

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

## SCHOOL NAME:

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Curtis Sweetingham - Headteacher	09.07.20	Ongoing	Staff, pupils, parents, visitors, volunteers, contractors

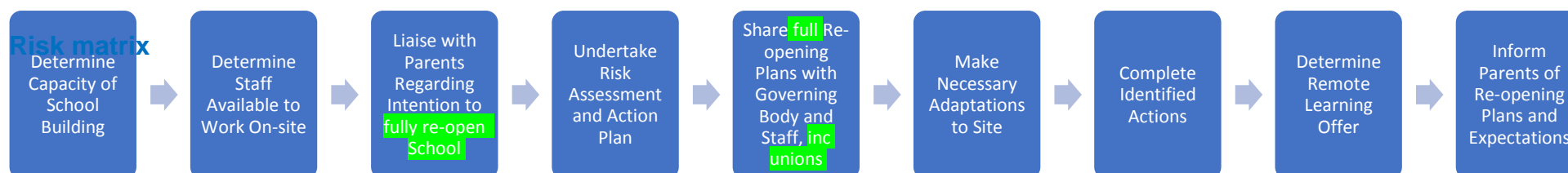
### Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the full re-opening of the school and ensure the school continues to operate in a safe way. This risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

### Other Related Documents:

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

### Suggested Steps of Re-opening Preparation:



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	We have enough staff to bring all year groups back to school.	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 risk assessments have been carried out on all staff members considered vulnerable. 1 member of the team shielding is allowed to return on 1 <sup>st</sup> August.	
				<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	We are planning for all pupils in all classes to be supported in school on a full time basis. Google Classrooms are well established and will be rolled forward to new year groups for 20/21. They will enable home learning to be set efficiently and promptly for any pupils not on the premises.	
				<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	TAs continue to support in class but do not cover classes. They can assist in Google	

						Classrooms should they be required at any time. TAs will predominantly remain with one class but may safely cross bubbles in accordance with government guidelines.	
				<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	All children who require additional SEND support with allocated EHCP funding will have support staff in place. We will keep the staff members as consistent as possible.	
				<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	Information has been shared with all staff and information will be shared with parents.	
				<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	Unless another Lockdown is in place, all learning will be on-site and staffed as normal. Should off-site learning become a necessity again, we will implement a similar rota system to that which has been employed in June and July to enable school and distance learning to be achieved effectively. Google classrooms will now be used regularly as part of teaching and learning.	
2. Risk that the number of staff who are available is lower	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	Known and is updated regularly due to individual family	9

than that required to teach classes in school and operate effective home learning.			9			circumstances of the staff.	9
				• Full use is made of all qualified teachers.	Y	All qualified teachers are in charge of classes or in senior management roles.	
				• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	Y	TAs now support class teachers with teaching and learning. A timetable of cover is available and can be communicated with staff via Email or WhatsApp immediately if these arrangements needed to be changed.	
				• Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self-isolating due to test and trace	Y	Information has been shared with all staff. The test and trace system has not yet needed to be utilised by any staff member.	
				• A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve.	Y	We are expecting all pupils to be back in school from September on a full time basis, with staffing levels secure. If necessary, distance learning can be made available immediately. A rationale is in place.	
				• Where possible, ensure pupils with SEND are prioritised to be in school, -.	Y	This is not required as we are planning for all pupils to return; however, SEND pupils would be prioritised should restrictions on pupils numbers be required again in the future.	
3. Risk of infection	3	3	9	• Where possible, minimise the number of	Y	We are fully staffed and,	9

from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.				different supply teachers visiting the school through longer contracts with agencies.		<b>at the moment, do not need supply teachers within the school. If staff are absent we will initially try to cover internally.</b>	
				<ul style="list-style-type: none"> <li>Ensure visiting staff are aware of and adhere to distancing and hygiene measure and minimise contact to only pupils who need to be taught.</li> </ul>	Y	<b>We are currently not expecting to host visiting staff; the executive Headteacher is currently the only member of staff who will be visiting an alternative school. A risk assessment is currently being drawn up.</b>	
				<ul style="list-style-type: none"> <li>Carry out individual risk assessments for all visiting teachers and ITT trainees and ensure these are shared with the visitor.</li> </ul>	Y	<b>Risk Assessment to be completed for ITT trainee and mentor.</b>	
				<ul style="list-style-type: none"> <li>Negotiate the deployment of ITT trainees with their provider to ensure that their training needs are met but contact and distance requirements are adhered to.</li> </ul>	Y	<b>Negotiations and guidelines are being followed.</b>	
4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.	4	2	8	<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	<b>Staff who are currently self-isolating or are in at-risk categories have all completed individual risk assessments with SLT.</b>	8
5. Risk of not covering essential functions (first-aid, DSL, SENCo).	3	4	12	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	<b>All staff are due to return on 1<sup>st</sup> August 2020.</b>	9
				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	Y	<b>Not required.</b>	
				<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>	Y	<b>We have a large number of 1<sup>st</sup> aid at work and Paediatric trained staff who have their certificates updated on a rolling cycle.</b>	

