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

**SCHOOL NAME:**

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| **Member of Staff and Job Title:** | **Date of Assessment:** | **Date of Review:** | **Covered by this assessment:** |
| **Sarah-Jane**  **Jessie Chakraborty**  **Headteachers** | **10.7.2020** | **17.7.20** | 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 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:**

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| **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’  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) | <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/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/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/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>  [Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)](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**

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| **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** |

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

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| 1. Risk that there are Insufficient staff to support all the pupils to be in school | **3** | 3 | 9 | * Audit staff availability | **Y** | **No Changes to staff availability apart from non-covid reasons** | **6** |
| * Establish how many and which staff will be available, through RAG rating (extremely critically vulnerable staff/those fit for work). Carry out individual Staff Risk Assessments where appropriate (see guidance distributed previously) | **Y** | **In place** |
| * Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time. Organise home learning (education off site) for pupils when not on the premises. | **Y** | **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.** |
| * Ensure flexible and responsive use of teaching assistants | **Y** | **Classes have several staff members** |
| * Ensure there are sufficient support staff available to support those pupils who need a high level of support, including those with SEND whilst minimising changes in contact. Some pupils, for example those with Autism will need to be supported by the same adults, where possible | **Y** | **We have 1:1s in place.** |
| * 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 | **Y** | **Staff will be informed of this during inset**  **Actions:**   * **ensure SLT, SBM and admin are fully aware of Test and Trace procedures** * **brief staff at inset 2.9.20** |
| * 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) | **Y** | **We will not have children learning at home apart from when isolating or as a result of another closure** |
| 2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning. | **3** | 3 | 9 | * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. | **Y** | **At inset all staff will be reminded to notify us asap if they are sick or isolating.** | **9** |
| * Full use is made of all qualified teachers. | **Y** | **All teachers are qualified and will be with their class full time.** |
| * Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. | **Y** | **Staff are very used to leading groups and classes and will be reminded at inset the need to be flexible.** |
| * 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 | **N** | **Staff will be informed of this during inset**  **Actions:**   * **ensure SLT, SBM and admin are fully aware of Test and Trace procedures** * **brief staff at inset 2.9.20** |
| * A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve. | **Y** | **We do not plan any reduced timetables at this time apart from the usual settling period for Reception. Some KS1 children may need a slower return to resettle into school and as such we may consider reduced timetables for individual pupils as necessary.** |
| * Where possible, ensure pupils with SEND are prioritised to be in school, -. | **Y** |  |
| 3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees. | **3** | 2 | 6 | * Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies. | **Y** | **Fully staffed for september and therefore should not require supply staff. If there is staff absence we will try to cover in house** | **6** |
| * Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught. | **Y** | **This will be significantly limited.** |
|  | * Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor. | **N** | **There will be a generic RA in place covering for visitors. No visiting teachers are planned. We are not taking ITT or students at this time.** |
| * 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. | **N/A** | **see above** |
| 4. Risk of infection of **extremely clinically vulnerable** members of the household of a member of staff. | **4** | 3 | 12 | * 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 | **N** | **Actions:**   * **audit other staff with vulnerable family members and plan accordingly to reduce risks i.e. wearing PPE, maintaining distance** | **8** |
| 5. Risk of not covering essential functions (first-aid, DSL, SENCo). | **3** | 3 | 9 | * Provide cover for the role from within available staffing | **Y** | **We already have 3 level 3 DSLs and majority of staff are first aid trained. SENDCO could be an issue- see below.** | **9** |
| * Or remote support via another school, Academy Trust or the LA | **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.** |
| * Ensure First Aid certificates are up to date (previously extended for 3 months) | **Y** | **two are now in need of renewal.** |
| * Follow Covid19 first responders guidance and Public Health guidance on use of PPE when administering emergency first aid as maximising distancing may not be possible to maintain while attending to individuals. | **Y** | **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.** |
| * Programme of training for additional staff in place (e.g. Safeguarding) | **N/A** |  |
| 6. Risks to health and safety because staff are not trained in new procedures. | **3** | 5 | 15 | * A revised staff handbook is issued to all staff prior to reopening. | **Y** | **In progress- COVID addendum already in place** | **6** |
| * Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include:   + Infection control   + Fire safety and evacuation procedures   + Constructive behaviour management   + Safeguarding   + Risk management | **Y** | **Much of our plan and provision remains the same or similar to training already provided.**  **Inset 2.9.20. Further 2 planning days 3/4.9.20** |
| 7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them. | **4** | 3 | 12 | * An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care. | **Y** | **RA created via phone on 13.7.20 for known extremely vulnerable staff member.**  **Staff already identified from previous audit.**  **Action: Audit new staff** | **8** |
| * 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 | **Y** | **In place.**  **Update 2.9.20 with all current staff.** |
| * Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice | **Y** | **All staff have been asked to follow government advice.**  **Action: Letter to all staff by end of term to remind of this to remind of this.** |
| * Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable | **Y** | **Staff have been given this information and any updates will be given.** |
| * Current government guidance is being applied. | **Y** |  |

