

# COVID-19: Operational Risk Assessment for full School Reopening in September 2020

**SCHOOL NAME: WESSEX GARDENS PRIMARY SCHOOL**

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Alexander Banks	14 <sup>th</sup> July 2020	14 <sup>th</sup> September 2020	Staff, pupils, parents, visitors, volunteers, contractors

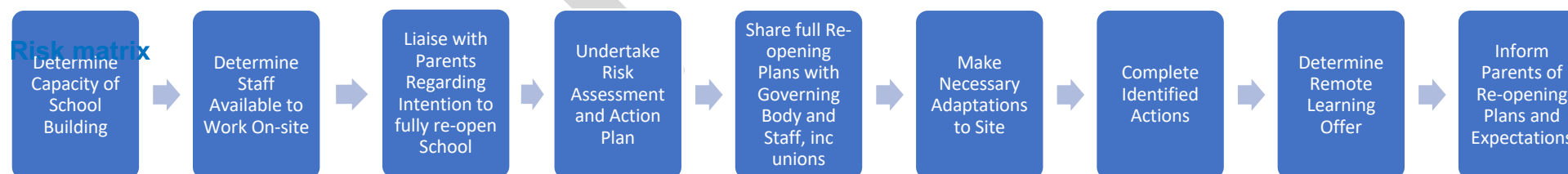
## Purpose of this document:

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

## Other Related Documents:

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

## Suggested Steps of Re-opening Preparation:



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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
<b>A. Staffing Resources</b>							
1. Risk that there are Insufficient staff to support all the pupils to be in school	3	3	9	• Audit staff availability	Y	Staff have been audited and asked to raise any concerns they may have regarding attending. To date there have been no concerns.	6
				• Establish how many and which staff will be available, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate (see guidance distributed previously)	Y	We have no extremely critically vulnerable staff. Two pregnant members of staff go on maternity leave on 1 <sup>st</sup> September.	
				• Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises.	Y	All classes can be opened. Home learning to be arranged for extremely vulnerable children.	
				• Ensure flexible and responsive use of teaching assistants	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.	
				• Ensure there are sufficient support staff available to support those pupils who need a	Y	Furloughed IPOP staff to return to give 1:1 support.	

				high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible		High needs children to be supported by same support staff wherever possible.	
				<ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self isolating due to test and trace</li> </ul>	Y	Staff to book and attend a test centre: <a href="https://www.gov.uk/apply-coronavirus-test-essential-workers">https://www.gov.uk/apply-coronavirus-test-essential-workers</a> . Staff to adhere to test and trace guidance.	
				<ul style="list-style-type: none"> <li>Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school) and home learning (for those who are learning at home)</li> </ul>	Y	To be reviewed after pupils return in September, and the need for home learning has been identified	
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"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> </ul>	Y	The school has a spreadsheet with the health status of staff and overview of their medical background	6
				<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>	Y	All qualified and unqualified teachers will be deployed. Non-class based teachers will also be providing class cover if required.	
				<ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> </ul>	Y	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"> <li>Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self isolating due to test and trace</li> </ul>	Y	Staff to book and attend a test centre: <a href="https://www.gov.uk/apply-coronavirus-test-essential-workers">https://www.gov.uk/apply-coronavirus-test-essential-workers</a>	
				<ul style="list-style-type: none"> <li>A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve.</li> </ul>	Y	We are planning to have all pupils back to school from September. Google classrooms will facilitate home learning should the need arise.	
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>	Y	Pupils with SEND will be targeted to attend school. Many are already attending the key worker provision.	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	4	3	12	<ul style="list-style-type: none"> <li>Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</li> </ul>	Y	Current use of supply teachers is at a minimum. Cover supervisors and out of class staff to be deployed. 1:1 cover agency staff to complete Covid-19 medical questionnaire prior to arriving in school	9
				<ul style="list-style-type: none"> <li>Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught.</li> </ul>	Y	Visiting staff will be asked to wear a mask and complete the Covid-19 questionnaire prior to arriving in school	
				<ul style="list-style-type: none"> <li>Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.</li> </ul>	Y	Risk assessments will be carried out and shared with visiting teachers / placements	
				<ul style="list-style-type: none"> <li>Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.</li> </ul>	Y	The deployment of trainees will be discussed with the provider to ensure that the school fully meet the training needs whilst adhering to	

