

# COVID-19: Operational Risk Assessment for Children Returning to School March 2021

**SCHOOL NAME: WESSEX GARDENS PRIMARY SCHOOL**

Member of Staff and Job Title:	Date of Risk Assessment	Date of Previous Risk Assessments:	Review Date:	Covered by this assessment:
Ruth Charteris – SBL	1 <sup>st</sup> March 2021	14 <sup>th</sup> July 2020 14 <sup>th</sup> September 2020 8 <sup>th</sup> December 2020 25 <sup>th</sup> January 2021	19 <sup>th</sup> April 2021	Staff, pupils, parents, visitors, volunteers, contractors

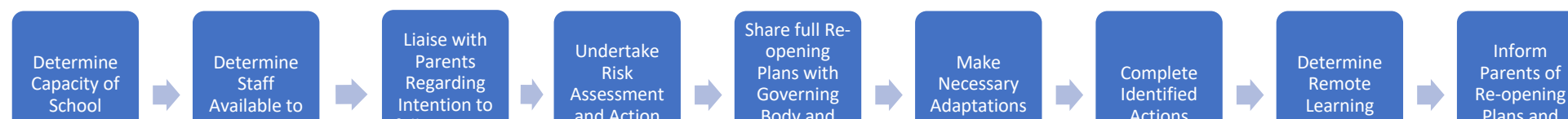
## Purpose of this document:

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-asymptomatic-testing-in-schools-and-colleges">https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges</a>  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak</a>  <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:



## Risk matrix

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

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	<b>9</b>	<ul style="list-style-type: none"> <li>Audit staff availability</li> </ul>	Y	Staff have been asked to raise any concerns they may have regarding attending. To date, staff availability has not been a concern.	<b>6</b>
				<ul style="list-style-type: none"> <li>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)</li> </ul>	Y	We have no extremely critically vulnerable staff. Individual risk assessments have been carried out on 4 members of staff.	
				<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	School fully open.	
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>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</li> </ul>	Y	In place Absence cover provided by agency when needed. Clinically vulnerable children attending school	

				<p>with Autism, will need to be supported by the same adults, where possible</p> <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	<p>will be monitored by Inclusion Leader/AHT.</p> <p>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: <a href="https://www.gov.uk/apply-coronavirus-test-essential-workers">https://www.gov.uk/apply-coronavirus-test-essential-workers</a></p> <p>Separate self-test RA in place.</p> <p>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</p>	
				<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	<p>School fully open. Children in self-isolation supported by class teacher to learn from home.</p>	
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	<p>The school has a spreadsheet with the health status of staff and overview of their medical background.</p>	6
				<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>	Y	<p>All qualified and unqualified teachers are deployed. Non-class based teachers provide cover when required.</p>	

				<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	HT ensures effective deployment of staff.	
				<ul style="list-style-type: none"> <li>Full use is made of NHS 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	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: <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	All children to return to school on 08/03/2021. Google classrooms will facilitate home learning in KS1 and KS2 should the need arise. EYFS utilise tapestry.	
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>	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	<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 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 when arriving in school.	6
				<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	Long term agency 1:1 TAs wear a mask and adhere to our PPE expectations. Where a replacement TA is needed checks are carried out with the agency to ensure that the person has not been in	

						contact with Covid-19, and the TA completes the Covid-19 declaration is on arrival.	
				<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 are 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 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. Placements are scheduled to work in school for the remainder of the spring term. Adhere to our PPE expectations.	
4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.	4	2	8	<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	6
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.	6
				<ul style="list-style-type: none"> <li>Or remote support via another school or the LA</li> </ul>	Y	Remote support will 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 and first aid at work certificates are up to date.	