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| **B. Teaching Spaces, the Learning and School Environment** |

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| 8. Risk of transmission within the school building (this includes breakfast club and after school activities) | **3** | 4 | 12 | * 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. | **Y** | **PE- outside**  **music- Music cannot involve singing to instrument blowing**  **No park run due to bubble mixing, not possible to staff without all staff.**  **All learning to take place in own classes/outside area.**  **Actions:**  **Staff briefed of this during inset.** | **9** |
| * Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school. * Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal. | **Y** | **Soft play to be set up again minus the ball pit. to be wiped over regularly and users limited to those in most need.** |
| * Classes remodelled to allow for adults to maintain a distance (ideally 2 metres) from each other and ideally from children. | **Y** | **non- essential material and furniture removed from the rooms to create space .** |
| * Reducing the amount of face to face interactions by arranging desks front facing, where age appropriate. | **Y** | **KS1 desks facing front. Use of screens for 1:1/ group work.** |
| * 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. | **Y** | **Staff to regularly remind children to try to keep a distance- already in place.** |
| * Clear signage displayed in classrooms promoting reduction of contacts and maximising distance | **Y** | **Already in place** |
| * 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 | **Y** | **Whole class bubbles with assigned adults, as far as possible. Adults where mixing is necessary the adults will wear PPE, use screens OR maintain a 2 m distance at all times to limit cross contamination of bubbles i.e. FLO, SLT, Caretaker, MTS, dinner staff, Admin staff, ICT support, SBM**  **1:1 staff will be required to wear PPE** |
| * 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. * **All staff should avoid face to face contact with pupils where possible.** 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. | **Y** |
| * 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. * If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups * Schools should consult the guidance produced for summer holiday childcare, available at [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) 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. * As with physical activity during the school day, contact sports should not take place. | **Y** | **Class tables with breakfast/tea and toys set up each day.**  **Class bubbles at all times, including lunch and break.**  **We will not be providing holiday club but will signpost parents where possible** |
| 9. Risk of transmission in large spaces used as classrooms/ teaching spaces | **3** | 4 | 12 | * 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 * practice reduction of contacts and maximising distance at all times. | **Y** | **Class bubbles will be required to use the lunch hall at the same time. Where possible we will seat children not directly facing others. As we have circle tables this may not be possible at all times but bubbles will not mix.** | **9** |
| * Large gatherings of more than one bubble should be avoided | **Y** | **No singing etc** |
| * Timetable design and layout arrangements in place to allow for the reduction of contacts and maximising distance whilst also keeping groups/bubbles apart. | **Y** | **Y- will be shared with staff at INSET. Staggered entry, break, lunch and departure.** |
| 10. Risks of transmission during use of the outdoor learning environment for young children | **3** | 4 | 12 | * Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces | **Y** | **Garden will be open. Certain areas to be closed- sand and mud kitchen** | **9** |
| * Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside | **Y** | **In place** |
| * Close down drinking fountains and make arrangements for individual water bottles for children | **Y** | **In place** |
| * Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances if shared between bubbles. | **Y** | **Climbing frame to be closed. There is no time to clean this between lunch sittings.** |
| * Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam | **Y** | **in place** |
| * Games and activities which allow children’s heart rate to raise and avoid the sharing of equipment are available | **Y** | **in place** |
| * Outside spaces are divided and demarked for class groups of children to use to facilitate children staying in their groups. Where this is not possible year groups may form a larger bubbles | **Y** | **We will use staggered break and lunch to avoid needing to separate the playground. In addition: Playground AM -Y1 PM- Y2**  **Field area AM- Y2 PM -Y1** |
| * Where outside space must be shared arrangements for cleaning between bubbles are in place | **N/A** | **Own outside resources to be taken out. No shared resources used.**  **Action: Top up the break time boxes for each class.** |
| * Resources are limited to facilitate effective cleaning daily | **Y** | **In place** |
| * 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** | **Actions: At inset consider best use now all children have returned the named labels will not suffice. Consider table buddies sharing a bike.** |
| * 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 | **Y** | **Sand kitchen and Mud kitchen closed. Essential mailable materials will have limited sharing and ensure hands are washed before.** |
| 11. Risk of staff having to move between groups | **4** | 4 | 16 | * Where staff have to move between bubbles to deliver the school timetable they should try to reduce contacts and maximise distance, keeping an ideal distance of 2 metres from pupils and staff where possible | **Y** | **See above** | **12** |
| 12. Risks of transmission due to movement around the school. | **4** | 3 | 12 | * Arrange for corridors to be one-way where possible | **N** | **Actions:Put the agreed measures in place during the summer. Staff and pupils briefed** | **12** |
| * Clear signage and markers for the youngest children | **Y** | **In place** |
| * Corridors are divided where feasible | **N** | **Not possible** |