						the latest Covid-19 Government guidance	
4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.	4	3	12	<ul style="list-style-type: none"> <li>Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible</li> </ul>	Y	There are no members of staff who have extremely clinically vulnerable household members	9
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	3	9	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	Designated Safeguarding Leads available: HR, AB,GH,RC. Assistant SENDCo to act as cover for SENDCo.	9
				<ul style="list-style-type: none"> <li>Or remote support via another school or the LA</li> </ul>	Y	Remote support to be requested from LA in the absence of staff listed above.	
				<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>	Y	Paediatric first aid training is taking place in July and 24 members of staff will have new 3 year L3 paediatric first aid certificates dated 17 <sup>th</sup> July 2020.	
				<ul style="list-style-type: none"> <li>Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals.</li> </ul>	Y	Welfare staff briefed in administering first aid. PPE available.	
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	Learning mentors to support with safeguarding should the need arise	
6. Risks to health and safety because staff are not trained in new procedures.	3	3	9	<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	Y	The updated staff handbook will be issued to staff prior to full staff training on 4 <sup>th</sup> September.	6
				<ul style="list-style-type: none"> <li>Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: <ul style="list-style-type: none"> <li>Infection control</li> </ul> </li> </ul>	Y	Induction and CPD programmes for staff in place prior to opening.	

				<ul style="list-style-type: none"> <li>○ Fire safety and evacuation procedures</li> <li>○ Constructive behaviour management</li> <li>○ Safeguarding</li> <li>○ Risk management</li> </ul>		Breakfast club and after school club staff are employed by the school. External after school activity providers to provide risk assessment and complete the Covid-19 questionnaire prior to working in school.	
7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	4	3	12	<ul style="list-style-type: none"> <li>• An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care.</li> </ul>	Y	There are currently no members of staff who are extremely clinically vulnerable. Two pregnant members of staff will start their maternity leave on 1 <sup>st</sup> September 2020. The school will adhere government guidance on staff over the age of 70.	9
				<ul style="list-style-type: none"> <li>• All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated</li> </ul>	Y	Staff have been asked to make RC aware if there is a change to underlying health issues, or their circumstances change and they are at risk. Records will be updated immediately information is received.	
				<ul style="list-style-type: none"> <li>• Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice</li> </ul>	Y	In place. Weekly reviews. See above regarding pregnant members of staff.	
				<ul style="list-style-type: none"> <li>• Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable</li> </ul>	Y	Staff have been 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"> <li>• Current government guidance is being applied.</li> </ul>	Y	Fully in place	

B. Teaching Spaces, the Learning and School Environment							
8. Risk of transmission within the school building (this includes breakfast club and after school activities)	3	3	9	<ul style="list-style-type: none"> <li>Audit accommodation and the full range of curriculum needs in order to establish if class groups (30 children) are a feasible bubble size or if year group sized bubbles will need to be implemented.</li> </ul>	Y	<p>Classes of 30 will operate as bubbles when inside the school building but when outside will operate as year group bubbles. At times there will be larger bubbles for outside break where children will be grouped as year group bubbles.</p> <p>The whole of KS1 will operate as a bubble as will all of EYFS when outside. When inside, Reception will operate as one bubble to facilitate freeflow between classes.</p>	9
				<ul style="list-style-type: none"> <li>Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school.</li> <li>Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal.</li> </ul>	Y	<p>Cherry room in operation with small groups (maximum 6). Cleaning of surfaces between groups.</p> <p>PPE provided in Cherry Room. Intimate Care policy continues but with added PPE</p>	
				<ul style="list-style-type: none"> <li>Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children.</li> </ul>	Y	<p>This is challenging due to the size of classrooms especially in LKS2</p>	
				<ul style="list-style-type: none"> <li>Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate.</li> </ul>	Y	<p>This is possible for KS2, but due to the nature of learning at KS1 will not be done.</p>	
				<ul style="list-style-type: none"> <li>Protocols around reduction of contacts and maximising distance shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood reduction of contacts and maximising distance. Where a pupil does not understand maximising</li> </ul>	Y	<p>Careful return-to-school package prepared, covering the importance of reducing social contact. Visual cues around the</p>	

				distance or for those who need close contact care, education and care support should be provided as normal.		site showing 2 metre distance. All staff briefed and will model for and practice with children. Social stories, widget symbols and modelling for some children with SEND or new to English to demonstrate distancing.	
				<ul style="list-style-type: none"> <li>Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>	Y	Signs displayed in classrooms, corridors and near toilets.	
				<ul style="list-style-type: none"> <li>Children stay with their own teacher/teaching assistant and where possible do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN and younger children who are unable to adhere to reduction of contacts and maximising distance</li> </ul>	Y	All staff to support the concept of 'bubbles' and model appropriate behaviour with regards to social distancing themselves. Careful timetabling will ensure that that bubbles (each defined as a class) do not mix throughout the day unless outside where year group bubbles will operate.	
				<ul style="list-style-type: none"> <li>Where younger children are unable to reduce contact and maximise distance adults should avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> </ul>	Y	SEND groups to be from within the same bubble. 1:1 support staff to have easy access to PPE and cleaning equipment, including hand sanitiser.	
	3	3	9	<ul style="list-style-type: none"> <li>For breakfast and after school clubs schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible.</li> <li>If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups</li> </ul>	Y	It is not possible to maintain year group bubbles in the breakfast and after school club due to the small number of children attending the clubs on different days and staff employed to supervise the children. We will assess numbers	



