

COVID-19: Operational Risk Assessment and Action Plan for School Reopening

SCHOOL NAME: St John's SC Primary School, N20

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Curtis Sweetingham - Headteacher	02.06.20	05.06.20	Staff, pupils, parents/carers, visitors, volunteers, contractors

Purpose of this document:

This Covid-19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensures that the school continues to operate in a safe way.

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

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

Other Related Documents:

Relevant Existing Policies	Local Authority/Trust documents	Recent Government Guidance:
Health and Safety Policy First Aid Policy Child Protection and Safeguarding Policies Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2012 The Health Protection (Notification Regulations) 2010 Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'	Covid19 Education and Skills Service Strategy (April 2020) Education and Skills Service Recovery Planning support for schools (May 2020)	https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe

Suggested Steps of Re-opening Preparation:



Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	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							
1. Risk that there are insufficient staff to support all the pupils to be in school in all the year groups proposed by the DfE	3	4	12	<ul style="list-style-type: none"> Audit staff availability from the start of the week when extra pupils will be attending. 	Y	We have enough staff to support returning year groups of Y6, Y1 and YR; due to the size of the keyworker/ vulnerable children group, we do not have enough staff to bring all year groups back.	9
				<ul style="list-style-type: none"> Establish how many and which staff will be available, through RAG rating (vulnerable staff/those fit for work) 	Y	1 f/t teacher shielding 1 f/t ta shielding family member 1 f/t site manager shielding 1 f/t teacher vulnerable family member 1 f/t teacher vulnerable 1 p/t ta vulnerable (not returning)	

				<ul style="list-style-type: none"> Based on available staffing and any cover you are able to secure, decide how many pupils and how many classes can be supported at any one time 	Y	<p>All classes can accommodate 10 children apart from EYFS – 8</p> <p>Year 5 - 6</p> <p>Approximately 60 children in the school.</p> <p>A teacher for each class</p> <p>No space for Nursery or Y2-5</p>	
				<ul style="list-style-type: none"> Flexible and responsive use of teaching assistants (note DfE guidance on one teacher per group or one TA supervised by a teacher) 	Y	<p>TAs are not used to cover classes, but support in class and in the keyworket group and cover the keyworker ASC/BC.</p>	
				<ul style="list-style-type: none"> For pupils who need a high level of adult support, including those with special educational needs, ensure that there are at least two TAs available to support the pupil. Some pupils, for example those with autism, will need to be supported by the same adults, where possible 	N	<p>Only 1 SEND child requires one to one support (in Y1) and this is being provided.</p>	
				<ul style="list-style-type: none"> Full use is made of testing to inform staff deployment 	Y	<p>Information has been shared with all staff.</p>	
				<ul style="list-style-type: none"> Ensure there is the capacity within the staff to deliver on site learning (for those attending school) and home learning (for those who are still at home) 	Y	<p>On a rota basis, school and distance learning is being achieved.</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"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. 	Y	<p>Known and is updated regularly due to individual family circumstances of the staff.</p>	9
				<ul style="list-style-type: none"> Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. 	Y	<p>All teaching staff are posting lessons online – TAs are contributing to the online system.</p> <p>When school returned</p>	

						on 8 th June, TAs began to communicate more with children/parents via our Google Classroom.	
				<ul style="list-style-type: none"> Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. 	Y	A timetable of cover is in place and communicated with staff via WhatsApp – this changes according to staffing/family commitments.	
				<ul style="list-style-type: none"> Full use is made of testing to inform staff deployment. 	Y	No testing has been carried out in school yet but 1 member of staff and 1 family have tested	
				<ul style="list-style-type: none"> A blended model of home learning and attendance at school is utilised until staffing levels improve. 	Y	Sharing of marking of virtual learning agreed to ensure the wellbeing of teachers/staff in school.	
				<ul style="list-style-type: none"> For pupils with SEN, consider the use of an individual Reintegration Plan. 	Y	Inclusion Leader is working closely with LA and families to develop individual risk assessments.	
3. Risk of infection of extremely clinically vulnerable members of the household of a member of staff.	6	2	6	<ul style="list-style-type: none"> Staff member only attends work if stringent social distancing can be adhered to; otherwise they should be encouraged to work at home 	Y	<p>Some members of staff are self-isolating. Other qualified teachers to be used to cover classes. Those staff who are shielding will work from home.</p> <p>School will have no Site Manager for the foreseeable future due to being on the extremely vulnerable list. Site Manager has documented all daily, weekly and monthly</p>	6

