

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

**SCHOOL NAME:**Grasvenor Avenue Infant School

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Sarah-Jane Jessie Chakraborty Headteachers	1.9.20 Updated 02.03.21	As necessary	Staff, pupils, parents, visitors, volunteers, contractors

## Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the full re-opening of the school and ensure the school continues to operate in a safe way. This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

## Other Related Documents:

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



## Suggested Steps of Re-opening Preparation

### Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
<b>A. Staffing Resources</b>							

1. Risk that there are insufficient staff to support all the pupils to be in school	3	4	12	<ul style="list-style-type: none"> <li>Audit staff availability</li> <li>ask staff to keep us updated promptly of sickness or notice to isolate.</li> </ul>	Y	<p>Some staff absent with Covid related reasons. We anticipate this will be a regularly changing number.</p> <p>During any closures teachers will work from</p>	9
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					home where possible to allow them to focus on online teaching
			<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	In place
			<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	<p><b>During closure, Key children will be supported ideally in their class bubbles</b></p> <p><b>When open to all pupils we can support all pupils at school at one time with whole class bubbles in place, with limited distancing in each bubble but full distancing between bubbles.</b></p>
			<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	<b>Classes have several staff members</b>
			<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 with Autism will need to be supported by the same adults, where possible</li> </ul>	Y	<b>We will likely need to use any available staff as 1:1s which may be disruptive for pupils.</b>
			<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	<b>Staff informed of this at 2.9.20 inset. Staff or families who do not drive will be given a pack from school if they have symptoms. Families who may struggle to access</b>

						<p>testing by themselves will be prioritized for the test from school.</p> <p>Use of LFD tests in school- majority of staff now testing twice weekly with LFD tests. Any positive results will result in bubble closure until confirmed by PCR.</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>My Maths and Seesaw will be used to deliver online teaching. Online reading is still being decided. Teacher will be given plenty of non-contact time with Key children to focus on online learning. Those at school will also attend online learning.</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	4	12	<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>All staff to notify us asap if they are sick or isolating. All staff completed new medical forms.</p>	9
				<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>	Y	<p>All teachers are qualified and will be with their class full time during school fully open times and providing online teaching during closures.</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	<p>Staff are very used to leading groups and classes.</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</li> </ul>	N	<p>see above</p>	

				work and should not be self isolating due to test and trace			
				<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	<b>At this time there are no learning rotas in place or planned.</b>	
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school. We will do our best to accommodate children with EHCPs but we also need pupils to be safe and as such we may need to refuse care for some children if we do not have the staff to provide the level of support needed.</li> </ul>	Y	<b>Extra measures for PPE for those working 1:1 with pupils unable to distance. Vulnerable staff will not work 1:1 or be asked to do intimate care.</b>	
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	<b>Fully staffed therefore should not require supply staff. If there is staff absence we will only introduce different staff to the bubble as a last resort, this may mean that classes are being run by TAs if necessary.</b>	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	<b>This will be significantly limited. No visitors during school closures unless emergency i.e police/ broken boiler etc PLEASE SEE VISITORS POLICY</b>	
			<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>	N	<b>There will be a generic RA in place covering for visitors. Any trainees will be given an induction including covid procedures and identifying any health issues (this may be</b>		

						carried out by the university). PLEASE SEE VISITORS POLICY	
				<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>	N/A	in place. Trainee teachers are attending college virtually and will be expected to follow government guidelines when out of school and wear masks whilst in school.	
4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.	4	3	12	<ul style="list-style-type: none"> <li>Individual risk assessment carried out with staff member to put measures in place to prioritise reduction of contacts and maximising distance from others, as far as is reasonably possible</li> </ul>	N	<p>No further identification of vulnerable family members therefore individual RAs not needed</p> <p><b>Actions:</b></p> <p>At inset 5.3.21 re-ask audit staff with vulnerable family members at inset and plan accordingly to reduce risks i.e. wearing PPE, maintaining distance</p>	8
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	<p>First aid certificates have not been able to renew during covid so many are now out of date. on first day back we will identify first aiders to staff and training booked for 9.3.21.</p> <p>DSL cover is unlikely to be an issue as 3 members of staff trained</p>	9