				<ul style="list-style-type: none"> <li>Schools should consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</li> <li>As with physical activity during the school day, contact sports should not take place.</li> </ul>		<p>attending in September, and ensure that where possible social distancing is in place.</p> <p>After school club outdoor activities to increase, and where possible children will be separated into the key phase.</p> <p>Contact sports will not take place until Government guidance permits. Teachers briefed. PE planning reflects this.</p>	
9. Risk of transmission in large spaces used as classrooms/teaching spaces	3	3	9	<ul style="list-style-type: none"> <li>Limits are set for large spaces e.g. dining hall, school hall, sports hall to facilitate the reduction of contacts and maximise distance, minimising face to face contact</li> </ul>	Y	SEND children requiring support with eating to be grouped from within the same bubble.	6
				<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>	Y	<p>No in-school assemblies in the hall.</p> <p>Year group bubbles in operation when outside.</p> <p>Staff informed through induction. SLT to monitor.</p>	
				<ul style="list-style-type: none"> <li>Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart.</li> </ul>	Y	<p>Key stages will be limited to their own corridors and use own entrances.</p> <p>Classes will not mix – e.g no longer running with split maths groups in Y6.</p>	
10. Risks of transmission during use of the outdoor learning environment for young children	3	3	9	<ul style="list-style-type: none"> <li>Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces</li> </ul>	Y	<p>Younger children will be told the importance of only keeping to the group of children they are with and minimising social contact</p>	6

				<ul style="list-style-type: none"> <li>• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	The school has a good supply of antibacterial soap and hand sanitisers that will be replenished as and when required. Hand towels to be placed in toilets relocated from classrooms.	
				<ul style="list-style-type: none"> <li>• Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y	Outside water fountains have been shut off. Each phase has a water coolers only to be used by adults or monitors	
				<ul style="list-style-type: none"> <li>• Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles.</li> </ul>	Y	Climbing frames out of use and other large fixed playground equipment is out of use.	
				<ul style="list-style-type: none"> <li>• Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam</li> </ul>	Y	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"> <li>• Games and activities which allow children's heart rate to raise and avoid the sharing of equipment are available</li> </ul>	Y	The PE team have organised activities that maximise health benefits yet avoid overuse of equipment	
				<ul style="list-style-type: none"> <li>• Outside spaces are divided and demarked for class groups of children to use to facilitate children staying in their groups. Where this is not possible year groups may form a larger bubble.</li> </ul>	Y	The playgrounds have been zoned and staggering of sessions will ensure children remain in their bubbles	
				<ul style="list-style-type: none"> <li>• Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>	Y	Rota in place for cleaning between groups.	
				<ul style="list-style-type: none"> <li>• Resources are limited to facilitate effective cleaning daily</li> </ul>	Y	All unnecessary resources have been	

						removed from classrooms.	
				<ul style="list-style-type: none"> <li>Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children</li> </ul>	Y	Cleaning arrangements in place to wipe bikes down after use - see EYFS risk assessment.	
				<ul style="list-style-type: none"> <li>Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them</li> </ul>	Y	See EYFS risk assessment. Difficult to clean resources have been put away. Individual zip-lock wallets will be issued containing writing resources.	
11. Risk of staff having to move between groups	4	3	12	<ul style="list-style-type: none"> <li>Where staff have to move between bubbles to deliver the school timetable they should try to reduce contacts and maximise distance, keeping an ideal distance of 2 metres from pupils and staff where possible.</li> </ul>	Y	Staff are aware of the need to reduce social contact and maximise distance when crossing bubbles. Timetabling regarding PPA cover facilitates reduction of staff working across bubbles. SEND staff have to move between bubbles but will be kept to a minimum with good hygiene procedures between each change.	9
12. Risks of transmission due to movement around the school.	4	3	12	<ul style="list-style-type: none"> <li>Arrange for corridors to be one-way where possible</li> </ul>	Y	This is not possible at Wessex Gardens	9
				<ul style="list-style-type: none"> <li>Clear signage and markers for the youngest children</li> </ul>	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"> <li>Corridors are divided where feasible</li> </ul>	Y	Not feasible. Corridors to be used for passing through only: no interventions, stopping to talk etc	

