

# COVID-19: Operational Risk Assessment for full School Reopening in March 2021

**SCHOOL NAME: St. John's CofE Primary**

Member of Staff and Job Title:	Date of Assessment:	Date of Review:	Covered by this assessment:
Graham Gunn (Head Teacher) Macci Dobie (Deputy Head)	17.7.20 Revised 08.10.20 Revised 26.01.21 Revised 01.03.21	w/c 20.07.2020 (presented to governing body)	Staff, pupils, parents, visitors, volunteers, contractors

## Purpose of this document:

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

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

## Other Related Documents:

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



### Suggested Steps of Re-opening Preparation:

### Risk matrix

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

Specific Concern/ Risk	Impact score (a)	Probability score (b)	Current Risk Rating (a) x (b)	Control Measures	In Place (Y/N)	Implications for opening the school and further action proposed	Risk rating 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	All staff able to return to work from September. No staff member is categorised as 'extremely clinically vulnerable'. Some members fall within the 'clinically vulnerable' group. <b>All staff available to work.</b> Staff who previously fell within the 'clinically vulnerable' group have received their first Covid vaccination.	

			<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	Members of staff who are vulnerable have been identified and communicated with. Their needs are understood and arrangements in-place to ensure their wellbeing.
			<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. <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</a></li> </ul>	Y	Pupils who are in need of self-isolating will be offered home learning in the form of ready available resources such as Oak National Academy, BBC Bitesize, Mathletics and Reading Eggs. This will be supplemented by tasks set by the class teacher. Where whole classes or staff are self-isolating, pupils will be offered a more bespoke home learning offer via google classroom as per our lockdown offer.
			<ul style="list-style-type: none"> <li>Ensure flexible and responsive use of teaching assistants</li> </ul>	Y	TAs will provide support to teachers and only when unavoidable due to staff shortage, lead a bubble. <a href="#">TA timetables have been reviewed to ensure that they only work in one class.</a>
			<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	SENDCo has organised TA support according to needs of pupils. 1:1 support will be offered to 2 pupils currently (1 with an EHCP and 1 awaiting an EHCP).

				<ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self isolating due to test and trace</li> </ul>	Y	<p>Anyone who displays symptoms of coronavirus (COVID-19) should inform SLT as soon as possible. Tests can be booked online through the NHS <a href="#">testing and tracing for coronavirus website</a>, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. School will support staff and steer towards testing, providing home testing kits or arranging tests for staff if required.</p> <p>Lateral Flow Tests (LFT) arrived in school on 26.1.21. Tests disseminated to staff. Staff asked to test themselves twice a week and follow guidance for reporting test result.</p>	
			<ul style="list-style-type: none"> <li>Ensure there is adequate delegation of roles to staff to deliver on site learning (for those attending school) and home learning (for those who are learning at home)</li> </ul>	Y	<p>Staff will resume normal duties from September. Pupils who are in need of self-isolating will be offered home learning in the form of ready available resources such as Oak National Academy; additional tasks will be set by the class teacher. Where whole classes or staff are self-isolating, pupils will be offered a more bespoke home learning offer via google classroom as per our lockdown offer. Where individual pupils are absent, staff will do their best to provide a meaningful home learning experience (see earlier notes)</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	2	6	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> </ul>	Y	<p>Staff to keep HT and DHT informed regularly as to their availability for working on site.</p> <p>LFT results to be communicated to HT or DHT to ensure that cover can be arranged as well as putting into place isolating measures.</p>	
				<ul style="list-style-type: none"> <li>Full use is made of all qualified teachers.</li> </ul>		<p>All staff, including both teaching and non teaching, will resume normal class duties. This includes staff working across classes ensuring that social distancing and PPE protocols are maintained as much as possible.</p>	
				<ul style="list-style-type: none"> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> </ul>	Y	<p>Teaching assistants to be used to support classes returning to school and to provide targeted support for those most in need.</p>	

						TAs to support one class bubble and work with pupils within that bubble only.	
				<ul style="list-style-type: none"> <li>Full use is made of test and trace to inform staff deployment i.e. ensure staff are able to attend work and should not be self isolating due to test and trace</li> </ul>	Y	<p>Staff to notify SLT as soon as symptoms are displayed; each staff member presenting symptoms should endeavour to book a test immediately.</p> <p>Staff to provide details of anyone they have been in close contact with who has developed Covid-19.</p> <p>Staff should self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).</p> <p>Staff to use LFD twice weekly upon return to school.</p>	
				<ul style="list-style-type: none"> <li>A clear rationale is in place for which pupils will be in school and at home each day and a blended model of home learning and attendance at school is utilised until staffing levels improve.</li> </ul>	Y	<p>All pupils are expected to return to school in <b>March 2021</b>.</p> <p>If a child has to self-isolate they will be offered an opportunity to continue their learning at home (see home learning provision notes above) thereby enabling staff to continue to deliver school learning.</p> <p>If a whole class needs to self-isolate, the pupils will be offered a more bespoke home learning (see above).</p>	
				<ul style="list-style-type: none"> <li>Where possible, ensure pupils with SEND are prioritised to be in school, -.</li> </ul>	Y	The needs of SEND pupils are understood and provided for.	
3. Risk of infection from use of supply teachers, temporary teachers, peripatetic teachers and deployment of ITT trainees.	4	3	12	<ul style="list-style-type: none"> <li>Where possible, minimise the number of different supply teachers visiting the school through longer contracts with agencies.</li> </ul>	Y	<p>School has established relationships with supply agencies. Where possible absences will be covered in house. Where this is not possible, school will try to use the same supply agency. Supply teachers required for <b>March</b> have been booked and are on a prolonged contract.</p> <p>Peripatetic music teachers are booked to teach throughout the year; they will abide by the same hygiene and social distancing protocols as school staff. Risk assessments will be in-place for visiting staff and they will also be</p>	

