**DRAFT- consultation open until 3.6.20**

**COVID-19: Operational Risk Assessment for School Reopening**

**SCHOOL NAME:Grasvenor Avenue Infant School**

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| --- | --- | --- | --- |
| **Member of Staff and Job Title:** | **Date of Assessment:** | **Date of Review:** | **Covered by this assessment:** |
| **Jessie Chakraborty Head Teacher**  **Sarah Jane Furgesson Head Teacher** | **19.05.20** | **03.06.20** | Staff, pupils, parents, visitors, volunteers, contractors |

**Purpose of this document:**

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way.

This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

**Other Related Documents:**

|  |  |  |
| --- | --- | --- |
| **Relevant Existing Policies** | **Local Authority/Trust documents** | **Recent Government Guidance:** |
| Health and Safety Policy  First Aid Policy  Child Protection and Safeguarding Policies  Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 20012  The Health Protection (Notification Regulations 2010  Public Health England (PHE) (2017) ‘Health protection in schools and other childcare facilities’ | Covid19 Education and Skills Service Strategy (April 2020)  Education and Skills Service Recovery Planning support for schools (May 2020) | <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>  <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe> |

**Suggested Steps of Re-opening Preparation:**

**Risk matrix**

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Specific Concern/ Risk** | **Impact score (a)** | **Probability score (b)** | **Risk Rating**  **(a) x (b)** | **Control Measures** | **In Place**  **at time of writing (Y/N)** | **Implications for opening the school and further action proposed**  **Action complete/ in progress/ to do** | **In place**  **(must all be in place before opening)**  **Y/N** | **Revised risk score**  **with controls in place** |
| **A. Staffing Resources** | | | | | | |  |  |
| 1. Risk that there are Insufficient staff to support all the pupils to be in school in all the year groups proposed by the DfE | **3** | 4 | 12 | * Audit staff availability from the start of the week when extra pupils will be attending. | **Y** | **Staff survey 15/05/20**  **NB volunteers and students will not be permitted in this time but will be reviewed if the situation continues into next academic year.** | **Y** | **9** |
| * Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work) | **Y** | **some staff identified as vulnerable, some working from home or on agreed leave.** | **Y** |
| * Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time | **Y/N** | **We can support the two year groups and provision, provided we have enough staff.**  **some staff awaiting RA and/or union advice so final numbers not available as yet**  **In cases of illness we will not be able to staff that group until staff member is better. We will not use supply or mix groups/staff** | **N** |
| * Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher) | **Y** | **Teaching assistants will have a group , under direction of teacher.** |  |
| * For pupils who need a high level of adult support, including those with special educational needs, ensure that there are at least two TAs available to support the pupil. Some pupils, for example those with Autism will need to be supported by the same adults, where possible | **N** | **ACTION:**   1. **Agree straty with Trust and SENDCO- agreed by trustees 19/05/20** 2. **complete Individual RA for each child** 3. **inform parents if their child is able to access provision.** |  |
| * Full use is made of testing to inform staff deployment | **Y/N** | **Staff have been informed of how to obtain testing. Staff will not return without a clear test result and precautionary few days absence in case of false negative.**  **ACTION: Plan to cover absence without using staff involved with other groups.** |  |
| * Ensure there is the capacity within the staff to deliver on site learning (for those attending school) and home learning (for those who are still at home) | **Y** | **Wednesday closure plan allows for staff to prepare online learning.** |  |
| 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** | 5 | 15 | * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. | **Y** | **Staff to update as and when changes occur.**  **ACTIONS:Survey staff: 15/05/20.** |  | **9** |
| * Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. | **Y** | **Home elearning CPD**  **Planning for teachers**  **Staff shielding will support online and paper learning preparation.** | **Y** |
| * Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. | **Y** |  | **Y** |
| * Full use is made of testing to inform staff deployment. | **Y** |  | **Y** |
| * A blended model of home learning and attendance at school is utilised until staffing levels improve. | **Y** |  | **Y** |
| * Parents aware that if their child’s staff member is absent their child will not be able to attend until they return | **Y** | **Parent letter 22.05.20** | **Y** |
| * For pupils with SEN, consider the use of an individual Re-integration Plan. | **Y** | **if applicable** |  |
| 3. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff. | **4** | 2 | 8 | * Staff member only attends work if stringent social distancing can be adhered to; otherwise they should be encouraged to work at home | **Y** | **Extremely clinically vulnerable staff are not permitted to return to work until guided by the government.** | **Y** | **4** |
| 4. Risk of not covering essential functions (first-aid, DSL, SENCo). | **3** | 4 | 12 | * Provide cover for the role from within available staffing | **Y** | **The majority of staff are FA trained. Each year groups will have 1-2 FAs in. In case of staff off sick who was FA for that year group another staff member will be identified to step in to cover absence for urgent FA only. In majority of cases the FA will maintain 2m distance while**  **We have 3 staff who can perform DSL role.**  **SENCO is available remotely or duties covered by experienced staff.** | **Y** | **9** |
| * Or remote support via another school, Academy Trust or the LA | **N** | **We would liaise with LA or Underhill school if necessary.**  **ACTION: Confirm with underhill** | **Y** |
| * First Aid certificates extended for 3 months | **N** | **All in date.**  **ACTION: Admin to investigate this.** |  |
| * Programme of training for additional staff in place (e.g. Safeguarding) | **N/A** | **We have enough up-to date staff and do not plan to make appointments at this time.**  **ACTION: recruitment for part time teacher position for September.** | **N/A** |