				<ul style="list-style-type: none"> <li>Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible</li> </ul>	Y	Corridors - no waiting in corridors. Toilets carefully monitored. Encouraged during class time and handwashing in class. Adult toilet – Mindful of usage and distancing especially UKS2 staff toilets. Signage displayed. Staff room – remodelled, spaces opened up. Staff arrival naturally staggered. Reducing social contact outside school. Waiting times kept to a minimum	
				<ul style="list-style-type: none"> <li>Movement of pupils and staff around the school is minimised</li> </ul>	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 use for lunches only. Corridors will not mix.	
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly of protocols for reduction of contacts and maximising distance</li> </ul>	Y	Signage in place in classrooms and corridors. Daily expectation of running through the agreed charter/ rules	
				<ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>	Y	SLT deploy staff effectively to ensure appropriate levels of supervision at all times.	
13. Risk of transmission due to number of people near entrances and exits at	4	3	12	<ul style="list-style-type: none"> <li>Start and departure times are staggered where possible</li> </ul>	Y	Start time extended and departure time staggered to facilitate social distancing for parents and carers	9

the start and end of the school day.				<ul style="list-style-type: none"> <li>Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces</li> </ul>	Y	Children will be allowed into school from 8:30. No parents except EYFS settling in and some SEND parents to be allowed on site.
				<ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	Y	Timetable of arrival and departure times in place; inform parents and all staff.
				<ul style="list-style-type: none"> <li>Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department</li> </ul>	Y	All entrances will be used
				<ul style="list-style-type: none"> <li>Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom</li> </ul>	Y	<p>KS1 and KS2 children met at both school gates. Social distancing is facilitated by markers along the school fence</p> <p>Children are let in – no parents</p> <p>Children sent straight to their class where they will be met by their teacher and instructed to wash their hands.</p> <p><b>Reception</b></p> <p>Utilising a socially distanced queuing system, parents to bring Reception children to the Reception gate entrance where they will be met by a staff member. The children will be sent to the Reception toilet to wash their hands supervised by another member of staff, who will then send them to their bubble.</p> <p><b>Nursery</b></p>

						Utilising a socially distance queuing system nursery parents to bring children to the nursery gate to be met by a member of staff.	
				<ul style="list-style-type: none"> <li>Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents.</li> </ul>	Y	Parents will not enter the building unless by prior arrangement All collection and drop off to be done outside the school building	
				<ul style="list-style-type: none"> <li>Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible</li> </ul>	Y	New EY children and children with SEND will need parents to stay. This will be by arrangement only and safe spaces to wait established and communicated to parents.	
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>	Y	Children picked up from clearly defined areas from playgrounds.	
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	Y	Gate opening time manned and extended to prevent queueing	
				<ul style="list-style-type: none"> <li>Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes</li> </ul>	Y	Parents briefed via letter, staff and children briefed during induction.	
				<ul style="list-style-type: none"> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating</li> </ul>	Y	Children to be allowed into school one at a time. Staff will meet them at key entrances and guide them to their classes.	
				<ul style="list-style-type: none"> <li>Floor markings visible to all to avoid queueing</li> </ul>	Y	Tape in corridor Railings outside marked	
				<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	Y	Via letter, prior to year group starting.	

				<ul style="list-style-type: none"> <li>• Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>	Y	Via letter, prior to year group starting.	
				<ul style="list-style-type: none"> <li>• Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	Y	N/A	
14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3	N/A	N/A	<ul style="list-style-type: none"> <li>• Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	Y	N/A	N/A
				<ul style="list-style-type: none"> <li>• For those that have to drive, advice on places they should and should not pick up, drop off and park.</li> </ul>	Y	N/A	
				<ul style="list-style-type: none"> <li>• Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.</li> </ul>	Y	N/A	
				<ul style="list-style-type: none"> <li>• Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.</li> </ul>	Y	N/A	
				<ul style="list-style-type: none"> <li>• Liaise with Highways re: markings outside of the school on pavements and on key routes to school pinch points, crossing points etc.</li> </ul>	Y	N/A	
				<ul style="list-style-type: none"> <li>• Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage/enforcement are required.</li> </ul>	Y	N/A	
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	3	9	<ul style="list-style-type: none"> <li>• Break and lunch times are staggered</li> </ul>	Y	Staggered in year group bubbles	6
				<ul style="list-style-type: none"> <li>• External areas are designated for different groups</li> </ul>	Y	Areas of the playground planned for and designated to different groups of pupils.	
				<ul style="list-style-type: none"> <li>• Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time</li> </ul>	Y	All staff briefed, to remind pupils before exiting classroom as a group.	
				<ul style="list-style-type: none"> <li>• Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.</li> </ul>	Y	Additional adults on the playground to supervise, including senior members of staff.	