						guided by their own organisations risk assessments, eg. BEAT	
		3	12	<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	<p>Where possible, visiting staff to work with one bubble only and to ensure that social distancing is maintained. Where visiting staff work with more than one pupil from different classes, eg. an instrumental teacher, risk assessments will be completed and measures put in-place to ensure everyone's safety.</p> <p>Visitors to be informed of school expectations with regards to following safety protocols.</p> <p>Workshops will resume following safety protocols. They will take place in school hall, where possible, to enable better social distancing. Facilitators will be required to wear a face covering when in school, have their temperature taken upon arrival and complete a visitor questionnaire form.</p> <p>Drumming to take place with one year group only.</p>	
	2	2	4	<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	Informal risk assessments will be made on an individual basis and induction carried out.	
		1	2	<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	n/a. No ITT trainees scheduled for 2020-2021	
4. Risk of infection of <b>extremely clinically vulnerable</b> members of the household of a member of staff.	4	2	2	<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	No household risks currently known but measures will be put in-place to address and mitigate risk where and if required.	
5. Risk of not covering essential	3	1	3	<ul style="list-style-type: none"> <li>Provide cover for the role from within available staffing</li> </ul>	Y	Sufficient staff and expertise to cover all key duties if key staff absent.	

functions (first-aid, DSL, SENCo).				<ul style="list-style-type: none"> <li>Or remote support via another school, Academy Trust or the LA</li> </ul>	Y	n/a (see above)	
				<ul style="list-style-type: none"> <li>Ensure First Aid certificates are up to date (previously extended for 3 months)</li> </ul>	Y	<p>All staff need Anaphylaxis training in November 2020. First aid training booked or to be arranged during the autumn term to ensure that all first aid qualifications are current and adequate provision available at all times.</p> <p>Anaphylaxis training carried out November 2020. All out of date training booked for relevant staff members.</p> <p>Staff with expired first aid certificates to be booked onto relevant training.</p>	
				<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	<p>Staff to maintain social distancing where possible, when dealing with first aid issues. PPE will be worn when social distancing cannot be maintained, particularly if dealing with pupils displaying Covid-19 symptoms.</p>	
				<ul style="list-style-type: none"> <li>Programme of training for additional staff in place (e.g. Safeguarding)</li> </ul>	Y	All safeguarding and child protection training up to date.	
6. Risks to health and safety because staff are not trained in new procedures.	3	1	3	<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 revised summer 2020, uploaded to Google Drive and will be issued to staff rejoining the school in September who were not present in the summer term.</p> <p>Staff handbook revised February 2021.</p>	
				<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> </ul> </li> </ul>	Y	<p>School risk assessment for autumn reopening to be shared with all staff.</p> <p>Safeguarding training to take place in autumn term with new KCSIE 2020 guidance.</p> <p>Wrap around care meeting to be held with Sherpa Kids 23.07.2020 to assess reopening arrangements. Wrap around care staff are employees of the school as well as Sherpa Kids and as such all CPD needs are met in-house as well as by external provider.</p> <p>KCSIE 2020 training carried out autumn 2020 for all staff. New staff members inducted January 2021.</p>	

				o Risk management			
7. Risk that staff who are extremely critically vulnerable are not identified and so measures have not been put in place to protect them.	4	1	4	<ul style="list-style-type: none"> <li>An individual risk assessment and suitable controls must be in place before they return to the workplace. The controls must enable the ability to reduce the number of different contacts and keep a safe distance, and they must not be employed in any role where high-risk activities may be carried out, for example personal care.</li> </ul>	Y	All staff to keep SLT up to date with current circumstances. No staff identified as being in this category (13/7/20). Risk assessment to be carried out as described should this change.	
				<ul style="list-style-type: none"> <li>All members of staff with underlying health issues have been instructed to make their condition or circumstances known to the school if it could put them at risk. Staff are made aware that they have a duty to inform the school if their health circumstances change which puts them at risk. Records are kept of this and regularly updated</li> </ul>	Y	as above	
				<ul style="list-style-type: none"> <li>Members of staff who are classed as clinically vulnerable and clinically extremely vulnerable have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice</li> </ul>	Y	Instructed accordingly	
				<ul style="list-style-type: none"> <li>Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable</li> </ul>	Y	Instructed accordingly	
				<ul style="list-style-type: none"> <li>Current government guidance is being applied.</li> </ul>	Y	n/a	

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

8. Risk of transmission within the school building (this includes breakfast club and after school activities)	3	3	9	<ul style="list-style-type: none"> <li>Audit accommodation and the full range of curriculum needs in order to establish if class groups (30 children) are a feasible bubble size or if year group sized bubbles will need to be implemented.</li> </ul>	Y	<p>Each class of 30 pupils will form one bubble. Furniture to be arranged, where possible, forward facing. Soft furnishings to be removed.</p> <p>Pupils to have their own pencil cases with equipment that should not be shared. Other class equipment can be shared but regular cleaning ideally to take place. Ensure rooms are well ventilated.</p> <p>Swimming/art - enhanced cleaning and separate risk assessment for swimming.</p> <p>Hall timetabled - controlled use and movement to ensure maintenance of social distancing</p> <p>Shared use of toilets - older pupils to continue to wipe surfaces using antibac wipes</p> <p>Sanitising stations in classrooms to continue</p> <p>Wrap around care to recommence - explore the possibility of allocating tables/areas to specific year groups to reduce risk of transmission and social distancing between year groups. <a href="#">In place.</a></p> <p>Where possible, resources should not be shared with different year groups. Strict cleaning arrangements where shared; ie. after a PE lesson.</p> <p>SWIMMING &amp; LETTINGS: separate risk assessment to be completed by the school and hirers before reopening. Face to face meetings between hirers and school to identify challenges and agree systems to mitigate risk.</p>
				<ul style="list-style-type: none"> <li>Swimming and Lettings – associated risks.</li> </ul>	Y	<p>SENDCo has organised TA timetables to take into account identified support for SEND pupils.</p> <p>Where possible, furniture to be arranged in such a way as to promote social distancing in EYFS e.g. separate tables.</p>
				<ul style="list-style-type: none"> <li>Take account of the unique needs of individual pupils, including those with SEN and the youngest children in the school.</li> <li>Pupils who have complex needs or who need close contact care: Their educational and care support should be provided as normal.</li> </ul>		

