-1`-COVID-19: Operational Risk Assessment for School Reopening in September 2021

SCHOOL NAME: WESSEX GARDENS PRIMARY SCHOOL

Member of Staff and Job Title:	Date of Assessment/Review:	Next Review Date	Covered by this assessment:
Ruth Charteris	23rd September 2021	6th January 2022	Staff, pupils, parents/carers, 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 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: Actions for schools during the coronavirus outbreak - GOV.UK (www.gov.uk)

Other Related Documents:

Relevant Existing Policies	Local Authority/Trust/Union documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012 The Health Protection (Notification Regulations 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (July 2021) Education and Skills Service Recovery Planning support for schools (May 2021)	New operational guidance has been published, in line with step 4 of the road map: • Actions for schools during the coronavirus outbreak • Guidance for special schools and other specialist settings • Actions for FE colleges and providers during the coronavirus outbreak • Actions for early years and childcare providers during the coronavirus outbreak • Use of PPE in education, childcare and children's social care Covid-19 Action for out-of-school settings guidance has been added which applies from step 4. It removes restrictions such as keeping children in consistent groups (bubbles), wearing face coverings in classrooms, communal areas and in community settings, limits on parental attendance, and restrictions on group sizes for residential visits. It also includes information about updating your outbreak management plan and what to do when an individual in your setting tests positive for Covid-19. From 16 August, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact Apprenticeships guidance has been updated to reflect the change in the return to the workplace which will apply to apprenticeships as part of step 4 of the roadmap.

		This includes updated links and references to the redundancy support service, ending of flexibility permitting end-point assessment prior to functional skills qualification achievement, and an extension of the temporary policy on suspending the requirement for Level 2 apprentices to attempt Level 2 functional skills assessment
		Transport guidance has been updated to reflect step 4 of the roadmap out of lockdown. It removes the recommendations that distancing should be maximised and mixing should be minimised, and that children and young people aged 11 and over should wear face coverings. It provides advice on continuing to take proportionate measures to reduce the spread of infection.
		The public health guidance has been updated for exams with advice that applies from step 4. The guidance removes restrictions such as keeping students in consistent groups (bubbles) and wearing face coverings in classrooms and communal areas, and on dedicated transport
		Protect vulnerable workers - Working safely during the coronavirus (COVID-19) pandemic (hse.gov.uk)
		Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)

Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
				A. Staffing Resources			
1. Risk that there are Insufficient staff to support all the pupils to be in school	3	2	6	• Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus. • Staff in settings who are CEV should attend their place of work if they cannot work from home. Note: we will review this as and when updated DfE guidance becomes available	N/A	We have no extremely critically vulnerable or clinically vulnerable members of staff.	4
				• Establish how many and which staff will be available, if staff develop COVID-19 symptoms and isolating, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments for the CEV staff where appropriate	N/A	We have no pregnant, extremely critically vulnerable or clinically vulnerable members of staff.	
				• Based on available staffing and any cover you are able to secure, decide how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises.	Y	School fully open. Home learning in place for children who cannot attend school.	
				• Ensure flexible and responsive use of teaching assistants	Y	In place	
				• Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible	Y	In place Absence cover provided by agency when needed. Clinically vulnerable children attending school will be monitored by Inclusion Leader/AHT.	

				• From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	Y	Staff use the self-test packs and report to the NHS and school twice weekly. If testing positive using the self-test pack, staff must pre-book to attend a test centre for a PCR test at: https://www.gov.uk/apply-coronavirus-test-essential-workers PCR test packs are also available from school. Separate self-test RA in place. Staff have been asked to download the test and trace NHS app and adhere to test and trace guidance. Staff are allowed to carry their phones with them at all times to facilitate this. This is a temporary amendment to our safeguarding procedures	
				• Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school).	Y	School fully open. Class teachers will support children who test positive for Covid-19 with home learning if they are well enough to do school work during the isolation period.	
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	• 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.	6
				• Full use is made of all qualified teachers.	y	All qualified and unqualified teachers are deployed. Non-	