|  | * Follow Covid19-First responders guidance when administering emergency first aid as social distancing may not be possible to maintain while attending to individuals. | **N** | **Staff to be briefed at INSET.** | **Y** |
| 5. Risks to health and safety because staff are not trained in new procedures. | **3** | 4 | 12 | * A revised staff handbook is issued to all staff prior to reopening. | **N** | **ACTION: to be made and given at inset** | **Y** | **9** |
| * Induction and CPD programmes are in operation for all staff prior to reopening, and include:   + Infection control   + Fire safety and evacuation procedures   + Constructive behaviour management   + Safeguarding   + Risk management | **N** | **Our procedures prior to closure were rigorous and there will be little change from this in terms of working with the children.**  **ACTIONS:**  **1)procedure plan agreed with SLT**  **2) plan agreed by Trust**  **3) Hold staff training day prior to opening to go through agreed procedures.** | **N** |
| 6. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them. | **4** | 4 | 16 | * All members of staff with underlying health issues and those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated | **Y** | **Staff asked again during questionnaire on 15.5.20** | **Y** | **12** |
| * Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice | **Y** | **On numerous occasions.** | **Y** |
| * Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable | **Y** | **DfE guidance wording was included in questionnaire and links to advice have been supplied** | **Y** |
| * All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. | **Y** | **1 staff member falls unter critically vulnerable and remains at home**  **Some staff with less risks have decided to work and have signed a willingness to work slip. They have been given the option to work from home.** | **Y** |
| * Current government guidance is being applied. | **Y** |  | **Y** |
| * Members of staff that are clinically extremely vulnerable must continue to self-isolate and remain at home. Staff who are clinically vulnerable should continue to work from home. Where a clinically vulnerable member of staff cannot work from home and are essential to the running of the service, a risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to social distance and they must not be employed in any role where high-risk activities may be carried out, for example personal care. In those circumstance the workplace would not be suitable for their return | **N** | **ACTIONS: Risk assessment for staff with risk factors who will attend work.** |  |
| * All members of staff with underlying health issues and those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated | **Y** | **Staf have already declared. Staff aware that any changes in circumstances but be declared as soon as possible.**  **ACTIONS: Remind staff about declarations at INSET** |  |
| **B. Teaching Spaces, the Learning and School Environment** | | | | | | |  |  |
| 7. Risk that there is insufficient accommodation to support pupils attending with a maximum class size of 15 | **3** | 5 | 15 | * Audit accommodation in order to establish how many class groups of up to 15 pupils can be accommodated at any one time (size of group is dependent on space available) | **Y** | **We have 5 rooms plus the hall and outside.**  **Audit of parent’s intention showed less than 75% intend to return.**  **[If Year 2 return they may have to be based in the Hall.]** | **Y** | **9** |
| * Take account of the needs of individual pupils, including those with SEN. | **Y** | **Individual RAs were carried out initially and submitted to the borough. These will be reviewed taking into considerations parents feedback regarding understanding of social distancing by young person.**  **1:1 pupils would be required to have their own room. If RA proves they can attend then space will be a problem.**  **From the RAs already completed we assume several children will not be able to attend, this alleviates the need for individual rooms.**  **ACTION:**  **2)Agree strategy with Trust: Trust have agreed that this is a risks based decision and although it is against our school ethos if, on the basis of RA, we cannot keep a child safe Trust agree they cannot be invited into school.**  **2)Risk assess all children who may not understand distancing- These children may not all have SEND/ EAL. Consult teachers where necessary.** |  |
| * Classes and outdoor areas remodelled to allow for individual workstations as appropriate and social distancing | **Y** | **Division of outside space** | **Y** |
| * Spare chairs and other furniture removed so cannot be used | **Y** |  | **Y** |
| * Protocols around ‘social distancing’ shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing. Where a pupil does not understand ‘social distancing’, accommodation needs to take account of this, and space identified where the pupil and those supporting them can go. | **N** | **To be planned. Staff to have ‘inset day’ prior to classes opening so expectations for pupils can be shared with staff** |  |
| * Clear signage displayed in classrooms promoting social distancing | **N** | **Action: To be made prior to reopening** |  |
| * Children stay with their own teacher/teaching assistant and do not mix with other children (‘bubble’ mode\*l). This is particularly the case for pupils with SEN unable to adhere to ‘social distancing’. Grasvenor will call these bubbles ‘groups’. | **Y** | **Once final numbers and staffing are ascertained we will create the final groups. We will not know exact group numbers until this point.** | **Y** |
| 8. Risk of transmission in large spaces used as classrooms/ teaching spaces/lunch | **4** | 5 | 20 | * Limits are set for large spaces e.g. dining hall, school hall, sports hall | **Y** | **Packed lunches avoid need for dining room. Have requested from catering team, awaiting answer.**  **No more that 2 groups in the hall at a time *if* packed lunch option is not possible** | **Y** | **9** |
| * Large gatherings are not permitted | **Y** | **Action: brief staff again at inset/**  **No assembly already in place prior to lockdown. No mixed groups using the hall. If groups need to use the hall (bad weather, PE activities) a slot will be agreed and space cleaned afterwards.** | **Y** |
| * Design and layout and arrangements in place to allow for social distancing | **Y** | **Classes layout has been agreed by SLT and caretaker.**  **Brief staff.** | **Y** |
| 9. Risks of transmission during use of the outdoor learning environment for young children | **4** | 5 | 20 | * Leadership are realistic about social distancing and young children in outside spaces | **Y** | **Each group will have their own designated outside area, clearly marked off.** | **Y** | **9**   |  | | --- | |  | | | | | | | | | |
| * Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside | **N** | **ACTION:**  **1)Source lidded bins.**  **2) order tissues and ask for tissue contributions.**  **3)Install outside hand sanitising area for entry and ext.** |  |
| * Close down drinking fountains and make arrangements for individual water bottles for children | **Y** | **In place already** | **Y** |
| * Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances | **N** | **This area will be for Year 1 only. Group will have 1 day each to use it, wash hands before and after and no more than 2 at a time. If this does not work safely it will be closed.**  **Action: Review after the first day.** |  |
| * Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam | **N** | **Action:**   1. **soft play packed away** 2. **classroom soft furnishings packed into cupboards** 3. **washable toys/resources divided between each group** 4. **writing materials, scissors packs made for each child** 5. **outside resources packed away** 6. **decision made about bikes** |  |
| * Games and activities which allow children’s heart rate to raise and avoid the sharing of equipment are available | **Y** | **We will divide up between groups** |  |
| * Outside spaces are divided and demarked for smaller groups of children to use to facilitate children staying in their smaller groups | **Y** | **We will divide up the site between groups.**  **physical marking in progress- areas have been agreed** | **Y** |
| * Where outside space must be shared arrangements for cleaning between groups are in place | **N/A** |  | **N/A** |
| * Resources are limited to facilitate effective cleaning daily | **Y** | **Each bubble to have own set of resources, children to have own whiteboard/pen/pencil etc and limited resources**  **ACTION**   * **Make packs and boxes for each group** * **pack away extra resources** | **Y** |
| * Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children | **N** | **ACTION:**   * **Agree with staff if we can manage this at Inset. If not, bikes to be stored in the bike store** |  |
| * Consider the removal or covering or areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them | **N** | **ACTION: Mud kitchen and sand pit areas closed.** |  |
| 10. Risks of transmission due to movement around the school. | **4** | 5 | 20 | * Arrange for corridors to be one-way where possible | **N** | **This will be a new system and children will not be familiar with it.**  **ACTION: -**   * **Caretaker and SBM investigating best options.** * **inplace for staff INSET to brief staff** * **children informed on first day** * **parents shown pictures before children start and asked to share with child.** |  | **12** |
| * Clear signage and markers for the youngest children | **N** | **Children of this age group are still learning to read and many of our children have limited English. Signage and markers, however clear, will have a limited impact on the children’s behaviour with repeated reminders and teaching on how to follow the new rules. There are heightened risks during this teaching period.**  **ACTION: Purchase /make signage** |  |
| * Corridors are divided where feasible | **N** | **Not feasible but we will change the toilets so groups are not mixing where possible.**  **Provision in girls and YR in boys.**  **Y1 in New build**  **Reception children will be supervised at high traffic times and floor marking to support distancing HOWEVER, staffing of this supervision will be challenging. Also, due to safeguarding measures it will not be possible to maintain visual supervision of children in the toilets at all times**  **ACTION: Social distancing markers for toilets in place. Children regularly told about distancing expectations when using the toilets.** |  |
| * Pinch points and bottlenecks are identified and managed | **Y/N** | **Identified points: gate, pavement, playground, corridors and toilets, particularly in the New build, dining room at lunch.**  **Plan:**  **-Distancing signs and staff guidance to be used for parents during drop off and collection.**  **-one way movement through top gate and exit via lower gate.**  **-Staggered and ‘soft’ drop off and collection window (e.g.. provision 8.30-8.45/ Yr 1 8.45-9/ YR 9-9.15).**  **- 1 child greeted at a time.**  **-no hot lunches- packed lunches eaten in their space.**  **-signage, distancing and teaching in place to support use of corridors and toilets.** |  |
| * Movement of pupils and staff around the school is minimised | **Y** | **Plan: children will move within their designated areas.** | **Y** |
| * Pupils are reminded regularly of social distancing protocols | **Y** | **Plan: Daily reminders** |  |
| * Appropriate duty rota and levels of supervision in place | **Y** | **Plan: DSL/ SLT in school each day .** |  |
| 11. Risk of transmission due to number of people near entrances and exits at the start and end of the school day. | **4** | 5 | 20 | * Start and departure times are staggered | **Y** | **Plan (may change): provision 8.30-8.45 and 3- 3.25**  **Yr 1 8.45-9 and 2.45-3.00**  **YR 9-9.15 and 2.30-2.45** | **Y** | **12** |
| * Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces | **N/A** |  | **N/A** |
| * Stagger time for SEN Transport drop offs and pick ups | **N/A** | **N/A** | **N/A** |
| * Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council’s Highways Department | **Y** | **Plan- 1 way system**   * **Caretaker and ST agree system** * **shared with Staff** * **Shared with parents** |  |
| * 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** | **Plan- see above** |  |
| * Do not allow parent/carers to enter the buildings to drop off or collect children nor any gathering at the school gates to talk to other parents. | **Y** | **Plan- see above** |  |
| * Identify drop off and pick up waiting areas that can retain social distancing | **Y** | **Markers along the fence and parent informed of expctaions. Supported by Caretaker.** |  |
| * Extend gate/entrance opening times to prevent queueing | **Y** | **To be included in pre start communictions** |  |
| * Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes | **Y** | **To be included in pre start communictions** |  |
| * A plan is in place for managing the movement of people on arrival to avoid groups of people congregating | **Y** | **To be included in pre start communictions** |  |
| * Floor markings visible to all to avoid queuing | **Y** | **in progress** |  |
| * Parents given advice on walking/cycling to school, avoiding public transport and minimising driving | **N** | **To be included in pre start communictions** |  |
| * Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage | **N** | **To be included in pre start communictions** |  |
| * Liaise with the council’s Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space | **NA** |  | **N/A** |
| 12. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing. | **3** | 2 | 6 | * Advice to pupils and families on maintaining road safety procedures despite changes. | **N** | **To be included in pre start communications** |  | **3** |
| * For those that have to drive, advice on places they should and should not pick up, drop off and park | **N** | **To be included in pre start communications** |  |
| * Arrangements for kiss and drop, if deemed appropriate ,in consultation with Highways, promoted to staff, children and families. | **N/A** | **Not appropriate at gate- parents will kiss and drop at their door.** | **N/A** |
| * Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented. | **NA** |  | **N/A** |
| * Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc. | **NA** |  | **N/A** |
| * Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. | **NA** |  | **N/A** |
| 13. Risk of transmission because pupils do not observe agreed protocols of social distancing at playtimes | **4** | 5 | 20 | * Playtimes are staggered | **NA** | **Children will use seperate areas** | **N/A** | **20 within the groups**  **12 between groups** |
| * External areas are designated for different groups | **Y** | **Staff and children briefed and clear markings to show areas to be put in place before the first day.** | **Y** |
| * Pupils are reminded about the protocols of social distancing before every playtime | **Y** | **Will be included in staff training** | **N** |
| * Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. | **N** | **individual risk assessments will likely show these children cannot attend. We also do not have staffing to have additional staff in place.** | **N** |
| 14. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes | **4** | 5 | 20 | * Pupils are reminded about the protocols of social distancing before every lunchtime | **N** | **ACTION:**   * **Inform staff of expectations at INSET** * **group adults to remind children before lunch** * **posters and distancing aides made or purchased** |  | **20 within the groups**  **12 between groups** |
| * Pupils wash their hands before and after eating | **Y** | **Already in place** | **Y** |
| * Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat | **Y** | **Plan: Packed lunch in classes. We have a seating plan if this is not possible.** | **Y** |
| * Floor markings are clear to avoid queues | **Y** | **Plan in progress** |  |
| * Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces | **Y** | **Plan: Lunches dropped near gate. Caretaker to deliver the lunches outside each group room.** | **Y** |
| * If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not ‘share’ food | **Y** | **Already in place- reminders** | **Y** |
| * Eating areas are thoroughly cleaned after lunchtime | **Y** | **Already in place but would need to clean between sittings also** | **Y** |
| 15. Staff rooms and offices do not allow for observation of social distancing guidelines | **4** | 4 | 16 | * Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing | **Y** | **Plan: Staff briefed on seating arrangement to allow for distancing. i.e. one per sofa/table; one in kitchen area at a time= max 4 staff at a time. Door/ windows to be kept open to allow ventilation when in use by more than 1 person.**  **ACTION: brief staff on plan at INSET** |  |
| * Staff have been briefed on the use of these rooms | **Y** | **ACTION:**  **1)Create a break timetable to minimise staff using staff room at one time.**  **2)Only 1 staff member to use offices at a time. Other staff who are office based are permitted to work from home.** |  |
| 16. The configuration of medical rooms may compromise social distancing measures | **3** | 4 | 12 | * Social distancing provisions are in place for medical rooms | **Y** | **Currently no medical room however small learning room has been converted to be a medical room for use by 1 adult and 1 child at a time.** | **Y** | **9** |
| * Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged | **Y** | **Small learning room to become medical room. Only 1 child at a time can be accommodated here. If necessary to area outside the offices will be used as secondary area.**  **NB:**   * **Children with symptoms will be required to take a COVID-19 test before returning to school. Those positive will follow government advice. Those negative may return to school once feeling better.** * **Children from a group where there is a confirmed case (staff or pupil) will have to stay at home for 14 days.**   **ACTION: Brief staff of arrangements** | **Y** |
| * PPE available if staff dealing with pupil with symptoms | **Y** | **Masks, face shields, gloves, apron, blue roll, non-contact thermometer.**  **ACTION: order red items** |  |
| * Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas | **Y** | **Caretaker familiar with process from pre closure.**  **ACTION:**   1. **review and agree any changes to clangin in line with latest government advice.** 2. **2) order and necessary new cleaning materials and equipment.** | **Y** |
| 17. Groups of people gather in reception areas which may contravene social distancing guidelines | **3** | 4 | 12 | * Parents are made aware of new school procedures prior to their children starting back at school | **N** | **To be included in pre start communications** |  | **9** |
| * Social distancing floor markings are clearly in place | **N** | **To be in place prior to school opening** |  |
| * Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty | **N** | **ACTION:Purchase signs** |  |
| * Non-essential visitors to school and deliveries are minimised | **Y** | **Already in place** | **Y** |
| * Arrangements are in place for visitors to stay apart | **N** | **ACTION:**   * **DIstancing signs into office.** * **Screens/ PPE to protect office staff.** * **Where possible parents to communicate via email/ phone** * **consider which conversations could happen outside.** |  |
| **C. Hygiene and protective controls** | | | | | | |  |  |
| 18. Risk that social distancing between pupils and between staff and pupils is difficult or impossible to maintain, leading to a risk of transmission. | **4** | 5 | 20 | * Ensure frequent hand cleaning and good respiratory hygiene practices | **Y** | **Already in place** | **Y** | **16** |
| * Regular cleaning | **N** | **New cleaning company to be appointed on request of Trust.** | **Y** |
| * Minimise contact and mixing (see above) | **Y** | **Plan to maintain small groups and designated areas. Smaller groups provide space for pupils to spread out in their space.** | **Y** |