			<ul style="list-style-type: none"> <li>• Or remote support via another school, Academy Trust or the LA</li> </ul>	Y	We will liaise with Underhill regarding cover being provided by previous SENDCO if current SENDCO becomes unwell or isolating. Much work can be done remotely in the case of isolating.
			<ul style="list-style-type: none"> <li>• Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>	Y	Several are now in need of renewal and training booked for 9.3.21 Riskier (scooters, bikes, climbing frame) activities will have to be limited on 8/9.3.21. First Aid in emergencies will take place by the first aider available even if from another bubble, wearing PPE.
			<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	Staff have already been fully briefed around PPE expectations, isolation room, ventilation of room, handwashing etc. Towels are available at school for them to shower immediately after the child is collected if they wish and they will be permitted to return home to shower and change.
			<ul style="list-style-type: none"> <li>• Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	N/A	If staffing becoming too problematic we will face a closure rather than obtaining additional staff due to budget restrictions.

6. Risks to health and safety because staff are not trained in new procedures.	3	5	15	<ul style="list-style-type: none"> <li>• A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	Y	COVID addendum already in place plus several inset and training- due to small size of school we feel this is not an issue.	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>o Infection control</li> <li>o Fire safety and evacuation procedures</li> <li>o Constructive behaviour management</li> <li>o Safeguarding</li> <li>o Risk management</li> </ul> </li> </ul>	Y	<p>Much of our plan and provision remains the same or similar to training already provided.</p> <p><b>Inset 2.9.20. Further 2 planning days 3/4.9.20 were carried out. Further inset 5.3.21.</b></p>	
7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	4	3	12	<ul style="list-style-type: none"> <li>• An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care.</li> </ul>	Y	<p><b>RA created via phone on 13.7.20 for known extremely vulnerable staff member and will be reviewed in the light that new strain is more transmissible. Staff already identified from previous audit.</b></p>	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 made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated.</li> </ul>	Y	<p><b>In place. Updated 2.9.20 with all current staff. Staff are aware they must update with SLt if anything changes.</b></p>	
				<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</li> </ul>	Y	<p><b>All staff have been asked to follow government advice.</b></p>	

				of their GP/consultant/midwife or current government advice			
				<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	<b>Staff have been given this information and any updates will be given.</b>	
				<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>	Y		

### B. Teaching Spaces, the Learning and School Environment

8. Risk of transmission within the school building (this includes breakfast club and after school activities)	3	5	15	<ul style="list-style-type: none"> <li>Audit accommodation and the full range of curriculum needs in order to establish if class groups (30 children) are a feasible bubble size or if year group sized bubbles will need to be implemented.</li> </ul>	Y	<p><b>We will follow latest guidelines for safe practice for teaching delivery.</b></p> <p><b>investigate how we can do park run.</b></p> <p><b>All learning to take place in own bubble.</b></p> <p><b>When open only for key groups we will aim to keep these groups as small as possible.</b></p>	9
			<ul style="list-style-type: none"> <li>Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school.</li> <li>Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal.</li> </ul>	Y	<p><b>limited soft play to be set up again minus the ball pit. to be wiped over regularly and users limited to those in most need.</b></p> <p><b>Ball pit has had to be utilised however is limited to certain users.</b></p>		
			<ul style="list-style-type: none"> <li>Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children.</li> </ul>	Y	<p><b>Non- essential material and furniture removed from the rooms to create space.</b></p> <p><b>Windows to be kept open and staff/children may need to bring extra layers.</b></p>		

						Screens provided for staff use when 2 meters cannot be followed. Year 2 have moved to new build to provide room.
				<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	Year 2 desks facing front. Use of screens for 1:1/ group work.
				<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	Staff to regularly remind children to try to keep a distance- already in place.
				<ul style="list-style-type: none"> <li>Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>	Y	Already in place
				<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	Whole class bubbles with assigned adults, as far as possible. Adults where mixing is necessary or unable to keep distance the adults will wear masks, unless eating, use screens OR maintain a 2 m distance at all times to limit cross contamination of bubbles and reduce spread i.e. FLO, SLT, Caretaker, MTS, dinner staff, Admin staff, ICT support, SBM
				<ul style="list-style-type: none"> <li>Where younger children are unable to reduce contact and maximise distance adults should avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li><b>All staff should avoid face to face contact with pupils where possible.</b> Clearly this may not be possible in certain situations e.g. supporting a child with SEN so implementing the appropriate System of Controls is extremely important.</li> </ul>	Y	