				<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	Guidance shared with all staff.	
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	N/A as no additional staff in school .	
6. Risks to health and safety because staff are not trained in new procedures.	3	4	12	<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> </ul>	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>	9
				<ul style="list-style-type: none"> <li>Induction and CPD programmes are in operation for all staff prior to reopening (inc breakfast club and after school activities), and include: <ul style="list-style-type: none"> <li>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>Risk assessment complete and shared with all staff. Induction programmes are scheduled for new members of staff.</p> <p>Arrangements for Breakfast and After School Clubs are still in the process of being reviewed as they may or may not open in September.</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	2	8	<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	We have no clinically extremely vulnerable staff members and those who have previously been shielding have individual risk assessments.	8
				<ul style="list-style-type: none"> <li>All members of staff with underlying health issues have been instructed to make their</li> </ul>	Y	All staff have declared	

				<p>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</p> <ul style="list-style-type: none"> <li>Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice</li> <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> <li>Current government guidance is being applied.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>any underlying health issues and have completed individual risk assessments.</p> <p>Headteacher has spoken and emailed all staff previously shielding and informed them to act upon the advice of their GP.</p> <p>All government documentation shared with staff.</p> <p>Guidelines are read and applied at every update.</p>	
<b>B. Teaching Spaces, the Learning and School Environment</b>							
8. Risk of transmission within the school building (this includes breakfast club and after school activities)	3	4	12	<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> <p>For Secondary:</p> <ul style="list-style-type: none"> <li>Audit accommodation in order to establish how many class groups and or year groups (no size restrictions) can be accommodated.</li> <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>	<p>Y</p> <p>Y</p>	<p>Currently reviewing if class groups of 30 children are a feasible bubble size from a staffing point of view, including covering duties. Initial indications are that they are, however breakfast and after school club need further investigation.</p> <p>The SENDCo liaises regularly with the relevant families and we are confident that we can continue to meet the educational and care needs of these children when they return to school in September. We are</p>	9

						<p>aware that the youngest pupils will need special nurturing in the different learning environment but our early years teachers are very experienced and the provisions we have put in place for keyworkers children have proved that we can successfully nurture and educate even the very youngest pupils within this new environment, using visual and auditory stimulating material that fully engages them.</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> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Classes/spaces remodelled to allow for adults to maintain a distance (ideally 2 metres) from pupils and other adults.</li> </ul>	Y	<p>The number of adults in a classroom is usually limited to 2 and occasionally 3, so it is feasible for them to always remain a safe distance apart. Floor marking remain in place at 2m to help maintain distancing.</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	<p>All desks in classrooms from YN upwards will be arranged in forward-facing rows.</p>	
				<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>Posters are displayed. Floors will remain taped at 2m intervals to remind both children and adults in the school of the need to maximise the distance apart on all occasions. Parents informed by</p>	



						<p>emailed letter.</p> <p><b>One-way system around school in place</b></p> <p><b>Only two children will not understand maximising distance (1 in YR and 1 in Y2) and their care support will be provided as normal.</b></p>	
				<ul style="list-style-type: none"> <li>• Clear signage displayed in classrooms promoting reduction of contacts and maximising distance</li> </ul>	Y	<p><b>2m tape markings will remain in place as will posters on social distancing and hand washing.</b></p>	
				<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> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• Pupils remain, subject allowing, in their designated learning space.</li> </ul>	Y	<p><b>We aim to implement the one teacher/TA/class bubble model as far as is feasible in a small school. Occasionally staff will need to move across bubbles – following government guidance but children will remain in their own bubble.</b></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> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• All staff should avoid face to face contact with pupils where possible. Clearly this may not be possible in certain situations e.g. supporting a child with SEN so implementing the appropriate System of Controls is extremely important.</li> </ul>	Y	<p><b>Advice regarding the need to avoid face-to-face contact and minimise time within 1m has been communicated to all staff and there are regular reminders of this too.</b></p>	
				<ul style="list-style-type: none"> <li>• For breakfast and after school clubs schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where</li> </ul>	Y	<p><b>Staggered and specific start and collection times.</b></p> <p><b>Hall divided into bubbles. No year group</b></p>	