| * See sections above re start and end of day arrangements, playtimes and break times | **Y** | **To be included in pre start communications** | **Y** |
| 19. Risk of staff or children with the virus coming into school when symptoms are not clear. | **4** | 4 | 16 | * Testing of staff or pupils | **Y** | **Staff/pupils will be advised to be tested.** | **Y** | **12** |
| * Make arrangements to isolate anyone with symptoms and have clear guidance and protocols | **Y** | **Guidance shared with parents and staff previously but again on 21/05/20 and 22/05/20 (staff).**  **New isolation medical room made.**  **first aider member of staff will be with child until parents collect.**  **14 days off for whole group following a positive test in the group.** | **Y** |
| * PPE on hand. | **Y** | **Face shields and masks are available to any staff who wish to use them** | **Y** |
| * Clear guidance given to parents around actions and expectations when children have symptoms |  | **Shared in initial pre-opening letter 20/05/20**  **ACTION: Include in pre start communications** |  |
| 20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning | **4** | 5 | 20 | * Consideration should be given regarding the continued use of items that are frequently used by multiple children that are not essential and difficult to keep clean, for example outdoor play equipment. | **Y** | * **Extra or difficult to clean resources will be packed away.** * **Groups will have allocated toys which are cleaned at the end of the day** * **outdoor equipment will have measures in place to limit transmission possibility, for example hand washing before and after the climbing frame and only 2 children at a time.**   **ACTION: Staff briefed at INSET** |  | **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** | * **Toys- limited and cleaned daily by the adult with that group. Where necessary will be cleaned between children (for example, if a child puts a toy in their mouth)** * **Table tops- wiped over after use whenever possible. Cleaned thoroughly end of day by cleaning team.** * **hand rails, switches, phones and door handles to be cleaned daily by cleaning team** * **Staff encouraged to clean phones when entering and leaving school** * **RA for any specialist equipment, as necessary.** * **Transimission will be limited with strict and regular handwashing and other control measures.**   **ACTION:**   * **Purchase alcohol wipes** * **brief staff** |  |
| * 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** | **ACTION: Brief cleaning team on up to date advice.** |  |
| * Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. | **Y** | **Encourage staff to clean keyboards on laptops and ipad screens regularly. Shared ipads must be cleaned at the end of the day or between people.**  **ACTION:**   * **Purchase alcohol wipes** * **brief staff** |  |
| * Teachers should make sure they wash their hands and surfaces, before and after handling pupils’ books | **N** | **ACTION: Brief staff at INSET.**  **Limit use of books.** |  |
| * Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom. | **Y** | **Packs made each child containing resources** | **Y** |
| * There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. | **N** | **ACTIONS:**   * **Expectations of washing uniform and work clothes shared with parents and staff before start.** * **Consider pupils with limited washing facilities or uniform may need to loan uniform from school- FLO to liaise with families** |  |
| * 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. | **N** | **Hand santisers provided by printer, sign in book, each classroom, telephones**  **ACTION:**   * **Caretaker/cleaning team to ensure sanitizers placed and kept full** * **Brief staff or expectations** |  |
| 21. Risk of virus spreading because the school has insufficient materials and equipment | **4** | 5 | 20 | * Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms | **Y** | **New soap dispensers in every classroom**  **Soap dispensers in toilets**  **ACTION: Check access to hot water in toilets and classrooms** |  | **12** |
| * Use of hand sanitisers at appropriate locations | **Y** | **Santiser sourcing is not reliable at this time- this is a concern.**  **ACTION: find a more reliable supply.** |  |
| * Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, | **N** | **Action: purchase lidded bins** |  |
| * Bins to be double bagged and emptied | **N** | **Action:**  **Purchase larger order of bin bags** |  |
| * Disposable tissues to implement the ‘catch it, bin it, kill it’ approach in each classroom | **N** | **Action: Purchase and request tissues** |  |
| 22. 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. | **N** | **Masks and shields to be made available to all staff, staff choice as to whether to wear or not.**  **ACTION: communicate with staff at inset** |  | **9** |
| * 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 | **N** | **ACTION:Verbal and video training given to staff.**  **Demonstration at INSET** |  |
| * Staff are reminded that the wearing of gloves is not a substitute for good handwashing | **Y** | **Gloves to be issued for**  SEND intimate care, cleaning staff, receiving and handling deliveries |  |
| 23. Pupils forget to wash their hands regularly and frequently | **4** | 5 | 20 | * Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. * Staff to observe handwashing whenever possible, for example by using the in class sinks. | **Y** | **Staff already aware of these expectations.**  **ACTION: reminders included in pre-opening inset** | **Y** | **12** |
| * Posters reinforce the need to wash hands regularly and frequently and posters demonstrate proper handwashing. | **Y** | **Posters around school** | **Y** |
| * School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | **Y** | **Regular reminders to staff.** | **Y** |
| 24. Pupils’ behaviour on return to school does not comply with social distancing guidance | **4** | 4 | 16 | * Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling | **N** | **ACTION: Purchase signs** |  | **12** |
| * Staff model social distancing consistently. | **N** | **ACTIONS: Expectations around staff distancing explained at INSET. Disciplinary for non-compliance made clear.** | **Y** |
| * The movement of pupils around the school is minimised. | **Y** | **Children to remain in groups and utilised zoned areas** | **Y** |
| * Large gatherings are avoided. | **Y** | **Provision for children to be in groups of no more than 15 and remain in same groups until further guidance around social distancing is issued by government and DfE** | **Y** |