						<p><b>1:1 staff are strongly advised to wear PPE.</b></p> <p><b>All staff are encouraged to wear masks within their bubbles but this remains optional.</b></p>	
				<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 protective measures, and only use those providers that can demonstrate this.</li> <li>• As with physical activity during the school day, contact sports should not take place.</li> </ul>	Y	<p><b>Class tables with breakfast/tea and toys set up each day.</b></p> <p><b>Class bubbles at all times, including lunch and break.</b></p> <p><b>We will not be providing holiday club but will signpost parents where possible</b></p>	
9. Risk of transmission in large spaces used as classrooms/teaching spaces	3	4	12	<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	<b>Class bubbles will use the hall in slots to limit bubble mixing.</b>	9

				<ul style="list-style-type: none"> <li>practice reduction of contacts and maximising distance at all times.</li> </ul>		<b>Lunch in classes during key worker only closures.</b>	
				<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>	Y	<b>No singing or assembly etc Assembly delivered via zoom</b>	
				<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	<b>Staggered entry, break, lunch and departure. Distancing measures for toilets.</b>	
10. Risks of transmission during use of the outdoor learning environment for young children	3	4	12	<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	<b>Garden will be open. Certain areas to be closed- sand available with clean hands and mud kitchen closed. Bikes and scooters to be cleaned after use.</b>	9
				<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	<b>In place</b>	
				<ul style="list-style-type: none"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y	<b>In place</b>	
				<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	<b>Climbing frame rota is in place- rotation with scooters- climbing frame- playground bubble box.</b>	
				<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	<b>in place</b>	
				<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	<b>in place</b>	
				<ul style="list-style-type: none"> <li>Outside spaces are divided and demarked for class groups of children to use to facilitate children staying in their groups. Where this is</li> </ul>	Y	<b>We will use staggered break and lunch to avoid needing to separate the playground. In addition:</b>	

				not possible year groups may form a larger bubbles		Playground AM -Y1 PM-Y2 Field area AM- Y2 PM -Y1	
				<ul style="list-style-type: none"> <li>Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>	N/A	Own outside resources to be taken out. No shared resources used.	
				<ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning daily</li> </ul>	Y	In place	
				<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>	N	Oct update: ribbons not working so bikes are being used but cleaned down between bubbles. Remind staff of this inset 5.3.21.	
				<ul style="list-style-type: none"> <li>Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them</li> </ul>	Y	Mud kitchen closed. Essential mailable materials will have limited sharing and ensure hands are washed before.  Outside sand now being used by Reception bubble only. We feel that as the children are sharing resources inside and the sand is regularly washed by rain and in the sunshine that it does not significantly add to the risk. Children wash their hands before and after use.	
11. Risk of staff having to move between groups	4	4	16	<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,</li> </ul>	Y	See above. MTS will have to move between groups but will be outside where	12

				keeping an ideal distance of 2 metres from pupils and staff where possible		<p>possible and wear mask if inside.</p> <p>LDF tests will support in limiting transmission.</p> <p>During Key worker only closure MTS will deliver lunch to the door and wear a mask- limited contact.</p>	
12. Risks of transmission due to movement around the school.	4	4	12	<ul style="list-style-type: none"> <li>• Arrange for corridors to be one-way where possible</li> </ul>	Y	in place	9
				<ul style="list-style-type: none"> <li>• Clear signage and markers for the youngest children</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>• Corridors are divided where feasible</li> </ul>	N	Arrows to show direction.	
				<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	All timings are staggered and corridor direction marked.	
				<ul style="list-style-type: none"> <li>• Movement of pupils and staff around the school is minimised</li> </ul>	Y	<p>Majority of activities will take place in their own classes</p> <p>Pupils will be mainly in their own classes during Key worker closure. Staff to remind pupils about distancing in the toilets. Toilet and corridor windows to be kept open.</p>	
<ul style="list-style-type: none"> <li>• Pupils are reminded regularly of protocols for reduction of contacts and maximising distance</li> </ul>	Y	in place					

