

# COVID-19: Operational Risk Assessment – Keyworker and Vulnerable Children January 2021

**SCHOOL NAME: Rosh Pinah Primary School**

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Jill Howson - Headteacher	04.01.2021	23.02.21	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 keep children, staff and other stakeholders safe during the period from 4th January 2021. This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education as well as education and childcare settings (new national restrictions from 4<sup>th</sup> January 2021).

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

<https://www.gov.uk/coronavirus-taxon/education-and-childcare>

## 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 Remote Education Policy 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/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a> 30 December 2020  <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="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a>

## Risk Matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating following controls (1-25)
<b>A. Staffing Resources</b>							
1. Risk that there are Insufficient staff to support all the pupils to be in school	3	3	9	<ul style="list-style-type: none"> <li>Audit staff availability</li> </ul>	Y	Audit and deployment completed for January 2021	6
				<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	Individual Staff Risk Assessment reviewed every two weeks or as necessary.	
				<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	Following latest government guidance the majority of pupils will engage in teacher-led remote learning. From 6th January. Site based provision will include vulnerable pupils and children of critical workers.  Due to the overwhelming response for critical worker places and available staffing,	

					<p>the school has prioritised critical worker places according to a tiering criteria which has been shared with parents for transparency. The number of children on site will remain under regular review and the School will offer provision to as many pupils that can be accommodated safely.</p> <p>Our Nursery remains open for all Nursery children.</p> <p>With the exception of parents/carers of children in Nursery no parents/carers will be allowed on the School premises and it is mandatory for parents of Nursery children to wear face masks whilst outside and on the premises.</p> <p>We have implemented a soft start with children coming into School and straight into their classrooms via a designated route.</p> <p>Finish times are staggered for different year groups.</p> <p>Children who are onsite remain with the same member of staff in their year</p>	
--	--	--	--	--	--	--

						group bubble throughout the day to minimise transmission. All year group bubbles have designated play areas.
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	Our TAs are flexible and responsive and have been upskilled to facilitate online support for our pupils. They are deployed to supervise group bubbles for vulnerable and children of critical key workers.
				<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	<p>There is additional support from our Acting Deputy for SEN and Inclusion for EHCP pupils on site, as well as if they are accessing learning from home.</p> <p>Pupils with SEND who are on site have been allocated the same TA support as in School where possible.</p> <p>The provision for children with a specific high level of need will be risk assessed with regard to support being provided on or off the school site.</p>
				<ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self-isolating due to test and trace</li> </ul>	Y	<p>Any staff displaying symptoms will be sent for immediate testing.</p> <p>For positive cases the School will contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be</p>

						reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.	
				<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>Teaching staff are responsible for planning and delivering remote learning.</p> <p>A rota for support staff to facilitate the delivery of the year group timetable in place for children learning on site.</p>	
2. Risk that the number of staff who are available is lower than that required to teach classes in school and operate effective home learning.	3	3	9	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> </ul>	Y	SLT members are fully aware of staffs' health status and responsible for staff deployment.	6
				<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>	Y	All qualified teachers are deployed to plan, teach, provide feedback and assess via Google Classroom.	
				<ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise bubbles is in place.</li> </ul>	Y	<p>Staff rotas are in place.</p> <p>TAs are upskilled to facilitate online support for our pupils and are deployed to supervise year group bubbles for children on site.</p> <p>The School Pastoral Team are available to support children.</p> <p>Weekly team meetings are in place to monitor the well-being of our pupils.</p> <p>Information is disseminated to relevant staff members to ensure full support for individual children.</p>	

				<ul style="list-style-type: none"> <li>• Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self-isolating due to test and trace</li> </ul>	Y	The School keeps abreast of all updated government guidelines and LCRC processes to ensure that staff attend school safely.	
				<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	<p>Our rationale is based on the most up to date government guidance January 2021 (see above), and primarily safe onsite provision which continues to be dependent on fluctuating on staffing levels.</p> <p>The prioritising of critical worker places according to our tiering criteria will remain under constant review. The School will endeavour to further accommodate as many pupils as possible as circumstances change.</p>	
				<ul style="list-style-type: none"> <li>• Where possible, ensure pupils with SEND are prioritised to be in school.</li> </ul>	Y	Where appropriate, SEND pupils will be in School	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	3	3	9	<ul style="list-style-type: none"> <li>• Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</li> </ul>	Y	We are not currently using any agencies for teaching/support staff.	6
		3	9	<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	Visiting staff are not currently coming into School. Sessions are being carried out online.	9
		3	9	<ul style="list-style-type: none"> <li>• Carry out individual risk assessments for all <b>visiting teachers</b> and ensure these are shared with the visitor.</li> </ul>	Y	Visiting staff are not currently coming into School. However, Visitor Risk Assessments have been updated for emergency visits during the Pandemic.	9
			N/A	<ul style="list-style-type: none"> <li>• Negotiate the deployment of ITT trainees with their provider to ensure that their training needs</li> </ul>	N/A	N/A	N/A