						<p>duties. These have been shared with SLT and tasks are being allocated as and when required.</p> <p>Four other staff members may also not be available to come to school due to family circumstances.</p>	
4. Risk of not covering essential functions (first-aid, DSL, SENCo).	4	4	16	<ul style="list-style-type: none"> Provide cover for the role from within available staffing 	Y	<p>Senior welfare assistant falls into vulnerable category and will not be able to return to school – other first aid trained staff (TAs) are covering her role. SENCo also caring for member of family who falls into extremely vulnerable category and is working from home, liaising with the HT and DHT as required. Site Manager falls into extremely vulnerable category (see section 3 above)</p>	12
				<ul style="list-style-type: none"> Or remote support via another school, Academy Trust or the LA 	N	Not required	
				<ul style="list-style-type: none"> First Aid certificates extended for 3 months 	Y	<p>All First Aid training was updated in 2019/early 2020; however, the government rules on paediatric first aiders has put extra pressure on the school in terms of covering key worker children under the age of 5 in that we have a</p>	

						limited number of staff with this qualification.	
				<ul style="list-style-type: none"> Follow Covid19-First responder's guidance when administering emergency first aid as social distancing may not be possible to maintain while attending to individuals. 	Y	Guidance shared with all staff	
				<ul style="list-style-type: none"> Programme of training for additional staff in place (e.g. Safeguarding) 	Y	N/A as no additional staff in school	
5. Risks to health and safety because staff are not trained in new procedures.	4	4	16	<ul style="list-style-type: none"> A revised staff handbook is issued to all staff prior to reopening. 	Y	<p>Staff handbook addendum has been circulated to all staff</p> <p>SLT have also shared video and notes about keeping safe with all staff. Updates to this are shared as and when relevant information is received</p>	12
				<ul style="list-style-type: none"> Induction and CPD programmes are in operation for all staff prior to reopening, and include the following: <ul style="list-style-type: none"> Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 	N	<p>Risk assessment complete and shared with all staff.</p> <p>SLT working on documentation and the sharing of information regarding fire safety and infection control.</p>	
6. Risk that staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them.	3	2	6	<ul style="list-style-type: none"> Members of staff that are clinically extremely vulnerable must continue to self-isolate and remain at home. Staff who are clinically vulnerable should continue to work from home. Where a clinically vulnerable member of staff cannot work from home and are essential to the running of the service, a risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to social distance and they must not be employed in any role where high-risk activities may be carried out, for example 	Y	All clinically extremely vulnerable and those who live in the same household of this category are not attending school.	6

				personal care. In those circumstances, the workplace would not be suitable for their return			
				<ul style="list-style-type: none"> All members of staff with underlying health issues and those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated 	Y	A decision has been made that all vulnerable groups will not attend school at the moment.	
				<ul style="list-style-type: none"> Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice 	Y	No members of staff who are attending school have indicated health problems.	
				<ul style="list-style-type: none"> 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	All government documentation shared with staff	
				<ul style="list-style-type: none"> All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. 	Y	In place	
				<ul style="list-style-type: none"> Current government guidance is being applied. 	Y		

B. Teaching Spaces, the Learning and School Environment

7. Risk that there is insufficient accommodation to support pupils attending with a maximum class size of 15	3	4	12	<ul style="list-style-type: none"> Audit accommodation in order to establish how many class groups of up to 15 pupils can be accommodated at any one time (size of group is dependent on space available) 	Y	Classes have been measured to determine the number of children that could possibly be accommodated under the 2 metre distancing rules. As a result, we are able to accommodate bubbles from Y6, Y1 and YR plus the keyworker group each week	12
				<ul style="list-style-type: none"> Take account of the needs of individual pupils, including those with SEN. 	Y	The SENCo is communicating by email with parents of children who have an EHCP/on	

						the SEND register to seek views about returning to school. Virtual support has also been put in place for some of these children. Professional advice is being given in terms of what would be in the best interests of the child when opportunity arises for their year group to return.
				<ul style="list-style-type: none"> Classes and outdoor areas are remodelled to allow for individual workstations as appropriate and for social distancing 	Y	Year 6 class and Year 1 and EYFS classes have been measured/organised. Playgrounds have been measured and marked out.
				<ul style="list-style-type: none"> Spare chairs and other furniture removed so cannot be used 	Y	Complete
				<ul style="list-style-type: none"> Protocols around social distancing are shared with pupils. These should be carefully demonstrated for pupils with SEN, checking that the pupil has understood social distancing. Where a pupil does not understand social distancing, accommodation needs to take account of this, and space identified where the pupil and those supporting them can go. 	Y	Posters being displayed. Floors taped – 2m social distancing adhered to. Parents informed by emailed letter. One-way system around school in place
				<ul style="list-style-type: none"> Clear signage displayed in classrooms promoting social distancing 	Y	Posters printed and displayed throughout the school. Parental letters advised parents to speak to their children about measures that were in place for when they returned to school.