				<ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>	Y	In place	
13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	4	16	<ul style="list-style-type: none"> <li>Start and departure times are staggered where possible</li> </ul>	Y	In place. Parents to be reminded before reopening.	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	Classes will take siblings early where necessary. Teaching staff to supervise children while waiting.		
			<ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	N/A			
			<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	One way system including lower gate  Year 2 now dismissed at lower gate due to classroom change.		
			<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	In place		
			<ul style="list-style-type: none"> <li>Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents.</li> </ul>	Y	In place		
			<ul style="list-style-type: none"> <li>Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible</li> </ul>	Y			
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>	Y	In place. Remind parents before start of term.	

				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	Y	in place- staggered times.	
				<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	Staff to guide parents on one way system.	
				<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	One way system in place	
				<ul style="list-style-type: none"> <li>Floor markings visible to all to avoid queuing</li> </ul>	Y	in place	
				<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	Y	Give information again before start of term.	
				<ul style="list-style-type: none"> <li>Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>	N	Remind parents that pupils will need to wait in line with their scooter to come onto site.  Year 2 scooters to be kept near new year 2 class.	
				<ul style="list-style-type: none"> <li>Liaise with the council's Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space</li> </ul>	N/A		
14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3	3	9	<ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	N	Pupils will be reminded to stand safely	3
				<ul style="list-style-type: none"> <li>For those that have to drive, advice on places they should and should not pick up, drop off and park..</li> </ul>	N/A	No changes to normal parking necessary	
				<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>	N/A	No arrangements needed	
				<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>	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>	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>	N/A		
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	4	12	<ul style="list-style-type: none"> <li>• Break and lunch times are staggered</li> </ul>	Y	In place	9
				<ul style="list-style-type: none"> <li>• External areas are designated for different groups</li> </ul>	Y	See above re playground times	
				<ul style="list-style-type: none"> <li>• Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time</li> </ul>	Y	Staff will remind pupils regularly throughout the day	
				<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>	N/A	Our staffing is adequate already	
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	4	12	<ul style="list-style-type: none"> <li>• Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime</li> </ul>	Y	in place	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	in place	
				<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	We will follow this where possible.	
				<ul style="list-style-type: none"> <li>• Floor markings are clear to avoid queues</li> </ul>	Y		
				<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>	N/A	Pupils will have cold lunch initially and then move back to hot lunch but eat at staggered times.	

				<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>	N	Parent letter in september.	
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	Cleaning time is included in the lunch schedule- TAs to wipe over the tables after their group.	
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	5	20	<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	In place. Staff will also have staggered lunch times to ease usage.	9
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	inset	
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	4	12	<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	Y	Isolation medical room created for this time with minimal furniture. All classes have first aid kit for normal procedures	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	Isolation room. If in use the area outside the other small offices will be used (FLO, Head)	
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	All staff trained and given PPE. All aware where PPE is kept and key areas have PPE ready.	
				<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	Following government guidelines	
19. Groups of people gather in reception areas which may contravene reduction of contacts and	3	5	15	<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	Parents informed in september before school reopened.	6

maximising distance guidelines				<ul style="list-style-type: none"> <li>The maximising distance floor markings are clearly in place</li> </ul>	Y	On fence already. Refresh markings after after holidays if necessary.	
				<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	Distancing posters, limiting visitors, remind parents to do all communications via email and phone where possible, screen has been put up over the desk.	
				<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>	Y	in place	
				<ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>	Y	Use of strict appointments only for non-parents. Where possible all contractors come out of school hours. Distancing signs to keep people apart.	