				are met but contact and distance requirements are adhered to.			
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>	Y	Risk assessments are carried out as necessary. Staff have access to PPE and careful consideration is given to their deployment as far as is reasonably possible in order to reduce the number of contacts and proximity from others. In some cases, staff will remain at home and fulfil their role online or via a telephone conversation.	6
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	2	6	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	The Headteacher, DSL and Deputy DSL are responsible for Safeguarding. All TAs are first aid trained. The Acting DHT for Inclusion is responsible for all SEND related work.	2
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	N/A	The School has contracted out on site and remote technical support. The two technicians are known to the school and adhere to all School Health & Safety protocols.	
				<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>	Y	36 staff completed First Aid training on 1 <sup>st</sup> Sep 2020.	
				<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 will wear PPE when administering emergency first aid. The guidance has been shared with staff in the Staff Handbook.	
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	There are no additional staff in school presently, but we have a programme of induction for all additional staff if required.	

6. Risks to health and safety because staff are not trained in new procedures.	3	2	6	<ul style="list-style-type: none"> <li>• A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	Y	Staff Handbook revised and updated 5 <sup>th</sup> January 2021	2
				<ul style="list-style-type: none"> <li>• Induction and CPD programmes are in operation for all staff prior to partial reopening), and include: <ul style="list-style-type: none"> <li>○ Infection control</li> <li>○ Fire safety and evacuation procedures</li> <li>○ Constructive behaviour management</li> <li>○ Safeguarding</li> <li>○ Risk management</li> </ul> </li> </ul>	Y	<p>INSET days 1<sup>st</sup> and 2<sup>nd</sup> September.</p> <p>Updated guidance given to staff in bulletins alongside Staff Handbook.</p> <p>Relevant Policies signed as read and understood.</p> <p>Fire Drill has taken place in the Autumn Term 2020.</p> <p>Designated Safeguarding Lead and /or/Deputy Designated Safeguarding Lead on duty each day.</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	1	4	<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	Individual Risk Assessments in place for critically vulnerable staff. Careful consideration is given to their deployment as far as is reasonably possible, so the individual has a reduction of contacts and the role allows distancing from others. Critically vulnerable staff will not be asked to carry out any high-risk activities.	4
				<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	All staff know to make their conditions known. All paperwork is kept in the staff members file for reference. In some cases, decisions have been made that individuals do come on site.	



				<ul style="list-style-type: none"> <li>Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice</li> </ul>	Y	Staff who are classed as clinically vulnerable and clinically extremely vulnerable have taken advice from their GP/consultant.	
				<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	Government documentation has been shared with staff. Members of SLT and the staff mental- wellbeing champion are available to offer advice and support.	
				<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>	Y	Current guidance is being followed.	
<b>B. Teaching Spaces, the Learning and School Environment</b>							
8. Risk of transmission within the school building.	3	3	9	<ul style="list-style-type: none"> <li>Audit accommodation and the full range of curriculum needs in order to establish if class groups (30 children) are a feasible bubble size or if year group sized bubbles will need to be implemented.</li> </ul>	Y	<p>Year group bubbles for vulnerable children and children of critical workers have been organised on site from 6 January onwards. The Nursey class of 14 children will continue at present.</p> <p>Breakfast Club and After School Wraparound Care are suspended following a risk assessment review in November 2020.</p>	6
				<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>Individual Risk Assessment for SEN pupils with complex needs is in place and the need of the child addressed in conjunction with parents, the Acting Deputy Head for Inclusion and the Class Teacher.</p> <p>Virtual support has also been put in place for some children.</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>Seating arrangements remodelled to allow staff to maintain a distance (ideally 2 metres) from children.</p> <p>Small year group bubbles for vulnerable children and children of critical workers in place from 6<sup>th</sup> January.</p> <p>Bubbles and allocated staff do not mix at any time.</p> <p>Designated outdoor spaces for the small year group bubbles for vulnerable children and children of critical workers have been allocated to avoid mixing of bubbles.</p>	
				<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	All desks in year groups 1-6 are forward facing.	
				<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	<p>Teaching and teaching support staff to brief and remind all pupils of reduction of contacts and social distancing rules. All procedures are modelled to children.</p> <p>Social Stories and 1:1 support for identified children with special needs.</p> <p>Signs displayed in the classroom and around the School.</p>	