				<p>possible.</p> <ul style="list-style-type: none"> <li>If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups</li> <li>Schools should consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</li> <li>As with physical activity during the school day, contact sports should not take place.</li> </ul>		<p><b>bubbles mix.</b>  <b>Limited number of children to ensure safety.</b>  <b>New activities purchased to be used within the club.</b></p>	
9. Risk of transmission in large spaces used as classrooms/teaching spaces	3	3	9	<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> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Class/year group 'bubbles' must not have contact with each other, this includes breaks, lunchtime. Pupils should be encouraged to practice reduction of contacts and maximising distance at all times.</li> </ul>	Y	<p><b>Lunches will be eaten in classrooms – children will be timetabled when they can collect meals from kitchen.</b></p> <p><b>Hall may be divided into bubbles for BC and ASC.</b></p>	9
				<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided</li> </ul>	Y	<p><b>This will not happen in school (no whole-school assemblies etc) and parents will be reminded of the guidance by emailed letter.</b></p>	
				<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</li> </ul>	Y	<p><b>Timetables for drop-off, pick-up, playtimes, lunchtimes and PE</b></p>	

				groups/bubbles apart.		sessions are in the process of being carefully planned. Desks spaced out as much as possible. Staffroom too small to use so closed for the imminent future	
10. Risks of transmission during use of the outdoor learning environment for young children	3	4	12	<ul style="list-style-type: none"> <li>Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces</li> </ul>	Y	Realistic approach being applied and shared with staff.	12
				<ul style="list-style-type: none"> <li>Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y	Systems are in place for washing before/after outside activities/eating etc. sanitisers placed throughout the school.	
				<ul style="list-style-type: none"> <li>Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y	Fountains have been closed. Children bring own water bottles to school.	
				<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	Climbing equipment is timetabled weekly. Cleaned on Friday for Monday.	
				<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	Small equipment that cannot be cleaned after and before use is not available.	
				<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	Activities have been arranged by SLT/PE leader/Sports Leader. Experience gained so far has also shown that the children are happily adapting their play whilst outside in smaller groups. Individual equipment is given to children and cleaned after use.	

			<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> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• Outside spaces are used by one bubble at a time or space is divided with clear demarcations. Limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> </ul>	Y	Playgrounds are divided so 2 year groups go out at one time. Staggered play and lunchtimes.
			<ul style="list-style-type: none"> <li>• Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>	Y	Items that cannot be cleaned are not being used. Each bubble will have its own equipment.
			<ul style="list-style-type: none"> <li>• Resources are limited to facilitate effective cleaning daily</li> </ul>	Y	Children will bring in their own equipment. Where necessary school will provide children with set of learning equipment – washed at the end of each week. Thorough handwashing will occur at every break time to ensure that hygiene is maintained after handling exercise and text books etc.
			<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> <p>For Secondary</p> <ul style="list-style-type: none"> <li>• Only equipment that can be washed easily can be used.</li> </ul>	Y	Any bikes /scooters are being cleaned after use and numbered so that the same child uses the same bike (only used in EYFS).
			<ul style="list-style-type: none"> <li>• Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can</li> </ul>	Y	Bookshelves covered over, enabling access to the books (without being left open) by

				be replaced when each child has finished using them		<b>adults only and unnecessary items removed from all areas</b>	
11. Risk of staff having to move between groups	3	4	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> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Where staff have to move between bubbles to deliver the school timetable they should maintain a 2-metre distance from pupils and colleagues.</li> </ul>	Y	<b>Staff moving between bubbles will be restricted as far as possible. Where necessary, thorough handwashing before and after entering the room of another bubble will take place as well as social distancing.</b>	12
12. Risks of transmission due to movement around the school.	4	3	12	<ul style="list-style-type: none"> <li>Arrange for corridors to be one-way where possible</li> </ul>	Y	<b>In place</b>	12
				<ul style="list-style-type: none"> <li>Clear signage and markers for the youngest children</li> </ul>	Y	<b>In place</b>	
				<ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>	Y	<b>One-way system</b>	
				<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	<b>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.</b>	
				<ul style="list-style-type: none"> <li>Movement of pupils and staff around the school is minimised</li> </ul>	Y	<b>Children remain in classrooms and also eat lunch in classroom, whilst kitchen staff bring food to children. Two-way radios used in some locations as part of the dismissal process to reduce movement when children are collected.</b>	
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly of protocols for</li> </ul>	Y	<b>2m tape remains in</b>	

