Y | School to follow LA guidance |

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| for purpose in the current circumstances | | | | <ul style="list-style-type: none"> Staff, pupils, parents and governors have been briefed accordingly. | Y | Published on website for parents and governors. Children and staff briefed during induction. |
| 36. Curriculum/Learning Environment | | | | <ul style="list-style-type: none"> Consider what activity is more difficult/ not possible to be undertaken with social distancing in place. Each activity should be risk assessed and should not be run unless the risks can be mitigated <ul style="list-style-type: none"> -PE -Practical lessons | Y | Curriculum delivery has been carefully planned ensure limited resources and to provide social distancing where possible |
| | | | | <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. | Y | Teams have been established and support provided for those not teaching a familiar year group. |
| 37. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | 4 | 3 | 12 | <ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff Pupils Parents Governors/Trustees Local authority Health services Regional Schools Commissioner Professional associations Other partners Neighbouring schools/EY settings Highways department | Y | Strategies in place: <ul style="list-style-type: none"> Emails School Ping Letters Lessons Phone contact. |
| | | | | <ul style="list-style-type: none"> Parents are communicated with to make sure they know: <ul style="list-style-type: none"> whether their child will be able to attend from the week commencing 1 June what protective steps you're taking to make the school a low-risk place for their child | Y | Communication sent via letter and if necessary, followed up by with phone calls. |

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| | | | | <ul style="list-style-type: none"> ○ 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 | | Re-integration plan to form part of risk assessment agreed with parents |
| 38. Pupils 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 | 4 | 16 | <ul style="list-style-type: none"> • Parents have been provided with clear guidance and this is reinforced on a regular basis. | Y | Continued open communication is in place. |
| | | | | <ul style="list-style-type: none"> • Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. | Y | Contact parents to see if children will be returning to school. Ensure sufficient staff for administering treatment to diabetic pupils. Brief covering staff on health conditions of children they will be teaching and where medication and care plans are kept. Parents to be asked to provide information, to enable the school to have a list of children with underlying health issues / shielding. |
| | | | | <ul style="list-style-type: none"> • The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. | Y | Definitions sent to parents and shared with staff. |
| | | | | <ul style="list-style-type: none"> • Schools have a regularly updated register of pupils with underlying health conditions. | Y | In place. Risk assessments to be carried out on children who are vulnerable. |
| 39. 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 | 3 | 6 | <ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support pupils with mental health issues. | Y | Learning mentors trained. |
| | | | | <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 | SLT and Learning Mentors, as well as class teachers will be available for pupils to talk to. |
| | | | | <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 | Teaching staff/SLT ensure that high quality planning and provision is in place. |

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| | | | | <ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided. | Y | Resources and websites discussed, modelled and demonstrated with individual bubbles of children in an age-appropriate manner. |
| 40. 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 | 3 | 9 | <ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. | Y | Induction to openly address mental health. Staffroom board to include helpline numbers; School continues to nurture a culture of honest and open communication and trust. |
| | | | | <ul style="list-style-type: none"> Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. | Y | Line managers to continue open communication with colleagues and check on staff wellbeing. |
| | | | | <ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing | Y | Staff made aware of external training opportunities |
| | | | | <ul style="list-style-type: none"> Staff briefings/training on wellbeing are provided. | Y | Staff training will be delivered by BPSI advisor/ EP. |
| | | | | <ul style="list-style-type: none"> Staff have been signposted to useful websites and resources. | Y | Learning mentors, Phase Leaders and SLT to source |
| 41. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements. | 2 | 3 | 6 | <ul style="list-style-type: none"> The governing body continues to meet regularly via email and telephone. | Y | Email communication in place. Telephone contact in place with the chairman of the governing body. |
| | | | | <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 | Risk assessment to inform GB agenda. |
| | | | | <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 | HT in regular contact with governors. |
| | | | | <ul style="list-style-type: none"> Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. | Y | HT in regular contact with the Chair of Governors |
| | | | | <ul style="list-style-type: none"> Minutes of governing body meetings are reviewed to ensure that they accurately record governors' | Y | Meetings have been postponed however there is regular |

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| | | | | oversight and holding leaders to account for areas of statutory responsibility. | | communication between school and governors |
| 42. Testing is not used effectively to help manage staffing levels and support staff wellbeing | 3 | 3 | 9 | • Guidance on getting tested has been published. | Y | Shared with staff |
| | | | | • The guidance has been explained to staff | Y | Guidance explained to staff during induction. |
| | | | | • Post-testing support is available for staff. | Y | RC to keep in contact with staff off sick |
| 43. Infection transmission within school due to | 4 | 2 | 8 | • Robust collection and monitoring of absence data, including tracking return to school dates, is in place. | Y | Admin staff daily monitoring and tracking |