						Floors taped.	
				<ul style="list-style-type: none"> <li>• Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>	Y	Signs displayed in the classroom and around the School.	
				<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	<p>Floors taped.</p> <p>No mixing of bubbles inside or outside.</p> <p>The only shared area (shared across 2 bubbles) are toilets which are accessed one at a time with strict hand washing and sanitising protocols.</p>	
				<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> </ul>	Y		
	3	3	9	<ul style="list-style-type: none"> <li>• For breakfast and after school clubs schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible.</li> <li>• If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups.</li> <li>• As with physical activity during the school day, contact sports should not take place.</li> </ul>	Y	<p>Wrap Around Care discontinued from November 5<sup>th</sup> 2020 following a review due to the growing number of children self-isolating and positive Covid contacts.</p> <p>No outside providers are coming to provide after school activities.</p> <p>No contact sports are taking place in School.</p>	
9. Risk of transmission in large spaces used as classrooms/teaching spaces	3	2	6	<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	<p>Year group bubbles have specially allocated classrooms</p> <p>Children will have lunch in their classrooms with their supervising member of staff.</p>	4

				<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>	Y	There is no mixing of bubbles at any time.	
				<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	Timetables are constructed to avoid contact with bubble groups.	
10. Risks of transmission during use of the outdoor learning environment for young children	3	2	6	<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	<p>Risk is determined by the children's ability to follow guidance given by staff.</p> <p>Staff will distance from children as much as is reasonable possible given the needs that arise with primary aged children.</p>	4
				<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	<p>Hand sanitisers are placed at the entrance points to and from the school playground, at high traffic points and outside toilet areas.</p> <p>Every classroom has pedal bins with lids.</p>	
				<ul style="list-style-type: none"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y	Children bring their own water bottles. Water fountains are covered and not in use.	
				<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	<p>Rotas in place for the use of outdoor apparatus.</p> <p>Sanitising of such equipment takes place at the end of the week and equipment is left untouched over the weekend.</p> <p>Each year group bubble is on a rota for a designated area in the playground.</p>	
				<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	Unfixed outdoor play equipment has been reduced to wipe clean plastic footballs which are marked and	

					designated to each bubble group.
				<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 Our Sports Coach will offer aerobic activities online.
				<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 not possible year groups may form a larger bubble.</li> </ul>	Y Each year group bubble has a designated area in the playground. Playtimes are carefully monitored so there is no mixing of bubbles.
				<ul style="list-style-type: none"> <li>Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>	Y Bubbles are assigned to designated areas of the playground for the entire week on a rotational basis. Sanitising of fixed equipment takes place at the end of the week and equipment is left untouched over the weekend.
				<ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning daily</li> </ul>	Y Use of shared resources is minimal but where there is need the resources are wiped down before and after use.  Resources are organised to stay within year group bubbles.
				<ul style="list-style-type: none"> <li>Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children.</li> </ul>	Y No bikes or portable outdoor equipment in use except for in the Early Years setting. Such resources are wiped down regularly or as necessary.
				<ul style="list-style-type: none"> <li>Consider the removal or covering of areas which are difficult to clean such as malleable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them</li> </ul>	Y Where practical, individual resources have been created such as individual containers of play dough which can be replaced as and when needed.

11. Risk of staff having to move between groups	4	3	12	<ul style="list-style-type: none"> <li>Where staff have to move between bubbles to deliver the school timetable, they should try to reduce contacts and maximise distance, keeping an ideal distance of 2 metres from pupils and staff where possible.</li> </ul>	Y	<p>Timetabling and rotas ensure that staff remain in their bubbles.</p> <p>In the case of specialised staff teaching across year groups for Jewish Studies or PE such teaching is delivered online.</p>	6
12. Risks of transmission due to movement around the school.	4	2	8	<ul style="list-style-type: none"> <li>Arrange for corridors to be one-way where possible</li> </ul>	Y	<p>Corridors are only in use to and from break times for some year group bubbles and then only one bubble will be in the corridor at any time. Children go to the toilet one at a time. There is no other movement around the School.</p>	6
				<ul style="list-style-type: none"> <li>Clear signage and markers for the youngest children</li> </ul>	Y	<p>Clear signage is in place and explained to the children</p>	
				<ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>	N	<p>Movement around the school is organised so there is only one bubble in the corridor at any time. Children go to the toilet one at a time. There is be no other movement around the School.</p>	
				<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	<p>The duration for the start times ensures that siblings can come into school together and also allows a steady and distanced flow of movement through the front gates.</p> <p>The small year group bubbles of vulnerable children and children of critical workers ensure that bottlenecks do not occur in School. However this practice is under constant review.</p>	