				reduction of contacts and maximising distance		place as does guidance/posters/ monitoring by staff. Information regularly shared in class discussion.	
				<ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>	Y	Bubbles are being created, staff rotas organised and circulated. The need for staff to cross bubbles will be minimised as far as is feasible in a small school.	
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	Drop-off and pick-up timetables are being organised to stagger different classes as far as is feasible. Parents will be informed by email of the finalised timetable.	12
				<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 informed of planned procedures by emailed letter. Travel arrangements and arrival/pick-up times communicated to parents. Staggered times to be finalised.	
				<ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	Y	N/A	
				<ul style="list-style-type: none"> <li>Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department</li> </ul>	Y	One-way system for drop-off and pick-up in place, through available gates. Gate at back of school being used.	
				<ul style="list-style-type: none"> <li>Determine a queuing system and a process for staff to greet each child, ensure they wash their</li> </ul>	Y	In place Facilities for hand	

			hands immediately on arrival, and then go straight to their classroom		washing in classrooms as well as toilets. Before entering school, children wash hands in sinks.
			<ul style="list-style-type: none"> <li>Unless essential, do not allow parent/carers to enter the buildings to drop off or collect children. If parents do need to enter the building ensure they have an understanding of the procedures in order to keep everyone safe. Do not allow gathering at the school gates to talk to other parents.</li> </ul>	Y	<p>Member of SLT to man gate.</p> <p>Entrance and playground marked with 2m guidance.</p> <p>Parents informed by email of protocols and signs on doors/gates.</p> <p>Communication of parents via email or phone. No parents in school building.</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>Transition picnics outside for new Nursery and Reception children. Limited to a morning or afternoon In school groups.</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	In place – as above
			<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	Y	In place – as above
			<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	In place – as above
			<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	In place – as above
			<ul style="list-style-type: none"> <li>Floor markings visible to all to avoid queueing</li> </ul>	Y	In place – as above
			<ul style="list-style-type: none"> <li>Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	Y	Letter shared and re-edited. Finalised arrangements letter will be shared with staff and parents before

						September.	
				<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	Transport information letter has been shared but a new letter will be shared before term starts.	
				<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 changes to layout measures and procedures and the need for social distancing.	3	2	6	<ul style="list-style-type: none"> <li>Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	Y	Finalised arrangements letter will be shared with staff and parents	6
				<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> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Identify Sixth Form pupils that drive themselves to school/college, identify parking area/protocols.</li> </ul>	Y	Finalised arrangements letter will be shared with staff and parents	
				<ul style="list-style-type: none"> <li>Arrangements for kiss and drop, if deemed appropriate, in consultation with Highways, promoted to staff, children and families.</li> </ul>	N/A	Finalised arrangements letter will be shared with staff and parents but this system will not work on the small road our school is located on.	
				<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	2m marking has been sprayed on the pavement outside the school gate.	
				<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	4	12	<ul style="list-style-type: none"> <li>Break and lunch times are staggered</li> </ul>	Y	Break and lunch timetables are being coordinated.	12
				<ul style="list-style-type: none"> <li>External areas are designated for different groups</li> </ul> <p>For Secondary</p> <ul style="list-style-type: none"> <li>Outside spaces are used by one bubble at a time or space is divided with clear demarcations</li> </ul>	Y	KS1 and KS2 playground separated. Nursey and Reception outdoor areas are now in different areas.	
				<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	In place – class teachers remind regularly.	
				<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	Groups of no more than 30 children are usually supervised by at least 2 adults.	
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	4	12	<ul style="list-style-type: none"> <li>Pupils are reminded about the protocols of the reduction of contacts and maximising distance before every lunchtime</li> </ul>	Y	In place – class teachers remind regularly.	12
				<ul style="list-style-type: none"> <li>Pupils wash their hands before and after eating and on leaving and returning to the classrooms after outdoor play, break and lunch times or any activity away from their designated learning area.</li> </ul>	Y	In place – class teachers remind regularly and staff regularly monitor the washing of hands.	
				<ul style="list-style-type: none"> <li>Dining room areas and other spaces are configured to ensure the reduction of contacts and maximising distance measures are in place when the children eat. Where possible children will be front facing and facing the same direction i.e. not face to face.</li> </ul>	Y	Children eat in classrooms in rows /on field or KS2 playground (Y6), either 2m apart or facing the same direction.	
				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>	Y	2m tape indicators remain in place throughout the school building	
<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	Delivery lunches brought to classrooms/bring own packed lunch. Children eat outside on field or					