16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	3	9	<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime</li> </ul>	Y	All staff briefed, to remind pupils before exiting classroom as a group.	9
				<ul style="list-style-type: none"> <li>Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area.</li> </ul>	Y	Staff and pupils briefed about the importance of this during induction, and expectation is reinforced daily.	
				<ul style="list-style-type: none"> <li>Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat. Where possible children will be front facing and facing the same direction i.e. not face to face.</li> </ul>	Y	Children to eat their packed lunches in class. If hall space is utilised for meals, less tables will be set out to minimise social contact	
				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>	Y	Tape in place	
				<ul style="list-style-type: none"> <li>Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces</li> </ul>	Y	Packed lunches in classrooms. school meals in the hall. Weather permitting-pupils eat outside.	
				<ul style="list-style-type: none"> <li>If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food</li> </ul>	Y	Parents, children and staff informed not to share food. Staff on duty to monitor.	
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	Tables sprayed in classes after lunch and wiped with paper towels.	
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	3	12	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance</li> </ul>	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 reduction of contacts and social distancing.	9
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	Briefed during induction.	
18. The configuration of medical rooms may	3	3	9	<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	Y	Children with injuries are treated by first aiders in	6



compromise reduction of contacts and maximising distance measures						the bubble. Only serious injuries are treated in the medical room. Media room used as medical room for suspected Covid-19 cases.	
				<ul style="list-style-type: none"><li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li></ul>	Y	Media and music room allocated.	
				<ul style="list-style-type: none"><li>PPE available if staff dealing with pupil with symptoms</li></ul>	Y	Good supply in school. Weekly stock check by first aiders. Reorder as and when required.	
				<ul style="list-style-type: none"><li>Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas</li></ul>	Y	Areas cleaned thoroughly.	
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	3	9	<ul style="list-style-type: none"><li>Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.</li></ul>	Y	Via letter and visual images. New admissions receive the information before the children start to attend school	6
				<ul style="list-style-type: none"><li>The maximising distance floor markings are clearly in place</li></ul>	Y	Yes	
				<ul style="list-style-type: none"><li>Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty</li></ul>	Y	Signs in place. No adults entering the premises unless they have a pre-arranged appointment.	
				<ul style="list-style-type: none"><li>Non-essential visitors to school and deliveries are minimised</li></ul>	Y	Site manager, admin staff and SLT work together to minimise non-essential visitors.	
				<ul style="list-style-type: none"><li>Arrangements are in place for visitors to stay apart</li></ul>	Y	Floor tape indicates 2m distances.	
C. Hygiene and protective controls							
20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain.	3	3	9	<ul style="list-style-type: none"><li>Ensure frequent hand cleaning and good respiratory hygiene practices</li></ul>		All staff to wash hands on arrival and throughout the day. Staff to ensure the same for children. Child monitors allocated. Hand sanitisers are available for	6

leading to a risk of transmission.						staff in all toilets, the halls and the staffroom.	
				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>	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"> <li>Minimise contact and mixing (see above)</li> </ul>	Y	Children grouped into class 'bubbles' Larger year group bubbles for lunch an outdoor play.	
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	Y	As described in sections above	
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	3	12	<ul style="list-style-type: none"> <li>Testing of staff or pupils – if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested.</li> </ul>	Y	All staff and parents / carers made aware about how to access testing. First aiders and admin staff to support parents with this for children with symptoms	9
				<ul style="list-style-type: none"> <li>Ensure that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home</li> </ul>	Y	Staff, parents are told not to come into school if they have tested positive in the last 7 days. Visitors and essential contractors have to complete a medical questionnaire and they will not be allowed entry if they have tested positive or been in contact with someone who has.	
				<ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>		Room allocated. Staff and children briefed during induction.	

				<ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>	Y	Yes the school has a good supply of PPE	
				<ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>	Y	The school will engage fully with the NHS Test and Trace service.	
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3	12	<ul style="list-style-type: none"> <li>Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment.</li> </ul>	Y	Equipment had been audited and many items have been removed from classrooms – soft toys, foam balls etc.	9
				Establish arrangements for all frequently touched surfaces and equipment e.g. <ul style="list-style-type: none"> <li>door handles</li> <li>handrails</li> <li>tabletops</li> <li>play equipment</li> <li>toys</li> <li>electronic devices (such as phones)</li> <li>specialist equipment, including equipment used by pupils with SEN</li> </ul>	Y	Daily cleaning routines increased. Routines in place for playground equipment.  1:1 TAs to clean SEN equipment with Dettol spray at the end of each session.	
				<ul style="list-style-type: none"> <li>When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.</li> </ul>	Y	Good stock of effective antibacterial cleaning products in place.	
				<ul style="list-style-type: none"> <li>Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</li> </ul>	Y	Staff briefed during induction.	
				<ul style="list-style-type: none"> <li>Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.</li> </ul>	Y	Pupils issued with own zip-lock bag containing equipment (pencils/ sharpeners/ rubbers etc). Staff provide feedback via visualiser.	
				<ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books</li> </ul>	Y	All staff briefed during induction. Reminder posters in classrooms.	
				<ul style="list-style-type: none"> <li>Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.</li> </ul>	Y	All staff briefed during induction. Reminder posters in classrooms.	