				<ul style="list-style-type: none"> <li>• Movement of pupils and staff around the school is minimised</li> </ul>	Y	<p>Finish times are staggered.</p> <p>Children stay in the classroom for all activities. They have a designated area in the playground.</p> <p>Children eat their packed lunches in their designated classrooms with their supervising TA.</p> <p>Resources are organised beforehand to ensure there is no cross over of staff in the year group bubbles.</p>	
				<ul style="list-style-type: none"> <li>• Pupils are reminded regularly of protocols for reduction of contacts and maximising distance</li> </ul>	Y	<p>Children are reminded of hygiene protocols at the start of the day and during activities.</p>	
				<ul style="list-style-type: none"> <li>• Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>	Y	<p>The School day is truncated for children attending on site because the expectation is that staff are with the children for the duration of the day. Floating staff offer relief to supervising staff when needed and keep a distance from the children.</p>	
13. Risk of transmission due to number of people near entrances and exits at the start and end of the school day.	4	3	12	<ul style="list-style-type: none"> <li>• Start and departure times are staggered where possible</li> </ul>	Y	<p>15 minute soft start in place. Children are dropped off at the School gate and proceed directly to their classroom via a designated route after hand sanitising.</p> <p>Staggered finish times. Children are taken to the front of the School gate and</p>	8

						released to their own parent/ carer.  The School has requested that only one Nursery parent/carer enters the School premises for pick up and drop off Nursery children. Wearing masks is mandatory whilst waiting outside with/for their child.	
				<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	Parents have been informed of planned procedures by emailed letter.	
				<ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	N/A	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	With the exception of our Nursery Class, children are dropped off at the School gates and dismissed at the School gates.	
				<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	SLT member of staff is on the front gate daily to greet children. Additional staff member is in place to ensure children use hand sanitisers before entering the school building prior to entering the classroom via the designated route.	



				<ul style="list-style-type: none"> <li>Unless essential, do not allow parents/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	<p>Parents of Nursery children only will be allowed on the School premises to drop off and pick up outside the Nursery entrance.</p> <p>All other bubbles will be dismissed at the front gates.</p> <p>Communication has gone out to parents explaining the rationale behind the School's organisational procedures. Our Security Team move parents on if gathering form outside the School premises.</p> <p>Urgent appointments can be made via the School Office only and have to be approved by the Headteacher.</p>	
				<ul style="list-style-type: none"> <li>Consider special arrangements for settling children who are new to the school to enable the reduction of contacts and maximising of distance from parents where possible</li> </ul>	Y	<p>Induction plans are in place prior to any new child starting at the School. A designated adult would be assigned to the child in order to reduce the number of contacts during the settling in period.</p>	
				<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance.</li> </ul>	Y	<p>There are no waiting areas as drop off and pick up is at the school gates and any parental gatherings monitored by our security team. The only exception is for Nursery parents who line up socially distanced at drop off and pick up.</p>	
				<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	Y	<p>A 15-minute soft start that has been implemented for the</p>	

						<p>vulnerable children and children of critical workers and has proved ample time for a steady and distanced flow of children through the school gates. The opening time will be monitored and reviewed.</p> <p>Our Nursery Class start and finish at slightly earlier times to ease the flow of people and reduce contact.</p>	
				<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	SLT member is stationed outside the School gate and a member of staff is stationed in the Reception area to support pupils into School every morning.	
				<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	Pupils go directly to their classrooms via a designated route.	
				<ul style="list-style-type: none"> <li>• Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	Y	Expectations are communicated via newsletter and letters from the Headteacher.	
				<ul style="list-style-type: none"> <li>• Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage</li> </ul>	Y	No resources or equipment from home or outside of school is to be brought onto the School premises.	
				<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	N/A	
14. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with	3	1	3	<ul style="list-style-type: none"> <li>• Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	Y	Expectations are communicated via newsletter and letters from the Headteacher. Pupils are reminded of such procedures in class sessions.	2

changes to layout measures and procedures and the need for social distancing.				<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>	Y	Expectations are communicated via newsletter and letters from the Headteacher. Parents advised to stay in cars until any congestion is cleared.	
				<ul style="list-style-type: none"> <li>Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.</li> </ul>	Y	Parents are advised to kiss and drop when bringing their children to the school gates. Schools organisational procedures are agreed previously by CST.	
				<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	N/A	
				<ul style="list-style-type: none"> <li>Liaise with Highways re: markings outside of the school on pavements and on key routes to school- pinch points, crossing points etc.</li> </ul>	Y	Markings and signage on the pavement in front of the School act as reminders to follow social distancing guidelines	
				<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	N/A	
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	3	3	9	<ul style="list-style-type: none"> <li>Break and lunch times are staggered</li> </ul>	Y	Playground is zoned so bubbles do not share any outside space. Lunch times are staggered, and lunch is eaten in class.	6
				<ul style="list-style-type: none"> <li>External areas are designated for different groups</li> </ul>	Y	Playground is zoned so bubbles do not share any outside space.	
				<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 ensure this happens so children are trained to follow protocols independently.	
				<ul style="list-style-type: none"> <li>Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support.</li> </ul>	Y	Key worker and vulnerable children will be in small bubbles of a maximum of 6	