### C. Hygiene and protective controls

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	5	15	<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y	In place- windows and doors open.	12 to reflect new strain
				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>	Y	In place-review with caretaker in Jan	
				<ul style="list-style-type: none"> <li>Minimise contact and mixing (see above)</li> </ul>	Y	in place- no mixing between bubbles. It will be impossible to limit all mixing within bubbles.	
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	Y	Staggered start/end in place. See above.	
21. Risk of staff or children with the virus coming into school with symptoms or	4	4	16	<ul style="list-style-type: none"> <li>Testing of staff or pupils – if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure</li> </ul>	Y	We have made information slips to give to symptomatic children. School will prioritise giving tests to	12

when symptoms are not clear.				the staff/parents/pupils know the process to get tested.		those most in need- staff or families who may struggle to attend a test centre.  Majority of staff now LFD testing to pick up asymptomatic testing.
				<ul style="list-style-type: none"> <li>Ensure that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home</li> </ul>	Y	<p>Contractors will be asked if well. All parents and staff to be reminded again about rules for not coming in if symptomatic. Staff or pupils will not be allowed back onto site until 10 day period is up or bubble has reopened (pupils). Whole bubble will be closed for 10 days in the case of a positive test.</p> <p>During school closure provision we will be testing children and staff temp daily.</p> <p>On reopening (March) we will be testing pupils and staff temp daily and asking parents to confirm they are well and not required to isolate.</p>
				<ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	Y	Using isolation room and procedure displayed on wall and staff trained.

				<ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>	Y	staff each given a basic kit to keep to hand. Spares in the isolation room	
				<ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>	Y	information given on the red slips. Staff trained. Parents informed on several occasions and given links to government websites. School now has some tests.	
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	5	20	<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	<p>Each bubble has own resources.</p> <p>KS1 will have own writing materials for each pupil. EYFS will share but employ regular hand washing before and after.</p> <p>Many resources will be limited or out of use.</p> <p>Lunchtime boxes of resources per bubble.</p>	9
				<p>Establish arrangements for 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>Bubble resources to be wiped over daily when possible and <u>at least once a week will be sterilized.</u></p> <p>Toilets will be cleaned more regularly during the day than normal.</p> <p>Wipes/spray proved for staff room and toilets.</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		

				<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	1/2 reading book per child to go home. Books to be collected and then 'rested' for 72 hours before being returned to the boxes.	
				<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	Each child will have a named pack with basic resources in KS1 but unlikely to be possible in EYFS.	
				<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	Use Bug Club where possible to limit text handling from home	
				<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	Ict to be screen wiped at start and end of day and between users when being shared. Photocopier has wipes and sanitizer.	
				<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 reminded of need to wear clean clothes each day. School will encourage uniform but will be understanding if non-uniform items are worn for families who do not have driers. FLO to support. Spare uniform can be available.	
23. Risk of virus spreading because the school has insufficient materials and equipment	4	4	16	<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	in place	9
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	Stations set up	
				<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	in place	

				<ul style="list-style-type: none"> <li>• Bins to be double bagged and emptied</li> </ul>	Y	in place	
				<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	in place	
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	In place	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	in place- reminder at March inset	
				<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	In place	
25. Pupils forget to wash their hands regularly and frequently	4	5	20	<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	In place. Children are already well versed in this.	12
				<ul style="list-style-type: none"> <li>• Posters reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.</li> </ul>	Y	In place	
				<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	in place	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	5	15	<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	Parents reminded of this before start of year/ Staff to remind children regularly and explain the signs on the first day back.	12 to reflect higher transmission of new strain
				<ul style="list-style-type: none"> <li>• Staff model reducing contacts and maximising distance consistently.</li> </ul>	Y	Consistent staff for each bubble in place.	

				<ul style="list-style-type: none"> <li>The movement of pupils around the school is minimised.</li> </ul>	Y	in place
				<ul style="list-style-type: none"> <li>Large gatherings are avoided inc assemblies</li> </ul>	Y	in place
				<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	in place
				<ul style="list-style-type: none"> <li>The school's behaviour policy has been revised and sets out clearly the consequences for poor behaviour and deliberately breaking the rules and how the school will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules.</li> </ul>	Y	<b>Addendums in place for all relevant policies.</b>
				<ul style="list-style-type: none"> <li>Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed.</li> </ul>	Y	in place
				<ul style="list-style-type: none"> <li>Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> </ul>	Y	<b>Repeat before school starts.</b>
				<ul style="list-style-type: none"> <li>Arrangements for younger primary school children have been agreed and staff are clear on expectations.</li> </ul>	Y	In place
				<ul style="list-style-type: none"> <li>Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	Y	<b>Reviewed for March reopening</b>