			<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>Teacher desks to be moved to the front of the class in KS1/2 (Y2-Y6) and teachers to teach from the front. Reconsider positioning of other furniture, ie. tray cabinets.</p> <p>Removal of unnecessary furniture/cupboards where possible (consider size and weight and availability of storage space). 2m social distancing not possible at all times but promoted where possible.</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>Forward facing tables, where possible (not EYFS &amp; Y1) to reduce risk of contamination. Pupils who may require support during lessons to be placed at the end of rows so that support from staff can be more easily provided.</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 SEND, 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>Pupils to be regularly reminded of the importance of trying to maintain distance within their bubbles, particularly with staff, where appropriate.</p> <p>Staff to model appropriate behaviour. Reminders provided by teachers and in socially distanced assemblies (Y1-Y6).</p> <p><b>Staff requested to wear either face masks or visors at all times when in the building apart from when eating or drinking.</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>Posters to be displayed around the school and in classrooms as a reminder.</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 SEND and younger children who are unable to adhere to reduction of contacts and maximising distance</li> </ul>	Y	<p>Classes to form their own bubbles and to be encouraged to not mix with other bubbles.</p> <p>Staggered start/end times</p> <p>Staggered playtimes</p> <p>Assemblies to take place with 2 classes only - one at the front and one at the back of the hall (to be risk assessed).</p> <p>Bubbles to avoid travelling to other parts of the school where possible.</p> <p>Staff to try to ensure that when working with pupils, particularly younger pupils or those with</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>		SEND, that they maintain some distance and offer support from the side as opposed to face on.
	3	3	9	<ul style="list-style-type: none"> <li>For breakfast and after school clubs schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible.</li> <li>If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups</li> <li>Schools should consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</li> <li>As with physical activity during the school day, contact sports should not take place.</li> </ul>	Y	<p>Breakfast &amp; after school club to designate tables or areas to specific bubbles (risk assessment in-place).</p> <p>Where possible, resources should not be shared across different year groups. If shared, they must be sanitised after use.</p> <p>Full risk assessment to be carried out by Sherpa Kids in partnership with the school.</p> <p>Consistent use of adults running the breakfast &amp; after school clubs.</p> <p>Ensure pupils adhere to hand and respiratory hygiene measures in place.</p> <p>Keep rooms and spaces well ventilated.</p> <p>Remove resources with soft furnishings.</p> <p>Staff to make use of 'Physical Education: Social Distancing &amp; 'Little or No Equipment PE Games' document when conducting physical activity with pupils.</p> <p>Equipment to be allocated to different year groups and not be shared.</p>

						PE Syllabus to be reviewed and rescheduled to avoid contact sports.	
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>	Y	<p>Hall use to be timetabled as per normal. The hall will also be used for lunches to expand available space and mitigate risk of cross contamination at lunch time when single space shared by all pupils. Stringent cleaning measures will be put in place to reduce risk of cross contamination between bubbles using the same space.</p>	
				<ul style="list-style-type: none"> <li>Large gatherings of more than one bubble should be avoided (but where considered feasible measures will be enforced to ensure separation between bubbles to mitigate the risk of cross contamination.</li> </ul>	Y	<p>Staggered play &amp; lunch times. Dining room to be cleaned in between different bubbles using it.</p> <p>Assemblies to take place with individual classes or maximum of two (one at the front and one at the back of the hall) and social distancing ensured between pupils in the same bubble and between 2 bubbles sharing a large space. Movement in, into and out of the hall to be controlled by adults. Hall assemblies to be arranged as follows: KS1-2 classes; Lower KS2 - 2 classes &amp; Upper KS2 - 2 classes</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 groups/bubbles apart.</li> </ul>	Y	<p>Sanitising stations to be placed in every room, hall and dining space and staff to be encouraged to clean surfaces regularly and maintain good hand hygiene and respiratory hygiene controls among children.</p> <p>Mealtime supervisors to wear PPE when working in enclosed spaces (dining hall, hall and during wet-breaks in classrooms and corridors); this to include aprons and visors in the hall and dining room &amp; visors in the playground and MUGA.</p>	
10. Risks of transmission during use of the outdoor learning	3	2	6	<ul style="list-style-type: none"> <li>Leadership are realistic about the difficulties of reducing contacts and maximising distance for young children in outside spaces</li> </ul>	Y	EYFS outdoor space to be separated with barriers so that YR and YN do not cross and share resources at the same time and before cleaning takes place.	