						children, ideally with additional support for pupils with complex SEND needs, if necessary. The number of children in a bubble is under regular review and will be dependent on a number of factors.	
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	2	6	<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	Staff ensure this happens so children are trained to follow protocols independently.	4
			<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	Daily protocol in place and children are reminded by staff at every transition point during the day.		
			<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>	N/A	Children eat their packed lunch in their bubble and in their classroom front facing and socially distanced.		
			<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>	N/A	Dining hall not currently in use.		
			<ul style="list-style-type: none"> <li>Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces</li> </ul>	Y	3 MTSs support outdoors over the lunchtime period to release supervising staff. For no more than half an hour.  Rubbish is to be placed in a bin and is sealed and disposed of by cleaners at the end of the day.		
			<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	Supervising staff ensure that children do not share food.		
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	Each child eats lunch at their designated table. Classroom	

						tables are wiped down after lunch.	
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	2	8	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance</li> </ul>	Y	<p>Staff can collect their food or hot drinks and return to their bubbles to eat lunch.</p> <p>TAs have been provided with allocated areas to eat their lunch if not in the classroom.</p>	6
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	Information has been shared with staff and staff use only the allocated areas.	
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	2	6	<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	Y	All first aid to be administered in the classroom.	4
				<ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	Y	<p>Suspected Covid cases to wait in the medical room.</p> <p>Medical room will not be used for general medical and will be deep cleaned that evening.</p> <p>The library can be used as an additional space if required.</p>	
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	Specialist PPE has been provided through LBB and School purchases.	
				<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	SBM and Site Manager organise Covid cleans with the cleaning company.	
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	2	6	<ul style="list-style-type: none"> <li>Parents are made aware of new school procedures and also those families whose children are new to the school.</li> </ul>	Y	<p>A letter outlining new protocols has been disseminated to parents/carers.</p> <p>No parents are allowed on the School premises except in the case of an emergency.</p>	4
				<ul style="list-style-type: none"> <li>The maximising distance floor markings are clearly in place</li> </ul>	Y	In place.	

				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance protocols and guidance are clearly displayed to protect those staff on reception duty</li> </ul>	Y	In place.	
				<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>	Y	Non-essential visitors will not be permitted on the school site. Delivery drop off at the designated area.	
				<ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>		Socially distant meetings with one visitor under special or emergency requirements in a designated room.	
<b>C. Hygiene and protective controls</b>							
20. Risk that reducing contacts and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.	3	3	9	<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y	Posters and reminders regarding good hygiene are in place and monitored.	8
				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>	Y	Site Manager oversees cleaning at the end of the day. High touch points are wiped down during the day and surfaces are wiped regularly. Deep clean at the end of the week.	
				<ul style="list-style-type: none"> <li>Minimise contact and mixing (see above)</li> </ul>	Y	PPE provided and year group bubbles organised (refer to sections above).	
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	Y	Communications to parents/carers, kiss and drop and hygiene protocols on entering the building, Staggered pick up times etc. (refer to sections above).	
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	3	12	<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 the staff/parents/pupils know the process to get tested.</li> </ul>	Y	Staff Handbook Guidance. Members of the SLT have attended a Government webinar on how to administer home test kits. Information regarding the testing process has been	8

						shared with staff and parent/carers.	
				<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	Any member of staff or child displaying symptoms will be isolated immediately and sent home. Flo chart protocols will be followed, and parents/carers and staff will be notified in writing.	
				<ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	Y	The medical room is the designated area for isolation. Flo chart protocols will be followed. For positive cases the School will contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.	
				<ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>	Y	A supply of PPE is on hand in the School Office.	
				<ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>	Y	We follow the government's advice for testing if any member of the School community has symptoms of COVID and then engage in NHS test and trace to identify contacts.	
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	2	8	<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	Resources that are frequently used by children remain with year group bubbles.  Essential use of shared resources are kept to a minimum. If required, they	6

					are wiped down before and after use.  Cleaning of 'high touch' areas take place at regular intervals throughout the day.
			Establish arrangements for all frequently touched surfaces and equipment e.g.	Y	Cleaning of 'high touch' areas take place at regular intervals throughout the day.  Surfaces are wiped down at regular intervals.  Thorough cleaning takes place at the end of each day.
			<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>		
			<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	Cleaning products are available and in use.
			<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	Majority of children are engaging in online learning at home. Children attending School and supervising staff do not take home or bring any resources into the School. The exception is their water bottle which is labelled and remains on their table.
			<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	Resources are only shared within the bubble and kept to a minimum.
			<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	Protocol is communicated to staff.
			<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	Signs are in place to act as reminders and hand sanitisers are placed in all appropriate areas of the school.