**D. Premises and Buildings**

27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared	4	4	16	<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>	N	<b>Cleaning schedule has been revised and updated to maintain maximum cleanliness during the day - review Mar</b>	12
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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	in place	
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	N	Cleaning scheduled has been adjusted.	
28. The use of fabric chairs may increase the risk of the virus spreading	3	5	15	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>	Y	in place already- shared fabric chairs have wipe clean covers. Staff room - this is not an option neither is named chairs. Staff will wash hands after touching chairs.	6
				<ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	N	See above. Plastic chairs also available for staff. Staff to sanitize hands on entering the staff room.	
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	4	16	<ul style="list-style-type: none"> <li>Follow DfE guidelines for number of pupils per toilet</li> </ul>	Y	In place	12 to reflect new strain
				<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>	Y	Staff to supervise toilet use.	
				<ul style="list-style-type: none"> <li>Floor markings are in place to enable reduction of contacts and maximising distance.</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>Pupils know that they can only use the toilet one at a time.</li> </ul>	Y	Pupils all reminded during first day back	
				<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	In place	

				<ul style="list-style-type: none"> <li>The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	In place	
				<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>	Y	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	In place	
30. Fire procedures are not appropriate to cover new arrangements	4	5	20	<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	<b>Addendum in place. We cannot guarantee children will not mix in the event of a fire evacuation.</b>	12
				<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>	N	Have not changed since last drills.	
				<ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	Already in place	
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	5	20	<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> </ul>	Y	In place. To enable first drill to go as safely as possible we will notify the children of the first fire drill.	12
				<ul style="list-style-type: none"> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> </ul>			
				<ul style="list-style-type: none"> <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>			

32. Fire marshals absent due to self-isolation	4	4	16	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y	<p>Already in place- we already have extra fire marshals.</p> <p>Ensure all aware of procedures and check training dates. In the case that we have less than 2 fire marshals on site the teachers will need to act as fire marshals.</p>	8
33. All systems may not be operational	3	N/A		<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> </ul>	N/A	School has been open the entire time	
				<ul style="list-style-type: none"> <li>All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating Ventilation systems</li> </ul>	N/A		
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	N/A		<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y	in place- school has been recently open	
				<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>	N/A		

35. Lack of good ventilation means that there is risk of transmission	4	4	16	<ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> </ul>	Y	Staff already aware of this. School has good ventilation if advisories are followed and doors and windows are open.	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	5	20	<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>	Y	in place	9
				<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>	Y	in place	
				<ul style="list-style-type: none"> <li>Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer.</li> </ul>	Y	in place	
				<ul style="list-style-type: none"> <li>Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)</li> </ul>	Y	in place	
<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	in place					
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	5	20	<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	in place	9
				<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	Visits to take place outside of school hours wherever possible. contractors to clean hands entering and leaving site. Contractor to maintain 2 m distance from any children and staff, wherever possible and SBM/ caretaker to	

						<p>wear mask if wishing 2 m. Masks to be made available to contractors. Awareness of contractor covid plans. Visitor Policy also to be shared with contractors. Contractors policy in progress. Only emergency visits during</p>	
				<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	in place	
				<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>	N	Not possible on our site. Use of timings instead.	
				<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	in place	
				<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>	N	Contractors policy in progress	

E. General							
38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance	3	5	15	<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	In place- see addendums. Please note, due to pressures of covid	6

and other policies are no longer fit for purpose in the current circumstances						<b>many policies are still awaiting update</b>	
				<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>	<b>N</b>	<b>in place</b>  <b>Many policies are out of date due to extra workload from covid. We are addressing this urgently</b>	
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	<b>Y</b>	<b>Have been briefed on the previous RA which contains very similar guidance.</b>	
39. Curriculum/ Learning Environment				<ul style="list-style-type: none"> <li>Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place.</li> <li>Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: <ul style="list-style-type: none"> <li>in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school</li> </ul> </li> </ul>	<b>Y</b>	<b>In place already.</b>  <b>Use of screens to protect staff and pupils.</b>	