environment for young children					Leadership and staff recognise the challenges of maintaining protocols with young children and realistic and achievable measures will be put in-place to accommodate this. <a href="#">Barriers purchased for use in playground and MUGA to distinguish clear boundaries when playground in use by different bubbles at the same time.</a>
				<ul style="list-style-type: none"> <li>• Arrangements for handwashing, hand sanitiser, tissues, bins with lids, are in place outside</li> </ul>	Y New stock ordered periodically although some resources, eg. wall mounted hand sanitiser refill packs, hard to obtain. When this is the case alternative measures put in-place. Washroom divided into 2 spaces to avoid bubbles mixing.
				<ul style="list-style-type: none"> <li>• Close down drinking fountains and make arrangements for individual water bottles for children</li> </ul>	Y In-place
				<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 frames and activity trail to be timetabled for weekly use by classes Monday-Thursday allowing 72 hours of non-use to decontaminate before a new week commences..
				<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 Where possible but less easy within EYFS as small world play an essential aspect of learning.
				<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 Options exist
				<ul style="list-style-type: none"> <li>• Outside spaces are divided and demarked for class groups of children to use to facilitate children staying in their groups. Where this is not possible year groups may form a larger bubble.</li> </ul>	Y Staggered play & lunch times to reduce risk of bubbles crossing. Rota system established for using areas of the playground/MUGA/field/hall. Barriers in-place to create safe over-flow area for children who finish their lunch early so that they do not have to spend unnecessary time waiting in the dining hall.

				<ul style="list-style-type: none"> <li>Where outside space must be shared arrangements for cleaning between bubbles are in place</li> </ul>	Y	See above	
				<ul style="list-style-type: none"> <li>Resources are limited to facilitate effective cleaning daily</li> </ul>	Y	Every class provided with their own playtime resources which are not shared between bubbles and sanitised every afternoon.	
				<ul style="list-style-type: none"> <li>Bike and wheeled toy play: dependent on numbers – either name labels or label bikes, scooter etc for individual children to use, with their names or arrange for bikes to be wiped down by an adult, between use by the children</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Consider the removal or covering of areas which are difficult to clean such as mailable materials and planting areas. Consider replacing with individual resources which can be replaced when each child has finished using them</li> </ul>	Y	Under consideration.	
11. Risk of staff having to move between groups	4	2	8	<ul style="list-style-type: none"> <li>Where staff have to move between bubbles to deliver the school timetable they should try to reduce contacts and maximise distance, keeping an ideal distance of 2 metres from pupils and staff where possible.</li> </ul>	Y	<p>Staff to ensure that they maintain distance from pupils and where possible, reduce contact with individuals. Classrooms arranged to encourage, where space permits, adequate social distancing.</p> <p>Sanitising stations within classrooms will encourage better hand and respiratory hygiene.</p> <p>Staff working within the same bubble at the same time to ensure that they maintain safety protocols as outlined.</p> <p>Staff working across bubbles to wear a visor in each bubble.</p> <p>TA timetables have been reviewed so that they only work in one bubble.</p> <p>One teacher works across two bubbles and ensures that safety protocols are followed.</p> <p>MTS staff wear PPE, hall ventilated, safety protocols followed.</p>	

						Swimming teacher to work with one bubble at a time for a set period before undertaking a period of isolation and self testing using LFD before working with a different bubble.	
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>	N	Not possible	
				<ul style="list-style-type: none"> <li>Clear signage and markers for the youngest children</li> </ul>	Y	Signage and markers in place for all pupils	
				<ul style="list-style-type: none"> <li>Corridors are divided where feasible</li> </ul>	N	Not possible	
				<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	Where possible, classes to use class playground doors as a point of entry and exit to the building (except for some bubbles when they arrive & depart school). Staggered lunch times to aid movement around school. Timetables in place for use of hall, art room and swimming pool. Staff to ensure they collect and return chrome books, ipads and laptops instead of sending pupils. Such equipment to be cleaned before placing back in charging cupboards.	
				<ul style="list-style-type: none"> <li>Movement of pupils and staff around the school is minimised</li> </ul>	Y	Movement controlled by adults and by timetabling. All staff to wear a face covering when moving around the school and if supervising another bubble, eg. during a wet playtime. <b>All staff to wear a face covering when they are in the building with the exception of when they are eating or drinking.</b>	
				<ul style="list-style-type: none"> <li>Pupils are reminded regularly of protocols for reduction of contacts and maximising distance</li> </ul>	Y	Staff provide regular reminders about safety protocols in place. Staff to act as role models in demonstrating correct behaviour. Posters displayed around the school and in classrooms as prompts and reminders.	
<ul style="list-style-type: none"> <li>Appropriate duty rota and levels of supervision in place reducing contacts and maximising distance</li> </ul>	Y	Staff to supervise own bubbles at play times - rota system between teachers and TAs.					

						MTS team to continue to supervise staggered lunch times.
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>		<p>Staggered start and end times incorporating two points entry (car park into main foyer, pedestrian gate into playground)</p> <p>8.45 - 3.00 YN &amp; YR  8.55 - 3.10 Y1 &amp; Y2  9.00 - 3.10 Y3  9.00 - 3.20 Y4  9.05 - 3.20 Y5 &amp; Y6</p> <p><b>ARRIVAL</b>  Y6, Y4, Y1, YN - use main entrance  Y5, Y3, Y2, YR - use playground entrance  Siblings to arrive at the same time as the youngest sibling's allocated time slot (all teachers will need to be in class by 8.45am)</p> <p><b>DEPARTURE</b>  YN &amp; YR - collect from classroom outer doors  Y1 &amp; Y2 - collect from playground  Y3 - collect from playground  Y4 - collect from main entrance  Y5 &amp; Y6 - collect from playground  Gate staff to wear visors when supervising entry and departure to/from school <a href="#">as well as staff dismissing classes.</a></p>
				<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	See above
				<ul style="list-style-type: none"> <li>Stagger time for SEN Transport drop offs and pick ups</li> </ul>	n/a	n/a
				<ul style="list-style-type: none"> <li>Number of entrances and exits used is maximised where appropriate measures in place, in consultation with the council's Highways Department</li> </ul>	Y	Two points of entry/exit: pedestrian gate and car park gate (no vehicle entry)