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| staff/pupils (or members of their household) displaying symptoms | | | | <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 testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. | Y | <p>Staff member to leave school immediately/arrange test</p> <p>Child to isolate in the media room with the door left open; parent/carer to collect ASAP</p> <p>Use Rainbow House toilet if needed – toilet to be disinfected immediately after use</p> <p>Full PPE to be worn by person supervising (mask/visor/gown/gloves) and a distance of 2m must be observed unless the child has complex needs.</p> <p>If an emergency call 999 (person seriously ill/life at risk)</p> <p>Support parent/carer with arrangements for the child to be tested ASAP</p> <p>When the child has been collected disinfect the media room thoroughly / supervising staff member to remove and double bag PPE. Wash hands for a minimum of 20 seconds.</p> <p>Unless the staff member has symptoms they can remain in school.</p> <p>Negative test result – return to school</p> <p>Positive test result – isolate for 7 days / family for 14 days. Bubble to be sent home and advised to self-isolate for 14 days. Other household members of the bubble do not need to self-isolate unless the child / staff member subsequently develops symptoms.</p> <p>Contact tracing to be implemented ASAP</p> |

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|---|------------------|-----------------------|-----------------------|--|----------------|--|
| | | | | <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 | Communication regarding how to access testing is clear and shared with all stakeholder and in an age-appropriate manner with each cohort of children. |
| | | | | <ul style="list-style-type: none"> A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. | Y | HT will report |
| 44. Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 | 4 | 3 | 12 | <ul style="list-style-type: none"> 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 | Information shared with staff in writing and through induction, with parents in writing, with pupils through induction. |
| | | | | <ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. | Y | Staff inset 5 th June, pupils on their respective return. |
| | | | | <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 | Prompt channels of communication are in place: email/ ping in the first instance. Office to keep contact details updated. |
| 45. 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 | 3 | 12 | <ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. | Y | Staff to receive communication in print and via inset day; Parents to receive communication via email/ Ping and class teachers. Pupil to receive induction on return. |
| | | | | <ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. | Y | Induction day for staff will take place on 5 th June. For Y6 pupils on 11 th June, Reception on 18 th June, Y1 on 25 th June. Nursery on return in 1 st week of July. |
| | | | | <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 | Communication will be done via email and ping in the first instance, and followed up face-to-face where possible, or via phone to individuals if necessary. |

| 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 |
|--|------------------|-----------------------|-----------------------|--|----------------|---|
| 46. Staff, parents and carers are not aware of recommendations on transport to and from school | 4 | 2 | 8 | <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). | Y | Bike scheme for staff, staggered start in the morning, no afterschool club/ breakfast club to help avoid peak times |

| Review due date | Date reviewed | Reviewed By |
|-----------------|---------------|-------------|
| 18/06/2020 | | |
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| Going Forward: Setting Up | <p>How can the class be divided into smaller groups – how many staff are available and how many spaces can be defined?</p> <ul style="list-style-type: none"> - Reception rooms, Nursery room and Redwood Class to be used | <p>Does the outside space need dividing up to create areas for each group?</p> <ul style="list-style-type: none"> - Rota system - Toys/bikes etc cleaned between each group's timeslot - Clean resources straight away if child coughs/sneezes on it - Include Secret Garden in rota | <p>Do you need to consider removing some of the equipment/resources so that cleaning is more manageable? Some could be rotated in and out of storage. Consider fixed items e.g. climbing frames</p> <ul style="list-style-type: none"> - Rotate resources to allow for cleaning time - Remove/store books | <p>Do you have tissues and wipes and bins outside for catch it, bin it, kill it? Do you need to replace hand driers with paper towels in the toilets?</p> <ul style="list-style-type: none"> - Bins with lids in place - Power to hand dryers stopped and paper towels provided. |
| | <p>Is there any equipment which would be hard to clean frequently e.g. small loose parts that can't easily be washed, soft toys, cushions?</p> <ul style="list-style-type: none"> - Store soft furnishings/soft toys | <p>Have you planned a curriculum/provision which focuses on children's well-being and rebuilding a sense of school community?</p> <ul style="list-style-type: none"> - To be planned day by day, child by child - All staff to be more prepared for child disclosures/ safeguarding issues | <p>Is it practical to set up small packs of individual resources for children - age dependant?</p> <ul style="list-style-type: none"> - Ziploc bag per child with workbook, pencils, pens, rubber, sharpener, scissors, glue spreader, coloured pencils | <p>Are all staff clear on arrangements if a child or adult begins to show symptoms – designated space and care arrangements?</p> <ul style="list-style-type: none"> - Inset day and induction to take place on 5th June to discuss as a staff before opening |
| | <p>Are pathways for moving around the school clearly marked?</p> <ul style="list-style-type: none"> - No interventions in the corridor - Corridors to be emptied and used only for walking through - Floor tape in place | <p>Do you need to allocate toilets to groups of children and mark these?</p> <ul style="list-style-type: none"> - All toilets to be available to all chn - 1 adult to supervise hygiene and hand washing | <p>Do the usual arrangements for first aid and intimate care need adapting?</p> <ul style="list-style-type: none"> - Policies have been updated and will be shared with staff during induction | <p>Would it be helpful to create a transition back into school booklet/form for children and their families to let you know about their Covid experience?</p> <ul style="list-style-type: none"> - Back-to-school video - Letter to parents that includes visuals of classrooms and shared paces |