| * Break times and lunch times are structured to support social distancing and are closely supervised | **Y** | **Zoned areas**  **ACTION: rota for climbing frames** | **Y** |
| * The school’s behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. | **N** | **Due to the young age of our children we do not feel it is appropriate to enforce distancing in any way other than careful planning, staff and site preparation and regular reminders to children. ‘Rules’ will be shared with pupils, parents and staff and children will be praised for following them and gently reminded if they forget. At Grasvenor we will not be giving sanctions to children who break the distancing rules with the exception of if children are seen to deliberately break the rules.**  **ACTION:**   * addendum to behaviour policy to include COVID-19 rules * addendum shared with staff, pupils and parents * information on expectations shared at INSET. |  |
| * Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. | **Y** | **Senior leader will be onsite at all time**  **Staff to be briefed about reporting to SLT regarding distancing breaches.**  **We acknowledge that young children cannot follow distancing therefore reporting will focus on contact between groups/ parents/ pinch points and not focus on contact within groups. However, this will be revisited as necessary, especially where staff working directly with pupils have concerns.**  **ACTIONS: include information above in staff inset.** |  |
| * Messages to parents reinforce the importance of social distancing. | **N** | **Explanations around bubbles, parents/groups entering leaving site and pinch point contact reducations shared with parents.** | **Y** |
| * Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. | **N** | **Staff are aware and have had regular reminders about this, however we are aware this has not been successful on all occasions.**  **ACTION:**   * **SLT review how to improve social distancing measures and staff / pupil compliance with this** * **Include in INSET** |  |
| * Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations. | **Y** | **Individual RAs carried out for those who are felt may struggle to comprehend and adhere to social distancing recommendations** |  |
| **D. Premises and Buildings** | | | | | | |  |  |
| 25. Risk that cleaning capacity is at a reduced level so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required | **4** | 4 | 16 | * A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. | **N** | **New cleaning team to be appointed** | **Y** | **12** |
| * An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. | **N** | **See above- new plan to include deeper clean on wednesdays** | **Y** |
| * Working hours for cleaning staff are increased | **N** | **see above** | **Y** |
| 26. The use of fabric chairs may increase the risk of the virus spreading | **3** | 5 | 15 | * Take fabric chairs out of use where possible. | **N** | **ACTION: Work with caretaker to remove fabric chairs** | **Y** | **9** |
| * Where that is not possible then ensure chairs are limited to single person use. | **N** | **ACTIONS:**   * **office fabric chairs to be named and staff briefed to use own chairs only.** * **Plastic chairs in the staff room.** * **Staff advised to use the leather sofa only.** * **cleaning of leather sofa to happen daily.** * **staff to wash hands on entering and leaving staff room** * **no fabric chairs in areas used by children** | **Y** |
| 27. Queues for toilets and handwashing risk non-compliance with social distancing measures | **4** | 5 | 20 | * Queuing zones for toilets and hand washing have been established and are monitored. | **N** | **ACTIONS: SLT and caretaker are investigating options for this that do not interfere with fire safety or floor cleaning, are child friendly and are affordable** |  | **12** |
| * Floor markings are in place to enable social distancing. | **N** | **ACTIONS: SLT and caretaker are investigating options for this that do not interfere with fire safety or floor cleaning, are child friendly and are affordable** |  |
| * Pupils know that they can only use the toilet one at a time. | **N** | **ACTIONS:To be included in pre-start communications to parents. Staff to include in their talks to their group on expectations.** |  |
| * Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. | **Y** | **This is our usual practice.** | **Y** |
| * The toilets are cleaned frequently. | **Y** | **Daily cleaning as standard and deep clean on Wednesdays** | **Y** |
| * Monitoring ensures a constant supply of soap and paper towels | **Y** | **ACTIONS: Increased stock orders have been made**  **Caretaker to take weekly stock take** | **Y** |
| * Bins are emptied regularly. | **Y** |  | **Y** |
| * Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. | **Y** | **posters in toilets demonstrate this. Preclosure we shared lots of information with parents and children on this.** | **Y** |
| 28. Fire procedures are not appropriate to cover new arrangements | **4** | 5 | 20 | * Fire procedures have been reviewed and revised where required, due to:   + Reduced numbers of pupils/staff   + Possible absence of fire marshals   + The need to apply social distancing rules during evacuation and at muster points   + A possible need for additional muster point(s) to enable social distancing where possible | **N** | **ACTIONS:**   * **Procedures agreed by SLT, Caretaker and SBM, including new exit routes due to no access areas for different groups. Office exit will need to be revised.** |  | **12** |
| * Staff and pupils have been briefed on any new evacuation procedures | **N** | **ACTIONS: Brief at inset** |  |
| * Incident controller and fire marshals have been trained and briefed appropriately. | **N** | **Actions: Brief at inset** |  |
| 29. Fire evacuation drills - unable to apply social distancing effectively | **4** | 5 | 20 | * Plans for fire evacuation drills are in place which are in line with social distancing measures. | **N** | **In the case of fire:**  **Year 1- stand in spaced line outside new build**  **Year R- stand in spaced line along the fence in usual place**  **Provision: Stand in spaced line along tarmac wall.**  **In the case of needing to be further from building staff will exit from any gate with their group, cross road, walk up the pavement and into the park and await further instruction from SLT/ Fire warden.**  **NB: It will be challenging to maintain distancing due to the age of the children and the size of the site.** |  | **16** |
| * Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. | **N/A** | **N/A- We do not currently have any pupils with PEEPs** | **N/A** |