						class based teachers provide cover when required.	
				• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	Y	SLT ensures effective deployment of staff.	
				• Full use is made of test and trace to inform staff deployment i.e. ensure staff who have been instructed to self-isolate through test and trace are not attending school	Y	The self-test packs have been distributed to staff for use prior to school on Mondays and Thursdays. If testing positive staff must notify the HT, enter the result on the NHS app and attend a test centre for a PCR test: https://www.gov.uk/apply-coronavirus-test-essential-workers	
				• A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve.	Y	Google classrooms will facilitate home learning in KS1 and KS2 should the need arise. EYFS utilise tapestry.	
				• Where possible, ensure pupils with SEND are prioritised to be in school, -.	Y	Children with SEND attend school.	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	3	9	• Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.	Y	Current use of supply teachers continues at a minimum. Cover supervisors, and out of class teachers, are deployed as and when needed. 1:1 cover agency staff complete our Covid-19 medical questionnaire on arrival to the school.	6
				• Ensure visiting staff are aware of hygiene measure and minimise contact to only pupils who need to be taught.	Y	Where a replacement TA is needed checks are carried out with the agency to ensure that the person has not been in contact with	

				• Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.	Y	Covid-19, and the TA completes the Covid-19 declaration on arrival. Risk assessments are carried out and shared with visiting teachers / placements	
				• 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.	Y	The deployment of placements is 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 **extremely clinically vulnerable** members of the household of a member of staff.	4	2	8	• Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible	Y	There are no members of staff who have extremely clinically vulnerable household members	4
5. Risk of not covering essential functions (first-aid, DSL, SENDCo).	3	3	9	• Provide cover for the role from within available staffing	Y	Designated Safeguarding Leads available: AB,GH, RC. HT and SEN team to act as cover for SENDCo.	6
				• Or remote support via another school, Academy Trust or the LA	Y	Remote support will be requested from LA in the absence of staff listed above.	
				• Ensure First Aid certificates are up to date	Y	Paediatric first aid and first aid at work certificates are up to date.	
				• Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals.	Y	First aiders briefed in administering first aid. Full PPE kits available.	
				• Programme of training for additional staff in place (e.g. Safeguarding)	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	• A revised staff handbook is issued to all staff prior to September start.	Y	The updated Staff Code of Conduct was issued to staff on 3rd September 2021.	6

				• Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include:
				   ○ Infection control
				   ○ Fire safety and evacuation procedures
				   ○ Constructive behaviour management
				   ○ Safeguarding
				   ○ Risk management
					Y	Online induction and CPD programmes for staff in place.
						Breakfast club and after school club staff are employed by the school.
						External after school activity providers 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	• 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. Further guidance to be released by the DHSC	Y	There are currently no members of staff who are extremely clinically vulnerable.	8
				• All members of staff with underlying health conditions 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. Staff sharing their household with people with underlying health conditions places them at higher risk	Y	Staff are asked to make the SBL aware if there is a change to underlying health issues, or their circumstances change and they are at risk. Records are updated immediately information is received.	
				• Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves and to follow the practical steps set out in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 to minimise their risk of exposure to the virus.	Y	There are no clinically extremely vulnerable members of staff.	

				• 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 of DfE definitions. Staff who feel they fall into a vulnerable category are asked to alert the school.	
				• Current government guidance is being applied.	Y	Fully in place and reviewed as and when government or LA guidance is updated	
B. Teaching Spaces, the Learning and School Environment							
8. Risks of transmission during use of the outdoor learning environment for young children	3	3	9	• 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 is replenished as and when required. Bins with lids in place outside.	6
				• Close down drinking fountains and make arrangements for individual water bottles for children	Y	Outside water fountains have been turned off. Each phase has a water cooler to replenish water bottles, to be used by adults only	
				• 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 plastic equipment being used	
				• Resources are limited to facilitate effective cleaning daily	Y	On constant review.	
				• Only equipment that can be washed or easily cleaned can be used.	Y	In place	
9. Risk of transmission due to movement around the school.	4	3	12	• Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible	Y	There is reduced waiting in corridors. Toilets are monitored. The children are encouraged to use the toilet during class time and there is additional hand washing in class.	9