						quiet garden when there is good weather.	
				<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>	Y	In place – parents informed by letter.	
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	In place. Cleaning equipment available in all rooms with groups. Eating is currently taking place within the classrooms.	
17. Staff rooms and offices do not allow for observation of reduction of contacts and maximising distance guidelines	4	3	12	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for the reduction of contacts and maximising distance</li> </ul>	Y	In place. Staffroom closed (not enough room). Floor markings in offices.	9
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	In place and reminded.	
18. The configuration of medical rooms may compromise reduction of contacts and maximising distance measures	3	3	9	<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance provisions are in place for medical rooms</li> </ul>	Y	In place – medical room moved to a more spacious area. Medical room being moved nearer main office	8
				<ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	Y	Sheltered outside area (if weather is particularly cold – new medical room).	
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	Provided by borough and additional purchases of gloves, masks, aprons. PPE itemised and monitored.	
				<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	Meeting held with cleaning company about Covid-19 cleans. More thorough cleaning currently taking place once a week.	
19. Groups of people	3	3	9	<ul style="list-style-type: none"> <li>Parents are made aware of new school</li> </ul>	Y	Letter and social story	6

gather in reception areas which may contravene reduction of contacts and maximising distance guidelines				procedures prior to their children starting back at school and to those families whose children are new to the school.		has been shared and new information via video and letter and PowerPoint will be sent home before new school term starts – will include all new joiners.	
				<ul style="list-style-type: none"> <li>The maximising distance floor markings are clearly in place</li> </ul>	Y	2m markings/outdoor spray remain in place to reinforce the idea of maximising distance.	
				<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	Posters/information displayed on entrance door. Parents informed to communicate with school by email/telephone.	
				<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>	Y	Signs displayed on outside gates/doors to inform delivery drivers to call the office.	
				<ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>	Y	Essential visitors allowed in school. Floor marked and information shared on arrival.	
<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	4	12	<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y	In place – posters, reminders, discussions about good hygiene.	12
				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>	Y	Plans in place. Staff clean touch points throughout the day and daily evening cleaning by company. School currently closes on a Friday for thorough hygienic clean – to be reviewed.	

				<ul style="list-style-type: none"> <li>Minimise contact and mixing (see above)</li> </ul>	Y	Bubbles of children and staff allocated to bubbles (limited to one bubble as far as is feasible).	
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	Y	All arrangements will be shared with parents/carers as soon as they are finalised.	
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	4	16	<ul style="list-style-type: none"> <li>Testing of staff or pupils – if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested.</li> </ul>	Y	No home testing kits at school yet, but expecting a small batch to arrive. Staff have been made aware of mobile testing station in Whetstone 2 days per week by appointment only; also Wembley daily and Ikea.	12
				<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	Coronavirus procedures and protocols communicated to parents/carers/staff via email in September.	
				<ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	Y	If an adult develops symptoms, they will report them immediately to HT and go home to self-isolate. 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"> <li>PPE on hand.</li> </ul>	Y	All PPE stored in staff room (now used as PPE storage room). Small amount of PPE grab bags available in medical room.	
				<ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>	Y	NHS Test and Trace procedures and protocols communicated to parents/carers/staff via email in September.	
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	4	16	<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	All non-essential items that cannot be cleaned have been removed. Wash tubs available to dip/soak outdoor equipment after use.	12
				<p>Establish arrangements for all frequently touched surfaces and equipment e.g.</p> <ul style="list-style-type: none"> <li>door handles</li> <li>handrails</li> <li>tabletops</li> <li>play equipment</li> <li>toys</li> <li>electronic devices (such as phones)</li> <li>specialist equipment, including equipment used by pupils with SEN</li> </ul>	Y	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"> <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	Range of appropriate cleaning equipment already in school.	
				<ul style="list-style-type: none"> <li>Limit the number of shared resources that are</li> </ul>	Y	Basic equipment being	