						2m social distancing tape on all floors	
				<ul style="list-style-type: none"> Children stay with their own teacher/teaching assistant and do not mix with other children ('bubble' model). This is particularly the case for pupils with SEN unable to adhere to 'social distancing'. 	y	<p>School following this model and letter sent out to parents informing them of the school's systems e.g. 2-week model in bubbles.</p> <p>All SEN children are able to adhere to social distancing and the child with support will be assisted in this too if required</p>	
8. Risk of transmission in large spaces used as classrooms/teaching spaces	3	3	9	<ul style="list-style-type: none"> Limits are set for large spaces e.g. dining hall, school hall, sports hall 	y	<p>Lunches to be eaten in classroom – children will be timetabled when they can collect meals from kitchen.</p> <p>Playground to be marked out to ensure 2m social distancing.</p>	9
				<ul style="list-style-type: none"> Large gatherings are not permitted 	y	In place	
				<ul style="list-style-type: none"> Design and layout and arrangements in place to allow for social distancing 	y	<p>Tables/measurements taken in Year 6 and Year 1 – maximum 11 pupils in Y6</p> <p>Some classrooms are too small and would not be able to support the return of more than 5-6 pupils following social distancing rules</p>	
9. Risks of transmission during use of the outdoor learning environment for young children	3	4	12	<ul style="list-style-type: none"> Leadership are realistic about social distancing and young children in outside spaces 	Y	<p>Risk is determined by the children's ability to follow guidance given by staff</p> <p>Marking of playground completed</p>	12

			<ul style="list-style-type: none"> • Arrangements for handwashing, hand sanitiser, tissues and bins with lids are in place outside 	Y	Systems are in place for washing before/after outside activities/eating etc.
			<ul style="list-style-type: none"> • Close down drinking fountains and make arrangements for individual water bottles for children 	Y	Fountains have been closed Children bring own water bottles to school
			<ul style="list-style-type: none"> • Large climbing equipment will be difficult to clean and might need to be shut down in the current circumstances 	Y	All climbing equipment is taped off
			<ul style="list-style-type: none"> • Consider filtering out hard to clean small apparatus and keeping easier to clean options such as plastic balls rather than felt or foam 	Y	Small equipment is not available
			<ul style="list-style-type: none"> • Games and activities which allow children's heart rate to rise whilst avoiding the sharing of equipment are available 	Y	Activities have been arranged by SLT/PE leader/Sports Leader
			<ul style="list-style-type: none"> • Outside spaces are divided and demarked for smaller groups of children to use to facilitate children staying in their smaller groups 	Y	Playgrounds are marked out
			<ul style="list-style-type: none"> • Where outside space must be shared, arrangements for cleaning between groups are in place 	Y	Items that cannot be cleaned are not being used
			<ul style="list-style-type: none"> • Resources are limited to facilitate effective cleaning daily 	Y	School has provided each child with set of learning equipment – washed at the end of each day.
			<ul style="list-style-type: none"> • Bike and wheeled toy play: dependent on numbers, either label with names the bikes, scooters etc for individual children to use or arrange for bikes/scooters to be wiped down by an adult between use by the children 	Y	Any bikes /scooters are being cleaned after use.
			<ul style="list-style-type: none"> • 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 	Y	Bookshelves covered over, resources and unnecessary items removed from all areas

				be replaced when each child has finished using them			
10. Risks of transmission due to movement around the school.	4	3	12	<ul style="list-style-type: none"> Arrange for corridors to be one-way where possible 	Y	In place	12
				<ul style="list-style-type: none"> Clear signage and markers for the youngest children 	Y	In place	
				<ul style="list-style-type: none"> Corridors are divided where feasible 	Y	One-way system	
				<ul style="list-style-type: none"> Pinch points and bottle necks are identified and managed 	Y	Most doors to remain open to avoid touching of handles All staff are mindful of fire doors Timetables to avoid bottlenecks at lunchtime/toilets/ playtimes etc.	
				<ul style="list-style-type: none"> Movement of pupils and staff around the school is minimised 	Y	Children remain in classrooms and also eat lunch in classroom, whilst kitchen staff bring food to children. Two-way radios used as part of the dismissal process to reduce movement when Gamma children are collected	
				<ul style="list-style-type: none"> Pupils are reminded regularly of social distancing protocols 	Y	2m tape/posters/ monitoring by staff	
				<ul style="list-style-type: none"> Appropriate duty rota and levels of supervision in place 	Y	Bubbles created, staff rotas organised and circulated	
11. Risk of transmission due to number of people near entrances and exits at	4	3	12	<ul style="list-style-type: none"> Start and departure times are staggered 	Y	Letter has gone out to parents informing them of this system. Rotas organised and shared	12

the start and end of the school day.						with parents when returning.
				<ul style="list-style-type: none"> Procedures in place to hold children to reduce family waiting time due to staggering and increase turnover of parking spaces 	Y	Parents informed of planned procedures by emailed letter. Travel arrangements and arrival/pick-up times communicated to parents
				<ul style="list-style-type: none"> Stagger time for SEN transport drop offs and pick ups 	N/A	N/A
				<ul style="list-style-type: none"> 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 for drop-off and pick-up
				<ul style="list-style-type: none"> 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 Facilities for hand washing in classrooms as well as toilets. Before entering school children wash hands in sinks
				<ul style="list-style-type: none"> Do not allow parents/carers to enter the buildings to drop off or collect children nor any gathering at the school gates to talk to other parents. 	Y	Member of SLT to man gate Entrance and playground marked with 2m guidance Parents informed by emailed letter and signs on doors.
				<ul style="list-style-type: none"> Identify drop off and pick up waiting areas that can retain social distancing 	Y	In place – as above
				<ul style="list-style-type: none"> Extend gate/entrance opening times to prevent queueing 	Y	In place – as above
			<ul style="list-style-type: none"> Staff, pupils and parents/carers are briefed and signage provided to identify entrances, exits and circulation routes 	Y	In place – as above	