						Adult toilet – staff to be mindful of usage of toilets. Staff arrival naturally staggered.	
				• Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance	Y	SLT deploy staff effectively to ensure appropriate levels of supervision at all times.	
10. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	3	12	• Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department	Y	All entrances are used	9
				• 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	KS1 and KS2 children are met by staff at both school gates. Gate is opened promptly at 8:30 am and kept open to allow staggered drop off. KS2 children enter the site by themselves. KS1 parents/carers are allowed onto the KS1 playground, but not into the building. **Reception** Parents/carers bring Reception children to the Reception gate entrance where they are met by a staff member. The children are sent to the Reception toilet to wash their hands where they are supervised by another member of staff. **Nursery** Nursery parents/carers bring children to the nursery gate and are met by a member of staff.	

				• Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents/carers where possible	Y	New EY children and children with SEND that need parents/carers to stay, will only take place by arrangement, with safe spaces to wait established and communicated to parents/carers.	
				• Identify drop off and pick up waiting areas that can reduce contacts and maximise distance	Y	Children picked up from clearly defined areas from playgrounds.	
				• Extend gate/entrance opening times to prevent queueing	Y	Staff are at the gate at opening times and the arrival time has been extended to minimise queuing	
				• Staff, pupils and parents/carers are briefed and signage provided to identify entrances, exits routes	Y	Parents/carers briefed via SchoolPing message/letters. Staff are briefed by HT. Children briefed by staff, along with regular reminders.	
				• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating	Y	Children are allowed onto the school playgrounds school immediately on arrival and are sent to classes from 8:40 am. Staff will meet them at key entrances and guide them to their classes. Early KS2 arrivals will stay in the playground between 8:30 am and 8:40 am	
				• Parents/carers given advice on walking/cycling to school, avoiding public transport and minimising driving	Y	Informed by HT letter.	

				• Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage	Y	Advice in HT letter.	
				• 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	N/A	
11. 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.	N/A	N/A	N/A	• Advice to pupils and families on maintaining road safety procedures despite changes.		N/A	
				• For those that have to drive, advice on places they should and should not pick up, drop off and park.		N/A	
				• Arrangements for 'kiss and drop', if deemed appropriate, in consultation with Highways, promoted to staff, children and families.		N/A	
				• Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented.		N/A	
				• Liaise with Highways re: markings outside of the school on pavements and on key routes to school-pinch points, crossing points etc.		N/A	
				• Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required.		N/A	
12. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	3	9	• Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. • If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.	Y	Adults in the playground and hall supervise, including senior leaders. When there are 10% or more cases in a class, the class will operate as a separate bubble at breaks and in the hall at lunchtimes	6
13. Risk of transmission because pupils do not observe agreed protocols of reduction of	3	3	9	• Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area.	Y	Staff remind children before exiting classroom as a bubble.	6

contacts and maximising distance at lunchtimes				• If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.		See above	
				• 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.		EYFS use the top dining hall and KS1 and KS2 use the main dining hall. Tables are sanitised between KS1 and KS2.	
				• If children bring in own packed lunch, parents/carers are given very clear guidance and protocols and children do not 'share' food	Y	Parents/carers, children and staff are instructed not to share food. Staff on duty monitor.	
				• Eating areas are thoroughly cleaned after lunchtime		Children eat in the halls, and tables are wiped with sanitiser before they are re-used and at the end of lunchtime.	
14. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	3	12	• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for maximising distance between users.	Y	All spaces have been reviewed; and other areas have been adapted to allow for reduction of contacts and social distancing.	9
				• Staff have been briefed on the use of these rooms	Y	Staff are kept informed in HT emails and briefings.	
Ÿ15. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	3	9	• Reduction of contacts and maximising distance provisions are in place for medical rooms	Y	Children with injuries are treated by class first aiders. Serious injuries and head bumps at lunch time are treated in the medical room. The medical room is sanitised after each child. Media room used as medical room for suspected Covid-19 cases.	6
				• Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged	Y	ICT room allocated.	