| * Consider access route for teachers and pupils with mobility issues, as social distancing measures may not be possible during an emergency | **N/A** | **N/A We do not currently have no pupils or staff with mobility issues. Visitor and parent access will remain step free.** | **N/A** |
| 30. Fire marshals absent due to self-isolation | **4** | 4 | 16 | * An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. | **N** | **ACTIONS:**   * **Create additional Marshal rota.** * **Brief staff** |  | **12** |
| 31. All systems may not be operational | **3** | 3 | 9 | * Government guidance is being implemented where appropriate. | **Y** | **Site has been open during the closure. Caretaker has returned to full time work as of 13.05.2020** | **Y** | **6** |
| * All systems have been recommissioned. | **Y** | **Y** |
| 32. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown | **4** | 4 | 16 | * All statutory compliance is up to date. | **Y** | **Y** | **8** |
| * Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. | **Y** | **Y** |
| 33. Visitors to the site (including parents) add to the risk | **4** | 5 | 20 | * Signage giving routes, procedures and entrances to be followed. | **N** | **ACTION: Create and display clear singage** |  | **12** |
| * Limit the external visitors to the school during school hours | **Y** | **Already in place** | **Y** |
| * Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable) | **N** | **ACTION: Only urgent meetings to be held and wherever possible these will be held via phone or video conference.** |  |
| * Consider holding SEN meetings such as Annual Reviews ‘virtually’ | **Y** | **Plan to do this where necessary.**  **SENDCO to make any necessary arrangements as necessary** | **Y** |
| 34. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control | **4** | 5 | 20 | * 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. | **N** | **ACTION: SBM and caretaker to agree with SLT what upcoming works cannot wait til the holiday. Where possible the works will be complete after school hours.** |  | **12** |
| * An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe | **N** | **ACTION: risk assessment for contractors to be made** |  |
| * Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. | **N** | **Action: SBM to contact all contractors** |  |
| * Temperature checks are carried out on arrival and before entering the school building | **N** | **Action: Purchase non-contact thermometer.**  **Create a plan as to who will take the temperature of contractors. Where will this be recorded? Do we need permission to take contractor temperature?** |  |
| * Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. | **N** | **As no after school clubs will run contractors will be arranged for after 3pm wherever possible.** |  |
| * Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. | **N** | **ACTION:Caretaker, SLT and SBM to review** |  |
| * 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). | **N** | **ACTION:Caretaker, SLT and SBM to review** |  |
| **E. General** | | | | | | |  |  |
| 35. 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** | 5 | 15 | * All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. | **N** | **Action:**  **There will be addendums necessary for most polcies. This is a time consuming piece of work and cannot be completed by 1st June.** |  | **9** |
| * The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.  (LBB will issue guidance on this shortly) | **Y** | **Out for consultation 26.5.20.**  **Consultation closes 3.6.20** |  |
| * Staff, pupils, parents and governors have been briefed accordingly. | **N** | **Once RA is finalised staff, parents and governors will be briefed** |  |
| 36. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health | **4** | **5** | **20** | * Communications strategies for the following groups are in place:   + Staff   + Pupils   + Parents   + Governors/Trustees   + Local authority   + Health services   + Regional Schools Commissioner   + Professional associations   + Other partners   + Neighbouring schools/EY settings   + Highways department | **Y** | **Staff/Pupils/Parents- emails, texts, letters**  **Govenors/Trustees- email**  **LA- email**  **Health services NA**  **Regional Schools Commissioner- email if necessary**  **Professional associations NA**  **Other partners NA**  **Neighbouring schools/EY settings - we will liaise with Underhill as necessary.**  **Highways department- NA**  **RAs to be shared on website** |  | **12** |
| * Parents are communicated with to make sure they know:   + whether their child will be able to attend from the week commencing 1 June   + what protective steps you’re taking to make the school a low-risk place for their child   + what you need them to do (such as on drop off and collection) * For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan | **N** | **Once RA is completed and final numbers calculated we will make final plans and communicate them accordingly.**  **Suggested guidance has already been shared with stakeholders.**   * **RA shared 26.5.20**   **Some parents may not engage with electronic communication. Staff member to support as required** |  |
| 37. Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them | **4** | 4 | 16 | * Parents have been provided with clear guidance and this is reinforced on a regular basis. | **Y** | **Information has been regularly shared during pandemic.**  **ACTION:Clear advice will be shared again before opening.** |  | **8** |
| * Parents have been asked to make the school aware of pupils’ underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. | **Y** | **On completion of registration at school.**  **Further information about risk factors has been shared during the pandemic.**  **FLO and SLT have liaised with identified children.**  **ACTION: Ask families for updates and again share the risks information from government** |  |
| * The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. | **N** | **ACTION:Share information with families** |  |
| * Schools have a regularly updated register of pupils with underlying health conditions. | **N** | **ACTION: All families children attending school to update us regarding underlying health conditions. Send medical form home to all pupils attending.** |  |
| 38. 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** | 5 | 10 | * There are sufficient numbers of trained staff available to support pupils with mental health issues. | **N** | **All staff are needed to support groups. Having 1 accessible staff member for all groups would pose risk of transmission. Instead prioritise staff training on mental health. Each child will**  **be able to talk to their group adult whenever necessary.**  **ACTIONS:Provide mental health awareness training to staff** |  | **6** |