				<ul style="list-style-type: none"> A plan is in place for managing the movement of people on arrival to avoid groups of people congregating 	Y	In place – as above	
				<ul style="list-style-type: none"> Floor markings visible to all to avoid queuing 	Y	In place – as above	
				<ul style="list-style-type: none"> Parents/carers given advice on walking/cycling to school, avoiding public transport and minimising driving 	Y	Finalised arrangements letter shared with staff and parents	
				<ul style="list-style-type: none"> Advice given on suitability of pupils scooting/cycling on the pavement and availability of storage 	N	Transport information letter shared w/c 1/6/20	
				<ul style="list-style-type: none"> 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	N/A	
12. Increased risk of slips, trips and falls and collisions between vehicles and pedestrians due to unfamiliarity with changes to layout measures and procedures and the need for social distancing.	3	2	6	<ul style="list-style-type: none"> Advice to pupils and families on maintaining road safety procedures despite changes. 	N	Transport information letter to be shared wk. 1/6/20	6
				<ul style="list-style-type: none"> For those that have to drive, advice on places they should and should not pick up, drop off and park 	N	Transport information letter to be shared wk. 1/6/20	
				<ul style="list-style-type: none"> Arrangements for 'kiss and drop', if deemed appropriate, in consultation with Highways, promoted to staff, children and families. 	N	Transport information letter to be shared wk. 1/6/20	
				<ul style="list-style-type: none"> Suitability of operation of School Crossing Patrol site considered in consultation with Highways and, if deemed suitable, temporary measures/procedures implemented. 	N/A	N/A	
				<ul style="list-style-type: none"> Liaise with Highways re: markings outside of the school on pavements and on key routes to school - pinch points, crossing points etc. 	N/A	N/A	
				<ul style="list-style-type: none"> Liaise with Highways if widened pavements, suspension of parking bays, changes to school keep clear markings and signage /enforcement are required. 	N/A	N/A	
13. Risk of transmission because pupils do not observe agreed protocols of	4	4	16	<ul style="list-style-type: none"> Playtimes are staggered 	Y	YR (EYFS) and Y6 (KS2) play separately and Y1 and keyworkers stagger There is also enough	12

social distancing at playtimes						space with KS1 playground and the field for those two groups to play separately	
				<ul style="list-style-type: none"> External areas are designated for different groups 	Y	In place Playground marked out to indicate 2m social distancing rules	
				<ul style="list-style-type: none"> Pupils are reminded about the protocols of social distancing before every playtime 	Y	In place	
				<ul style="list-style-type: none"> Supervision levels have been enhanced to support all pupils, including those pupils needing a high level of adult support. 	Y	Maximum of 1:12 but normally 1:6	
14. Risk of transmission because pupils do not observe agreed protocols of social distancing at lunchtimes	4	4	16	<ul style="list-style-type: none"> Pupils are reminded about the protocols of social distancing before every lunchtime 	Y	In place	12
				<ul style="list-style-type: none"> Pupils wash their hands before and after eating 	Y	In place	
				<ul style="list-style-type: none"> Dining room areas and other spaces are configured to ensure social distancing measures are in place when the children eat 	Y	Children eat in classrooms/on filed or KS2 playground (Y6)	
				<ul style="list-style-type: none"> Floor markings are clear to avoid queues 	Y	2m tape indicators have been stuck down throughout the school building	
				<ul style="list-style-type: none"> Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces 	Y	Delivery lunches brought to classrooms. Children eat outside on field or quiet garden when there is good weather.	
				<ul style="list-style-type: none"> If children bring in own packed lunch, parents are given very clear guidance and protocols and children do not 'share' food 	Y	In place – parents informed by letter	
				<ul style="list-style-type: none"> Eating areas are thoroughly cleaned after lunchtime 	Y	In place Cleaning equipment available in all rooms with groups	
15. Staff rooms and offices do not allow for	3	3	9	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and 	Y	In place. Staffroom closed (not enough	9