				choirs and ensembles, or school assemblies.			
				<ul style="list-style-type: none"> <li>Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.</li> </ul>			
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	5	20	<p>Communications strategies for the following groups are in place:</p> <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>	Y	<p>Staff/Pupils/Parents- emails, texts, letters Governors/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 shared on website UPDATED RA to be shared on website</p>	9
				<ul style="list-style-type: none"> <li>Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>whether their child will be able to attend from 8th March</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> </ul>	N	<p>Parents have been kept up to date throughout pandemic. Updated RA will be available on website and parents and stakeholders informed. All parents communicated with by letter about reopening. Some parents may not engage with electronic</p>	

				<ul style="list-style-type: none"> <li>For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>		<b>communication. Staff member to support as required</b>	
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			<ul style="list-style-type: none"> <li>School is aware of current guidelines for shielding</li> </ul>	Y	see current gov advice	
				<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>		<b>This is to be shared with parents and DSLs will remain vigilant to non attendance</b>	
				<ul style="list-style-type: none"> <li>Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> </ul>		<b>Data collected on admission, this is regularly updated and anyone shielding have been in regular contact</b>	
				<ul style="list-style-type: none"> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>		<b>CONTINUE TO UPDATE REGARDING SPECIFIC PUPILS. PARENTS TO BE REQUESTED AGAIN TO INFORM IMMEDIATELY IF ANY CHANGES OCCUR</b>	
				<ul style="list-style-type: none"> <li>Staff are available to ensure pupils at home continue to be provided with remote education</li> </ul>		in place	
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	5	10	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>	N	<p><b>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. All staff received mental health awareness and emotion coaching training at insets.</b></p>	6

				<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	Very well established culture of open dialogue, children are very comfortable sharing their feelings with staff	
				<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	Very well established culture of open dialogue, regular circle times Followed up in weekly/daily sessions	
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	Have been available for some time, new resources are uploaded and shared ONGOING	
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	5	15	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	SLT undertook training on staff wellbeing 09/06/20 Quell information shared. Two staff training as mental health champions, training to be completed by end of November 2020. All staff had wellbeing training at sept inset.	9
				<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	Staff wellbeing has been addressed on numerous occasions	
				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y	Include in briefings and share with staff	
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	N	sept inset	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	Quell information shared any further	

						<b>information will be shared</b>	
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	<b>2</b>	4	<b>8</b>	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y	<b>Regular meetings and conversations at Trust level</b>	<b>8</b>
			<ul style="list-style-type: none"> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> </ul>	Y	<b>Headteachers keep LAB updated via email. LAB meeting due.</b>		
			<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	<b>Provided to governors October 2020</b>		
			<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	<b>Regular meetings and conversations ONGOING</b>		
			<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	<b>Shared prior to meeting and discussed as part of agenda ONGOING</b>		
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	<b>3</b>	4	<b>12</b>	<ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>	Y	<b>Shared on school website and through letters to staff and parents.</b>	<b>6</b>
			<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	<b>Inset day 15&amp;16/06 and 2nd sept 20</b>		
			<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	<b>As necessary - SLT are available to support staff and can signpost to other services</b>		
46. Infection transmission within school due to staff/pupils (or members of their	<b>4</b>	4	<b>16</b>	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>	Y	<b>Daily record held and taken by office</b>	<b>12 due to new strain</b>
			<ul style="list-style-type: none"> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff</li> </ul>	Y	<b>Staff and families advised to get tested and how to book.</b>		

household) displaying symptoms				and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.		isolation room ready and staff prepped. Appropriate guidance will be followed if future such a situation arises. Isolation medical room prepared. Cleaning following case has been shared with caretaker	
				<ul style="list-style-type: none"> <li>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms <b>clinically vulnerable</b> and <b>clinically extremely vulnerable</b> should these apply</li> </ul>	Y	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	
				<ul style="list-style-type: none"> <li>A record of any COVID-19 symptoms in staff or pupils follows latest guidelines</li> </ul>	Y	If such a situation arises	
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	4	16	<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	Communication has been shared throughout the pandemic Published RA on school website Letter sent with expectations around PPE, what they will see, uniform, staggered times etc. Currently providing wrap around care when fully open but not during any school closures. due to	9