				• PPE available if staff dealing with pupil with symptoms	Y	Good supply in school. Weekly stock check by first aiders and site manager. Reorder as and when required.	
				• Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y	Areas cleaned thoroughly.	
16. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	3	9	• Parents/carers are made aware of new school procedures prior to their children starting back at school including children new to the school.	Y	Contact with the office encouraged by phone and email or leaving messages with staff on the gate. New admissions receive the information before the children start school.	
C. Hygiene and protective controls							
17. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	3	9	• Ensure frequent hand cleaning and good respiratory hygiene practices	Y	All staff to wash / sanitise hands on arrival and throughout the day. Staff to ensure the same for children. Hand sanitisers are available in all toilets, halls, rooms and staffroom.	6
				• If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.	Y	School follows HSE and NHS guidance when there are positive cases in a class. When there are 10% or more cases in a class, the class will operate as a separate bubble at breaks and in the hall at lunchtimes	
				• Regular cleaning	Y	All classrooms equipped with paper towels, gloves and antibacterial spray for out-of-cleaning-routine scenarios (e.g. sneezing/ coughing/ tissue placed on	

						desk and not in bin etc). Regular and frequent cleaning routines and bin emptying in place.	
18. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	3	12	• Testing of staff or pupils – if school has PCR home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/carers/pupils know the process to get tested.	Y	All staff and parents/carers made aware about how to access testing. First aiders and admin staff will support parents/carers with this for children with symptoms. The self-test kits have been distributed to staff. There is a process for reporting the results on Testregister.co.uk and to the NHS. School monitoring is in place to check that staff self-test. PCR tests are provided for staff with symptoms.	9
				• Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home	Y	Staff and parents/carers are told not to come into school if they have tested positive in the last 10 days. Visitors and essential contractors have to complete a Covid-19 questionnaire and they will not be allowed entry if they declare they have tested positive or been in contact with someone who has unless they provide a recent negative PCR test result.	
				• Make arrangements to isolate anyone with symptoms and have clear guidance and protocols		ICT room allocated.	
				• PPE on hand.		The school has a good supply of PPE	

				• Active engagement with NHS Test and Trace		The school have engaged fully with the NHS self-testing and the Test and Trace service.	
Ÿ19. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3	12	Establish arrangements for all frequently touched surfaces and equipment e.g. • door handles • handrails • tabletops • play equipment • toys • electronic devices (such as phones) • specialist equipment, including equipment used by pupils with SEN	Y	Daily cleaning routines increased. Routines in place for playground equipment. 1:1 TAs clean SEN equipment with antibacterial spray at the end of each session.	9
				• 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 antibacterial cleaning products in place. Staff must use sanitisers and detergents provided by the school.	
				• Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books	Y	All staff briefed. Reminder posters in classrooms.	
				• Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.	Y	All staff briefed. Reminder posters in classrooms.	
				• There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this	Y	Parents/carers briefed via letters and reminders.	

20. Risk of virus spreading because the school has insufficient materials and equipment	4	3	12	• 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 all areas of the school. Staff to request replacements as and when needed.	6
				• Use of hand sanitisers at appropriate locations	Y	Good stock of hand sanitisers in classrooms, offices, staff room. Automatic dispensers at main entrance, halls, toilets, Rainbow house, ICT room, pool.	
				• Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,	Y	Lidded bins in classrooms, offices, halls and staff room	
				• Bins to be double bagged and emptied	Y	Arrangements in place for collecting and double bagging bin bags.	
				• Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom	Y	Good stock of tissues available. TAs to ensure that there are sufficient tissues in classes daily.	
21. Provision and use of PPE for staff where required is not in line with government guidelines	3	3	9	• Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.	Y	PPE available in key areas,	6
				• Those staff required to wear PPE (e.g. SEND intimate care) 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	No staff are required to wear PPE unless dealing with a potential covid case	
				• Staff are reminded that the wearing of gloves is not a substitute for good handwashing	Y	Staff briefed.	