| * Pinch points and bottle necks are identified and managed, movement of groups is staggered if possible | **Y** | **All timings are staggered** |
| * Movement of pupils and staff around the school is minimised | **Y** | **Majority of activities will take place in their own classes** |
| * Pupils are reminded regularly of protocols for reduction of contacts and maximising distance | **Y** | **in place** |
| * Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance | **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 | * Start and departure times are staggered where possible | **Y** | **In place. Parents to be reminded during september prep days.** | **12** |
| * Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces | **Y** | **Classes will take siblings early where necessary. Teaching staff to supervise children while waiting.** |
| * Stagger time for SEN Transport drop offs and pick ups | **N/A** |  |
| * Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council’s Highways Department | **Y** | **One way system including lower gate** |
| * 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** | **In place** |
| * 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. | **Y** | **In place** |
| * 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 | **Y** |
| * Identify drop off and pick up waiting areas that can reduce contacts and maximise distance | **Y** | **In place. Remind parents before start of term.** |
| * Extend gate/entrance opening times to prevent queueing | **Y** |  |
| * Staff, pupils and parents are briefed and signage provided to identify entrances, exits and circulation routes | **Y** |  |
| * A plan is in place for managing the movement of people on arrival to avoid groups of people congregating | **Y** | **One way system in place** |
| * Floor markings visible to all to avoid queuing | **Y** |  |
| * Parents given advice on walking/cycling to school, avoiding public transport and minimising driving | **Y** | **Give information again before start of term.** |
| * Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage | **N** | **Actions: remind parents that pupils will need to wait in line with their scooter to com onto site.** |
| * Liaise with the council’s Highways department over the possibility of traffic lanes being reduced close to the school to allow more pedestrian space | **N/A** |  |
| 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 | * Advice to pupils and families on maintaining road safety procedures despite changes. | **N** | **Pupils will be reminded to stand safely** | **3** |
| * For those that have to drive, advice on places they should and should not pick up, drop off and park.. | **N/A** | **No changes to normal parking necessary** |
| * Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families. | **N/A** | **No arrangements in place** |
| * Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented. | **N/A** |  |
| * Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc. | **N/A** |  |
| * Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. | **N/A** |  |
| 15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes | **3** | 4 | 12 | * Break and lunch times are staggered | **Y** | **in place** | **9** |
| * External areas are designated for different groups | **Y** | **See above re playground times** |
| * Pupils are reminded about the protocols of reduction of contacts and maximising distance before every break time | **Y** | **Staff will remind pupils regularly throughout the day** |
| * Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. | **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 | * Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime | **Y** | **in place** | **9** |
| * Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area. | **Y** | **in place** |
| * 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. | **Y** | **We will follow this where possible.** |
| * Floor markings are clear to avoid queues | **N** | **Have been agreed but will be put in place during the summer/prep days** |
| * 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 | **N/A** | **Pupils will have hot lunch but eat at starragerd times.** |
| * If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not ‘share’ food | **N** | **ACTIONS: Parent letter in september.** |
| * Eating areas are thoroughly cleaned after lunchtime | **Y** | **Cleaning time is included in the lunch schedule.** |
| 17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines | **4** | 5 | 20 | * 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 | **Y** | **In place. Staff will also have staggered lunch times to ease usage.** | **12** |
| * Staff have been briefed on the use of these rooms | **Y** | **Previous inset. Remind at september inset.** |
| 18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures | **3** | 4 | 12 | * Reduction of contacts and maximising distance provisions are in place for medical rooms | **Y** | **Isolation medical room created for this time with minimal furniture. All classes have first aid kit for normal procedures** | **6** |
| * Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged | **Y** | **Isolation room. If in use the area outside the other small offices will be used (FLO, Head)** |
| * PPE available if staff dealing with pupil with symptoms | **Y** | **All staff trained and given PPE. All aware where PPE is kept and key areas have PPE ready.** |
| * Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas | **Y** | **Following government guidelines** |
| 19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines | **3** | 5 | 15 | * 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. | **Y** | **Letter sent already and message will be repeated before school reopens.** | **6** |
| * The maximising distance floor markings are clearly in place | **Y** | **On fence already.** |
| * Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty | **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.** |
| * Non-essential visitors to school and deliveries are minimised | **Y** | **in place** |
| * Arrangements are in place for visitors to stay apart | **Y** | **Use of strict appointments only for non-parents. Where possible all contractors come out of school hours. Distancing signs to keep people apart.** |