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| Daily Routines | <p>Is everybody confident about the arrival and dismissal arrangements for children? How will these be shared with parents?</p> <ul style="list-style-type: none"> - These will be communicated to parents via a letter with visuals; to children and staff in school, though induction - Staggered arrival/dismissal in place | <p>Have you considered arrangements if a child arrives distressed and finds it hard to settle or leave their carer?</p> <ul style="list-style-type: none"> - Resettling process for all children planned: 1 week 10am-1:30pm. - If needed, 1 adult from group in outdoor area doing an activity (e.g. kicking a football etc.) - Resettling process to be put in place as needed | <p>What are your expectations of staff on arrival to the setting?</p> <ul style="list-style-type: none"> - All staff wash hands on arrival - Social distancing between staff - Staggered breaks | <p>Procedures for registration in place supported by office staff.</p> <ul style="list-style-type: none"> - In progress - Depends on who has signed up |
| | <p>How can you spend as much time outside as possible?</p> <ul style="list-style-type: none"> - Rota as above | <p>If you are inside can you keep doors and windows open?</p> <ul style="list-style-type: none"> - Internal doors to stay shut, all external doors and windows to stay open | <p>Which routines and procedures which are familiar and comforting to the children are easy to implement now? Which will need adapting?</p> <ul style="list-style-type: none"> - To change day to day, child to child | <p>Can you create learning opportunities that are open ended so that children can show you the new skills and knowledge they have learnt recently?</p> <ul style="list-style-type: none"> - To plan day by day, child by child |
| | <p>Will the children eat inside or outside, in their small groups? Will this be packed lunch?</p> <ul style="list-style-type: none"> - Kitchen to prepare lunches - In class lunch | <p>Will fruit and veg snacks have to be eaten at an agreed time with careful handwashing before and afterwards?</p> <ul style="list-style-type: none"> - Designated snack time - Each group to have a jug of milk and a jug of water | <p>Should you set up a drinks station with named water bottles that are well spaced out and are sent home daily (as usual)?</p> <ul style="list-style-type: none"> - Chn bring filled bottle each day - Adult can fill at school as needed - We have ordered more jugs and cups. Snacks in bubbles, at the same time. | <p>Will water fountains need to be shut-off?</p> <ul style="list-style-type: none"> - Yes. No fountains (inside or outside) to be used by chn. |
| | <p>Who will be responsible for maintaining home learning platforms when additional children are in school?</p> | <p>What will be a reasonable offer around home learning for those children whose parents do not send them back to school?</p> | <p>How will you share information from home and school? Can you maintain your home learning platforms for this?</p> | |

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| | - Staff have planned and recorded videos in advance | - Expected to continue as before, with more video content included | - Tapestry | |
| Cleaning | Which resources can easily go in the dishwasher or water tray at the end of the day for efficient cleaning? - Water/soap cleaning of toys to be arranged among teachers and chn | What cleaning can be done by 'cleaning team' and what needs to be done by the teaching team? - Cleaners to clean floors, door handles etc. - Cleaners to be in twice a day - Team to clean as they go, including tables and resources between groups | Will the school day need adapting to facilitate cleaning? - Cleaning scheduled to work around the school day - Outdoor rota to include time to clean in between groups | Is anyone on site for a midday clean of toilets, door handles etc? Is this needed if good handwashing arrangements are in place? - Cleaners coming in twice a day |
| Well Being and Self Care | What wellbeing arrangements could you put in place for the staff? - Regular contact/check-ins with staff - Staff to check-in with SLT with any issues/worries etc as needed - EY team to regularly check-in with each other - Honest, open communication will be essential | How can staff lunches be staggered to facilitate social distancing of staff? - Use common sense! - Hall/staff room/classrooms | How can staff lunches brought from home be stored safely to avoid any transfer of virus? - EY staff to keep lunch in EY fridges/own bags | Do you need to consider disposable cups and plates at this time? - not needed at this time |
| Flexibility and communication | How will you adjust arrangements with changes of pupil numbers? - Flexible rota systems - Responsive staffing arrangements | How will you adjust arrangements with changes of staff numbers or significant changes of pupil numbers? - Responsive staffing arrangements | Have you established clear pathways for consistent information sharing should frequent changes of routine be needed? - as few changes as possible - school has ways to contact families as needed - Staff to continue to receive daily updates from HT | |