22. Pupils forget to wash their hands regularly and frequently	4	3	12	• Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.	Y	Staff briefed. Reminder signage in classrooms.	9
				• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.	Y	Posters put up around school and electronic messaging boards updated. Children are reminded by class teachers.	
				• 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.	

D. Premises and Buildings

23. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	4	3	12	• A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to September start	Y	The school was deep cleaned over the summer break. Cleaning is under continuous review with Norse (cleaning company)	9
				• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: o more frequent cleaning of rooms / shared areas that are used by different groups o frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach o the regular cleaning of toilets	Y	Norse has implemented an enhanced cleaning plan. Staff sanitise the staff room, and classrooms. Site manager checks and cleans the toilets routinely.	
				• Working hours for cleaning staff are increased	Y	Site manager and SLT to ensure that cleaning is sufficient.	
24. Queues for toilets and handwashing risk non-compliance with reduction of contacts	4	3	12	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 to avoid queuing/congestion.	9

and maximising distance measures				• The toilets are cleaned frequently as laid out in the enhanced cleaning schedule	Y	Site manager checks/cleans as required toilets at lunchtimes. SLT to ensure that cleaning is sufficient.	
				• Monitoring ensures a constant supply of soap and paper towels	Y	Monitoring by site manager 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 remind children to wash their hands at key intervals, as well as as-and-when necessary (after sneezes etc). Younger children are supervised and staff regularly model correct procedures for washing hands/disposing of tissues.	
25. Fire procedures are not appropriate to cover new arrangements	4	2	8	• Fire procedures have been reviewed and revised where required, due to: o Reduced numbers of pupils/staff o Possible absence of fire marshals o The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points o A possible need for additional muster point(s) to where possible	Y	There are sufficient fire marshals in school. New fire procedures that allow for a fluctuation in staff and children numbers were implemented in September 2020	6
				• Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)	Y	All staff briefed, and are aware where children should go if the school needs to be evacuated.	
				• Incident controller and fire marshals have been trained and briefed appropriately.	Y	In place.	
26. Fire evacuation drills - unable to apply	4	2	8	• Plans for fire evacuation drills are in place which are in line with the School Fire Strategy plan	Y	No PEEPS currently required.	6

reduction of contacts and maximising distance procedures effectively				• Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.	Y	High need SEN children will exit building with 1:1 TA and remain with them. Social distancing is not possible with these children.	
				• 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	N/A		
27. Fire marshals absent due to self-isolation	4	3	12	• 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 if needed. Staff to be informed of any changes on the day by SLT.	9
28. All systems may not be operational	3	3	9	• Government guidance is being implemented where appropriate	Y	All systems are currently operational.	6
				• 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 Mechanical ventilation systems should be checked before reopening	Y	All areas of the school are in use. Although systems were not decommissioned, all water tanks were chlorinated prior to children returning to school in June 2020. Systems have been in frequent use in all areas since then. Cyclical maintenance is in place. Site manager's daily / weekly routine includes the items listed.	
29. 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 in the school building were carried out during the summer holiday. Monthly checks in place. Contractors are asked to work out of school hours unless this is not possible.	9

				• Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. • The following guidance has been followed where appropriate: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm	Y	The tanks are flushed prior to the school returning after each holiday. In the event of a lockdown a specialist contractor will be appointed to carry out chloritisation with certification.	
30. Lack of good ventilation means that there is risk of transmission				• Ensure good natural ventilation in classrooms and common areas e.g. through opening a windows, doors etc	Y	As far as is possible with a 100 year old building that requires new windows, we have applied the HSE and CIBSE recommendations. Class teachers to open all classroom windows to ensure ventilation at the beginning of each day. Doors including external doors to be kept open to improve ventilation.	
				• Identify poorly ventilated areas and decide how to improve ventilation There are some simple ways to identify poorly ventilated areas: - Look for areas where people work and where there is no mechanical ventilation or natural ventilation such as open windows, doors, or vents - Check that mechanical systems provide outdoor air, temperature control, or both. If a system only recirculates air and has no outdoor air supply, the area is likely to be poorly ventilated - Identify areas that feel stuffy or smell bad	Y	We have reduced people gathering for a prolonged period in a poorly ventilated area for example cloakrooms by children hanging their coats outside their class. We have reduced the number of parents/carers coming into school before and after school. Visitors limited.	
				• If the school has carbon dioxide (CO2) monitors, consider using these to monitor ventilation level, If there is a build-up of CO2 in an area it can indicate that ventilation needs improving.	N	The school does not have CO2 monitors. There are very high ceilings that aids	

				• Although CO2 levels are not a direct measure of possible exposure to COVID-19, checking levels using a monitor can help you identify poorly ventilated areas.		ventilation in the classrooms and halls. Natural ventilation in place	
				• Carry out an assessment of fresh air (ventilation) in the workplace – Use the HSE link below to undertake the assessment and make appropriate adjustment.	Y	Assessment carried out. Natural ventilation implemented.	
				• Follow guidance in the following link: • air conditioning and ventilation during the coronavirus outbreak. • https://www.cibse.org/coronavirus-covid-19			
31. Visitors to the site (including parents) add to the risk	4	3	12	• Limit the external visitors to the school during school hours. The school needs to weigh up the risks (how many sites they visit, how many individuals there are coming, how close they get to pupils & staff, etc) versus the specific benefits for each group before deciding whether the visit is allowable.	Y	External visitors limited. School tours no more than 4 adults per tour. Adults to wear facemasks. The tour is kept moving briskly.	9
				• Signage giving routes, procedures, entrances and exits to be followed.	Y	Site manager, SLT and admin staff to monitor signage and displays daily and replace when needed.	
				• Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.	Y	On site visitors limited. Sanitiser placed next to signing in iPad.	
				• Parents/carers 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	Only emergency contractors work in areas where children and staff are present. Only pre-arranged visitors in school signed in using the touch screen that has hand sanitiser next to it.	

						Visitors/contractors are instructed to wear masks and social distance. Questionnaire for contractors/visitors: Have you or your household had any symptoms in the last 10 days? Are any of your household self-isolating? Have you, or any of your household, arrived to the UK in the last 10 days? Have you, or any of your household, been in contact with someone who arrived to the UK in the last 10 days? Office staff implement procedures. Room/s for meetings designated in accordance to expectations. Ie – maximising distance and room kept ventilated Parents/carers and staff maximise distance. Where this is not possible people wear masks.	
				• Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually' where possible.	Y	Timetable virtual annual reviews where possible, and inform parents/carers and professionals. Transition meetings held virtually or after school to avoid unnecessary contact.	
32. Contractors on-site whilst school is in	4	3	12	• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated	Y	Works / inspections are carried out, and follow our	9

operation may pose a risk to reduction of contacts and maximising distance and infection control				as essential work by the government and so are set to continue.		procedures for visiting contractors.	
				• 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. They will not come into contact with children and there will be limited contact with staff.	
				• Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times.	Y	Site manager to ensure that contractors adhere to guidance, and maximise distance	
				• Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed.	Y	Procedures in place. To be reviewed prior to work commencing and during the works	
				• 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 will be requested prior to any works.	