				<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	Children can wear their own clothes to School so they have an adequate selection to wear as we have advised parents to wash clothes daily. This precaution has been communicated to parents/carers via letter.	
23. Risk of virus spreading because the school has insufficient materials and equipment	4	2	8	<ul style="list-style-type: none"> <li>Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>	Y	SBM and Site Manager to oversee and monitor that this is in place daily.	4
				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	Wall mounted sanitisers around school (before entering the main building/ near the printer, outside toilets and classrooms etc). Mobile sanitisers in the main Reception area and in the staffroom.	
				<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	Pedal bins with lids have been purchased. These are placed in the classrooms and in the playground.	
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	Y	Site manager to monitor that this protocol is carried out at the end of the school day.	
				<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	SBM to organise and put in place	
24. Provision and use of PPE for staff where required is not in line with government guidelines	3	2	6	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y	PPE available for all staff and staff are aware of the guidance. <a href="https://www.nhsprofessionals.nhs.uk/en/e-Library/Useful-Information/COVID-19-Donning-of-Personal-Protective-Equipment">https://www.nhsprofessionals.nhs.uk/en/e-Library/Useful-Information/COVID-19-Donning-of-Personal-Protective-Equipment</a>	4
				<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</li> </ul>	Y	Staff have received guidance on wearing PPE, removing and disposing of PPE.	

				<p>how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely</p> <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	It has been communicated that washing hands is best for the reduction of contamination.	
25. Pupils forget to wash their hands regularly and frequently	4	2	8	<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> <li>• Posters reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.</li> <li>• School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	Y	This has become part of our daily routine.	4
					Y	Posters are placed throughout the building.	
					Y	SLT presence during duties and throughout the school day to ensure protocols are adhered to.	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	3	9	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling.</li> <li>• Staff model reducing contacts and maximising distance consistently.</li> <li>• The movement of pupils around the school is minimised.</li> </ul>	Y	<p>Class Teachers model and reinforce daily protocols.</p> <p>Pictures / Social Stories for pupils with SEN</p>	6
					Y	Modelling and reinforcing become part of our daily routine.	
					Y	Movement around the School is reduced to inside and outside for break times (in most year groups this is via the back of the classroom doors and not through corridor areas) or visiting the toilet one at a time.	

				<ul style="list-style-type: none"> <li>Large gatherings are avoided inc assemblies</li> </ul>	Y	No large gatherings are taking place. There is no mixing of bubbles.
				<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	Playground is zoned so that there is no mixing of bubbles or sharing of outdoor space at any time during the Weekly Rota
				<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	<p>The School's Behaviour Management Policy has been updated with clear consequences for poor behaviour. This has been shared with staff parents and pupils.</p> <p>Parents/carers have been informed via letter that during the opening of the School for the vulnerable and children of critical workers, that any inappropriate behaviour will result in a request for the parent/carer to collect their child with a review regarding their return.</p>
				<ul style="list-style-type: none"> <li>Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed.</li> </ul>	Y	SLT's explicit presence during duties and throughout the School day is to support, monitor, review and act on poor adherence to protocols.
				<ul style="list-style-type: none"> <li>Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> </ul>	Y	Through newsletter/emails to parents.
				<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	Expectations are shared via staff meetings and minutes distributed.
				<ul style="list-style-type: none"> <li>Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	Y	Expectations are shared via staff meetings and minutes distributed as well as verbal reminders and advice given.

<b>D. Premises and Buildings</b>							
27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	4	2	8	<ul style="list-style-type: none"> <li>A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.</li> </ul>	Y	Site Manager to liaise with the cleaning company to ensure enhanced plans are in place.	4
				<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	Contract cleaners to hygienically clean at the end of each day. Outdoor equipment at the end of each week before they are used by different groups. Assistant Caretaker to clean toilets after lunch and as needed as well as surfaces in communal areas throughout the day.	
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	Y	The Assistant Caretaker is deployed to undertake additional cleaning throughout the School.	
28. The use of fabric chairs may increase the risk of the virus spreading	3	2	6	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>	Y	Fabric chairs have been removed where possible and staff room chairs have been stacked so they cannot be used.	4
				<ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Y	Staff room chairs are not to be used. Single use of chairs in the classroom for staff and children.	
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	3	12	<ul style="list-style-type: none"> <li>Follow DfE guidelines for number of pupils per toilet</li> </ul>	Y	Only one child in the toilet at any given time. Social distancing whilst waiting.	6
				<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>	Y	Children know to queue for the toilet and wait socially distanced. This will be	

						communicated regularly. The supervising adult to monitor this protocol.	
				<ul style="list-style-type: none"> <li>Floor markings are in place to enable reduction of contacts and maximising distance.</li> </ul>	Y	Floor markings are 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	This is communicated regularly and the supervising adult to monitor.	
				<ul style="list-style-type: none"> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> </ul>	Y	Staff to reiterate this and monitor.	
				<ul style="list-style-type: none"> <li>The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y	Assistant Caretaker to clean during the day in addition to regular cleaning.	
				<ul style="list-style-type: none"> <li>Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	Site Manager and Assistant Caretaker to check regularly.	
				<ul style="list-style-type: none"> <li>Bins are emptied regularly.</li> </ul>	Y	Cleaners to empty daily. Site manager or Assistant Caretaker to be available during School hours to empty bins more frequently as necessary.	
				<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	Staff will support young children to do this. Children have been trained and staff will continue to give regular reminders.	
30. Fire procedures are not appropriate to cover new arrangements	4	2	8	<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	Fire Procedures completely reviewed to accommodate the new Covid guidelines and ensure no mixing of bubbles. Bubble Muster points are in place.	4