						<p>low numbers of attendees to BSC/ASC the room will be zoned into 3 class groups</p> <p><b>SOME PARENTS DO NOT ENGAGE WITH COMMUNICATIONS SENT HOME. SOME PARENTS MAY NOT UNDERSTAND COMMUNICATIONS, EVEN WHEN DELIVERED DIRECTLY BY A STAFF MEMBER..</b></p>	
				<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	<p>Communication has been shared throughout the pandemic</p> <p>Staff inset held prior to re-opening (15&amp;16/06)</p> <p>Children will be given same message again</p> <p><b>ONGOING</b></p>	
				<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	<p>Shared via email with staff and stakeholders</p> <p><b>ONGOING</b></p>	
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	4	16	<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	<p>Updated regularly through school communications and website</p> <p><b>ONGOING</b></p> <p><b>SOME PARENTS DO NOT ENGAGE WITH COMMUNICATIONS SENT HOME. SOME PARENTS MAY NOT UNDERSTAND COMMUNICATIONS, EVEN WHEN</b></p>	9

						<b>DELIVERED DIRECTLY BY A STAFF MEMBER.</b>	
				<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	Letter shared with parents 21/05/20 Updates will be shared ONGOING	
				<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	ONGOING	
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>	N	<p>Families utilise walking and cycling already. Travel will be at peak times because of school timings.</p> <p>Following school protocol all PPE worn whilst travelling to be removed prior to entering school premises. Families to be advised to follow government guidance on wearing PPE whilst travelling on public transport</p> <p><b>EVEN WITH ADVICE FROM SCHOOL SOME FAMILIES WILL HAVE NO CHOICE BUT TO TRAVEL BY PUBLIC TRANSPORT AND THEREFORE THE RISK REMAINS</b></p>	8
50. Risk of transmission during home visits	4	5	20	Home visits area key part of getting to know our children and ensuring they settle quickly into school. We learn a lot of essential information during these visits and is a big part in identifying	Y 4.9.20	We will review this and change as necessary. Phone call option available for those	16

updated 3.9.20				<p>safeguarding concerns. As a result we feel it is necessary to physically visit the children at home. However, entering a household poses risk to staff so the following measures aim to reduce risk to an acceptable level.</p> <p>( visits on 3.9.20 took place inside in some cases due to lack of garden and rain and distancing was observed- Trust and SLT reviewed this on 3.9.20 when this information was shared and have said that moving forward this is not to happen)</p> <ul style="list-style-type: none"> <li>● Home visits should take place outside in the garden or alternative outside space and distancing must be observed</li> <li>● if no doorstep is available staff should remain on the doorstep and observe distancing</li> <li>● families will be asked if they are comfortable and if anyone is unwell</li> <li>● staff will not attend if unwell</li> <li>● if family is unhappy to talk on the doorstep a follow up phone call is arranged</li> <li>● staff to wear face mask if having to walk through house to the garden</li> <li>● staff to sanitize hands before and after visit</li> <li>● staff to avoid refreshments or using toilets whilst at the homes, unless an emergency - this is at staff member own risk</li> <li>● staff have been trained on distancing expectations and use of PPE</li> <li>● staff have PPE available including shoe covers and gloves.</li> <li>● any PPE used must be disposed of and fresh PPE used for the next house.</li> <li>● only staff in same bubble to visit children from their bubble</li> <li>● if staff feel uncomfortable at any time they should terminate the visit</li> <li>● staff should avoid touching household items and door knobs etc as much as possible</li> </ul>		<p><b>families uncomfortable with a visit.</b></p> <p><b>No home visits whilst new strain remains at high levels.</b></p>	
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				<p>and where possible sit on hard furniture or stand.</p> <ul style="list-style-type: none"><li>• staff should follow the advice on extra methods to stay safe- clean clothes, hair back, limit jewelry, shower as soon as home and wash clothes</li><li>• despite same bubble the recommendation is that staff maintain distancing between themselves, including car sharing</li></ul>			
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