E. General

33. 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	• 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.	Y	Policies revised. Amendments shared with staff.	6
				• The school has carried out a full Health and Safety Risk Assessment to ensure it is compliant with Government guidelines	Y	The school adheres to LA Covid-19 risk assessment guidance and updates.	
				• Staff, pupils, parents/carers and governors have been briefed accordingly.	Y	Published on website for parents/carers and governors. Children and staff briefed.	

34.Curriculum/ Learning Environment	3	3	9	• 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.: - in PE - sports equipment thoroughly cleaned between each use by different individual groups. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. - In music lessons physical distancing and playing outside will be done wherever possible	Y	Curriculum delivery has been carefully planned to work with limited resources and to minimise contact where possible.	6
				• If there is a confirmed positive case in a class group, Schools may have to consider bubbles or something similar in place to prevent outbreak.	Y	The school will comply with guidance from the NHS and HSE, and bubbles will be implemented where there are 10% or more cases in a class	
				• 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	All curriculum staff are trained in providing children with additional support.	

35. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	3	12	• Communications strategies for the following groups are in place:
				  o Staff (inc staff at breakfast club and after school activities)
				  o Pupils
				  o Parents/carers
				  o Governors/Trustees
				  o Local authority
				  o Health services
				  o Regional Schools Commissioner
				  o Professional associations
				  o Other partners
				  o Neighbouring schools/EY settings
					Y	Strategies for communication with stakeholders is in place via:
						• Emails
						• SchoolPing
						• Letters
						• Lessons
						• Phone contact
						• Assemblies
						Important letters are sent out to parents/carers in hard copy and SchoolPing
							9

				o Highways department		Children are informed in assembly and by class teachers	

				• Parents/carers are communicated with to make sure they know:
				  o whether their child will be able to attend from 6th Sept
				  o what protective steps you're taking to make the school a low-risk place for their child
				  o what you need them to do (such as on drop off and collection)
				• For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan
					Y	Communication was sent via SchoolPing letter and where necessary, followed up with phone calls.	

36. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education	4	3	12	• All state-funded schools should provide remote education for school-aged children who are unable to attend school due to following government guidance or law relating to COVID-19 (for example if they need to self-isolate, or if they have tested positive but are well enough to learn from home). • Schools should provide remote education equivalent in length to the core teaching your child would usually get in school. • School is aware of current guidelines for remote learning	Y	Processes for remote learning are fully in place	9
				• Parents/carers have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.	Y	Continued communication is in place by telephone calls, emails and SchoolPing messages.	
				• Parents/carers have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.	Y	The appointed person liaises with parents/carers. We have sufficient staff to administer treatment to diabetic pupils. Inclusion leader/AHT and appointed person responsible for ensuring	

						Y	that staff access to children's medication and care plans.	
				• Schools have a regularly updated register of pupils with underlying health conditions.		Y	In place. Risk assessments will be carried out on children who are vulnerable.	
				• Staff are available to ensure pupils at home continue to be provided with remote education		Y	For small numbers of children working from home, class teachers will plan for home learning in line with class work. In case of a local or national lock-down, class teachers will take control of remote whole class learning. 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.	
37. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	2	2	4	• There are sufficient numbers of trained staff available to support pupils with mental health issues.		Y	Learning mentors trained.	2
				• 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 children to talk to.	
				• 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.	
				• Resources/websites to support the mental health of pupils are provided.		Y	Information provided to children in an age-appropriate manner.	

38. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	3	9	• Staff are encouraged to focus on their wellbeing.	Y	The school continues to nurture a culture of honest and open communication and trust.	6
				• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Y	Line managers to continue communication with colleagues and check on staff wellbeing.	
				• Staff briefings and training have included content on wellbeing	Y	Staff have been informed of external wellbeing support during virtual meetings.	
				• Staff briefings/training on wellbeing are provided.	Y	Online staff training will be delivered by BPSI advisor/EP as and when courses are available.	
				• Staff have been signposted to useful websites and resources.	Y	Yes	
39. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	2	2	4	• The governing body continues to meet regularly.	Y	Virtual meetings scheduled for the autumn term. Email and GovernorHub communication in place. Telephone contact in place with the chairman of the governing body.	2
				• 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 assessments are included in GB agenda.	
				• 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 communications with the GB provide information and updates. The HT termly report provides detailed information on the school's statutory obligations.	