				<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	First aiders briefed in administering first aid. Full PPE kits 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 Code of Conduct is issued to all staff prior to reopening.</li> </ul>	Y	The updated staff Code of Conduct was issued to staff on 4 <sup>th</sup> September 2020.	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> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management</li> </ul> </li> </ul>	Y	Online induction and CPD programmes for staff in place. Breakfast club and after school club staff are employed by the school. There are currently no external after school activities. When activities re-start the external after school activity providers will be asked to provide risk assessment and complete the Covid-19 questionnaire prior to working in school.	
7. Risk that staff who are extremely clinically 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 staff 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	RAs in place for three members of staff. There are currently no members of staff who are extremely clinically vulnerable. The school adheres to government guidance on staff over the age of 70.	8
				<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</li> </ul>	Y	Staff are asked to make the SBL aware if there is a change to underlying health issues, or their	

				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		circumstances change and they are at risk. Records are 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	Frequent contact in place with clinically vulnerable 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 of DfE definitions. Staff who feel they fall into a vulnerable category are asked to alert the school.	
				<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>	Y	Fully in place	
<b>B. Teaching Spaces, the Learning and School Environment</b>							
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	Classes of up to 30 operate as bubbles when inside the school building but when outside at during breaks will operate as year group bubbles of up to 60 children. The whole of KS1 operate as a bubble of up to 90 children. When outside EYFS operate as one bubble. When inside, Reception classes are in one bubble to facilitate freeflow between classes.	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</li> </ul>	Y	Cherry room in operation with small groups (maximum 6). Cleaning of surfaces between groups.	

				and care support should be provided as normal.		PPE provided in Cherry Room. Intimate Care policy continues, but with added PPE.
				<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	This is challenging due to the size of classrooms especially in LKS2
				<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	This is not appropriate for our setting. Bubbles may have face to face seating.
				<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 distance or for those who need close contact care, education and care support should be provided as normal.</li> </ul>	Y	Careful return-to-school package implemented, covering the importance of reducing social contact. Visual cues around the site show 2 metre distance. All staff briefed, model expectations 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 support the concept of 'bubbles' and model appropriate behaviour with regards to social distancing. Careful timetabling ensure that bubbles (each defined as a class) do not mix throughout the day unless outside where year
				<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</li> </ul>	Y	



				contact and minimise time spent within 1 metre of anyone.		group bubbles will operate. SEND groups are from within the same bubble. 1:1 support staff 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> <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</li> </ul>	Y	<p>Children attending breakfast club will be grouped in bubbles. It is not possible to maintain year group bubbles in the after school club due to the very small number of children attending the club and providing varied activities, children attending on different days and only 2 staff members employed to supervise the children. ASC to operate as its own bubble. Should a child test positive the risk assessment checklist will be completed and actions implemented.</p> <p>To be assessed prior to school holidays.</p>

				<p>protective measures, and only use those providers that can demonstrate this.</p> <ul style="list-style-type: none"> <li>As with physical activity during the school day, contact sports should not take place.</li> </ul>		Contact sport, with separate PE equipment for year bubbles, is available to ensure that children exercise.	
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 are in the same bubble.	6
				<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>	Y	No assemblies in the hall. Bubbles do not mix.	
				<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	Key stages are limited to their own corridors and use own entrances. Class bubbles do not mix.	
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	Younger children are told the importance of only keeping to the group of children they are with and minimising social contact	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 is replenished as and when required. Bins with lids in place outside.	
				<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 turned off. Each phase has a water cooler only to be used by adults.	
				<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	Our large apparatus and play equipment is in use. Site limitation means we need to maximise our	

					playground equipment for the health and wellbeing of the children. There is strict handwashing/sanitising in place after children come in from an outside activity.	
				<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	Each year group bubble has own PE equipment and balls.
				<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 and avoid the higher risk use of equipment.
				<ul style="list-style-type: none"> <li>Outside spaces are divided and demarcated 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 during breaks 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. Strict handwashing is in place.
				<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 malleable materials and planting areas. Consider replacing with individual</li> </ul>	Y	See EYFS risk assessment. Difficult to clean resources have been put away. Individual zip-lock wallets issued in