			<ul style="list-style-type: none"> <li>Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom</li> </ul>	Y	Hand sanitising stations available in every classroom for use on-entry.
			<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.</li> <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> <li>Do not allow gathering at the school gates to talk to other parents.</li> </ul>	Y	<p>Inform parents that we will not be able to operate an open door policy. All queries will need to be via appointment, telephone, text or email.</p> <p>Parents to drop off / collect pupils from designated arrival/departure points.</p> <p>Where younger pupils join the school, parents will be allowed to enter the classroom to assist with settling their child. Parents will be required to follow safety protocols and encouraged to leave as soon as possible.</p> <p>This has been an issue during the partial reopening of school. Clear instructions to be given to parents and gatherings to be prohibited and school to be proactive in managing this.</p>
			<ul style="list-style-type: none"> <li>Identify drop off and pick up waiting areas that can reduce contacts and maximise distance</li> </ul>	Y	<p>Staggered start and end times.</p> <p>Parents collecting from main school entrance will be allowed to queue in car park (car park gate to be opened); there will be no movement in and out of the car park between 8.30 and 9.30 am and between 2.45 and 3.40pm (unless supervised).</p>
			<ul style="list-style-type: none"> <li>Extend gate/entrance opening times to prevent queueing</li> </ul>	Y	In-place
			<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	Correspondence by letter. Staff presence to supervise.

				<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	see above	
				<ul style="list-style-type: none"> <li>• Floor markings visible to all to avoid queuing</li> </ul>	Y	Where possible <a href="#">In place</a>	
				<ul style="list-style-type: none"> <li>• Parents given advice on walking/cycling to school, avoiding public transport and minimising driving</li> </ul>	Y	Correspondence by letter.	
				<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	Scooters and bicycles permitted to encourage healthy lifestyles.	
				<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	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	4	12	<ul style="list-style-type: none"> <li>• Advice to pupils and families on maintaining road safety procedures despite changes.</li> </ul>	Y	Correspondence by letter.	
				<ul style="list-style-type: none"> <li>• For those that have to drive, advice on places they should and should not pick up, drop off and park.</li> </ul>	Y	Correspondence by letter. Encourage use in Bethune Park car park. Advise parents not to park over drives or to queue over residential driveways.	
				<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	n/a	
				<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	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>		Will seek advice if required	

				<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>	<b>N</b>	n/a	
15. Risk of transmission because pupils do not observe agreed protocols of the reduction of contacts and maximising distance at playtimes	<b>3</b>	3	9	<ul style="list-style-type: none"> <li>• Break and lunch times are staggered</li> </ul>		Staggered play and lunch times. Play times: 10.15-10.30 KS1 playtime 10.35-10.50 Y3/Y4 play 10.55-11.10 Y5/Y6 play Lunch times: Use dining hall and main hall. Packed lunches eat with their own class at tables. YR 11.45-12.45 Y1 11.45-12.45 Y2 11.45-12.45 Y3 12.15-1.15 Y4 12.45-1.45 Y5 12.45-1.45 Y6 12.45-1.45 <u>MTS hours</u> BP 11.45-1.45 JW 12-1.30 DB 12.00-1.45 TA/DB/LB 12.15-1.45 NB. Additional support adult outside 11.45-12.00; 11.45-12.15; 12.30-12.45 (TA working with relevant class)	
				<ul style="list-style-type: none"> <li>• External areas are designated for different groups</li> </ul>	<b>Y</b>	Risk mitigation measures in-place (see above)	
				<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>	<b>Y</b>	Current and continuing practice	
				<ul style="list-style-type: none"> <li>• Supervision levels have been enhanced to support all pupils,</li> </ul>	<b>Y</b>	In place - see above.	

				including those pupils needing a high level of adult support.			
16. Risk of transmission because pupils do not observe agreed protocols of reduction of contacts and maximising distance at lunchtimes	3	3	9	<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	Current and continuing practice	
				<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	Current and continuing practice	
				<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	Dining room space extended and seating arrangements reviewed, and altered accordingly. Extra furniture purchased to facilitate (benches/lunchbox trolleys, etc.)	
				<ul style="list-style-type: none"> <li>Floor markings are clear to avoid queues</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Other arrangements may be in place e.g. delivering packed lunches/grab bags to classrooms, pupils eating own packed lunches in classroom, pupils eating in outdoor spaces</li> </ul>	N	n/a	
				<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	Sharing of food never takes place.	
				<ul style="list-style-type: none"> <li>Eating areas are thoroughly cleaned after lunchtime</li> </ul>	Y	Increased hygiene measures to be introduced to the dining room in September. <a href="#">In place for March.</a>	
17. Staff rooms and offices do not allow for observation of	4	2	8	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and</li> </ul>	Y	Staffroom refurbished and rearranged to facilitate improved social distancing between staff. Staggered breaks and lunchtimes will also make this easier to achieve.	

reduction of contacts and maximising distance guidelines				workstations have been put in place to allow for the reduction of contacts and maximising distance		Staff encouraged to clean surfaces and areas after use. All cutlery and crockery to be washed in dishwasher for enhanced cleaning.	
				<ul style="list-style-type: none"> <li>Staff have been briefed on the use of these rooms</li> </ul>	Y	In-place	
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	We will incorporate space outside of the medical room in the event that more than one child requires treatment.	
				<ul style="list-style-type: none"> <li>Additional rooms are designated for pupils with suspect COVID-19 whilst collection is arranged</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>PPE available if staff dealing with pupil with symptoms</li> </ul>	Y	In-place	
				<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	In-place	
19. Groups of people gather in reception areas which may contravene reduction of contacts and maximising distance guidelines	3	1	3	<ul style="list-style-type: none"> <li>Parents are made aware of new school procedures prior to their children starting back at school and to those families whose children are new to the school.</li> </ul>	Y	Inform parents that we will not be able to operate an open door policy. All queries will need to be via appointment, telephone, text or email.	
				<ul style="list-style-type: none"> <li>The maximising distance floor markings are clearly in place</li> </ul>	Y	To be completed during the summer recess <a href="#">In place</a>	
				<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	To be completed during the summer recess <a href="#">In place</a>	
				<ul style="list-style-type: none"> <li>Non-essential visitors to school and deliveries are minimised</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Arrangements are in place for visitors to stay apart</li> </ul>	Y	See above	