				<ul style="list-style-type: none"> <li>There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this</li> </ul>	Y	Parents/carers briefed via letters and reminders.	
23. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	<ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>	Y	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.	6
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	Good stock of hand sanitisers in classrooms, offices, staff room. Automatic dispenser main entrance	
				<ul style="list-style-type: none"> <li>Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,</li> </ul>	Y	New lidded bins in classrooms, offices, staff room	
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	Y	Arrangements in place for collecting and double bagging of bin bags.	
				<ul style="list-style-type: none"> <li>Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>	Y	Good stock of tissues available. Tissue levels in classes checked daily.	
24. Provision and use of PPE for staff where required is not in line with government guidelines	3	3	9	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y	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.	6
				<ul style="list-style-type: none"> <li>Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely</li> </ul>	Y	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"> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing</li> </ul>	Y	Staff briefed during induction.	
25. Pupils forget to wash their hands regularly and frequently	4	3	12	<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> </ul>	Y	Staff briefed during induction. Signage in classrooms.	9
				<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.</li> </ul>	Y	Posters put up around school and electronic messaging boards updated. Pupils are reminded by class teachers	
				<ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	Y	School leaders monitor designated areas and class groups throughout the day.	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	3	9	<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling.</li> </ul>	Y	Staff briefed on key messages during induction; Pupils will build age – appropriate understanding through class sessions, videos and signage.	6
				<ul style="list-style-type: none"> <li>Staff model reducing contacts and maximising distance consistently.</li> </ul>	Y	All staff to model reducing contact and maximising distance. Senior and Phase leaders to monitor.	
				<ul style="list-style-type: none"> <li>The movement of pupils around the school is minimised.</li> </ul>	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"> <li>Large gatherings are avoided inc assemblies</li> </ul>	Y	Staff briefed during induction. SLT to monitor. No hall assemblies	
				<ul style="list-style-type: none"> <li>Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised</li> </ul>	Y	Break/ lunchtime rotas in place. Pupils closely supervised and senior	

						leaders on rota to monitor and support.	
				<ul style="list-style-type: none"> <li>The school's behaviour policy has been revised and sets out clearly the consequences for poor behaviour and deliberately breaking the rules and how the school will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules.</li> </ul>	Y	Policy revised to include compliance with reducing social contact . Amendments shared with staff, parents and pupils through appropriate channels (see communication section below).	
				<ul style="list-style-type: none"> <li>Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed.</li> </ul>	Y	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"> <li>Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> </ul>	Y	Communicated through letters and signs.	
				<ul style="list-style-type: none"> <li>Arrangements for younger primary school children have been agreed and staff are clear on expectations.</li> </ul>	Y	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"> <li>Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	Y	Individual risk assessments in place. PPE to be available for TAs working with pupils who cannot socially distance	
<b>D. Premises and Buildings</b>							
27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and	4	3	12	<ul style="list-style-type: none"> <li>A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.</li> </ul>	Y	All cleaners are available to work from September. A cleaning plan has been agreed with Norse cleaning company and will	9

ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required						be reviewed at the beginning of term and monthly thereafter	
				<ul style="list-style-type: none"> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach</li> <li>the regular cleaning of toilets</li> </ul> </li> </ul>	Y	Norse has agreed training and an enhanced cleaning plan which has been implemented	
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	Y	Cleaning hours have been increased – one cleaner to attend from 12:00 to assist with cleaning over the lunch period	
28. The use of fabric chairs may increase the risk of the virus spreading	3	3	9	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>	Y	Fabric chairs removed from book corners.	6
				<ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Y	Chairs in staffroom rearranged so as to allow for social distancing-signage up to remind staff.	
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	3	12	<ul style="list-style-type: none"> <li>Follow DfE guidelines for number of pupils per toilet</li> </ul>	Y	Pupils to use toilets at the appropriate time allocated to their bubble. Routine cleaning between bubbles using the toilets and for pupils using the toilets between the allocated time.	9
				<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>	Y	Floor tape will signify queuing zones.	