				resources which can be replaced when each child has finished using them		September containing writing resources.	
11. Risk of staff having to move between groups	3	3	9	<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	SEND staff/Cover supervisors and support staff move between bubbles (lunchtimes only). There are good hygiene procedures between each change and staff wear masks and if close working is involved, masks and visors.	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 as the corridors are too narrow. Key Phase bubbles are in separate corridors.	9
				<ul style="list-style-type: none"> <li>Clear signage and markers for the youngest children</li> </ul>	Y	Signage is displayed. The children are familiar with procedures.	
				<ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>	Y	Not feasible. Corridors are used for passing through only. See below.	
				<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	There is no 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. Adult toilet – Staff to be mindful of usage and social distancing especially UKS2 staff toilets. Signage displayed. Staff room – remodelled, spaces opened up. Staff use the large hall to socially distance whilst eating at lunch time.	

						Staff arrival naturally staggered. Staff have been asked to reduce 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	<p>Children will only be in their classroom bubble inside and outside. The IT suite and library will be used but strictly timetabled. Wipeable covers for keyboards are in place.</p> <p>The hall will be in use for EYFS and KS1 lunches and PE in bubbles. Staff social distanced dining. Children attending breakfast club grouped in phase bubbles.</p>	
				<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. Staff will remind the children of the agreed school rules daily.	
				<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 the start and end of the school day.	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
				<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 can arrive to school between 8:40 am and 9:00 am.	

						To prevent queues outside the school where social distancing is difficult to implement KS2 parents and EHCP, nursery and reception parents will be allowed in the school playground at morning drop off. KS2 parents are allowed onto the school playground to pick up children. Parents/carers will wear a mask when coming into school unless they are exempt.
				<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; parents and all staff have been informed.
				<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 are 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 are met by staff at both school gates. Gate is opened promptly at 8:40 am and kept open to allow careful drop off.</p> <p>Children only are let in – not parents</p> <p>Children sent straight to their class where they are met by staff 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</p>

					<p>Reception gate entrance where they are met by a staff member. The children are sent to the Reception toilet to wash their hands, supervised by another member of staff.</p> <p><b>Nursery</b> Utilising a socially distanced queuing system, nursery parents bring children to the nursery gate and are met by a member of staff.</p>
				<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>	<p>Y</p> <p>Parents will not enter the building unless they need to speak with office staff. HT to offer support at the gate as much as possible to reduce parents coming into school. All collection and drop off will take place outside the school building</p>
				<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>	<p>Y</p> <p>New EY children and children with SEND that need parents to stay, will only take place by arrangement, with safe spaces to wait established and communicated to parents.</p>
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>	<p>Y</p> <p>Children picked up from clearly defined areas from playgrounds. Parents will wear masks in the playgrounds unless they are exempt.</p>
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	<p>Y</p> <p>Staff are at the gate at opening times and the arrival time has been</p>

						extended to minimise queuing	
				<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 SchoolPing message/letter. Staff are briefed by HT. Children briefed by staff, along with regular reminders.	
				<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 are allowed into school immediately on arrival and are sent to classes. 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	
				<ul style="list-style-type: none"> <li>Floor markings visible to all to avoid queuing</li> </ul>	Y	Visible markings on floors where applicable. Pavement 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	Informed by HT letter.	
				<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	Advice in HT letter.	
				<ul style="list-style-type: none"> <li><del>Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</del></li> </ul>	Y	N/A	
14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with	NA	N/A	N/A	<ul style="list-style-type: none"> <li><del>Advice to pupils and families on maintaining road safety procedures despite changes.</del></li> </ul>	Y	N/A	N/A
				<ul style="list-style-type: none"> <li><del>For those that have to drive, advice on places they should and should not pick up, drop-off and park.</del></li> </ul>	Y	N/A	



changes to layout measures and procedures and the need for social distancing.				<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	Year group bubbles have staggered breaks.	6
				<ul style="list-style-type: none"> <li>• External areas are designated for different groups</li> </ul>	Y	Areas of the playground planned and assigned to different bubbles.	
				<ul style="list-style-type: none"> <li>• Pupils are reminded about the protocols of reduction of contacts</li> </ul>	Y	All staff briefed to remind children prior to each break about the importance of staying in their bubble,	
				<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 in 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</li> </ul>	Y	Staff remind children before exiting classroom as a bubble.	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 children briefed about the importance of this, and children are reminded frequently by staff.	