### C. Hygiene and protective controls

20. Risk that reducing contacts	3	3	9	<ul style="list-style-type: none"> <li>Ensure frequent hand cleaning and good respiratory hygiene practices</li> </ul>	Y	In-place	
---------------------------------	---	---	---	--	---	----------	--

and maximising distancing between those in school is difficult or impossible to maintain, leading to a risk of transmission.				<ul style="list-style-type: none"> <li>Regular cleaning</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Minimise contact and mixing (see above)</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>See sections above re start and end of day arrangements, playtimes and break times</li> </ul>	Y	Appropriate arrangements in place	
21. Risk of staff or children with the virus coming into school with symptoms or when symptoms are not clear.	4	3	12	<ul style="list-style-type: none"> <li>Testing of staff or pupils – if school has home testing kits - give to any symptomatic staff or pupil when they are sent home. If not, ensure the staff/parents/pupils know the process to get tested.</li> </ul>	Y	Measures in-place <b>Staff coming in to school to start using LFT from 26.1.21. Follow guidance and protocols as explained in testing kits.</b>	
				<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	Measures in-place	
				<ul style="list-style-type: none"> <li>Make arrangements to isolate anyone with symptoms and have clear guidance and protocols</li> </ul>	Y	Measures in-place	
				<ul style="list-style-type: none"> <li>PPE on hand.</li> </ul>	Y	Measures in-place	
				<ul style="list-style-type: none"> <li>Active engagement with NHS Test and Trace</li> </ul>	Y	Measures in-place	
22. Risk of the virus spreading via surfaces in the school unless there is regular cleaning	4	3	12	<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	Measures in place	
				<ul style="list-style-type: none"> <li>Establish arrangements for all frequently touched surfaces and equipment e.g. <ul style="list-style-type: none"> <li>door handles</li> <li>handrails</li> </ul> </li> </ul>	Y	Increased cleaning regime to operate during term-time to include mid-morning and mid-afternoon clean of frequently touched surfaces where possible	

				<ul style="list-style-type: none"> <li>• tabletops</li> <li>• play equipment</li> <li>• toys</li> <li>• electronic devices (such as phones)</li> <li>• specialist equipment, including equipment used by pupils with SEN</li> </ul>			
				<ul style="list-style-type: none"> <li>• When cleaning, use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces.</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>• Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>• Limit the number of shared resources (such as pencils, arts equipment, etc.) between pupils in the same classroom.</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>• Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>• Teachers should make sure they wash their hands before and after handling shared equipment (such as printers, touch screen computer etc.). Alternatively, provide hand sanitisers at appropriate locations.</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>• There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform that cannot be machine washed should be avoided. Ensure parent/carers are aware of this</li> </ul>	Y	In-place	
23. Risk of virus spreading because the school has insufficient	4	1	4	<ul style="list-style-type: none"> <li>• Establish clear plan to ensure the school has an ongoing supply of soap and hot water in every toilet and in classrooms</li> </ul>	Y	Stock regularly reviewed and orders placed	

materials and equipment				<ul style="list-style-type: none"> <li>Use of hand sanitisers at appropriate locations</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste,</li> </ul>	Y	Bins in place but not lidded to reduce risk of contamination from touching. <a href="#">Where lidded bins are used, lids left open during day as per explanation above.</a>	
				<ul style="list-style-type: none"> <li>Bins to be double bagged and emptied</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom</li> </ul>	Y	In-place in all classrooms and communal spaces	
24. Provision and use of PPE for staff where required is not in line with government guidelines	3	1	3	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Those staff required to wear PPE (e.g. SEND intimate care, cleaning staff, receiving and handling deliveries) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Staff are reminded that the wearing of gloves is not a substitute for good handwashing</li> </ul>	Y	In-place	
25. Pupils forget to wash their hands regularly and frequently	4	2	8	<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> </ul>	Y	Good hand washing protocols and pupils understanding of the need for this established prior to and during lockdown. Refresher training for all pupils and staff to be provided. <a href="#">Pupils to be reminded regularly upon return to school. Staff to model good hand hygiene.</a>	
				<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Pupils regularly reminded about this in class.</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>	Y	In-place	

26. Pupils' behaviour on return to school does not comply with reduction of contacts and maximising distance guidance	3	1	3	<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for reducing contacts and maximising distance is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. For pupils with SEN, including those with Autism, use appropriate methods such as pictures/PECS and modelling.</li> </ul>	Y	In-place. Pupils' behaviour is always excellent.
				<ul style="list-style-type: none"> <li>Staff model reducing contacts and maximising distance consistently.</li> </ul>	Y	In-place. See earlier.
				<ul style="list-style-type: none"> <li>The movement of pupils around the school is minimised.</li> </ul>	Y	In-place. See earlier.
				<ul style="list-style-type: none"> <li>Large gatherings are avoided inc assemblies</li> </ul>	Y	In-place
				<ul style="list-style-type: none"> <li>Break times and lunch times are structured to support the reduction of contacts and maximising distance and are closely supervised</li> </ul>	Y	In-place
				<ul style="list-style-type: none"> <li>The school's behaviour policy has been revised and sets out clearly the consequences for poor behaviour and deliberately breaking the rules and how the school will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules.</li> </ul>	Y	In-place. Policy addendum written. <a href="#">Behaviour policy updated February 2021.</a>
				<ul style="list-style-type: none"> <li>Senior leaders monitor areas where there are breaches of reduction of contacts and maximising distance measures and arrangements are reviewed.</li> </ul>	Y	In-place