				<ul style="list-style-type: none"> <li>Floor markings are in place to enable reduction of contacts and maximising distance.</li> </ul>	Y	Floor tape in place.	
				<ul style="list-style-type: none"> <li>Pupils know that they can only use the toilet one at a time.</li> </ul>	Y	Pupils briefed during induction, as well as daily by CTs.	
				<ul style="list-style-type: none"> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> </ul>	Y	Staff to encourage children to use the toilet during lesson time, so as to avoid queuing/ congestion.	
				<ul style="list-style-type: none"> <li>The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y	Frequent cleaning arrangement in place.	
				<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	Monitoring systems in place.	
				<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>	Y	Plans for systematic emptying of bins in place.	
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	Y	All staff to play a part in reminding children to wash their hands at key intervals, as well as as-and- when necessary (sneezes etc). Younger pupils supervised and adults regularly model correct procedures for washing hands.	
30. Fire procedures are not appropriate to cover new arrangements	4	3	12	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals</li> <li>The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points</li> <li>A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible</li> </ul> </li> </ul>	Y	All fire marshals are available to work from September. New fire procedures account for a fluctuation in numbers of staff and pupils	9
				<ul style="list-style-type: none"> <li>Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)</li> </ul>	Y	All briefed though induction. Teachers to take children out to show	



				<ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	<p>them new arrangements for fire assembly.</p> <p>No PEEPS required. SEN pupils will exit building with 1:1 TA and remain with them. Social distancing is not possible with these pupils.</p>	
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	3	12	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points</li> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> <li>Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency</li> </ul>	Y	<p>Teachers and TAs will ensure that social distancing is observed between bubbles evacuating.</p> <p>No PEEPS required</p> <p>N/A</p>	9
32. Fire marshals absent due to self-isolation	4	3	12	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y	<p>Fire procedures reviewed and stand-by fire marshalls allocated. Staff informed via induction.</p>	8
33. All systems may not be operational	3	3	9	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate, see following link: <a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></li> <li>All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating Ventilation systems</li> </ul>	Y	<p>All systems are currently operational</p> <p>Although systems were not decommissioned all water tanks were chlorinated prior to children returning to school in June. Cyclical maintenance is in place Site manager's daily / weekly routine includes the items listed</p>	6

34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	2	8	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y	Cyclical checks will take place when contractors can work in school or out of school hours	
				<ul style="list-style-type: none"> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>The following guidance has been followed where appropriate: <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></li> </ul>	Y	Water chlorination and certification was carried out by IWS on 1 June 2020.  The tanks will be flushed prior to the school returning from the summer holiday.	
35. Lack of good ventilation means that there is risk of transmission	4	3	12	<ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> </ul>	Y	Class teachers to open all classroom windows to ensure ventilation at the beginning of each day.	8
				<ul style="list-style-type: none"> <li>Follow guidance in the following link: <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</li> </ul>			
36. Visitors to the site (including parents) add to the risk	4	3	12	<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>	Y	SLT members to monitor daily.	9
				<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>	Y	No visitors allowed on site unless by prior arrangement.	
				<ul style="list-style-type: none"> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>	Y	Visitors signed in by office staff. Touch screen back in use with hand sanitiser placed next to it. 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?	
				<ul style="list-style-type: none"> <li>Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)</li> </ul>	Y	Office staff aware of procedures; Room/s for meeting/s designated in accordance to social-distancing capabilities.	
				<ul style="list-style-type: none"> <li>Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually'</li> </ul>	Y	Timetable annual reviews and inform parents and professionals. Transition meetings held virtually and after school hours to avoid unnecessary contact.	
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	3	12	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times.</li> <li>Alternative arrangements have been considered such as using a different entrance and exit for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> </ul>	Y	These have been planned and will follow our plan for visiting contractors	8
					Y	Contractors will be limited to emergency works during school opening hours	
					Y	Admin staff and site manager to check with contractor when they arrive on site. Emergency works only during school opening hours. Con	
					Y	Site manager to escort contractors and only essential emergency works will be carried out when pupils are in school	
					Y	Site manager to ensure that contractors adhere to guidance and wear a mask.	

				<ul style="list-style-type: none"> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	Y	Risk assessment, method statements, specific Covid-19 induction training to be requested prior to any works.	
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#### E. General

38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3	3	9	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school.</li> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	Policies revised. Amendments shared with staff.	6
39. Curriculum/ Learning Environment				<ul style="list-style-type: none"> <li>Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place.</li> <li>Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: <ul style="list-style-type: none"> <li>in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school</li> </ul> </li> </ul>	Y	<p>The school adheres to LA risk assessment guidance</p> <p>Published on website for parents and governors. Children and staff briefed during induction.</p> <p>Curriculum delivery has been carefully planned ensure limited resources and to minimise contact where possible where possible</p> <p>Teams have been established and support provided for those not teaching a familiar year group.</p>	