				<p>taken home by staff and pupils and limit the exchange of such resources.</p> <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> <li>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books</li> <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> <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>	<p></p> <p><b>Y</b></p> <p><b>Y</b></p> <p><b>Y</b></p> <p><b>Y</b></p>	<p><b>provided by the school – washed daily.</b></p> <p><b>Children have individual pots of equipment at their own individual tables.</b></p> <p><b>In place – staff informed and reminded.</b></p> <p><b>In place. Sanitising gels located next to shared equipment and posters to remind staff.</b></p> <p><b>Parents previously informed that children should wear school uniform and change it daily, new guidance will recommend similar practice but not insist.</b></p>	
23. Risk of virus spreading because the school has insufficient materials and equipment	<b>4</b>	<b>3</b>	<b>12</b>	<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> <li>Use of hand sanitisers at appropriate locations</li> <li>Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,</li> <li>Bins to be double bagged and emptied</li> <li>Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>	<p><b>Y</b></p> <p><b>Y</b></p> <p><b>Y</b></p> <p><b>Y</b></p> <p><b>Y</b></p>	<p><b>In place – checked daily.</b></p> <p><b>In place – checked daily.</b></p> <p><b>New pedal bins in place assuring minimal touching required.</b></p> <p><b>Cleaners aware bins are to be double-bagged.</b></p> <p><b>In place – checked daily.</b></p>	<b>12</b>
24. Provision and use of PPE for staff where required is not in line with government guidelines	<b>3</b>	<b>3</b>	<b>9</b>	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on</li> </ul>	<p><b>Y</b></p> <p><b>Y</b></p>	<p><b>Staff are aware of systems.</b></p> <p><b>Shared with all staff.</b></p>	<b>9</b>

				<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	In place – video shared from Covid-19 doctor about good handwashing and tips.	
25. Pupils forget to wash their hands regularly and frequently	4	4	16	<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 and electronic messaging boards 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	In place – staff meetings, notes and videos.	12
					Y	Posters throughout the building. Teachers regularly remind pupils.	
					Y	In place – regular times throughout the day timetabled for handwashing. Leaders remind staff regularly about reminded children.	
26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	4	12	<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> <li>• Large gatherings are avoided inc assemblies</li> </ul>	Y	In place – posters, floor markings, social stories. PowerPoint to be shared both transition days and then fortnightly thereafter.	12
					Y	Communicated regularly to staff at meetings/by posters/by SLT.	
					Y	In place – as above. Children will only leave the classrooms when necessary.	
					Y	In place – a maximum of	

						31 children will gather in a classroom for learning. Assemblies will take place virtually.
				<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	Timetables are in place
				<ul style="list-style-type: none"> <li>The school's behaviour policy has been revised and sets out clearly the consequences for poor behaviour and deliberately breaking the rules and how the school will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules.</li> </ul>	Y	Reviewed and addendum shared with all staff.
				<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	Will be monitored when children return.
				<ul style="list-style-type: none"> <li>Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> </ul>	Y	In place. Communicated by email/letters.
				<ul style="list-style-type: none"> <li>Arrangements for younger primary school children have been agreed and staff are clear on expectations.</li> </ul>	Y	In place for YN-Y6. Expectations shared at staff meetings and minuted.
				<ul style="list-style-type: none"> <li>Arrangements for pupils with SEN have been agreed and staff are clear on expectations.</li> </ul>	Y	Risk assessments finalised. Most SEN children will understand maximising distance; those who will need support already have 1-1 teaching assistants.

**D. Premises and Buildings**



27. Risk that regular enhanced cleaning capacity is at a reduced level so that any deep-clean and ongoing enhanced cleaning of classrooms, shared areas, surfaces and toilets are not undertaken to the standards required	4	4	16	<ul style="list-style-type: none"> <li>A plan for cleaning staff on return to school (including any deep cleans) is agreed with contracting agencies prior to opening.</li> </ul>	Y	HT met with cleaning company and arranged weekly Friday Hygienic clean. Purchased new cleaning product and arranged Deep Clean in the summer holiday.	12
				<ul style="list-style-type: none"> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. This enhanced cleaning schedule should include: <ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal, using standard products such as detergents and bleach</li> <li>the regular cleaning of toilets</li> </ul> </li> </ul>	Y	In place.  Touch points, desks and toilets are cleaned twice a day - once by school staff and children and once by cleaners in the evening.	
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	Y	Hours have been increased by 2.5 hours each week	
28. The use of fabric chairs may increase the risk of the virus spreading	3	3	9	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>	Y	Complete. Staffroom chairs stacked so they cannot be used.	9
				<ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Y	In place. Staff not to use staffroom.	
29. Queues for toilets and handwashing risk non-compliance with reduction of contacts and maximising distance measures	4	4	16	<ul style="list-style-type: none"> <li>Follow DfE guidelines for number of pupils per toilet</li> </ul>	N	Toilets allocated to different year groups. Bubble use of toilets timetabled. Children taught about using discretion if other children in the toilets	12