				<ul style="list-style-type: none"> <li>Messages to parents reinforce the importance of reduction of contacts and maximising distance</li> </ul>	Y	In-place; shared in newsletters. Will be reiterated.	
				<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	Established during September full reopening. To be reiterated upon full return in March.	
				<ul style="list-style-type: none"> <li>Arrangements for pupils with SEND have been agreed and staff are clear on expectations.</li> </ul>	Y	In-place. See earlier statements.	

**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	1	4	<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	Cleaning arrangements in-place	
				<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 and established cleaning routines	
				<ul style="list-style-type: none"> <li>Working hours for cleaning staff are increased</li> </ul>	Y	Arrangements in-place	
28. The use of fabric chairs may increase the risk of the virus spreading	3	1	3	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> </ul>	Y	Done	
				<ul style="list-style-type: none"> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Y	n/a	
29. Queues for toilets and handwashing risk	4	2	8	<ul style="list-style-type: none"> <li>Follow DfE guidelines for number of pupils per toilet</li> </ul>	Y	In-place	

non-compliance with reduction of contacts and maximising distance measures				<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>	Y	Staff control use of toilets during lesson times. Ensure that MTS team are briefed accordingly. Pupils encouraged to use toilet facilities during class time to reduce number of children requiring their use during play and lunch times.	
				<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	
				<ul style="list-style-type: none"> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>• The toilets are cleaned frequently as laid out in the enhanced cleaning schedule</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>• Monitoring ensures a constant supply of soap and paper towels</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>• Bins are emptied regularly.</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>	Y	In-place	
30. Fire procedures are not appropriate to cover new arrangements	4	1	4	<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>o Reduced numbers of pupils/staff</li> <li>o Possible absence of fire marshals</li> <li>o The need to apply reduction of contacts and maximising distance rules during evacuation and at muster points</li> <li>o A possible need for additional muster point(s) to enable</li> </ul> </li> </ul>	Y	Procedures reviewed. Fire drills to be undertaken upon full return of pupils in March to ensure all pupils and staff are reminded of procedures.	

				reduction of contacts and maximising distance where possible			
				<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	See above	
				<ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>	Y	In-place	
31. Fire evacuation drills - unable to apply reduction of contacts and maximising distance procedures effectively	4	2	8	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which are in line with reduction of contacts and maximising distance measures e.g. bubble muster points</li> <li>Review Personal Emergency Evacuation Plans – buddies are assigned or reassigned according to available persons.</li> <li>Consider access route for teachers and pupils with mobility issues, as reduction of contacts and maximising distance measures may not be possible during an emergency</li> </ul>	Y	Priority remains with the safe exit of classes from the building. Not possible to ensure that all pupils maintain social distance within their own class bubbles during an evacuation but social distancing between bubbles must be ensured and adhered to.	
32. Fire marshals absent due to self-isolation	4	1	4	<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	Caretaker & SLT assume fire marshall roles with the support of all staff who are always available to monitor and care for pupils	
33. All systems may not be operational	3	1	3	<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)</li> </ul>	Y	In-place	
					Y	Where checks by external providers did not take place during Covid-19 lockdown, manual checks were carried out by the caretaker and	

				<p>Electrical and gas safety checks</p> <p>Emergency escapes, lighting and fire detection systems</p> <p>Security systems</p> <p>Lifts and escalators</p> <p>Heating</p> <p>Ventilation systems</p>		summer holiday checks requested from the LA Building Service	
34. Statutory compliance has not been completed due to the reduced availability of contractors during lockdown	4	3	12		Y/N	<p>Some cyclical maintenance and checks remain outstanding due to Covid-19 lockdown. Where possible manual checks completed by caretaker. Request to LA Building Services for completion of checks to be carried out over the summer recess made by email.</p> <p>All checks completed except lightening conductors (being pursued; 05.10.20)</p> <p>Still pursuing this but as yet not received any contact.(26.1.21)</p>	
				<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <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>			
35. Lack of good ventilation means that there is risk of transmission	4	2	8	<ul style="list-style-type: none"> <li>Ensure good ventilation in classrooms and common areas e.g. through opening a window</li> </ul>	Y	<p>Windows and doors open whenever possible. Air handling system for the pool to be reassessed to reduce risk of transmission of virus; advice sought from Barnet Pools (our pool plant managers). <b>Compensatory measures put in place i.e. increase ventilation.</b></p>	
				<ul style="list-style-type: none"> <li>Follow guidance in the following link:</li> <li><a href="#">air conditioning and ventilation during the coronavirus outbreak.</a></li> </ul>			
36. Visitors to the site (including parents) add to the risk	4	2	8	<ul style="list-style-type: none"> <li>Signage giving routes, procedures, entrances and exits to be followed.</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Limit the external visitors to the school during school hours</li> </ul>	Y	In-place. See earlier	
				<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	Manual sign in system in use. School will consider introducing a computerised system although financial limitations apply.	