observation of social distancing guidelines				workstations have been put in place to allow for social distancing		room) Floor markings in offices.	
				• Staff have been briefed on the use of these rooms	Y	As above	
16. The configuration of medical rooms may compromise social distancing measures	4	3	12	• Social distancing provisions are in place for medical rooms	Y	Room very small/narrow – alternative arrangements in place for use of another location	
				• Additional rooms are designated for pupils with suspected Covid-19 whilst collection is arranged	Y	Sheltered outside area	
				• PPE available if staff dealing with pupil with symptoms	Y	Provided by borough and additional purchases of gloves, masks, aprons.	
				• Procedures are in place for medical rooms to be cleaned after suspected cases, along with other affected areas	Y	Meeting held with cleaning company about Covid-19 cleans.	
17. Groups of people gather in reception areas which may contravene social distancing guidelines	3	3	9	• Parents are made aware of new school procedures prior to their children starting back at school	Y	Letter shared and social story sent home w/c 1/6/20	6
				• Social distancing floor markings are clearly in place	Y	Tape and sprayed	
				• Social distancing protocols and guidance are clearly displayed to protect those staff on reception duty	Y	Posters/information displayed on entrance door. Parents informed to communicate with school by email/ telephone	
				• Non-essential visitors to school and deliveries are minimised	Y	Signs displayed on outside gates/doors to inform delivery drivers to call the office	
				• Arrangements are in place for visitors to stay apart	Y	No visitors allowed in school. Floor marked	

C. Hygiene and protective controls

18. Risk that social distancing between pupils and between staff and pupils is difficult or impossible to maintain, leading to a risk of transmission.	4	4	16	<ul style="list-style-type: none"> Ensure frequent hand cleaning and good respiratory hygiene practices 	Y	In place – posters, reminders, discussions about good hygiene	12
				<ul style="list-style-type: none"> Regular cleaning 	y	Plans in place. Staff clean touch points throughout the day and daily evening cleaning by company. School closes on a Friday for thorough hygienic clean before next bubble of children arrive on the Monday	
				<ul style="list-style-type: none"> Minimise contact and mixing (see above) 	y	Bubbles of children and staff timetabled weekly.	
				<ul style="list-style-type: none"> See sections above re start and end of day arrangements, playtimes and break times 	y	In place Two letters have been emailed out to parents – further updates as required	
19. Risk of staff or children with the virus coming in to school when symptoms are not clear.	4	4	16	<ul style="list-style-type: none"> Testing of staff or pupils 	Y	Mobile testing station in Whetstone 2 days per week by appointment only; also Wembley daily.	12
				<ul style="list-style-type: none"> Temperature checks 	Y	2 surface thermometers when necessary	
				<ul style="list-style-type: none"> Make arrangements to isolate anyone with symptoms and have clear guidance and protocols 	Y	If a child displays possible Covid19 symptoms such as a temperature, cough or changes in their ability to smell/taste, then they will be isolated immediately. The 'isolation station' is the bicycle/scooter storage shed in the KS1 playground. Any	

						siblings will also be isolated. A member of staff will inform HT or DHT immediately and the school office will then contact the parent/carer.	
				<ul style="list-style-type: none"> PPE on hand 	Y	All PPE stored in staff room (now used as PPE storage room)	
20. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	4	16	<ul style="list-style-type: none"> 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	All non-essential items that cannot be cleaned have been removed. Wash tubs available to dip/soak outdoor equipment after use. Children given their own skipping ropes that will be cleaned	12
				<p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> door handles handrails tabletops play equipment toys electronic devices (such as phones) specialist equipment, including equipment used by pupils with SEN 	Y	All touch points cleaned at least twice throughout the day – morning/ afternoon play and lunchtime. Devices will be cleaned after use.	
				<ul style="list-style-type: none"> 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	Range of appropriate cleaning equipment already in school	
				<ul style="list-style-type: none"> Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources. 	Y	Basic equipment being provided by the school – washed daily	
				<ul style="list-style-type: none"> Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom. 	Y	Children have individual pots of equipment at their own individual tables	

				<ul style="list-style-type: none"> Teachers should make sure they wash their hands and surfaces before and after handling pupils' books 	Y	Teachers limit the contact they have with their children's books – children mark their own learning in all possible cases.	
				<ul style="list-style-type: none"> 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	In place. Sanitising gels located next to shared equipment and posters to remind staff	
				<ul style="list-style-type: none"> 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. 	Y	Parents informed that children should wear school uniform and change it daily	
21. Risk of virus spreading because the school has insufficient materials and equipment	4	3	12	<ul style="list-style-type: none"> 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 – checked daily	12
				<ul style="list-style-type: none"> Use of hand sanitisers at appropriate locations 	Y	In place – checked daily	
				<ul style="list-style-type: none"> Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, 	Y	New pedal bins in place assuring minimal touching required	
				<ul style="list-style-type: none"> Bins to be double-bagged and emptied 	Y	Cleaners aware bins are to be double-bagged	
				<ul style="list-style-type: none"> Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom 	Y	In place – checked daily	
22. Provision and use of PPE for staff where required is not in line with government guidelines	3	3	9	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. 	Y	Staff are aware of systems	9
				<ul style="list-style-type: none"> 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	Shared with all staff	
				<ul style="list-style-type: none"> Staff are reminded that the wearing of gloves is not a substitute for good handwashing 	Y	In place – video shared from Covid-19 doctor	