						who are not in their bubble. Every other cubical can be used.	
				<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>	N	Children taught about queuing, however teacher and timetable will establish safe distancing.	
				<ul style="list-style-type: none"> <li>• Floor markings are in place to enable reduction of contacts and maximising distance.</li> </ul>	Y	In place.	
				<ul style="list-style-type: none"> <li>• Pupils know that they can only use the toilet one at a time.</li> </ul>	Y	In place and will be shared regularly.	
				<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	Will be monitored and timetabled by class teachers.	
				<ul style="list-style-type: none"> <li>• The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y	Daily.	
				<ul style="list-style-type: none"> <li>• Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	In place. Daily check by cleaners, SLT and Office Admin.	
				<ul style="list-style-type: none"> <li>• Bins are emptied regularly.</li> </ul>	Y	In place. Cleaners to empty daily.	
				<ul style="list-style-type: none"> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	Y	In place – reminded regular, posters.	
30. Fire procedures are not appropriate to cover new arrangements	4	4	16	<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	In place. All children to be reminded of fire procedures on return. Slight change on where children line up. Years 1 and 2 on infant playground, 2, 3 and 4 on the field and 5 and 6 on the junior playground. Information shared with staff and children.	12

						To line up on field following 2m rule-sufficient space to do this. Fire Marshal on site every day.	
				<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 have been informed in staff meeting and minutes. Children are informed on return and through social story.	
				<ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	HT informed FMs of revised procedures.	
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	4	16	<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	Yes, however need to be documented. No mobility issues within the school. Full school drill needs to take place once YN and YR are in school. Scheduled October 2020.	12
32. Fire marshals absent due to self-isolation	4	4	16	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Y	HT or DHT in every day - will be briefed by fire marshals and will cover absence.	12
33. All systems may not be operational	3	3	9	<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</li> </ul>	Y	All systems are operational. No ventilation or lift or escalators.	9
					Y	Government guidelines are being followed. All systems from the list present in the school have been checked.	

				<p>systems</p> <p>Security systems</p> <p>Lifts and escalators</p> <p>Heating</p> <p>Ventilation systems</p>			
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	2	8	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> </ul>	Y	Recorded and monitored and implemented.	8
				<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	Systems have been maintained and a flush took place on 5/6/20. Taps will be turned on weekly at school over the summer holidays.	
35. Lack of good ventilation means that there is risk of transmission	2	3	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:</li> <li><a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul>	Y	Doors open/ajar where possible; all windows open. Air conditioning units will remain unused.	6
36. Visitors to the site (including parents) add to the risk	4	2	8	<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>	Y	Essential visitors within the school building only. Clear signage around the school building.	8
				<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>	Y	As above.	
				<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	Touch screen out of use – sign in completed by office staff – however essential visitors only.	
				<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</li> </ul>	Y	Will take place virtually wherever possible.	

				not be suitable)			
				<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	Taking place virtually. New parents meeting held online.	
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	3	12	<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	Essential work to be completed out of hours and in school holidays only.	8
				<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	An assessment has been completed and a health assessment form set up for use if required.	
				<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	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, especially during school hours.	
				<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	Access to most areas can be via an external route.	
				<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	Guidance and advice would be shared – but contractors will rarely be on site.	
				<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</li> </ul>	Y	Guidance and advice would be shared – but contractors will rarely	

				(including contractor risk assessments and method statements, and contractor induction).		be on site.	
<b>E. General</b>							
38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3	4	12	<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	Addendum added to safeguarding and admissions policy.	9
				<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. <del>(LBB will issue guidance on this shortly)</del></li> </ul>	Y	New LBB risk assessment has been completed and shared with stakeholders.	
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	Current assessment shared with governors, parents and staff 3/6/20, new assessment shared on 14.07.20.	
39. Curriculum/ Learning Environment				<ul style="list-style-type: none"> <li>Consider what activity is more difficult/ not possible to be undertaken with reduction of contacts and maximising distance in place.</li> <li>Each activity should be risk assessed and should not be run unless the risks can be mitigated. School will ensure activities such as PE, music and practical lessons are carried out safely in line with guidance e.g.: <ul style="list-style-type: none"> <li>in PE pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school</li> </ul> </li> </ul>	Y	<p>Activities considered and appropriate measures put in place. E.g. individual PE equipment or change in activity or lesson. PE lessons outside. No singing in music lessons.</p> <p>Any lessons that require equipment that cannot be cleaned will be adapted. Staff are informed about how to help children in a safe way.</p>	9