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| **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 | * Ensure frequent hand cleaning and good respiratory hygiene practices | **Y** | **In place** | **9** |
| * Regular cleaning | **Y** | **In place** |
| * Minimise contact and mixing (see above) | **Y** | **in place- no icing between bubbles. It will be impossible to limit all mixing within bubbles.** |
| * See sections above re start and end of day arrangements, playtimes and break times | **Y** | **Staggered start/end in place. See above.**  **Action: ensure parents fully aware of times** |
| 21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear. | **4** | 4 | 16 | * Testing of staff or pupils – if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested. | **Y** | **At present school does not have tests. We have made information slips to give to symptomatic children.** | **12** |
| * Ensure that pupils, staff and other adults do not come into the school if they have [coronavirus (COVID-19) symptoms](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus), or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home | **Y** | **Contractors will be asked if well. All parents and staff to be reminded again about rules for not coming in if symptomatic.** |
| * Make arrangements to isolate anyone with symptoms and have clear guidance and protocols | **Y** | **Using isolation room** |
| * PPE on hand. | **Y** |  |
| * Active engagement with NHS Test and Trace | **Y** |  |
| 22. 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** | **Each bubble has own resources.** | **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** | **New cleaning staff supporting in this.** |
| * 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** |  |
| * Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. | **Y** | **1 reading book per child to go home. Books to be changed on Monday for all children then be ‘rested’ for 72 hours before being returned to the boxes- not all children will read on Monday.** |
| * Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom. | **Y** | **Each child will have a named pack with basic resources.** |
| * Teachers should make sure they wash their hands and surfaces, before and after handling pupils’ books | **Y** | **Actions: Discuss reading arrangements during inset. Inform parents in letter before term starts.** |
| * Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations. | **Y** | **Ict to be screen wiped at start and end of day and between users when being shared. Photocopier has wipes and sanitizer.** |
| * There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this | **Y** | **Parents 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. Sare uniform can be available.** |
| 23. Risk of virus spreading because the school has insufficient materials and equipment | **4** | 4 | 16 | * Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms | **Y** | **in place** | **12** |
| * Use of hand sanitisers at appropriate locations | **Y** | **Stations set up** |
| * Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, | **Y** | **in place** |
| * Bins to be double bagged and emptied | **Y** | **in place** |
| * Disposable tissues to implement the ‘catch it, bin it, kill it’ approach in each classroom | **Y** | **in place** |
| 24. Provision and use of PPE for staff where required is not in line with government guidelines | **3** | 3 | 9 | * Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. | **Y** | **In place** | **6** |
| * 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 | **Y** | **Previous inset** |
| * Staff are reminded that the wearing of gloves is not a substitute for good handwashing | **Y** | **In place** |
| 25. 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. | **Y** | **In place. Children are already well versed in this.** | **12** |
| * Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class. | **Y** | **In place** |
| * School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. | **Y** | **in place** |
| 26. Pupils’ behaviour on return to school does not comply with reduction of contacts and maximising distance guidance | **3** | 5 | 15 | * 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. | **Y** | **Parents reminded of this before start of term/ Staff to remind children regularly and explain the signs on the first day back.** | **9** |
| * Staff model reducing contacts and maximising distance consistently. | **Y** | **Consistent staff for each bubble in place.** |
| * The movement of pupils around the school is minimised. | **Y** | **in place** |
| * Large gatherings are avoided inc assemblies | **Y** | **in place** |
| * Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised | **Y** | **in place** |
| * 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. | **Y** | **Addendums in place for all relevant policies. Staff reminded of these changes at INSET.** |
| * Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed. | **Y** | **in place** |
| * Messages to parents reinforce the importance of reduction of contacts and maximising distance | **Y** | **Repeat before schol starts.** |
| * Arrangements for younger primary school children have been agreed and staff are clear on expectations. | **Y** | **InSET nad 2 prep days will support staff clarity.** |
| * Arrangements for pupils with SEN have been agreed and staff are clear on expectations. | **Y** |  |
| **D. Premises and Buildings** | | | | | | | | |