				<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	<p>EYFS use the top dining hall and KS1 use the main dining hall. They are seated in year group bubbles.</p> <p>KS2 do not use the dining halls.</p>	
				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>	Y	Not used. Current protocol ensures that bubbles do not mix.	
				<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. KS1 and reception school meals in the halls. KS2 school meals in classrooms.	
				<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 are instructed not to share food. Staff on duty monitor.	
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	All tables are sprayed with sanitiser 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	<p>All spaces have been reviewed; some will be out of use for the time being, and other areas have been adapted to allow for reduction of contacts and social distancing.</p> <p>Masks are worn in all shared areas such as corridors, offices and work rooms unless social distancing of 2 metres plus is possible. The large hall is set up for staff eating socially distanced lunches.</p>	9

				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	Staff are kept informed in HT emails and online briefings.	
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	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 their bubble. Only serious injuries and head bumps are treated in the medical room. Medical room sanitised between individuals / bubbles. Media room used as medical room for suspected Covid-19 cases.	6
				<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 and site manager. 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	Informed through letter and visual images. New admissions receive the information before the children start school.	6
				<ul style="list-style-type: none"> <li>The maximising distance floor markings are clearly in place</li> </ul>	Y	In place.	
				<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 enter the school unless it is absolutely necessary.	
				<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.	
				• Arrangements are in place for visitors to stay apart	Y	Visitors to school minimised.	
<b>C. Hygiene and protective controls</b>							
20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	3	9	• Ensure frequent hand cleaning and good respiratory hygiene practices		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
				• 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.	
				• Minimise contact and mixing (see above)	Y	Children grouped into class 'bubbles' Larger year group bubbles for lunch an outdoor play.	
				• See sections above re start and end of day arrangements, playtimes and break times	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	• 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. • LFT self-test kits	Y	All staff and parents / carers made aware about how to access testing. First aiders and admin staff will support parents with this for children with symptoms. The self-test kits have been distributed to staff. There is a process for	9

						reporting the result to the HT and to the NHS.	
				<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 10 days, and ensuring anyone developing those symptoms during the school day is sent home</li> </ul>	Y	Staff and parents 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 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 briefed daily by HT, and children briefed by staff.	
				<ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>	Y	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 have engaged fully with the NHS self-testing and 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 has been audited and many items have been removed from classrooms (soft toys, foam balls etc).	9
				<p>Establish arrangements for cleaning all frequently touched surfaces and equipment e.g.</p> <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	<p>Daily cleaning routines increased.</p> <p>Routines in place for playground equipment.</p> <p>1:1 TAs clean SEN equipment with antibacterial spray at the end of each session.</p>	

				<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. Staff must use detergents provided by the school.	
				<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 in HT updates and online briefings.	
				<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). Systems in place for staff feedback.	
				<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. 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. 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 all areas of the school. 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 dispensers at main entrance, halls, toilets, Rainbow house, ICT room, pool.	
				<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	Lidded bins in classrooms, offices, halls and 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 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. TAs to ensure that there are sufficient tissues in classes 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 in classrooms and key areas, as well as issued to those 1:1 staff who are in close contact with the SEND children.	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 virtual meetings.	
				<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.	
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. Reminder 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. Children 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 in HT emails and online briefings. Children 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 will model reduced contact and social distancing. Senior and phase leaders will 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 children to do errands, fill water bottles etc. Children will keep to bubbles at all times.	
				<ul style="list-style-type: none"> <li>Large gatherings are avoided inc assemblies</li> </ul>	Y	Staff briefed. 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. Children 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</li> </ul>	Y	Policy revised to include compliance with reduced social contact. Amendments shared with staff, parents and children through the appropriate channels (see	