				<ul style="list-style-type: none"> <li>Staff and pupils have been briefed on any new evacuation procedures (inc breakfast club and after school activities)</li> </ul>	Y	Staff and children have successfully completed new fire arrangement procedures.	
				<ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	Fire Marshals have been trained and briefed.	
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	2	8	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points</li> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> <li>Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency</li> </ul>	Y	<p>Fire Evacuation Plans reviewed and amended to accommodate new Covid guidelines.</p> <p>All PEEP up to date</p>	4
32. Fire marshals absent due to self-isolation	4	2	8	<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	Arrangements in place due to the absence of Fire Marshals.	4
33. All systems may not be operational	3	2	6	<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate, see following link: <a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a></li> <li>All systems have been recommissioned including: Water systems (particularly legionella testing and controls in place) Electrical and gas safety checks Emergency escapes, lighting and fire detection systems Security systems Lifts and escalators Heating Ventilation systems</li> </ul>	Y	<p>All Government guidelines are being implemented.</p> <p>Systems have been in use throughout as school has remained opened. All checks have been completed.</p>	2
34. Statutory compliance has not	4	2	8	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y	All statutory compliance is up to date.	

been completed due to the reduced availability of contractors during lockdown				<ul style="list-style-type: none"> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>The following guidance has been followed where appropriate: <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></li> </ul>	Y	School has remained opened throughout.	4
35. Lack of good ventilation means that there is risk of transmission	3	2	6	<ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> <li>Follow guidance in the following link: <a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul>	Y	Windows and doors are opened at regular intervals during the day to ensure good ventilation.	2
36. Visitors to the site (including parents) add to the risk	4	3	12	<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>	Y	No visitors within the school building with the exception of parents/carers of children attending Nursery. Signage is in place and entrance and exits are monitored by SLT.	6
				<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>	Y	No visitors are allowed on site unless by appointment and approved by the Headteacher. Appointments will be made outside of school hours where possible or meetings via telephone conversation or via online platforms.	
				<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	Office staff will monitor procedures and sign all visitors in and out.	
				<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	Parents are allowed on site on an emergency basis, restricted to one parent only if possible. A large room with socially distanced seating has been allocated for such emergency meetings.	

				<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	All such meetings have been held virtually and will continue to be held virtually unless in an emergency.	
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	2	8	<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	Any essential ongoing works or inspections schedules will continue with an assessment completed for contractors on site.	6
				<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	Risk Assessment for Contractors/Volunteers is in place.	
				<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	Risk Assessment for Contractors/Volunteers is 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>	Y	The School will ensure that arrangements will be in place so that all bubbles will be secure and avoid any mixing with on-site contractors. Contractors and staff/pupils are kept apart.	
				<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	There are no planned works at present. Refer to above.	
				<ul style="list-style-type: none"> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	Y	All procedures will be applied.	
<b>E. General</b>							
38. Existing policies on safeguarding, health and safety, fire evacuation, medical,	3	1	3	<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	Revisions, addendums and additional Policies have been put in place regarding	2



behaviour, attendance and other policies are no longer fit for purpose in the current circumstances						protective measures against Covid	
				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.</li> </ul>	Y	In place as per this documentation.	
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	Updated Risk Assessments are communicated to all stakeholders.	
39. Curriculum/ Learning Environment	4	2	8	<ul style="list-style-type: none"> <li>Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place.</li> <li>Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: <ul style="list-style-type: none"> <li>in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul> </li> <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>	Y	<p>Following latest Government guidance, the majority of pupils will engage in teacher-led remote learning. From 6th January vulnerable pupils and children of critical workers who are on site will be following the same online timetable as their peers. Supervised by trained support staff.</p> <p>Group sizes will remain well under 15 (ideally 6 children) as we have provision for 7 year group bubbles in operation in addition to provision for all Nursery children.</p> <p>Hygiene and distance practice described in the sections above will be carried out strictly by all staff on site.</p>	6

40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	2	8	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place: <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> </ul> </li> </ul>	Y	Documentation and information is shared with all stakeholders via email and online platforms.	4
				<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 6 January</li> <li>what protective steps you're taking to make the school a low-risk place for their child</li> <li>what you need them to do (such as on drop off and collection)</li> </ul> </li> <li>For pupils with SEN, consideration should be given to the use of the individual Re-Integration Plan</li> </ul>	Y	Information is communicated regularly to parents through the weekly newsletter, emails and letters.  School Risk Assessment is reviewed every fortnight or updated as needed and the updated version is posted on the School Website.  Individual Risk Assessments are in place for SEN pupils with complex needs.	
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	2	8	<ul style="list-style-type: none"> <li>School is aware of current guidelines for shielding</li> </ul>	Y	The latest government guidelines are being followed.	2
				<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.</li> </ul>	Y	Parents are reminded of the schools expectations for attendance via the newsletter.	
				<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>	Y	Expectations for making the school aware of health conditions are communicated to parents in the newsletter and other correspondence so	