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| 27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required | **4** | 4 | 16 | * A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening. | **N** | **Cleaning team is tbc for september - we will be upping our cleaning capacity from pre-covid.** | **12** |
| * An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include:   + more frequent cleaning of rooms / shared areas that are used by different groups   + frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach   + the regular cleaning of toilets | **Y** | **in place** |
| * Working hours for cleaning staff are increased | **N** | **Cleaning team is being reviewed.** |
| 28. The use of fabric chairs may increase the risk of the virus spreading | **3** | 5 | 15 | * Take fabric chairs out of use where possible. | **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 chair.** | **6** |
| * Where that is not possible then ensure chairs are limited to single person use. | **N** | **See above.**  **Plastic chairs also available for staff.** |
| 29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures | **4** | 4 | 16 | * Follow DfE guidelines for number of pupils per toilet | **Y** | **In place** | **8** |
| * Queuing zones for toilets and hand washing have been established and are monitored. | **Y** | **Staff to supervise toilet use.** |
| * Floor markings are in place to enable reduction of contacts and maximising distance. | **Y** | **In place** |
| * Pupils know that they can only use the toilet one at a time. | **Y** | **Pupils all reminded during first day back** |
| * Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. | **Y** | **In place** |
| * The toilets are cleaned frequently as laid out in the enhanced cleaning schedule | **Y** | **In place** |
| * Monitoring ensures a constant supply of soap and paper towels | **Y** | **In place** |
| * Bins are emptied regularly. | **Y** | **In place** |
| * Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. | **Y** | **In place** |
| 30. 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 reduction of contacts and maximising distance rules during evacuation and at muster points   + A possible need for additional muster point(s) to enable reduction of contacts and maximising distance where possible | **Y** | **Addendum in place. We cannot guarantee children will not mix in the event of a fire evacuation.** | **12** |
| * Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities) | **N** | **Some pupils know from those who attended prior to summer.** |
| * Incident controller and fire marshals have been trained and briefed appropriately. | **Y** | **Already in place** |
| 31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively | **4** | 5 | 20 | * 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 | **Y** | **In place. To enable first drill to go as safely as possible we will notify the children of the first fire drill.** | **12** |
| * Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons. |
| * 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 |
| 32. 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. | **Y** | **Already in place- we already have extra fire marshals.**  **Action: 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.** | **8** |
| 33. All systems may not be operational | **3** | N/A |  | * Government guidance is being implemented where appropriate, see following link:   https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown | **N/A** | **School has been open the entire time** |  |
| * 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 | **N/A** |  |
| 34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown | **4** | N/A |  | * All statutory compliance is up to date. | **Y** | **in place- school has been consistently open** |
| * Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. * The following guidance has been followed where appropriate: <https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm> | **N/A** |  |  |
| 35. Lack of good ventilation means that there is risk of transmission | **4** | 4 | 16 | * Ensure good ventilation in classrooms and common areas e.g. through opening a window | **Y** | **Staff already aware of this. School has good ventilation.** | **12** |
| * Follow guidance in the following link: * [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm). |
| 36. Visitors to the site (including parents) add to the risk | **4** | 5 | 20 | * Signage giving routes, procedures, entrances and exits to be followed. | **Y** | **in place** | **12** |
| * Limit the external visitors to the school during school hours | **Y** | **in place** |
| * Review visitors/contractors sign in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. | **Y** | **in place** |
| * 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) | **Y** | **in place** |
| * Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings ‘virtually’ | **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 | * 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. | **Y** | **in place** | **12** |
| * An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe | **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 wear mask if wishing 2 m. Masks to be made available to contractors. Awareness of contractor covid plans.** |
| * Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective reduction of contacts and maximising distance is maintained at all times. | **Y** | **in place** |
| * 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. | **N** | **Not possible on our site. Use of timings instead.** |
| * Reduction of contacts and maximising distance is being maintained throughout any such works and where this is not possible arrangements are reviewed. | **Y** | **in place** |
| * 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** | **ACTIONS: Make contractor RA and induction document** |