						All contractors complete Covid-19 visitors form and have temperature checked.	
				<ul style="list-style-type: none"> <li>Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable)</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Consider holding SEN meetings such as Annual Reviews and other start of term transition meetings 'virtually'</li> </ul>	Y	In-place	
37. Contractors on-site whilst school is in operation may pose a risk to reduction of contacts and maximising distance and infection control	4	2	8	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> </ul>	n/a	n/a No work current or pending	
				<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	Existing controls considered satisfactory; controlled access, temperature checks, visitors accompanied when on premises, etc.	
				<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 about their health and temperatures taken of all visitors when entering the premises. Traded services are mainly contracted through the LA who will convey expectations to all contractors on the school's behalf (this will further strengthen our checking system).	
				<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	Such systems will be employed when necessary and possible.	
				<ul style="list-style-type: none"> <li>Reduction of contacts and maximising distance is being maintained</li> </ul>	Y	In-place	

				throughout any such works and where this is not possible arrangements are reviewed.			
				<ul style="list-style-type: none"> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	Y	In-place	

### E. General

38. Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3	1	3	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on the system of controls: protective measures regarding COVID-19 and its implications for the school.</li> </ul>	Y	Revised summer 2020	
				<ul style="list-style-type: none"> <li>The school has carried out a full Health and Safety Risk Assessment to ensure it is Covid-19 secure.</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>	Y	In-place. Risk assessment shared with governors, unions, LA and published to the school website	
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</li> </ul> </li> </ul>	Y	In-place. Careful consideration given to ensuring that all aspects of the curriculum can be safely provided and when necessary, measures put in-place to mitigate risk' ie. for PE and music (advice sought from Barnet Education and Arts Trust (instrumental tuition providers). <a href="#">PE to continue to take place outside where possible. If hall is used, ensure space is well ventilated.</a>	

				<p>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.</p> <ul style="list-style-type: none"> <li>- In music lessons physical distancing and playing outside will be done wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul>		<p>Necessary measures will be implemented in-line with government guidance.</p>	
			<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>	Y	In-place		
40. Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	1	4	<ul style="list-style-type: none"> <li>• Communications strategies for the following groups are in place: <ul style="list-style-type: none"> <li>o Staff (inc staff at breakfast club and after school activities)</li> <li>o Pupils</li> <li>o Parents</li> <li>o Governors/Trustees</li> <li>o Local authority</li> <li>o Health services</li> <li>o Regional Schools Commissioner</li> </ul> </li> </ul>	Y	In-place	

				<ul style="list-style-type: none"> <li>o Professional associations</li> <li>o Other partners</li> <li>o Neighbouring schools/EY settings</li> <li>o Highways department</li> </ul>			
				<ul style="list-style-type: none"> <li>• Parents are communicated with to make sure they know: <ul style="list-style-type: none"> <li>o whether their child will be able to attend from 2<sup>nd</sup> Sept</li> <li>o what protective steps you're taking to make the school a low-risk place for their child</li> <li>o 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	In-place	
41. Pupils who are unable to attend school because they are complying with clinical and/or public health advice are not receiving access to remote education	4	1	4	<ul style="list-style-type: none"> <li>• School is aware of current guidelines for shielding</li> </ul>	Y	In-place	<input type="checkbox"/>
				<ul style="list-style-type: none"> <li>• Parents have been provided with clear guidance about acceptable reasons for non-attendance and this is reinforced on a regular basis.</li> </ul>	Y	In-place	
				<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	In-place	
				<ul style="list-style-type: none"> <li>• Schools have a regularly updated register of pupils with underlying health conditions.</li> </ul>	Y	In-place	
				<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	In-place but always subject to staff availability	

42. Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	2	2	4	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> </ul>	Y	In-place with our resident well qualified and experienced learning mentor/counsellor	
				<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	See above and access to trusted adult (teaching and non-teaching) who are aware of referral routes and options	
				<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	PSHCE syllabus to remain high profile during the autumn term with resources available for covid-19 anxieties <a href="#">To continue for March reopening.</a>	
				<ul style="list-style-type: none"> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>	Y	See above <a href="#">Mental Health and Emotional Wellbeing page on website regularly kept up to date and parents signposted to useful resources.</a>	
43. The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	3	2	6	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> </ul>	Y	Promoted	
				<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	Promoted and ongoing <a href="#">Wellbeing features regularly in staff meeting briefings. Staff signposted to support. Wellbeing board in staffroom established. PSHCE Lead regularly attends wellbeing training and disseminates to staff.</a>	
				<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing</li> </ul>	Y	Ongoing and a focus during autumn staff training <a href="#">Planned for spring and summer.</a>	
				<ul style="list-style-type: none"> <li>Staff briefings/training on wellbeing are provided.</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Y	In-place and including Quell (Barnet employees offer) and in-house offer	
44. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet	2	1	2	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> </ul>	Y	In-place as a full governing body and for committees. All scheduled meetings have taken place by Zoom	
				<ul style="list-style-type: none"> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and</li> </ul>	Y	In-place and ongoing	

statutory requirements.				school leaders are held to account for their implementation.			
				<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	In-place; governors proactive in supporting Covid-19 provision	
				<ul style="list-style-type: none"> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> </ul>	Y	Regular and ongoing discussions with chair and chairs of committees	
				<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	In-place	
45. Test and trace is not used effectively to help manage staffing levels and support staff wellbeing	3	1	3	<ul style="list-style-type: none"> <li>Guidance on test and trace has been published.</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>The guidance has been explained to staff</li> </ul>	Y	In-place	
				<ul style="list-style-type: none"> <li>Post-testing and tracing support is available for staff.</li> </ul>	Y	In-place	
46. Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	4	2	8	<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	In-place	
				<ul style="list-style-type: none"> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of test and trace for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> </ul>	Y	In-place	
				<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</li> </ul>	Y	In-place	

				<p>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</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	In-place	
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	1	4	<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	In-place via newsletters	<input type="checkbox"/>
				<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	In-place	
				<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	In-place	
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	1	4	<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	In-place	<input type="checkbox"/>
				<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	In-place	
				<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	In-place	