| * There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. | **Y** | **Very well established culture of open dialogue, children are very comfortable sharing their feelings with staff** | **Y** |
| * 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** | **Very well established culture of open dialogue, regular circle times**  **ACTION: Ensure built into weekly/daily sessions** | **Y** |
| * Resources/websites to support the mental health of pupils are provided. | **Y** | **Have been available for some time, new resources are uploaded and shared ONGOING** | **Y** |
| 39. 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** | 5 | 15 | * Staff are encouraged to focus on their wellbeing. | **Y** | **SLT to undertake training on staff wellbeing 09/06/20**  **Quell information shared.** | **Y** | **9** |
| * Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. | **Y** | **ACTION: Build in times to discuss wellbeing with staff.**  **Staff wellbeing has been addressed on numerous occasions** | **Y** |
| * Staff briefings and training have included content on wellbeing | **N** | **ACTION: Include in briefings and share with staff** |  |
| * Staff briefings/training on wellbeing are provided. | **N** | **Following SLT training this will be actioned** |  |
| * Staff have been signposted to useful websites and resources. | **Y** | **Quell information shared any further information will be shared** | **Y** |
| 40. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements. | **2** | 4 | 8 | * The governing body continues to meet regularly via online platforms. | **Y** | **Regular meetings and conversations at Trust level** | **Y** | **4** |
| * The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. | **Y** | **Specifically focused meetings around arrangements for school** | **Y** |
| * 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. | **N** | **Not yet produced, additional paperwork and workload has meant this has not been able to be completed**  **ACTION: Report for summer term due.** |  |
| * Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. | **Y** | **Regular meetings and conversations ONGOING** | **Y** |
| * Minutes of governing body meetings are reviewed to ensure that they accurately record governors’ oversight and holding leaders to account for areas of statutory responsibility. | **Y** | **Shared prior to meeting and discussed as part of agenda ONGOING** | **Y** |
| 41. Testing is not used effectively to help manage staffing levels and support staff wellbeing | **3** | **4** | **12** | * Guidance on getting tested has been published. | **Y** | **Shared on school website and through letters to staff and parents. Will be shared again before opening.** | **Y** | **12- due to seriousness of the risk posed by the testing window** |
| * Risk if pupils or staff are unable to get a test spot or results are delayed their return to work/school is delayed and other pupils/staff will not know they have been exposed. | **Y** | **Pupils with symptoms starting at school to be isolated and sent home and parents asked to arrange test. Groups to be advised that pupil in their group is being tested and parents to be vigilant about symptoms and advised to isolate. Once test results are known they can be shared with the group- positive means all group are off for 14 days. During the waiting period extra caution for distancing, handwashing, PPE for staffing must be observed** | **Y** |
| * The guidance has been explained to staff | **N** | **ACTION: During inset day** |  |
| * Post-testing support is available for staff. | **N** | **ACTION:look into this** |  |
| 42. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms | **4** | **4** | **16** | * Robust collection and monitoring of absence data, including tracking return to school dates, is in place. | **Y** | **Daily record held and taken by office** | **Y** | **12** |
| * Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. | **Y** | **Staff and families advised to get tested and how to book**  **Appropriate guidance will be followed if future such a situation arises.**  **Isolation medical room prepared.**  **Cleaning following case has been shared with caretaker** | **Y** |
| * Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply | **Y** | **Clearly stated in letter informing of school plans and will be reminded again. No pupils may come to school displaying symptoms. Whole group will be off for 14 days following a confirmed case. Pupil or staff with symptoms must test negative before returning to school** | **Y** |
| * A record of any COVID-19 symptoms in staff or pupils is reported to the trust or local authority. | **Y** | **If such a situation arises.** | **Y** |
| 43. 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** | **4** | **16** | * Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. | **Y** | **Communication has been shared throughout the pandemic**  **Publish RA on school website**  **ACTION:Send letter with expectations around PPE, what they will see, uniform, staggered times etc**  **SOME PARENTS DO NOT ENGAGE WITH COMMUNICATIONS SENT HOME. SOME PARENTS MAY NOT UNDERSTAND COMMUNICATIONS, EVEN WHEN DELIVERED DIRECTLY BY A STAFF MEMBER DUE TO THEIR LEVEL OF ENGLISH.** | **Y** | **12** |
| * This guidance has been explained to staff and pupils as part of the induction process. | **Y** | **Communication has been shared throughout the pandemic**  **ACTION:Staff ‘inset’ before opening**  **Children will be given same message again**  **ONGOING** | **Y** |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | **Y** | **Shared via email with staff and stakeholders ONGOING** | **Y** |
| 44. Staff, pupils and parents are not aware of the school’s procedures should there be a confirmed case of COVID-19 in the school | **4** | **4** | **16** | * Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. | **Y** | **Updated regularly through school communications and website ONGOING**  **SOME PARENTS DO NOT ENGAGE WITH COMMUNICATIONS SENT HOME. SOME PARENTS MAY NOT UNDERSTAND COMMUNICATIONS, EVEN WHEN DELIVERED DIRECTLY BY A STAFF MEMBER DUE TO THEIR LEVEL OF ENGLISH.** | **Y** | **12** |
| * This guidance has been explained to staff and pupils as part of the induction process. | **Y** | **Letter shared with parents 21/05/20**  **Updates will be shared ONGOING** | **Y** |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | **Y** | **ONGOING** | **Y** |
| 45. Staff, parents and 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). | **N** | **Families utilise walking and cycling already. Travel will be at peak times because of school timings.**  **EVEN WITH ADVICE FROM SCHOOL SOME FAMILIES WILL HAVE NO CHOICE BUT TO TRACEL BY PUBLIC TRASNPORT AND THEREFORE THE RISK REMAINS** | **N** | **12** |