				<p>movement within school and new hygiene rules.</p> <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> <li>Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> <li>Arrangements for younger primary school children have been agreed and staff are clear on expectations.</li> <li>Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	<p></p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>communication section below).</p> <p>Any breaches identified promptly and reported to HT. SLT promptly review arrangements and communicate to staff/ children/parents.</p> <p>Communicated through letters and signs.</p> <p>Staff are clear on the arrangements for social distancing, and the expectations are communicated with children age appropriately.</p> <p>Individual risk assessments in place. PPE is available for TAs working with children who cannot socially distance</p>	
<b>D. Premises and Buildings</b>							
27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced	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	<p>All cleaners are working. A cleaning plan has been agreed with Norse cleaning company and they have updated their risk assessment.</p>	9

cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required				<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	Nurse has implemented an enhanced cleaning plan.	
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	Y	Cleaning of shared areas such as toilets have been implemented at lunchtime this term. The continuation in the summer term is funding dependent. SLT to ensure that cleaning is sufficient.	
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	See above.	
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	Toilets monitored.	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 in place where applicable.	
				<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 where applicable.	
				<ul style="list-style-type: none"> <li>Pupils know that they can only use the toilet one at a time.</li> </ul>	Y	Children briefed and reminded 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 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	Cleaning of shared areas such as toilets has been implemented at lunchtime. The continuation of this is funding dependent. SLT to ensure that cleaning is sufficient.	
				<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	Monitoring by site manager 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 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.	
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	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	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 staff briefed, and are aware where children should go if the school needs to be evacuated.	

				<ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	Yes.	
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 when evacuating.</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 children.</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	Fire procedures reviewed and stand-by fire marshalls allocated. Staff to be informed of any changes on the day by SLT.	9
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</li> </ul>	Y	All systems are currently operational.	6
					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.	

				Lifts and escalators Heating Ventilation systems		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.	
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 in the school building take place when contractors can work 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 as there was limited use in some areas during the first Covid-19 lockdown. The tanks are flushed prior to the school returning after each holiday.	6
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.	9
				<ul style="list-style-type: none"> <li>Follow guidance in the following link:</li> <li><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	Site manager, SLT and admin staff to monitor signage and displays daily and replace when needed.	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 absolutely necessary.	
				<ul style="list-style-type: none"> <li>Review visitors/contractors sign in procedure to restrict use of shared</li> </ul>	Y	Only emergency contractors work in areas	

				equipment i.e. pen or touchscreen computer.		<p>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?</p>	
				<ul style="list-style-type: none"> <li>Parents should come into school buildings only when strictly necessary, ideally 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	<p>Office staff aware of procedures.  Room/s for meetings designated in accordance to social-distancing expectations.  Parents and staff wear masks and social distance.</p>	
				<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	<p>Timetable virtual annual reviews and inform parents and professionals.  Transition meetings held virtually or after school to avoid unnecessary contact.</p>	

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> </ul>	Y	Works / inspections are carried out, and follow our procedures for visiting contractors.	8
				<ul style="list-style-type: none"> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe</li> </ul>	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.	
				<ul style="list-style-type: none"> <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> </ul>	Y	office staff and site manager to check with contractor when they arrive on site. Emergency works only during school opening hours. See above for Covid-19 questionnaire details.	
				<ul style="list-style-type: none"> <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> </ul>	Y	Site manager to escort contractors and only essential emergency works will be carried out when children are in school.	
				<ul style="list-style-type: none"> <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	Site manager to ensure that contractors adhere to guidance, wear a mask and social distance.	
				<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 will be requested prior to any works.	