						Schools can follow the appropriate guidance. SLT members, the School Family Liaison Officer, Class Teachers and Teaching Assistants are in regular contact with parents/carers.	
				<ul style="list-style-type: none"> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	Parents update medical information through Sims Parents App.	
				<ul style="list-style-type: none"> <li>Staff are available to ensure pupils at home continue to be provided with remote education</li> </ul>	Y	Remote learning is in place mirroring the School timetable.  Remote Education Policy 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	2	4	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>	Y	SLT, Family Liaison Officer all available to offer support. Weekly Pastoral Meetings equip the Pastoral Team with updated information to support children effectively.  Trailblazer Project, Children referred for 'Early Help', CAMHS and CAMHS in Schools services.	2
				<ul style="list-style-type: none"> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> </ul>	Y	SLT, Family Liaison Officer all available to offer support.	
				<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	Regular wellbeing assemblies and PSHE sessions on-line to support wellbeing and mental health.  PECS / Feeling Cards used for pupils with significant social, communication and interaction needs.	

				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	<p>Barnet Local Offer Website has useful links for mental health support as well as a host of others which are used.</p> <p>Referrals to CAMHS, Emotional Well-Being Team, Trailblazer Project and Early Help Team.</p>	
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	3	9	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	<p>Staff wellbeing is monitored by SLT.</p> <p>Staff are sign posted to the School's Mental health and Well-Being Support Services.</p> <p>Mental Health and Wellbeing Champion for staff is our Acting DHT who ensures that concerns are discussed, and solutions offered.</p>	4
				<ul style="list-style-type: none"> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> </ul>	Y	<p>Managing workload is high priority and workload is scrutinised regularly with action taken when deemed necessary.</p>	
				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y	<p>With regularity. See section above.</p>	
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y	<p>Staff have had training in wellbeing and are sign posted to the School's Mental Health and Well-Being Support Services.</p>	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	<p>Via email correspondence.</p>	
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to	2	1	2	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y	<p>Regular telephone contact between Headteacher and Chair of Governors throughout the pandemic in</p>	2

meet statutory requirements.						addition to online meetings with the GB.	
				<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	Agendas include all statutory requirements and the agenda is advised and monitored by the clerk.	
				<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	The Governors are updated on a regular basis and the Headteacher Reports include Covid updates.	
				<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	Regular telephone contact between Headteacher and Chair of Governors throughout the pandemic in addition to dialogues with governors with designated responsibilities.	
				<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	Minutes issued by clerk and reviewed and accepted at Full GB Meetings.	
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	1	3	<ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>	Y	Test and trace guidance has been received from the LA and sent to parents.	2
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	Test and trace guidance has been received from the LA and explained to staff.	
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	Shared with staff and discussed at staff briefings.	
46. Infection transmission within school due to	4	3	12	<ul style="list-style-type: none"> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> </ul>	Y	All absences are followed up and reasons recorded. This shared with the LA.	4

staff/pupils (or members of their household) displaying symptoms				<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 and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> </ul>	Y	<p>Any staff or child displaying symptoms will be isolated, sent home and sent for immediate testing.</p> <p>For positive cases the School will contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.</p>	
				<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	<p>Information is communicated through letters from the Headteacher and weekly newsletter.</p>	
				<ul style="list-style-type: none"> <li>A record of any COVID-19 symptoms in staff or pupils is reported to the local authority and, in the case of academies, the trust</li> </ul>	Y	<p>The LA will be notified, all steps followed, and record shared with the LA.</p>	
47. Staff (inc breakfast club and after school activities staff), pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	4	2	8	<ul style="list-style-type: none"> <li>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	<p>Via letters and newsletter to parents from the Headteacher and newsletter, staff bulletins and email correspondence to staff.</p> <p>The Risk Assessment is available on the Schools' Website for all stakeholders.</p>	4
				<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>Shared with staff and parents via links and to children in an age appropriate manner.</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>Timely response to changes in government guidance or</p>	

						changes to School organisation and protocols.  Updated Risk Assessment January 2021. Updated information to parents sent January 2021.	
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	2	8	<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	Continue to share with parents via email and HT correspondence.	4
				<ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	Y	Staff Handbook Guidance.	
				<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	Timely response to changes in government guidance or changes to School organisation and protocols.  Updated Risk Assessment January 2021. Updated information to parents sent January 2021.  The Risk Assessment is available on the Schools Website for all stakeholders.	
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	2	8	<ul style="list-style-type: none"> <li>Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12).</li> <li>Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</li> </ul>	Y	Parents are made aware of government guidelines. No parents are allowed in school at this time with the exception being in emergency situations.	4