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| **E. General** | | | | | | | | |
| 38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances | **3** | 5 | 15 | * All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school. | **Y** | **In place** | **6** |
| * The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure. | **N** | **Actions: to be completed** |
| * Staff, pupils, parents and governors have been briefed accordingly. | **Y** | **Have been briefed on the previous RA which contains very similar guidance. Will have further briefing on agreed version of this RA before school reopens.** |
| 39.Curriculum/  Learning Environment |  |  |  | * Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place. * Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: * in PE 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. * In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. | **Y** | **In place already.**  **Use of screens to protect staff and pupils.** |  |
| * 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. |
| 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** | * Communications strategies for the following groups are in place:   + Staff (inc staff at breakfast club and after school activities)   + Pupils   + Parents   + Governors/Trustees   + Local authority   + Health services   + Regional Schools Commissioner   + Professional associations   + Other partners   + Neighbouring schools/EY settings   + Highways department | **Y** | **Action: UPDATED RA: 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 shared on website**  **UPDATED RA to be shared on website** | **12** |
| * Parents are communicated with to make sure they know:   + whether their child will be able to attend from 2nd Sept   + 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** | **Action: 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** |
| 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** |  |  | * School is aware of current guidelines for shielding | **Y** | **New guidance is informing** |  |
| * Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis. |  | **AWAITING FURTHER GUIDANCE FROM EWOs.**  **This is to be shared with parents and DSLs will remain vigilant to non attendance** |
| * 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. |  | **Data collected on admission, this is regularly updated and anyone shielding have been in regular contact** |
| * Schools have a regularly updated register of pupils with underlying health conditions. |  | **CONTINUE TO UPDATE REGARDING SPECIFIC PUPILS. PARENTS TO BE REQUESTED AGAIN TO INFORM IMMEDIATELY IF ANY CHANGES OCCUR** |
| * Staff are available to ensure pupils at home continue to be provided with remote education |  | **AWAITING FURTHER GUIDANCE FROM BOROUGH REGARDING BOROUGH WIDE RESPONSE TO DELIVERING ONLINE LEARNING. AS A SCHOOL WE HAVE A SUBSCRIPTION TO SEESAW SO HAVE FACILITY TO CONTINUE TO PROVIDE REMOTE LEARNING, ALSO LOOKING INTO ADDITIONAL ONLINE RESOURCES EG BUG CLUB AND MYMATHS TO SUPPLEMENT ONLINE LEARNING** |
| 42. Pupils’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general | **2** | 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** |
| * 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** |
| * 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** |
| 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 | * Staff are encouraged to focus on their wellbeing. | **Y** | **SLT undertook training on staff wellbeing 09/06/20**  **Quell information shared.** | **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** |
| * 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** |
| 44. 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** | **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** |
| * 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** |
| * 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** |
| 45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing | **3** | **4** | **12** | * Guidance on test and trace has been published. | **Y** | **Shared on school website and through letters to staff and parents. Will be shared again before opening.**  **ACTION: SHARE UPDATED GUIDANCE** | **6** |
| * The guidance has been explained to staff | **Y** | **Inset day 15&16/06** |
| * Post-testing and tracing support is available for staff. | **N** | **ACTION:look into this** |
| 46. 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** | **12** |
| * Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. | **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** |
| * 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** |
| * A record of any COVID-19 symptoms in staff or pupils is reported to the local authority and, in the case of academies, the trust | **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** | * 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**  **Letter sent with expectations around PPE, what they will see, uniform, staggered times etc. Currently not providing wrap around care however in September, due to low numbers of attendees to BSC/ASC the room will be zoned into 3 class groups**  **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.** | **12** |
| * This guidance has been explained to staff and pupils as part of the induction process. | **y** | **Communication has been shared throughout the pandemic**  **Staff inset held prior to re-opening (15&16/06)**  **Children will be given same message again**  **ONGOING** |
| * 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** |
| 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** | * 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.** | **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** |
| * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | **Y** | **ONGOING** |
| 49. 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). * Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures | **N** | **Families utilise walking and cycling already. Travel will be at peak times because of school timings.**  **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**  **EVEN WITH ADVICE FROM SCHOOL SOME FAMILIES WILL HAVE NO CHOICE BUT TO TRAVEL BY PUBLIC TRANSPORT AND THEREFORE THE RISK REMAINS** | **12** |