						about good handwashing and tips	
23. Pupils forget to wash their hands regularly and frequently	4	4	16	<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. 	Y	In place – staff meetings, notes and videos	12
				<ul style="list-style-type: none"> Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently 	Y	Posters throughout the building	
				<ul style="list-style-type: none"> School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	In place – regular times throughout the day timetabled for handwashing	
24. Pupils' behaviour on return to school does not comply with social distancing guidance	4	4	16	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEND, including those with Autism, use appropriate methods such as pictures/PECS and modelling 	Y	In place – posters, floor markings, social stories	12
				<ul style="list-style-type: none"> Staff model social distancing consistently. 	Y	Communicated regularly to staff at meetings/by posters/by SLT	
				<ul style="list-style-type: none"> The movement of pupils around the school is minimised. 	Y	In place – as above. Children will only leave the classrooms when necessary	
				<ul style="list-style-type: none"> Large gatherings are avoided. 	Y	In place – a maximum of 15 children will gather in a classroom for learning	
				<ul style="list-style-type: none"> Break times and lunch times are structured to support social distancing and are closely supervised 	Y	In place	
				<ul style="list-style-type: none"> The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. 	Y	Shared with all staff	

				<ul style="list-style-type: none"> Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. 	Y	Will be monitored when children return	
				<ul style="list-style-type: none"> Messages to parents reinforce the importance of social distancing. 	Y	In place Communicated by email/letters	
				<ul style="list-style-type: none"> Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. 	Y	In place for Y6/Y1 and Year R classrooms. Expectations shared at staff meeting and minuted	
				<ul style="list-style-type: none"> Arrangements for social distancing for pupils with SEN have been agreed and staff are clear on expectations. 	Y	In progress SLT to finalise risk assessments. SEN children currently returning in Y6 will understand social distancing	
D. Premises and Buildings							
25. Risk that cleaning capacity is at a reduced level so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	4	4	16	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. 	Y	HT met with cleaning company and arranged weekly Friday Hygienic clean	16
				<ul style="list-style-type: none"> An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. 	Y	In progress – as above	
				<ul style="list-style-type: none"> Working hours for cleaning staff are increased 	N	Hours have been changed but not increased as the cleaning areas has been reduced – less classrooms	
26. The use of fabric chairs may increase the risk of the virus spreading	3	3	9	<ul style="list-style-type: none"> Take fabric chairs out of use where possible. 	Y	Complete Staffroom chairs stacked so they cannot be used.	9
				<ul style="list-style-type: none"> Where that is not possible then ensure chairs are limited to single person use. 	Y	In place	

						Staff not to use staffroom	
27. Queues for toilets and handwashing risk non-compliance with social distancing measures	4	4	16	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. 	Y	In progress Only 1 child at a time to use toilets at particular times	12
				<ul style="list-style-type: none"> Floor markings are in place to enable social distancing. 	Y	In place KS2 toilets have clear markings KS1 toilets have been done as a precaution but only one child is allowed in the toilet area at a time	
				<ul style="list-style-type: none"> Pupils know that they can only use the toilet one at a time. 	Y	In place and will be shared regularly	
				<ul style="list-style-type: none"> Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. 	y	Will be monitored and timetabled by class teachers	
				<ul style="list-style-type: none"> The toilets are cleaned frequently. 	y	Daily	
				<ul style="list-style-type: none"> Monitoring ensures a constant supply of soap and paper towels 	y	In place Daily check by cleaners, SLT and Office Admin	
				<ul style="list-style-type: none"> Bins are emptied regularly. 	y	In place Cleaners to empty daily	
<ul style="list-style-type: none"> Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	y	In place – reminded regular, posters					
28. Fire procedures are not appropriate to cover new arrangements	4	4	16	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to the following: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals The need to apply social distancing rules during evacuation and at muster points 	Y	In place Year 6 children to be reminded of fire procedures on return. To line up on field following 2m rule. Fire Marshal available every other week for first 4 weeks and then a	12