**E. General**

38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance	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> </ul>	Y	Policies revised. Amendments shared with staff in daily HT updates.	6
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and other policies are no longer fit for purpose in the current circumstances				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure</li> </ul>	Y	The school adheres to LA risk assessment guidance.	
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	Published on website for parents and governors. Children and staff briefed.	
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 choirs and ensembles, or school assemblies.</li> </ul> </li> </ul>	Y	Curriculum delivery has been carefully planned to work with limited resources and to minimise contact where possible.	
				<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>		Teams have been established and support provided for those not teaching a familiar year group.	
40. Key stakeholders are not fully informed	4	3	12	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place:</li> </ul>	Y	Strategies for communication with	9



about changes to policies and procedures due to COVID-19, resulting in risks to health				<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>		stakeholders is in place via: <ul style="list-style-type: none"> <li>● Emails</li> <li>● SchoolPing</li> <li>● Letters</li> <li>● Lessons</li> <li>● Phone contact.</li> </ul>	
				<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 8<sup>th</sup> March 2021</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	The school will re-open for all children on 8 <sup>th</sup> March 2021. Communication has been sent via SchoolPing letter and if necessary, will be followed up with phone calls.	
41. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education	4	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, and the HT's email updates provides information as and when received from the DfE or LA.	9
				<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 communication is in place by emails and SchoolPing messages.	
				<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</li> </ul>	Y	Lead first aider will contact parents/carers to see if children with health conditions will return to	

				the appropriate guidance has been acted upon.		school and if there has been a change to their medical condition. We have sufficient staff to administer treatment to diabetic pupils. Inclusion leader/AHT responsible for ensuring that staff teaching the bubbles have access to children's medication and care plans.	
				<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 will 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	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 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.	
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 children 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	Information provided to 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 openly addressed mental health. Staffroom board has helpline numbers; the 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 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 have been informed of external wellbeing support during virtual meetings.	
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y	Online staff training will be delivered by BPSI advisor/EP as and when courses are available.	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	Yes	
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	Virtual meetings scheduled for the spring term. Email and GovernorHub 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</li> </ul>	Y	Risk assessment to be included in GB agenda.	

				requirements are discussed and school leaders are held to account for their implementation.			
				<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 communications with the GB provide information and updates. The HT termly report provides detailed information on the school's statutory obligations.	
				<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 chairman of the governing body.	
				<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	Virtual meetings were introduced in the summer term 2020.	
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	Self-testing packs and NHS test and trace information have been provided to staff, including self-testing packs posted to staff working remotely during lockdown.	6
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	Guidance explained to staff in emails and online meetings.	
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	SBL will keep in contact with staff off sick.	

46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	3	12	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <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>	Y	<p>Admin staff undertake daily monitoring and tracking of children who are absent from school.</p> <p>If symptoms start in school the staff member will leave school immediately and 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.</p> <p>Rainbow House toilet to be used if needed – toilet will 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>	9
				<p>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</p>	Y	<p>Communication regarding how to access testing is clear and shared with all stakeholders and in an age-appropriate manner with children.</p>	
				<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	<p>HT reports to the LA.</p>	

				<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 only in writing, and with children, in their bubbles.	
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>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	Staff received Covid-19 induction at the beginning of the autumn term. Staff have received daily update emails from HT during lockdown. Children briefed in their bubbles.	6
				<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 communication is in place via SchoolPing messages/emails in the first instance. Office staff to keep parent/carer contact details updated.	
				<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 receive communications and updated DfE and LA information via HT updates. Parents receive communication via SchoolPing and class teacher emails. Children receive information from staff and parents.	
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>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	Staff reminded of the procedures prior to 8 <sup>th</sup> March 2021. Children on 8 <sup>th</sup> March 2021. Further information / reminders in HT email updates.	9

				<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 via SchoolPing email in the first instance, and over the telephone to individuals as and when it is necessary.	
				<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	<p>Bike scheme for staff, longer arrival window in the morning. Staggered end to the day.</p> <p>Modelled for children</p>	
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	<p>Bike scheme for staff, longer arrival window in the morning. Staggered end to the day.</p> <p>School procedures modelled for children</p>	9