				• Regular dialogue with the Chairman of Governors and those governors with designated responsibilities is in place.	Y	HT in regular contact with the chairman of the governing body.	
				• Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.	Y	Virtual meetings were introduced in the summer term 2020 that ensures that the GB has oversight and are able to hold leaders to account. The Zoom meetings have been very popular with the GB.	
40. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	3	9	• Guidance on NHS test and trace has been published.	Y	Self-testing packs and NHS test and trace information have been provided to staff, including self-testing packs posted to staff working remotely during self-isolation.	6
				• From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	Y	Staff have been asked to download the NHS Test and Trace app. Staff provide information re close contacts when they test positive and have to self-isolate.	
				• The guidance has been explained to staff	Y	Guidance explained to staff in emails and online meetings.	
				• Post-testing and tracing support is available for staff.	Y	SLT support staff when they are self-isolating	
41. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	3	12	• Robust collection and monitoring of absence data, including tracking return to school dates, is in place.	Y	Admin staff undertake daily monitoring and tracking of children who are absent from school.	9

					• 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. From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	Y	If symptoms start in school the staff member will be given a PCR test and leave school immediately. They will isolate until a negative PCR test is received. If they are not in school they will be asked arrange to attend a test centre. A child will isolate in the ICT room with the door left open, the parent/carer will be asked to collect ASAP. Rainbow House toilet to be used if needed – toilet will be disinfected immediately after use. 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. If an emergency call 999 (person seriously ill/life at risk).	
					• Pupils, parents/carers 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 extremely vulnerable** should these apply	Y	Communication regarding how to access testing is clear and shared with all stakeholders and in an age-appropriate manner with children.	
					• A record of any COVID-19 symptoms in staff or pupils is recorded	Y	School complete daily attendance returns to the DfE and HT reports to the LA.	

42. Staff (inc breakfast club and after school activities staff), pupils and parents/carers are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	4	3	12	• Staff, pupils and parents/carers 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 emails / messages / briefings and staff have had Covid-19 induction training. Information with parents/carers is in writing and over the telephone. Children are informed in assemblies and by class teachers.	9
				• This guidance has been explained to staff and pupils as part of the induction process.	Y	Staff have had Covid-19 induction training and understand the symptoms. In case of an outbreak staff will receive update emails from the HT. Children briefed in assemblies and by class teachers.	
				• Staff should undertake twice weekly home tests whenever they are on site until the end of September, when testing will be reviewed.	Y	Prompt communication is in place via SchoolPing messages/emails in the first instance. Office staff to keep parent/carer contact details updated.	
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y	Staff receive communications and updated DfE and LA information via HT updates. Parents/carers receive communication via SchoolPing and class teacher emails. Children receive information from school and parents/carers.	

43. Staff, pupils and parents/carers 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	• From Step 4, close contacts will be identified via NHS Test and Trace. Staff may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases.	Y	Staff and parents/carers understand the Covid-19 process to follow.	6
				• Staff, pupils and parents/carers 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 receive communications and updated DfE and LA information via HT updates. Parents/carers receive communication via SchoolPing and class teacher emails. Children receive information from staff and parents/carers.	
				• The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.	Y	Communications in place with parents/carers	
				• This guidance has been explained to staff and pupils as part of the induction process.	Y	Staff and children receive frequent reminders of the procedures	
				• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y	Updates are communicated quickly.	
44. Staff, parents/carers are not aware of recommendations on transport to and from school	4	3	12	• Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12). • Pupils, parents/carers and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures	Y	We have a staggered start and end to the school day, and families are encouraged to walk to school.	6