				choirs and ensembles, or school assemblies.			
				<ul style="list-style-type: none"> <li>Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.</li> </ul>			
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	3	12	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>Staff (inc staff at breakfast club and after school activities)</li> <li>Pupils</li> <li>Parents</li> <li>Governors/Trustees</li> <li>Local authority</li> <li>Health services</li> <li>Regional Schools Commissioner</li> <li>Professional associations</li> <li>Other partners</li> <li>Neighbouring schools/EY settings</li> <li>Highways department</li> </ul> </li> </ul>	Y	<p>Strategies for communication with stakeholders is in place via:</p> <ul style="list-style-type: none"> <li>Emails</li> <li>School Ping</li> <li>Letters</li> <li>Lessons</li> <li>Phone contact.</li> </ul>	9
				<ul style="list-style-type: none"> <li>Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>whether their child will be able to attend from 7<sup>th</sup> Sept</li> <li>what protective steps you're taking to make the school a low-risk place for their child</li> <li>what you need them to do (such as on drop off and collection)</li> </ul> </li> <li>For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>	Y	<p>The school will be available for all children to attend from 7<sup>th</sup> September. Communication sent via letter and if necessary, followed up by with phone calls.</p>	
41. Pupils who are unable to attend school	4	3	12	<ul style="list-style-type: none"> <li>School is aware of current guidelines for shielding</li> </ul>	Y	Staff are aware of the current guidelines	9

because they are complying with clinical and/or public health advice are not receiving access to remote education				<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.</li> </ul>	Y	Continued open communication is in place.	
				<ul style="list-style-type: none"> <li>Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> </ul>	Y	<p>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.</p> <p>Parents to be asked to provide information, to enable the school to have a list of children with underlying health issues / shielding.</p>	
				<ul style="list-style-type: none"> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	In place. Risk assessments to be carried out on children who are vulnerable.	
				<ul style="list-style-type: none"> <li>Staff are available to ensure pupils at home continue to be provided with remote education</li> </ul>	Y	<p>For small numbers of pupils working from home, class teachers will plan for home learning in line with class work. In case of a local lock-down, class teachers will take control of setting of whole-class learning, as previously. SLT will monitor individual teachers' workload- as this may differ- and provide time as necessary to complete preparation and feedback for both home and in-school learning.</p>	

42. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	2	2	4	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>	Y	Learning mentors trained.	2
				<ul style="list-style-type: none"> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> </ul>	Y	SLT and Learning Mentors, as well as class teachers will be available for pupils to talk to.	
				<ul style="list-style-type: none"> <li>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).</li> </ul>	Y	Teaching staff/SLT ensure that high quality planning and provision is in place.	
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	Resources and websites discussed, modelled and demonstrated with individual bubbles of children in an age-appropriate manner.	
43. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	2	6	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	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.	4
				<ul style="list-style-type: none"> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> </ul>	Y	Line managers to continue open communication with colleagues and check on staff wellbeing.	
				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y	Staff made aware of external training opportunities	
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y	Staff training will be delivered by BPSI advisor/ EP.	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	Learning mentors, Phase Leaders and SLT to source	

44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	2	4	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y	Email communication in place. Telephone contact in place with the chairman of the governing body.	2
				<ul style="list-style-type: none"> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> </ul>	Y	Risk assessment to inform GB agenda.	
				<ul style="list-style-type: none"> <li>The headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> </ul>	Y	HT in regular contact with governors.	
				<ul style="list-style-type: none"> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> </ul>	Y	HT in regular contact with the Chair of Governors	
				<ul style="list-style-type: none"> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>	Y	Meetings will be conducted remotely	
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	3	9	<ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>	Y	Shared with staff	6
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	Guidance explained to staff during induction.	
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	RC to keep in contact with staff off sick	
46. Infection transmission within school due to	4	3	12	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>	Y	Admin staff daily monitoring and tracking	9



staff/pupils (or members of their household) displaying symptoms				<ul style="list-style-type: none"> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> </ul>	<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.</p> <p>Other household</p>	
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						members of the bubble do not need to self-isolate unless the child / staff member subsequently develops symptoms. Contact tracing to be implemented ASAP	
				<ul style="list-style-type: none"> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply</li> </ul>	Y	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"> <li>A record of any COVID-19 symptoms in staff or pupils is reported to the local authority</li> </ul>	Y	HT will report	
47. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	4	2	8	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> </ul>	Y	Information shared with staff in writing and through induction, with parents in writing, with pupils through induction.	6
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	Staff inset 4 <sup>th</sup> September, pupils on their respective return.	
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y	Prompt channels of communication are in place: email/ ping in the first instance. Office to keep contact details updated.	
48. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school including test and trace	4	3	12	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> </ul>	Y	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.	9

				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	Induction day for staff will take place on 4 <sup>th</sup> September. Pupils on their return on 7 <sup>th</sup> September.	
				<ul style="list-style-type: none"> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Y	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.	
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	3	12	<ul style="list-style-type: none"> <li>Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12).</li> <li>Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</li> </ul>	Y	Bike scheme for staff, longer arrival window in the morning. Staggered end to the day.  Modelled for children	9