				<ul style="list-style-type: none"> ○ A possible need for additional muster point(s) to enable social distancing where possible 		marshal on site every day.	
				<ul style="list-style-type: none"> • Staff and pupils have been briefed on any new evacuation procedures 	Y	Staff have been informed in staff meeting and minutes. Children are informed on return and through social story	
				<ul style="list-style-type: none"> • Incident controller and fire marshals have been trained and briefed appropriately. 	Y	HT informed FMs of revised procedures	
29. Fire evacuation drills - unable to apply social distancing effectively	4	4	16	<ul style="list-style-type: none"> • Plans for fire evacuation drills are in place which are in line with social distancing measures. • 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 social distancing measures may not be possible during an emergency 	Y	Yes, however need to be documented. No mobility issues within the school.	12
30. Fire marshals absent due to self-isolation	4	4	16	<ul style="list-style-type: none"> • An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	Y	HT and DHT in every day - will be briefed by fire marshals and will cover absence	12
31. All systems may not be operational	3	3	9	<ul style="list-style-type: none"> • Government guidance is being implemented where appropriate. 	Y	Government guidelines are being followed	9
				<ul style="list-style-type: none"> • All systems have been recommissioned. 	Y	Government guidelines are being followed	
32. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	2	8	<ul style="list-style-type: none"> • All statutory compliance is up to date. 	Y	Recorded and monitored and implemented	8
				<ul style="list-style-type: none"> • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Y	Systems have been maintained and a flush took place on 5/6/20	

33. Visitors to the site (including parents) add to the risk	4	2	8	<ul style="list-style-type: none"> Signage giving routes, procedures and entrances to be followed. 	Y	No visitors within the school building, only drop off and collection through the playground	
				<ul style="list-style-type: none"> Limit the external visitors to the school during school hours 	Y	As above	
				<ul style="list-style-type: none"> Review visitors/contractors sign-in procedure to restrict use of shared equipment i.e. pen or touchscreen computer. 	Y	Touch screen out of use – sign in completed by office staff – however no visitors	
				<ul style="list-style-type: none"> Parents/carers 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	Will take place virtually wherever possible	
				<ul style="list-style-type: none"> Consider holding SEN meetings such as Annual Reviews ‘virtually’ 	Y	Taking place virtually	
34. Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	4	2	8	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. 	N/A	N/A	8
				<ul style="list-style-type: none"> An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe 	Y	No additional contractors on-site but an assessment has been completed and a health assessment form set up for use if required	
				<ul style="list-style-type: none"> Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. 	N/A	If necessary – contractors will be asked before visit and emails will be sent. A health assessment form will also be completed on arrival However, contractors will rarely attend	

				<ul style="list-style-type: none"> Temperature checks are carried out on arrival and before entering the school building 	Y	Available, but as above	
				<ul style="list-style-type: none"> Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. 	y	Access to most areas can be via an external route	
				<ul style="list-style-type: none"> Social distancing is being maintained throughout any such works and, where this is not possible, arrangements are reviewed. 	y	Guidance and advice would be shared – but contractors will rarely be on site	
				<ul style="list-style-type: none"> 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). 	Y	Guidance and advice would be shared – but contractors will rarely be on site	
E. General							
35. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3	4	12	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and Covid-19 and its implications for the school. 	N	Addendum added to safeguarding policy. Currently in the process of adding to behaviour policy	9
				<ul style="list-style-type: none"> The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure. 	Y	LBB risk assessment has been completed	
				<ul style="list-style-type: none"> Staff, pupils, parents and governors have been briefed accordingly. 	Y	Shared with governors, parents and staff 3/6/20	
36. Curriculum/Learning Environment	3	3	9	<ul style="list-style-type: none"> Consider which activities are more difficult/ not possible to be undertaken with social distancing in place. Each activity should be risk assessed and should not be run unless the risks can be mitigated <ul style="list-style-type: none"> -PE -Practical lessons 	Y	Activities considered and appropriate measures put in place. E.g. individual PE equipment or change in activity or lesson. Any lessons that require	9

				<ul style="list-style-type: none"> 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. 		equipment that cannot be cleaned will not take place.	
37. Key stakeholders are not fully informed about changes to policies and procedures due to Covid-19, resulting in risks to health	3	3	9	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: <ul style="list-style-type: none"> Staff Pupils Parents/carers Governors/Trustees Local authority Health services Regional Schools Commissioner Professional associations Other partners Neighbouring schools/EY settings Highways department 	Y	Documents and information shared with key stakeholders via email and website.	6
				<ul style="list-style-type: none"> Parents are communicated with to make sure they know: <ul style="list-style-type: none"> whether their child will be able to attend from the week commencing 1 June what protective steps you're taking to make the school a low-risk place for their child what you need them to do (such as on drop off and collection) For pupils with SEN, consideration should be given to the use of individual ReIntegration Plan 	Y	Via letter emailed and on website	
38. Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	3	2	6	<ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. 	Y	Key government guidance shared via email and website	6
				<ul style="list-style-type: none"> Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. 	Y	Key government guidance shared via email and website Followed up with email/letter as required	

				<ul style="list-style-type: none"> The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. 	Y	Key government guidance shared via email and website. Discussions with parent Followed up with email/ letter/ phone call reminder where necessary	
				<ul style="list-style-type: none"> Schools have a regularly updated register of pupils with underlying health conditions. 	Y	Ongoing register	
39. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	2	6	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils with mental health issues. 	Y	2 mental health trained members of staff. 1 available on site, 1 virtually	6
			<ul style="list-style-type: none"> There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. 	Y	Pupils are reminded regularly		
			<ul style="list-style-type: none"> 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	New Covid-19 PSHE units purchased for all children		
			<ul style="list-style-type: none"> Resources/websites to support the mental health of pupils are provided. 	Y	Shared with parents via email and twitter		
40. 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	4	4	16	<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. 	Y	Websites, apps and articles shared with staff	12
			<ul style="list-style-type: none"> Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. 	y	Weekly discussions regarding wellbeing and workload		
			<ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing 	Y	Each staff meeting starts with wellbeing content e.g. prayer/ mindfulness/ celebration or information.		