				choirs and ensembles, or school assemblies.			
				<ul style="list-style-type: none"> <li>• Ensure all staff are trained and supported in front of classroom delivery style (where appropriate) and aware of how best to provide students with additional support.</li> </ul>			
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	3	12	<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> <li>○ Highways department</li> </ul> </li> </ul>	Y	Documents and information shared with key stakeholders via email and website.	6
				<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 2<sup>nd</sup> Sept</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	Via letter emailed and on website. Further information to follow before September.	
41. Pupils who are unable to attend school because they are complying with	3	3	9	<ul style="list-style-type: none"> <li>• School is aware of current guidelines for shielding</li> </ul>	Y	School is aware.	8
				<ul style="list-style-type: none"> <li>• Parents have been provided with clear guidance about acceptable reasons for non-</li> </ul>	Y	Key government guidance shared via	

clinical and/or public health advice are not receiving access to remote education				attendance and this is reinforced on a regular basis.		<b>email and website.</b>	
				<ul style="list-style-type: none"> <li>Parents have been asked to make the school aware of pupils' health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> </ul>	Y	<b>Key government guidance shared via email and website.</b> <b>Discussions with parent.</b> <b>Followed up with email/ letter/ phone call reminder where necessary.</b>	
				<ul style="list-style-type: none"> <li>Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	<b>Ongoing register.</b>	
				<ul style="list-style-type: none"> <li>Staff are available to ensure pupils at home continue to be provided with remote education</li> </ul>	Y	<b>There will be online education available if a child cannot return.</b>	
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	3	4	12	<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	<b>2 mental health trained members of staff. 1 available on site, 1 virtually.</b>	9
				<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	<b>Pupils are reminded regularly.</b>	
				<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	<b>New Covid-19 PSHE units purchased for all children.</b>	
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	<b>Shared with parents/carers via email and twitter.</b>	
43. The mental health of staff has been adversely affected during the period that the school has been closed and by the	3	4	12	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	<b>Websites, apps and articles shared with staff.</b>	12
				<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	<b>Weekly discussions regarding wellbeing and workload.</b>	



COVID-19 crisis in general				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y	Each staff meeting starts with wellbeing content e.g. prayer/ mindfulness/ celebration or information.	
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y	As above.	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	As above – shared regularly.	
44. 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"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y	Via zoom.	6
				<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	Monitored and advised 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	Summer report gives update.	
				<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	Dialogue takes place with the chair or others every 2/3 days.	
				<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	As usual practice.	
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	3	9	<ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>	Y	SLT are aware and have shared the information with staff and parents.	6
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	Shared with all staff.	
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	Shared with all staff.	
46. Infection transmission within school due to staff/pupils (or	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	Shared with DFE, Barnet and the Diocese.	12

<p>members of their household) displaying symptoms</p>				<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>	<p>Y</p>	<p><b>As per government guidance:</b>  <b><u>If anyone becomes unwell with a new, continuous cough/high temperature, or has a loss of, or change in, their normal sense of taste of smell (anosmia), they must be sent home and advised to follow the <u>COVID-19: guidance for households with possible coronavirus (COVID-19) infection guidance.</u></u></b></p> <p>If a child is awaiting collection, they will be isolated (as per 19 above).</p> <p>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</p>	
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					<p>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 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,</p>	
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						which will reduce risk of transmission, closure of the whole setting will not generally be necessary.	
				<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>Shared with parents via email and links on website.</p> <p>To continue to share.</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	A record would be shared.	
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	3	12	<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>Shared with parents/carers via email and links on website.</p> <p>To continue to share.</p>	9
				<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	Shared with staff, and parents/carers of children via emailed letter and shared in an appropriate way for children.	
				<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	Regular and ongoing communication.	
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	3	12	<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	We will continue to share all guidance we receive via email and website links.	9
				<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	Information is shared with children in an age-appropriate way via PowerPoints communicated before they return to school.	

						All adults (staff and parents/carers) are updated by emailed letters.	
				<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	Shared vis emailed letters and vis the website.	
49. Staff, parents and carers are not aware of recommendations on transport to and from school	4	3	12	<ul style="list-style-type: none"> <li>Reduce any unnecessary travel on buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times. (See Risks 11 and 12).</li> <li>Pupils, parents and staff travelling on public transport to wear face covering and to remove these safely when coming into school, following school procedures</li> </ul>	Y	The most up-to-date transport information, including the wearing of face masks, was shared in a letter before the children returned to school in September.	9

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Signature:	Covered by this assessment:
Curtis Sweetingham - Headteacher	09.07.20	09.07.20	CS	Staff, pupils, parents, visitors, volunteers, contractors
		07.09.20	CS	Staff, pupils, parents, visitors, volunteers, contractors