				<ul style="list-style-type: none"> Staff briefings/training on wellbeing are provided. 	Y	As above	
				<ul style="list-style-type: none"> Staff have been signposted to useful websites and resources. 	Y	As above – shared regularly	
41. Lack of governor oversight during the Covid-19 crisis leads to the school failing to meet statutory requirements.	2	3	6	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. 	Y	Via zoom	6
				<ul style="list-style-type: none"> The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. 	Y	Monitored and advised by the clerk	
				<ul style="list-style-type: none"> 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. 	Y	Spring report touched on the subject. Summer report to follow	
				<ul style="list-style-type: none"> Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 	Y	Dialogue takes place with the chair or others every 2/3 days	
				<ul style="list-style-type: none"> 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	As usual	
42. Testing is not used effectively to help manage staffing levels and support staff wellbeing	3	3	9	<ul style="list-style-type: none"> Guidance on getting tested has been published. 	Y	Shared with all staff and discussed in staff meeting	6
				<ul style="list-style-type: none"> The guidance has been explained to staff 	Y	Shared with all staff and discussed in staff meeting	
				<ul style="list-style-type: none"> Post-testing support is available for staff. 	Y	Shared with all staff and discussed in staff meeting	
43. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	3	12	<ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. 	Y	Shared with DFE, Barnet and the Diocese	12
				<ul style="list-style-type: none"> Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with 	Y	As per government guidance: <u>If anyone becomes unwell with a new, continuous</u>	

				<p>government guidance, should the tests prove positive or negative.</p>		<p>cough/high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus (COVID-19) infection guidance.</p> <p>If a child is awaiting collection, they will be isolated (as per 19 above). If a member of staff has helped someone with symptoms, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. The affected area will be cleaned with normal household disinfectant after someone with symptoms has left to reduce the risk of passing the infection on to other people.</p> <p>If a child/adult is sent home with suspected Covid-19 symptoms, they should get tested. If the test is negative, they can return to school and fellow household members can end their self-isolation.</p> <p><u>If there is a confirmed case of Covid-19</u>, the rest of their school bubble should</p>	
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						be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child/adult they live with in that group subsequently develops symptoms. Public Health England's local health protection teams will conduct a rapid investigation and will advise on the most appropriate action to take. In some cases a larger number of other children may be asked to self-isolate at home as a precautionary measure Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.	
				<ul style="list-style-type: none"> 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	<p>Shared with parents via email and links on website.</p> <p>To continue to share</p>	
				<ul style="list-style-type: none"> A record of any Covid-19 symptoms in staff or pupils is reported to the trust or local authority. 	Y	A record would be shared	
44. Staff, pupils and parents/carers are not aware of the school's procedures (including on self-isolation and	3	3	9	<ul style="list-style-type: none"> 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	<p>Shared with parents/carers via email and links on website.</p> <p>To continue to share</p>	9

testing) should anyone display symptoms of Covid-19				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y	With staff, and parents/carers of children via letter and will be shared in an appropriate way for children	
				<ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y	Regular and ongoing communication	
45. Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of Covid-19 in the school	3	3	9	<ul style="list-style-type: none"> Staff, pupils and parents/carers 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	Shared with parents/carers via email and links on website. To continue to share	9
				<ul style="list-style-type: none"> This guidance has been explained to staff and pupils as part of the induction process. 	Y	With staff, and parents/carers of children via letter and shared in an appropriate way for children	
				<ul style="list-style-type: none"> Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	Y	Shared via letter/ email and website	
46. Staff, parents and carers are not aware of recommendations on transport to and from school	3	3	9	<ul style="list-style-type: none"> Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12). 	N	Transport information shared w/c 1/6/20	9

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Signature:	Covered by this assessment:
Curtis Sweetingham - Headteacher	02.06.20	05.06.20	CS	Staff, pupils, parents/carers, visitors, volunteers, contractors
		12.06.20	CS	Staff, pupils, parents/carers, visitors, volunteers, contractors
		19.06.20	CS	Staff, pupils, parents/carers, visitors, volunteers, contractors
		26.06.20	CS	Staff, pupils, parents/carers, visitors, volunteers, contractors
		03.07.20	CS	Staff, pupils, parents/carers, visitors, volunteers, contractors
		10.07.20		Staff, pupils, parents/carers, visitors, volunteers, contractors
		17.07.20		Staff, pupils, parents/carers, visitors, volunteers, contractors